

UNIVERSITY RESPONSE TO CRISIS EVENTS INVOLVING INTERNATIONAL
POPULATIONS: THE CASE OF SEVEN DIRECTORS
OF INTERNATIONAL OFFICES

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James P. Andrews, B.A. & M.A.

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Committee Members Approved:

Clarena Larrotta, Chair

Jovita M. Ross-Gordon

Robert Seese

Erica K. Yamamura

Approved:

J. Michael Willoughby
Dean of the Graduate College

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ABSTRACT

UNIVERSITY RESPONSE TO CRISIS EVENTS INVOLVING INTERNATIONAL POPULATIONS: THE CASE OF SEVEN DIRECTORS OF INTERNATIONAL OFFICES

by

James P. Andrews, B.A., M.A.

Texas State University-San Marcos

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SUPERVISING PROFESSOR: CLARENA LARROTTA

This qualitative research study focuses on crisis events affecting university international populations. It explores how seven directors of university international offices at seven different geographical locations in Texas respond to those events. The study findings shed light on the current state of crisis preparedness in higher education from the perspective of the participating directors and their narratives. The main research question guiding the study is: What is the state of crisis preparedness in higher education involving international populations? The following sub-questions supported the investigation: 1) What were the directors' journeys into international education and their

pathways toward becoming directors of the international offices at the institutions where they work? 2) What is the current state of international education in higher education institutions? 3) What types of crisis events related to international populations have the participants in this study dealt with while working at their institutions? 4) How have they managed these crisis events and what mechanisms are there in place in order to deal with crisis events?

A series of ethnographic interviews, as well as field notes, researcher's log, and documents, served as data collection sources in order to inform study findings. Data were analyzed using cross case analysis and narrative analysis techniques. As a result, the participating director's profiles, examples of crises, a typology of crisis events, and the future of internationalization are presented in chapters three and four. An important contribution product of implementing the study and conducting a close review of the literature is the proposed model for crisis management and best practices presented chapter five. The proposed model illustrates the role that the international office, information sources, international office staff expertise, other university units, stakeholders, and the crisis management team play in the crisis management process. In summary, the study aims to increase understanding of university crisis management of international populations and strives to provide the reader with a frame of reference for developing crisis management processes applicable to their institutions as they better see it fit.

CHAPTER I

INTRODUCTION TO THE STUDY

On April 26, 2009, Texas Governor Rick Perry declared a public health emergency associated with swine flu. Daily 3pm conference calls with the state emergency management team were begun that day. The Texas State Emergency Management Committee met Monday morning on April 27 to discuss the swine flu situation. Decisions were made to meet daily at 9am. A mass e-mail to the campus community was developed and transmitted. A swine flu announcement was added to the university web page. (Carranco, 2009)

Background

On the morning of April 27, 2009, I was called to attend a mandatory meeting of the university's emergency management committee (UEMC) to discuss a strain of swine flu that was reported in Mexico on April 24, 2009. I was invited to participate in these meetings because, as the director of study abroad at my institution, I used to manage partnerships with international institutions, managing short-term faculty-led programs abroad, and coordinate bringing students from partner institutions to study on campus, usually for a semester and sometimes for a full academic year.

I had been listening to the news reports over the past five or six days about the flu outbreaks in Mexico commonly referred to as "swine flu" (H1N1) virus (Center for Disease Control, 2009). I knew from those reports that people had died in Mexico from

being infected with the virus and I knew that our faculty-led programs to Mexico were subject to cancellation because of the news. However, I was not aware that the H1N1 virus would affect programs that I managed on the other side of the globe such as Japan.

This event and other crisis events that I have witnessed working for study abroad and which I will describe in this chapter, served as my motivation to implement the present study. Therefore, the main research question and sub-questions providing focus to this study include: What is the state of crisis preparedness in higher education involving international populations?

1. What were the directors' journeys into international education and their pathways toward becoming directors of the international offices at the institutions where they work?
2. What is the current state of international education in higher education institutions?
3. What types of crisis events related to international populations have the participants in this study dealt with while working at their institutions?
4. How have they managed these crisis events and what mechanisms are there in place in order to deal with crisis events?

I served on the UEMC for nearly two years. The director of the university police department (UPD) headed this committee. We met on a regular basis and developed an emergency response plan for Avian Flu (H5N1) virus within two weeks time of the initial call to action by our Governor, Perry. The H5N1 virus was epidemic in birds in Asia, Europe, the Near East, and Africa, with implications that it might extend to humans, so the university's pandemic emergency planning process had allowed for ample time to respond to a potential event that would affect our campus. The plan included, in part,

procedures to deal with the outbreak such as evacuation of students from campus, identification of essential personnel, interaction and communication plans with community and county health officials, the return of students who were on study abroad programs in areas affected by the virus, managing the international population on campus, and a recovery plan.

Although the University was prepared for the pandemic, these planned procedures were never tested since the H5N1 virus was restricted to outside of North America. However, Mexico's proximity to the United States made the H1N1 virus outbreak a particular concern to Texas. As illustrated in Figure 1, the two countries share 2,000 miles of border, of which 1,254 miles are along the Texas border.

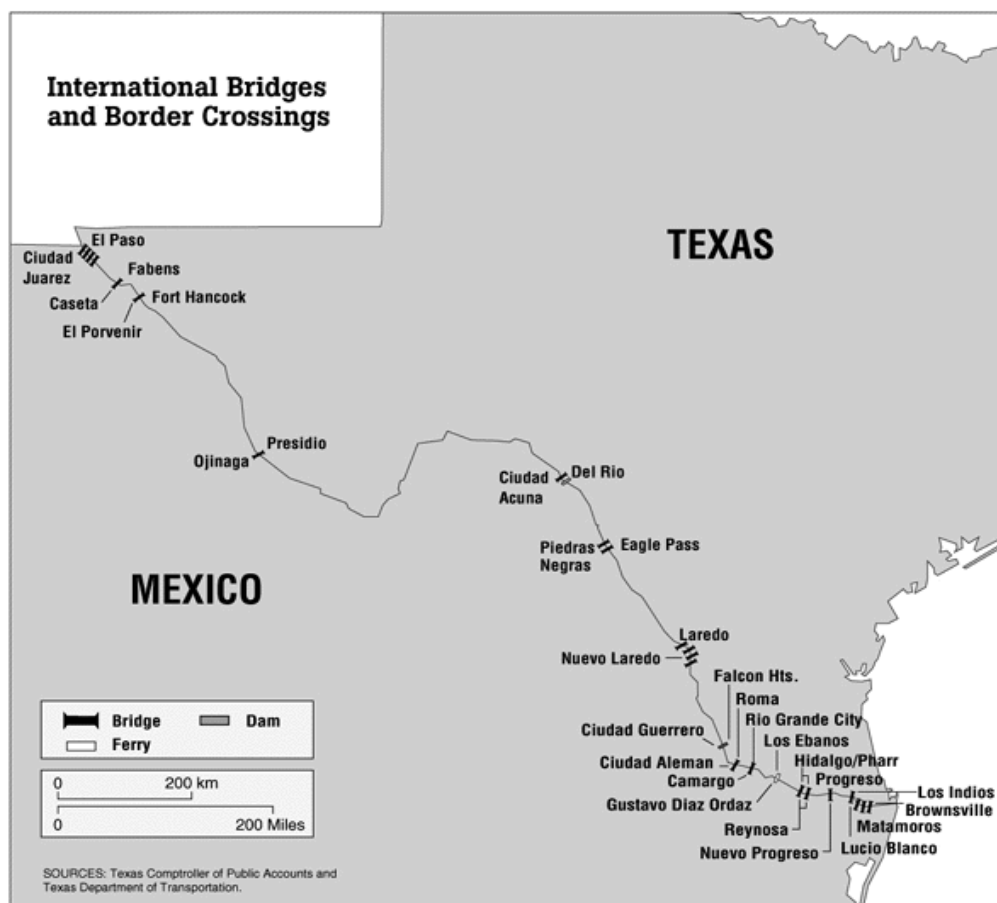


Figure 1. *Map of International Bridges and Motor Crossings.*

The distance between the Texas State University-San Marcos campus and the border with Mexico is approximately 235 miles, or a three to four hour drive. Mexico's proximity to the U.S. coupled with a vibrant trade between the two countries, particularly on the border at Laredo, Texas and Nuevo Laredo, Mexico, made the situation tenuous from a commercial as well as a diplomatic viewpoint between the two countries. As a matter of fact, The Windows on State Government website states, "The international bridges at Laredo make it the busiest port on the border with 2.8 million commercial vehicle crossings in 1999. The commercial truck crossings from Mexico over the nine [of the] Texas ports have increased 216 percent since 1990, from 726,000 in 1990 to 2.3 million in 1999." Though I did not find recent data accounting for the number of commercial vehicle crossings, the Bureau of Transportation Statistics indicated that in 2007 imports accounted for 61 percent of U.S. - Mexico trade (Benigno, 2007). In other words, our proximity to the border presented a unique situation and required that we take swift action in developing a plan to deal with the disease and its potential effect upon our campus.

On the other hand, a State Department travel ban to Mexico in an effort to control the spread of the disease could have negative effects on commerce and on U.S. and Mexican diplomatic relationships. On April 27, 2009 the Center for Disease Control (CDC) issued its Travel Health Warning recommending that U.S. citizens avoid non-essential travel to Mexico as a strategy to control the spread of the disease while preserving the long standing diplomatic ties between the two countries. Similarly at my campus, we began reviewing our study abroad locations and program dates with consideration to either cancel or postpone study abroad programs to Mexico, or seek

other countries where the programs could be relocated. Events began to unfold at my institution regarding the H1N1 virus in Mexico:

The Student Health Center began increased surveillance for influenza using rapid flu tests. Patients were segregated in the lobby and coughing patients were asked to wear surgical masks. Clinical staff evaluating patients with influenza-like illness wore personal protective equipment (goggles, N95 masks, paper gowns, gloves). The Student Health Center deferred elective medical visits to allow for more evaluation of ill persons. Health Center staff met each morning from 8am to 9am to discuss the situation and make adjustments in procedures (Carranco, 2009).

Such actions were put in place to prevent the spread of the virus. According to the World Health Organization (WHO), of the initial outbreak in Mexico, the H1N1 virus began to spread around the globe. World governments became concerned and took action to prevent the spread of the disease within their borders. However, the effect of government actions was felt more in Mexico and by many of its citizens travelling abroad. For example, China, Argentina, Cuba, Canada, and France temporarily suspended flights to and from Mexico, and travel companies cancelled tours (Judd, 2009) in an effort to slow the spread of the disease and to quell travelers' fears. China quarantined Mexican travelers, which resulted in strained diplomatic relations and other countries, such as Peru and Ecuador, suspended flights to and from Mexico (Lacey & Jacobs, 2009).

The virus's ripple effect had gone well beyond Mexico and began affecting our faculty-led programs abroad as well as international students coming to our campus. Colleagues from other institutions in my immediate area cancelled their study abroad

programs to Mexico, and one institution had its faculty-led program to Japan cancelled by the host institution. The host institution in Japan notified us that students arriving on our faculty-led program would be quarantined for three days in an airport hotel. On May 1, 2009, I received the following email from one of our partner institutions in Japan concerned about sending their students to our campus under our agreement. The email read as follows:

Dear Partner Institutions,

Please excuse the format of this message, but it is sent to all our partner institutions. Due to the recent outbreaks of the swine influenza, our university is discussing the measures to take to respond to the current situation. In order to make appropriate decisions as well as to respond to the concerns of our students, their parents and the community, we would like to ask you to report the current condition of your institution. Please include information on the following:

1. Current situation at your university.
2. Any cases that are confirmed in your immediate area.
3. Medical facilities on your campus or in your area if any case is confirmed.
4. Any other information you deem helpful.

As of today, we have canceled our programs in Mexico, but plan to send our students as scheduled to other countries, unless students or their parents decide to withdraw from the program. We will notify you if/when the situation changes. Things are calm and ordinary at our campus. We have informed our international students to refrain from traveling to the countries where the cases are confirmed.

Thank you for your prompt attention and reply to the above inquiries.

Sincerely,

Japan Partner

An email response was sent indicating that measures were being taken to ensure the health and safety of our students and the campus community. It was also indicated that there had been no confirmed cases of the H1N1 virus on campus, that current class and exam schedules were to continue as planned, and that city, state, local, and university health officials continued to monitor the H1N1 situation. All schools in our immediate area remained open and continued to operate on normal schedules. The URL for H1N1 status updates was included so that they could link to it for continuous updates. On our campus precautionary measures continued to develop and were implemented as well. The UEMC committee met daily for updates and debriefings. The after-action report continued:

As it became clear that H1N1 (swine flu) influenza was spreading in Texas and other states, additional measures were implemented: 1) students and others with influenza-like illness were sent home for 7 days, 2) flu tests were sent to the state lab using special flu culture media, 3) temporary isolation units were established at Bobcat Village for students that needed to be removed from community residence halls, 4) Dean of Students, VPSA, and the Associate Provost received daily student Sent Home lists to facilitate notification of professors, 5) a new university announcement was developed and updated daily on the main university Web page, 6) meals in dining halls were switched from self-serve to served by staff, 7) a campus education program was launched including fliers and posters, 8) hand sanitizers were made more widely available on

campus, 9) disinfection and cleaning of high touch/traffic areas was increased, 10) non-essential large gatherings were deferred or cancelled, 11) advisory/caution notices were developed for Study Abroad programs and university summer camps, and 12) Study Abroad programs in Mexico during the month of May were cancelled (Carranco, 2009).

On May 15, 2009, the CDC downgraded its Travel Health Warning to a Travel Health Precaution for Mexico. I then resumed our planned June study abroad programs and sent students to Mexico. By that time, 34 countries had officially reported 7,520 cases of H1N1 virus infections (WHO, 2009).

As a result of precautionary measures, the send home policy surfaced. The draft After-action Report stated that students and others with influenza-like illness were to be sent home for seven days. As was the case at our institution, as at most U.S. colleges and universities, international students who live on campus cannot be sent home because home is very far way from campus. As a result we made accommodations to move international students to an off-campus residence. We established temporary isolation units at a University apartment complex for students and removed them from community residence halls to limit the spread of the H1N1 virus. In summary, we recognized and planned for the impact that the H1N1 virus might have on our international students. Universities involved in crises planning need to consider a variety of stakeholders including the university's international population (Mitroff et al., 2006). For example, international students are not in proximity to their homes. Therefore "home," in the case of the "Send Home Policy," to an international student living on campus means their residence hall.

University International Populations as Stakeholders

At one time, university crisis events were infrequent, but not so today. Rather, crisis events are more frequent; they are varied and arise from a variety of sources. Major crimes, athletic scandals, significant drops in revenues, disease, and natural disasters are some of the possible areas in which a university is vulnerable and open to crisis events (Pearson, 1998; Mitroff, Diamond, & Alpaslan, 2006). Every vulnerability has an effect upon the institution's international education efforts, the international population in general, and the on-campus international students in particular.

Another vulnerability the institution may have is how it views its international population. For example, international students may be overlooked because the institution may view its population as being more homogeneous. That is, the campus may not recognize that there are students who are very different from what is assumed to be the "average" college student. For example, in this case the assumption is that students are within a reasonable driving distance from home, they speak and understand English fluently, they are familiar with American college and university culture and its processes and procedures, and many have friends and family that are nearby, within the state most likely, to provide assistance if needed. The reason that the international population was included in the H1N1 event at my campus was that the director of the international office was included as a member of the university's emergency management committee and was able to make their voice heard. Therefore, the unique needs of the international students living on campus were recognized. But for that to happen, several prior events occurred bringing attention to those students who study abroad and to those international students living on campus.

Two years earlier, the director of the international office and I met with our associate vice-president for academic affairs to inform her about exposures we had identified related to international education and how they opened the university to vulnerabilities. Later we met with the vice-president of student affairs; we then presented those vulnerabilities to the UEMC. This allowed us to segue university international education efforts as routine to the institution rather than the exception. We informed the UEMC about our purpose, responsibilities, and concerns. As a result, international education became a stakeholder was able to contribute to and be included in crisis management decisions. In this case international education began to be a part of rather than apart from the institution.

Crisis events cross international boundaries. University crisis management is complex and varied, and includes many stakeholders, particularly its international population. That is, events are as varied and as broad in scope as the H1N1 virus and can extend its effects beyond a country's borders. By the same token, crisis events that are confined to a university campus can be equally concerning to the institution's international population and far reaching to constituents abroad, as we'll see in the next section.

University Crisis Events Today

Recent crisis events such as those that have occurred at the University of California, Davis to protest tuition increases and The Pennsylvania State University sex scandal, are two high profile examples of universities in crisis, the outcome of which remains to be seen at this time. The president at Penn State was fired and students at UC, Davis are calling for the Chancellor's resignation. The Virginia Polytechnic Institute and

State University (Virginia Tech) massacre of 2007 is the worse mass shooting in U.S. history (Hauser & O'Connor, 2007; Lavergne, 2007) surpassing the University of Texas (UT) at Austin shootings occurring more than 40 years earlier. Some of the shooter's victims were international students and faculty members. Among the dead were international faculty members from Canada, Israel, and India and international students from Peru, Egypt, India, and Indonesia (The Chronicle of Higher Education, 2007; Hauser & O'Connor, 2007). Though there were no international faculty members or students killed or wounded at UT-Austin on August 1, 1966, the implication from that event had an affect that reached well beyond its campus boundaries.

Crisis events are unpredictable, ambiguous, uncertain, and chaotic. Crisis events are unpredictable, they potentially have negative results, and they occur suddenly and without warning. (Zidziarski, 2001). Often there is little time to respond. Crisis events “present a dilemma in need of a decision or judgment that will result in change for better or worse” for the organization (Pearson & Clair, 1998, p. 61). No organization manages a crisis with either total success or total failure. The outcome of a crisis event is determined by the way an organization manages the event and by a series of successes and failures that result during its crisis resolution process (Mitroff et al., 2006). An organization's response to a crisis depends upon the nature of the crisis event, the degree of uncertainty that surrounds the event, and the perception of the crisis by the people who comprise the organization. An organization's culture can also determine the degree of success by which a crisis situation is handled and including how it views its international population.

Colleges and universities are comprised of many units and these units often act independently of the others. These independent actions leave a university open to crisis

on a variety of fronts increasing its risk and vulnerabilities (Mitroff et al., 2006). As a case in point, international students are one of these fronts of vulnerability. For example, college and university international offices, responsible for international students, have concerns that require action separate and apart from those of the university's student services area. At the same time, university international offices may be required to make their responses "fit" into student service policies and procedures developed without an international population in mind. The international office may need to develop policies and procedures that fit the needs of international populations and that are apart from the university's day-to-day processes.

International Students

At some universities, international students comprise a significant number of enrolled graduate and undergraduate students. According to the 2008 Open Doors Report, the number of international students at colleges and universities in the United States increased by 7% to a record high of 623,805 in the academic year 2007/08. The 2008 Open Doors Report data indicate a greater increase in the number of new international students, those who enrolled for the first time in a U.S. college or university, for fall 2007 by 10 percent.

During the academic year 2007/08, U.S. college and university enrollments reported by state indicate California hosted the largest number of foreign students with (84,800, up 9% from the previous year), followed by New York (69,844, up 6%), and Texas third reporting 51,824 international enrollments, up 6% (IIE, 2008). Three of the top 20 institutions hosting international students for 2007/2008, three were located in Texas: The University of Texas at Austin, (5,550) ranked eighth, Texas A & M

University, (4,094) ranked seventeenth, University of Houston, (3,420) ranked twentieth (IIE, 2008).

International Student and Scholar Contributions

It is important to emphasize that international students and scholars contribute to the sustainability and diversity of colleges and universities in the U.S. They also contribute substantially to the economy in the areas where they attend school.

International students contribute approximately \$14.5 billion dollars to the U.S. economy, through their expenditure on tuition and living expenses. Department of Commerce data describe U.S higher education as the country's fifth largest service sector export, as these students bring money into the national economy and provide revenue to their host states for living expenses, including room/board, books and supplies, transportation, health insurance, support for accompanying family members, and other miscellaneous items (IIE, 2008).

It is evident that if international students develop poor perceptions of an institution because of negative crisis management outcomes, a decline in international student applications could result. This decline in applications would greatly affect those institutions financially and redefine the academic programs that depend upon international enrollment (IIE, 2008). It is possible that viable programs could therefore be discontinued if international enrollment decreases.

The Open Doors report documents the increase in enrollment and points out that a significant number of international students who elect to study at U.S. colleges and universities are Asian. Students from the top four countries of origin, India, China, South Korea, and Japan, comprise 43% of all international students enrolled in U.S. higher

education (IIE, 2008). Equally important, international students provide diversity to an institution, becoming an educational resource and enhancing the learning environment.

Definition of Important Terms

Explaining important terms, such as the ones that appear below, will help the reader gain understanding and clarity when encountering them through out the study. It is important to note that the terms “risk” and “crisis” are used interchangeably. This is especially important when reviewing the literature as the research on crisis management from different content areas, such as public relations and risk management, often refer to crisis as risk and vice versa.

Crisis: An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome (Merriam-Webster, 2007).

Crisis Management: Thinking about and planning for a wide range of crises and especially for their interactions (Mitroff, Diamond, & Alpaslan, 2006).

F-1 Visa: Or Student Visa is for people who want to study at an accredited U.S. college or university, or to study English at a university or language institute (U.S. Department of State).

FERPA: The Family Educational Rights and Privacy Act (FERPA), is a Federal law that protects the privacy of student education records (U.S. Department of Education).

HIPAA: The Health Insurance Portability and Accountability Act of 1996 protect the health information of identifiable individuals (U.S. Department of Health and Human Services).

J-1 Visa: Or Exchange Visitor Visa is the visa issued to people who will be participating in an educational or cultural exchange program (U.S. Department of State).

Organizational Crisis Management: A systematic attempt by an organization's members along with external stakeholders, to avoid crises or to manage those that do occur effectively (Pearson & Clair, 1998).

Organizational Crisis: A low-probability, high-impact event that threatens the viability of the organization and is characterized by ambiguity of cause, effect, and means of resolution as well as by a belief that decisions must be made swiftly (Pearson & Clair, 1998).

Risk: A term used interchangeably with crisis. An expectation of loss expressed as the probability that a particular threat will exploit a particular vulnerability with a particular harmful result (Shirley, 2000).

Summary

This chapter provided an overview of the state of university crisis management involving international students and scholars and the process of dealing with international students during the H1N1 virus emergency. The main research question and sub-questions providing focus to this study were presented. An overview of international students and scholars as stakeholders and their contributions was discussed. The chapters that follow are Methodology, Director's Profiles, Crisis Types, and the Future in which a model for crisis management is presented. Each chapter tells the story.

CHAPTER II

METHODOLOGY AND OVERALL RESEARCH DESIGN

You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it (Lee, 1993, p. 33).

This qualitative case study explores the current state of crisis preparedness in higher education from the perspective of seven directors of university international offices: John, Richard, Sara, Tim, Linda, Sean, and Ellen. International offices serve as the central point at which all internationals receive services such as pre-arrival information, orientation, and assistance with issues related to their non-immigrant status. These offices may be known by names other than international office such as office of international affairs, centers for international education, international programs, and international services office. The directors of university international offices were selected to inform this study because their offices serve as the central services point for most international students, scholars, and in many cases non-immigrant faculty.

The literature review for this study is not placed in a separate chapter, as is traditionally the case. Rather it appears throughout the document and on a “when-and-as needed basis” as recommended by Wolcott (2001). This will assist the reader to better understand the nature of the phenomenon under study as some of the literature and concepts discussed in this study are relatively new and foreign for some. Not having a separate literature review section will also add to the process of economy. That is, to

provide a more concise inclusion of the literature that is germane to the director's stories and study findings.

The main research question and sub-questions guiding the present study include:
What is the state of crisis preparedness in higher education involving international populations?

- a) What were the directors' journeys into international education and their pathways toward becoming directors of the international offices at the institutions where they work?
- b) What is the current state of international education in higher education institutions?
- c) What types of crisis events related to international populations have the study participants dealt with while working at their institutions?
- d) How have they managed these crisis events and what mechanisms are there in place in order to deal with crisis events?

The purpose of the study is threefold: first, is to describe the state of crisis preparedness in higher education involving international populations. Second, is to map out the types of crisis events that international offices are currently facing, and third, to propose a model for best practices managing such crisis events.

Research suggests that universities are poorly prepared for a variety of possible crisis events and that "most major crisis do not consist of a single, isolated event, but rather involve a complex chain of crises that the originating catastrophe sets off" (Mitroff, Diamond, & Alpaslan, 2006, p. 62). One of those links in that complex chain of crises is a university's international population. For example, in the case of the H1N1

virus and the institution's "Send Home Policy" where it is not practical to send international students living in campus housing to their home country. Rather a more practical approach to avoid further complication is to find them local accommodations away from their campus residence to reduce the spread of the virus.

Setting and Participants

This study took place in the campus offices of seven directors of university international offices located in Texas. Texas institutions were selected using the purposive sampling technique as explained by Patton (2002) and based on the Carnegie Classification of Institutions of Higher Education. This classification system is organized around three fundamental questions: What is taught (Undergraduate and Graduate Instructional Program classifications)? Who are the students (Enrollment Profile and Undergraduate Profile)? and what is the setting (Size and Setting)? It is a system designed to support the Foundation's program of research and policy analysis. It has been the leading framework for describing institutional diversity in U.S. higher education. This classification system has been widely used to represent and control for institutional differences and to ensure that there is adequate representation of sampled institutions, students, or faculty in the design of research studies (The Carnegie Foundation for the Advancement of Teaching, n.d.).

The sampling technique used, in order to identify study participants, was criterion based purposive sampling as explained by Patton (2002). For the present study, this included the following: 1) located in the state of Texas, 2) accredited by the Southern Association of Colleges and Schools, 3) designated as a public or private not-for-profit, 4 year or above institution, and 4) classified as a high undergraduate (HU) enrollment

profile. HU indicates both undergraduate and graduate/professional students, with the latter group accounting for 10–24 percent of FTE enrollment as defined by the Carnegie Foundation classification index (CFAT).

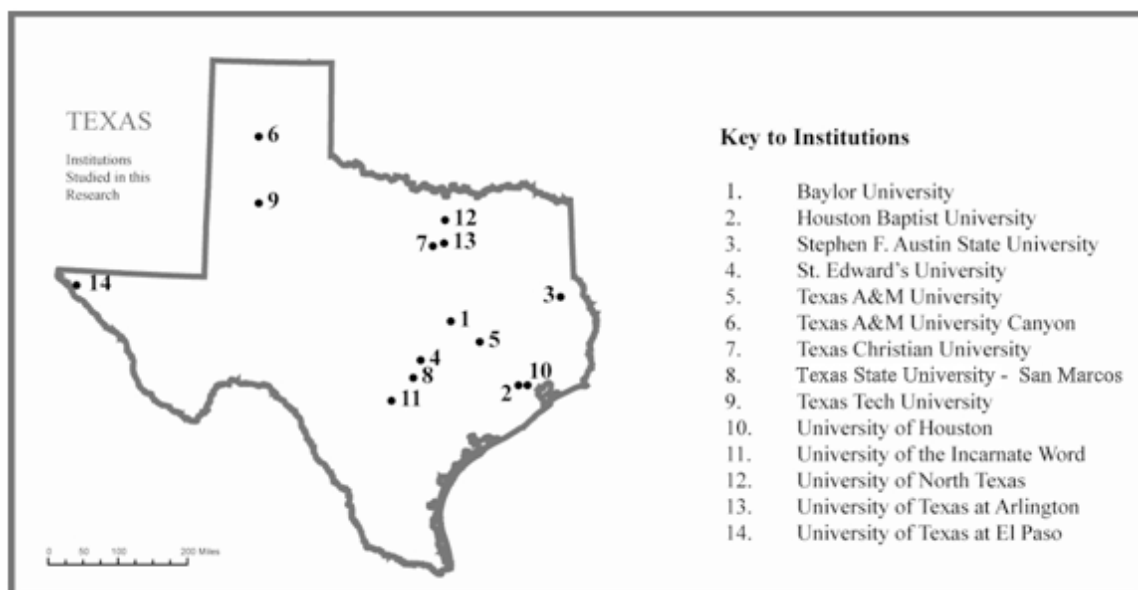


Figure 2. *Locations of Institutions for Data Collection.*

Selection Criteria

Purposive sampling permits, through the shared characteristics of the population under study, insight into the phenomenon that is being explored. Patton (2002) emphasizes that purposeful sampling is used to “learn a great deal about issues of central importance to the purpose of the research” (p. 46). In this case to understand how universities respond to crisis events involving their international population. Merriam (1998) explains that, “to begin purposive sampling, you must first determine what selection criteria are essential in choosing the people or sites to be studied. The criteria established for purposeful sampling directly reflects the purpose of the study and the identification of information-rich cases.” (p. 61-62). For this study, fourteen universities were identified (see Figure 2), of which seven were purposefully selected that had

directors of their international office to gain insight into the phenomenon.

Initially there were 25 institutions identified as similar using the Carnegie Classification index. The second criterion used was to determine if the institution had an international office. Each institution's web site was located and viewed to confirm if there was an international office on that campus. Of those, 11 were eliminated because those institutions did not have an international office that was readily located from its home page. The institution's international office had to be located within four links of its home page. Of the remaining 14 institutions that were identified as possible locations to gather data, four were private not-for-profit (29%) and the remaining ten (71%) were public.

In an effort to further refine the participant sample and identify institutions with shared characteristics and geographic diversity, I used data provided by the Institute of International Education Open Doors Report (2008), which lists host institution data by Carnegie type. Texas was listed as the third leading state in hosting international students. The Open Doors (2008) report was used to determine which of the remaining similar institutions identified hosted the greatest number of international students. Of the top 25 institutions hosting the greatest number of international students, three were identified as Texas institutions. Two were similar. For the same year filtering for international students by institutional type, of the 40 doctoral institutions listed, four were from Texas. Three were similar. After establishing the criteria for institutions to participate, 14 institutions were identified as similar from which to gather data. Of those identified, one is in the top 20 institutions hosting international students, and two are in the top 50 of doctoral institutions hosting international students indicating a significant representation of

international students from similar institutions in Texas. Of the 14 institutions identified, the total international enrollment is more than 18,000 students, representing more than one third the total of international students enrolled in Texas institutions of higher education.

Researcher's Perspective

I bring to this study my own experiences with crisis events involving study abroad students and with international students coming to my campus. These experiences place me in a unique position and give me perspective for understanding and knowing. As Merriman (1998) states “The researcher brings a construction of reality to the research situation, which interacts with other people’s constructions or interpretations of the phenomenon being studied” (p. 22-23). This topic is not foreign to the type of work I do; I have witnessed and engaged in the resolution and management of different types of crisis events such as the events described in the introduction Chapter for this study. Merriam explains (1998), that there are several roles that the researcher plays in qualitative research. Researchers bring experience to their research, which is manifested in their philosophies, assumptions, and biases, and how they interpret information. I came to this study with the influences of my own experiences as a university international education administrator through those experiences and the influence of my international education colleagues. However, I found myself playing several roles that included the researcher as professional, learner, and filter of information.

Researcher as Professional

I have been involved in international education for 20 years in a position partially responsible for bringing international students to my campus through reciprocal exchange

agreements. I have worked with the English language program and international office directors as well. One of our common interests was the health and safety issues related to international students. Together we experienced crisis events that included injuries when a visiting international student fell from an apartment balcony, the rape of an international student by another international student that involved criminal charges filed by the victim, mental illnesses such as depression experienced by an international students from Asia and Greece, immigration issues involving a student and his enrollment status, the Department of Homeland Security (DHS), and the H1N1 virus global alarm.

Researcher as Learner

I began this research study with the eyes of an emergent researcher and learner. I have selected university international populations as an area of study because I am interested and motivated to learn more about this population and how to better serve them. Implementing this research was a journey of continual learning. Among other things, through this research I learned that an institution must commit to internationalization; internationals must be considered in all aspects of the institution, including health and safety. I also learned that the directors of international offices have a deep commitment to international students and to their success as students and as individuals; and that educating the institution about internationalization is a ongoing process.

Researcher as Filter of Information

Merriam (1998) explains that the qualitative researcher is a filter of information, that he develops the questions to guide the study, and selects the site(s) and the

participant(s). In turn, the researcher interprets the data as best as he sees fit to answer the research questions. In this study I became the instrument and the filter in the process of generating, analyzing the data, and reporting the findings. Qualitative research design is interpretive in nature and is done as such through the researcher's filters of experience. As Janesick (1994) states, "...qualitative researchers accept the fact that research is ideologically driven" (p. 212). As the researcher, I made decisions about what was relevant and meaningful. "Because the primary instrument in qualitative research is human, all observations and analyses are filtered through that human being's worldview, values and perspective" (Merriam, 1998, p. 22). On the other hand, bringing previous experiences, practical knowledge and professional wisdom from 20 years of working in this field also constitute strengths useful to the research process.

Case Study

The state of crisis preparedness in higher education involving international populations is the phenomenon focusing the scope of the present case study. Yin (2003) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13). In this study, crisis management and response to crisis events constitute the real-life phenomenon under study. The number of international students increased by 3% at U.S. colleges and universities during the 2009/2010 academic according to a recent IIE (2008) and the trend is expected to continue. Thus it can be expected that crisis involving university international students and scholars is an increasing concern to universities making this case study authentic and relevant.

Case studies look intensely at an individual or small participant pool, in this case seven directors of university international offices, and draws conclusions only about that participant or group and only in that specific context (Merriam, 2009). Thus, a single case study may describe “a village, an organization, or a program” (Patton, 2002, p. 297). The unit of study in this research project is comprised of small cases, the directors of university international offices, whose individual stories make up the focal unit for the case study. Patton (2002) further explains that “when more than one object of study or unit of analysis is included in fieldwork, case studies may be layered and nested within the overall, primary case approach” (p. 298). The nested approach lends understanding of the complexity of this study where the sum of the units (the directors’ stories) make the whole.

Cresswell (2003) states that, “Case study and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues” (p. 191). Through the process of identifying common themes using Seidman’s (2006) three-interview series, grouping the past, present, and future, and analyzing the directors’ stories, I was able to paint an overall image of what it was like to become a director of an international office, to understand how the field of international education had changed, and through the experiences they had had in dealing with international students and scholars in crisis, I was able to make meaning of their experience.

Data Collection

The stories and responses collected from the directors of international offices who participated in the present study illuminate and lend meaning to the phenomenon. Data

for the study were collected through ethnographic interviews, field notes, researcher's log, and documents. Merriman (1998) writes that "data are nothing more than bits and pieces of information found in the environment . . . and whether information becomes data in a research study depends solely on the interest and perspective of the investigator" (p. 69). As the researcher, I collected, organized, and analyzed the information to be able to transform it into meaningful data.

Ethnographic Interviews

Ethnographic interviews (Creswell, 1994; Rossman & Rallis, 2003; Fetterman, 2010) constitute the main data collection source for this study. Ethnography describes a group or culture (Fetterman, 2010); therefore, conducting ethnographic interviews was crucial to obtaining the detailed narratives provided by the international office directors participating in the study. A good narrative illustrates the uniqueness, dilemmas, and complexities of an individual in such a way that it causes the reader to reflect upon themselves, their situations and questions. As a case in point, Clark and Rossiter (2008) explain that learning through stories requires listening, telling, and recognizing stories, which involves receiving and making sense of a message. Fetterman (2010) explains that the ethnographer collects data, in this case interviews, from the insider's perspective and makes sense of the data from the outsider's perspective. Interviews are the most important data gathering technique used in ethnography and the ethnographer the human instrument. Ethnography attempts to be holistic and contextualizing, depicting multiple realities.

Ethnographic interviews served as the main data collection source and were organized into three area topics following Seidman's (2006) interview series model: past,

present, and future. The past was focused to learn about each director's journey into international education and experience with managing crisis events. The present was focused on understanding the current state of international education and what the state of crisis management was at their campuses. Finally, the future captured what the directors believed was the future of university international education and how that might influence crisis management.

Seidman (2006) recommends that the interviews be placed 3 days to a week apart. In some cases this was possible for those directors who worked nearby. However, three of the participants were within a four-hour drive and one was within a day's drive. For those participants the interviews were spaced approximately 2 to 3 days apart. In one case the participant was interviewed twice within one day. Due to time, distance, scheduling, and costs associated with interviewing and traveling, those participants agreed to be interviewed within those constraints. The remaining three participants were located within a one-hour drive or less and those interviews occurred within the 3 to 7 day period as recommended by Siedman (2006).

I interviewed seven directors of international offices for a total of 21 interviews; each interview was at least 90 minutes long. Only one participant did not complete the third interview due to scheduling and location issues. Additional follow up interviews were conducted as needed. At times electronic communications were used such as telephone conversations and email. Yin (2003), explains that the "actual stream of questions in a case study interview are likely to be fluid rather than rigid" (p. 89). These series of interviews helped me collect rich data helpful in understanding the meanings that the seven directors held for their everyday activities (Marshall & Rossman, 1999) in

their jobs working for universities' international offices. In summary, conducting ethnographic interviews allowed participant's stories to emerge and provided information and content-rich data for analysis.

Field Notes

Field notes are written account of observations while in the field. They contain descriptions of what has been observed and "where the observation took place, dates, and times, who was present and what the physical setting was like, what social interactions occurred, and what activities took place" (Patton, 2002, p. 303). Field notes contain the descriptive information that permitted me to return to a piece of data later during analysis and further refine the analysis. Field notes allow for a holistic interpretation of the phenomenon being studied (Merriam, 1998). I took field notes before, during, and after the interactions and visits with participants allowing for enhancing the information gathered through the formal interviews. They were kept separate from other data and I used a separate notebook. I was careful to write down relevant details and descriptions that could help me later in the transcription of the interviews and the interpretation of the data. Some field notes included diagrams of the offices and other relevant on campus places that I visited.

Researcher's Log

The researcher's log is a reflective tool that helps the researcher gain greater insight by examining personal thoughts, feelings, and ideas experienced during the research process (Borg, 2001). I used the researcher's log to record my reflections on observations, thoughts, and ideas that occurred to me about the data collection process, the data itself, and what I would intuit about them. I used the researcher's log as a

checkpoint during the data analysis process. The researcher becomes involved with the data through exploration, introspection, and reflection (Patton, 2002). It was another way for me to become more familiar with the data and to refine my thoughts. “Intuition is a way of knowing about the world through insight and exercising one’s imagination (Janesick, 2001, p. 532). Therefore, at times when I was not actively working on the research and when I found myself reflecting on a particular interview or about what a participant said, I recorded my thoughts and ideas relying at times on my intuition. For example, this excerpt from one entry made after a first interview: “X seemed hostile toward qualitative research. It is not empirical evidence [summary of participant’s words] and was no different than journalism. I tried to explain that quantitative research seeks to know and understand. Perhaps I was over enthusiastic, even defensive. I’ll try to correct and explain in the next interview.” Though my entry itself is neither rich nor descriptive, it still evokes the emotion I felt at that moment in our conversation. I was “. . . taken a back. . .,” by the comment and “. . . wondered what I was going to do to turn the situation around.” And “. . . would it affect my data, my ability to connect and extract more data?”

Documents

Documents are valuable data for cross checking and verifying findings during the data analysis process. Merriam (2009) states that documents refer to “a wide range of written, visual, and digital material relevant to the study. Common documents include official records, letters, newspaper accounts, songs, poems, government records, or diaries” (p. 139-140). Documents included in this study were memorabilia (recorded in the log, recorded digitally) and formal policy and procedure statements (from the institution’s Web site). Sometimes the participants gave me documents of policies in

draft form and requested me not to distribute them because they were working documents. I also obtained a group photograph of the international students from Linda's institution.

At this point, it is important to clarify that, in this study, there were two sets of documents, private and public documents. Private documents were mostly internal password protected policy. Public documents were Web sites, catalogs, brochures, and some policies and procedures made available for the public. Websites were useful sources for obtaining documents as well. Private documents also included documents protected through FERPA and HIPPA and available only to those individuals who have direct bona fide interest in the student's case and directors were not allowed to share those documents. Those documents may or may not be available digitally and if so, they are password protected. In some cases, directors explained that documentation had been made and filed with the student's files. As we will learn later in Chapter Four, one of the participating directors explained that the nature of the crisis situation was so critical, that no documentation had been made. In summary, documents supplemented interviews and provided a stable and rich source of information and served as confirmation of procedures that had been implemented but were not formally recorded in the institution's or international office's official policies and procedures.

Data Analysis

Analyzing qualitative data is a challenging process; Patton (2002) states "analysis lies in making sense of the massive amounts of data" (p. 432). The expert qualitative researcher knows that interviewing seven directors three times each generate a considerable amount of data. By the same token, Merriam (1998) states that data analysis

“is a complex and continual process” (p. 178) as data analysis seeks to lend meaning to the data collected. In this case, it was important to look at data collected as a whole in order to determine the best way to report findings and address the research questions. In addition, Wolcott (2001) explains that the researcher’s task is to “reduce the data to reveal the essence and not to include all the data” (p. 44). In other words, the researcher must decide when there is too much information that clouds the essence and loses meaning. Summing up briefly, the data analysis process included: converting all data into text, completing open coding, conducting a systematic analysis of these textual data, triangulating data sources, reducing data, identifying emerging themes, and making decisions about how to write up the study findings.

Once I finished transcribing the interviews, I carefully reviewed them for accuracy. Initially a transcriber was engaged and helped transcribe three of the first seven interviews in the first round of interviews. However, I found that as the researcher I was not as fully engaged with the data as I had intended. By transcribing the interviews I became immersed in and knowledgeable of the data and the findings as they materialized. This process also allowed me to contact study participants in a timely manner to help clarify ideas that were not very clear while transcribing the interviews.

I carefully reviewed the data and identified meaningful themes and patterns (Strauss & Corbin, 1998). Using the three-interview series of past, present, and future, I reviewed the transcripts to make meaning of them and identify common themes (Seidman, 2006). A profile of the director’s background and journey into international education began to emerge through that process. These data were dispersed all over the interviews and I had to put them together in such a way as to paint a fair picture of the

participants. A challenge I faced when I started writing the study findings was achieving balance between what the participants were reporting and my own take on what they were saying. I rewrote Chapter Three several times until I was able to remove my voice from the stories that participants were telling. At times it was difficult not to add my opinion. Another challenge I faced while writing this Chapter was the need to make it concise; reducing data was a big challenge.

Next, I identified and coded the participants' responses on how they define "crisis", but what remained was to make sense of these definitions. In most cases the responses were very similar upon initial examination of the data, but the language used by the participants differed somewhat, and so it was my job to dig further into the data, the researcher's log and field notes to distill meaning. To make that happen, I looked at their stories to establish links between their definitions and what actually occurred during a crisis. Often, the directors provided these definitions through examples and stories and not just by offering a direct explicit definition of crisis. Conducting this cross-case analysis helped me realize that crisis and crisis management were two topics that needed to be presented together in reporting the findings. This process made me aware that through their accounts the participating directors were also providing an interesting classification of crisis events. Therefore, explaining crisis event types became imperative in Chapter Four where I provide a strong typology of crisis events. In this same Chapter, I present the directors' viewpoint about the future of university international education.

Chapter Five became the last chance to highlight study findings and contribute to the body of existent literature in the field by suggesting a model for crisis management best practices. In summary, data analysis was learning experience; Strauss and Corbin

(1998) advise researchers to “let it happen...and the rigor and vigor will follow” (p. 129). Once I started making sense of study data, the data analysis process unfolded in a logical manner and became more organic to the writing up of the document.

Building Trustworthiness

For Denzin and Lincoln (1994), trustworthiness includes taking care of important aspects of the research design and implementation including credibility, transferability, dependability, and confirmability of findings. Credibility of study findings is established through having prolonged engagement with participants. The length of the interviews and the richness of the stories collected through ethnographic interviews were crucial to guarantee credibility of findings. In addition, carefully checking back and forth the field notes, interview transcriptions, and documents helped to increase reliability through triangulation of data sources.

Transferability is the degree in which the findings can be applied to a similar context (Patton 2002) thus, providing thick description is crucial (Lincoln & Guba, 1985). Descriptive details help the reader identify similarities, differences, circumstances, and characteristics when they compare findings with their own setting. Marshall and Rossman (1999) state that transferability also occurs when “. . . another researcher wants to apply the findings about the population of interest to a second population . . . (p. 193). Therefore, in the following chapters I intentionally provide thick rich description of study participants and address answers to the research questions by using direct quotes and complete stories provided by study participants. Finally, dependability and confirmability measure the extent to which study findings are supported by the data collected (Lincoln & Guba, 1985). As a matter of fact, I provide examples from the data and integrate study

findings and theory in order to identify types of crisis events that are currently taking place and explain the directors approach to crisis management -among other contributions all supported by study data and study findings.

Ethical Issues

This study followed Institutional Review Board (IRB) guidelines as closely as possible. Data presented in this document come from seven directors of international offices who agreed to participate in the study. For example, I coded all audio taped information so that no personally identifying information is visible and all data informing the study are in a secure place and locked in a cabinet. Most of the study participants are colleagues of mine and in the past I had sought professional advice or assistance from some of them. It was very important to keep their identity confidential; therefore, I used pseudonyms and avoided providing too much personal information or other information that could make their identity evident.

Another ethical issue that arose from the study was the inability to collect paper work that documented crisis events related to international students. As explained in the previous section, the directors were not allowed to share documents that are considered private documents. In fact, the nature of student records requires discretion on the part of those responsible for maintaining them. Regulations as per The Family Educational Rights and Privacy Act (FERPA) and The Health Insurance Portability and Accountability Act of 1996 (HIPAA) aim to maintain that integrity; as a result, I had no access to documentation concerning students.

Summary

The present Chapter provided a detailed description of the overall research study design. Specifically, it presents data collection sources in systematic manner and describes data analysis procedures. The goal is to prepare the reader for the information that will appear in subsequent chapters and provide a road map into understanding how the study findings will be reported. The following chapter, Chapter Three, provides a detailed profile for each of the seven participating international office directors. Chapter Four is focused on addressing questions related to crisis events involving international populations that the participants dealt with while working at their institutions and how they managed those events. The directors also described the current state of international education and crisis management at their institution and provide a definition for crisis. Chapter Five, presents the findings from Chapters Three and Four and discusses the future of international education from directors' perspective. Crisis management best practices are presented and a model for crisis management best practices is proposed.

CHAPTER III

DIRECTORS OF INTERNATIONAL OFFICES' PROFILES

This Chapter provides detailed profile summaries of the directors of university international offices who participated in the study. The research questions guiding this Chapter are: What were the directors' journey into international education and their pathways toward becoming directors of the international offices at the institutions where they work? And, what is the current state of international education in higher education institutions? In their accounts, these directors use terms and acronyms that are particular to the jargon used in international offices. For example, participants frequently refer to the term "SEVIS" (International Student Exchange and Visitor Information System),

... an Internet-based system that maintains accurate and current information on non-immigrant students (F and M visa), exchange visitors (J visa), and their dependents (F-2, M-2, and J-2). SEVIS enables schools and program sponsors to transmit electronic information and event notifications via the Internet, to the ICE and Department of State (DOS) throughout a student or exchange visitor's stay in the United States. The system will reflect international student or exchange visitor status changes, such as admission at Port of Entry (POE), change of address, change in program of study, and other details. SEVIS will also provide system alerts, event notifications, and basic reports to the end-user schools, programs,

and Immigration related field offices (U.S. Immigration and Customs Enforcement).

The “SEVP” (International Student and Exchange Visitor Program), is the administrative body over the software for SEVIS. Other acronyms used by participants include IRS (Internal Revenue Service) and INS (Immigration and Naturalization Service, which no longer exists). I will explain these and other acronyms as they appear in the chapter. The following table (Table 1) serves as a quick reference to the participants and is presented in the order their story appears.

Table 1: *Directors of University International Offices, Experience, Institution, and Enrollment Setting*

	Approximate Years in Current Position	Experience Abroad	Institution Type and Approximate International Student Enrollment	Overall all Enrollment and Setting
John	10	Worked and Studied Abroad	Public 375	30,803, Four Year, Primarily Nonresidential
Richard	1.5	Worked and Studied Abroad	Public 2550	35,003, Four Year, Primarily Nonresidential
Sara	35	Studied Abroad	Public 3,500	28,085, Four Year, Primarily Nonresidential
Tim	5	Traveled	Private not-for- profit 600	8,853, Four Year, Primarily Nonresidential
Linda	10	Studied	Private not-for- profit 16	1,387, Four Year, Highly Residential
Sean	25	Worked	Public 1600	30,049, Four Year, Primarily Residential
Ellen	5	Worked and Studied Abroad	Private not-for- profit 130	5,293, Four Year, Primarily Residential

Each story is a part of a larger complete story, and thus paints a picture of a director of a university international office taken from an array of experiences, commonalities, and differences that, when tied together, tells the story of the director of an international office and the way they handle crisis events involving international students at their university. Their experience in the field of international education, the size of their current institutions, and the number of international students on each campus varies.

John

I was everything. I was the admissions office for undergraduate and for graduate. I was foreign student advisor. I did everything that had to do with an international student from start to finish, from the first inquiry letter until they graduated.

Background and Journey

John's office is decorated with many Asian artifacts mostly from countries where he, his friends, and former students had lived, worked, or traveled. Most were given as gifts in appreciation for his work and his relationship with the students and faculty he has served. John's office displays souvenirs from China and artwork created by Chinese students. His office is a testimonial to John's connection to Asian culture and his experience living in China.

Prior to going to China John lived for six weeks in the Philippines under the auspices of an organization called Inter Varsity Christian Fellowship. He described his time there as a "short-term experience, but it was a good taste of the culture." Upon his arrival in Manila, he, along with about 20 other participants, received cross-cultural training. After that, he and three others were sent to live with a pastor and his family in Quezon City near Manila after which he was assigned to live and work with the Ilongot

tribe in northern Luzon. John said that the Ilongots were former headhunters, most of whom had converted to Christianity. The purpose for his going there, he said, “. . . was to observe the missionaries and what they did.” There he lived in a grass hut part of the time. “Once a typhoon went over and we had water within a foot of our thatched hut and they were prepared to pull us out through the roof. The head of the tribe watched the water very carefully and said it stopped. He was right and the water started to recede.” John’s brief experience in the Philippines was his first experience living abroad, and though his experience was brief, he learned what it was like to live in another culture. “I had never been in another culture for any length of time . . . it was an interesting time to learn that different doesn’t mean right or wrong in a lot of cases,” he said. He learned that other cultures have different ways to deal with time, for example, and that people from his own culture adapted and taught him to do so as well.

According to John, living abroad and teaching English in China had a great impact on his becoming involved in international education and how he undertakes his job as a director. John’s decision to go to China was not an easy choice for him to make, though economic changes and resulting circumstances helped in his making the decision. He was raised outside Pittsburgh, Pennsylvania, in a middle class suburban neighborhood. His work ethic did not permit him to just take off and go abroad, he said. When he was laid off from his job when the U.S. steel industry began to decline in 1981-1982, John began to think otherwise. He was an engineer with an earned master’s degree and his interest in China stemmed from his knowing other students from Asia in graduate school and where he had a roommate from Hong Kong. Losing his job was pivotal in John’s decision to go abroad:

If it were not for the layoff, I seriously doubt that I'd ever gone because at that time in my life I had the attitude that you just can't go off and do something like that, because it is totally outside the American culture, which is to live the American Dream and to better one's self. But I felt this was a great time [to go to China] because I was laid off, I had no connections, I had no responsibilities, I had no family to support and I thought that if this was going to happen, it's going to happen now.

In 1983 John joined a faith-based organization to go to China and teach English. One of the factors in his choosing this organization was its mission. John said:

The person who ran the organization said the U.S. has a lot of making up to do because back in the 1800s when the missionaries came over, they came on the same ships that the opium came on. To the Chinese the Americans had two faces. On the one side was getting their people addicted to drugs and on the other side was this wonderful message [Christianity], and that was one of the goals we had in this organization, to clear this up.

The organization provided good training; he said, "A lot of other people I met there did not get good training. They told us that we would be followed, that our mail would be opened, that our phones and rooms would be bugged, and that all was true. They would even check our garbage sometimes." At the time China was going through its four modernizations; and he said, "... education was one of the aspects of it, to send people over seas, particularly to Europe and to the U.S." The purpose he said, was to modernize China and the "result is what you see today. China is the country with the most exports in the world today." During his last year in China he did not teach ESL, but rather studied

Chinese language in Beijing.

In 1986 John returned to the U.S. from China. He said “. . . a lot of us who had been over there and worked together, came back and though some stayed, many went into the field of foreign student advising.” He continued, “Many learned a lot from being overseas and they wanted to do something with it. The older people got their experience in the Peace Corps. The younger people, if you talked to them, either studied abroad or they worked in China or in some other country where often they taught English.”

Reflecting on his experience in China and his return to the U.S., John said, “It was in a sense reality being there, but in a sense it wasn’t, especially if you were planning on going back to the States. You had to get your brain back in gear. It was a matter of readjusting to U.S. culture. It changed.” The cultural adjustment took some time and what happened, he said, was that he was not thoroughly debriefed, and did not know what to expect once he returned home. He turned to his friends and colleagues he had in China, who had returned to the U.S., for support. “We would call each other a lot and write to each other. We sort of became our own counselors. I’d never bought a car so the first car I bought was a used Dodge Omni. I called and told my friends and they got all excited for me. It was no big deal.”

Upon his return, he began working in an international office at a large university located in a major metropolitan area in Texas. There he enrolled in a four-month internship program designed to train interns to work in a university international office. “They had a checklist of things you went through. You had to do certain things they felt you needed to know and experience you needed to have,” he said. John explained further: “You got the foundation in immigration law that you needed and the practice. You did it

under a mentor so that you were well prepared to go into an international office.” From the internship he went to a component campus, located approximately 20 miles away from the university’s main campus, where he became the director of the international office.

John continues to serve students, faculty, and scholars from all over the world in his role as director of the international office at his institution. He continues to show his commitment to them and to the campus where he now works. According to John, his prior experiences living in China, his working with international students, his training, and the various job duties within the international offices where he has worked, have prepared him well for his current position as director. Reflecting on his current position and his experience, he said:

I now have done pretty much everything that anybody has done in this office. I’ve worked with the technology that we have with regard to SEVIS. I have worked on green card processes, H1Bs and actually done an H1B for a faculty member. Of course I’ve done all the F-1 and J-1 visas, which are for scholars that come in. So

I feel like my background was good and this experience here has stretched me.

After he returned, he earned his Ed.D. while working. He has since married a Filipino and they have adopted a daughter from China.

Current State of International Education

International education was not a priority on John’s campus when I first spoke with him. Rather, his institution was more focused on sending students abroad than it was on bringing students to campus. As John explains, “. . . the nature of this university, its mission, and its focus is not very much of an international nature. That’s been sort of a

challenge.” The intensive English program on John’s campus had been reorganized, and action which, according to John, was viewed by some as a de-emphasis of internationalization. He said that a presidential task force was later formed to review the overall state of international education at the campus. The report resulted in the university reorganizing all international activity placing the intensive English program, study abroad, and the international office in one location reporting through the line in academic affairs. This reorganization has since placed international education as a priority; especially study abroad, for the institution, John said.

John explained that the role of director has shifted from one of focusing on students and scholars to a role that now manages policy and staff issues.

My past experience in an international office was working with students and scholars. Most directors’ prior experience was the role of student and scholar adviser. Currently, directors do less of the hands-on duties such as dealing with students, and deal more with policy and staff issues depending on the size of the institution and the number of international students and scholars present.

In other words, the current state of international education on John’s campus is changing. One important area is the institution’s mission statement at John’s campus in which a global emphasis is implied. The institution’s mission statement in general refers to a commitment to globalization and internationalization of the campus. Found on the institution’s website, the mission states, “. . . is a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.” The current state of international education is under examination with the outcome yet to be determined. Though they have

physically reorganized, there is still much to be decided, John said, and those decisions are contingent upon the amount of available budget and other competing programs, some of which may prove to be more critical to the university.

John believes that his institution's mission statement sends a message to students, faculty and staff members that there is institutional commitment to internationalize. A clear and strong statement creates an environment that is ripe for internationalization. John shed more light on this when he said:

What it is going to take is the university taking more substantively its mission statement containing a statement that implies globalization or the fact that we are trying to reach out to the world. For that to happen, it may take another president or more time. Right now, my office needs to focus on homeland security, policy, and compliance regarding students, scholars, and faculty.

However, regarding the current state toward internationalization, he said “. . . it makes sense that we are not going to become internationalized to a great extent until more top down influence comes,” meaning more commitment from the top administration to recruit more international students and scholars.

Currently, John said, his office focuses on interaction with the campus and government as advocates for international students and scholars. He interacts with the university's faculty records office to process immigration authorization for international faculty to work, and he advocates for international students regarding (DHS) regulations. The university now has software that helps the staff monitor an international's status, because if a student loses that status, she or he can be deported thus interrupting the student's studies or a scholar's research and teaching activities. He said that currently the

“most time consuming thing is work permissions involving optional practical training (OPT), which is an opportunity provided by the U.S. government for international students to work at jobs related to their major.” There are two types of OPT programs in which an international student may participate and “my office is involved in processing the paperwork for those different program types,” he said.

John’s campus is located about 35 miles from a large city in Texas. Unique is the fact that “Half of our students do not live here in town. Half live in other towns and cities nearby. For example, those that live out of town view the international office differently from those that live in or near the campus . . . the students who live here look at us from a relationship point-of-view. They develop more of a rapport with us.” Those who live out of town look at his office only as a way to get what they need, he said.

He described his office’s relationship with students and scholars as “very good” and continued to say that his staff receives many accolades including support from other departments in hiring additional staff to handle the increasing workload. “We respond very quickly to their emails and questions and if we make a mistake, we’re up front about it.” He said that continuous improvements in their process and prompt attention to requests have strengthened those relationships on campus.

John’s campus is in a transition of reorganizing its internationalization efforts. His office, as well as the ESL, and study abroad offices have moved into one location creating an international center and giving them a more prominent profile on campus. Needed still is more commitment from top administration to carry internationalization to another level, but without funding that may be dedicated to more pressing needs, internationalization may take longer. With shifts in DHS and the requirements the agency

has set, John works less with students and more with developing processes and policies related to students and scholars.

Summary

John is experienced. Through his experiences on different campuses and familiarity with the working of an international office he has seen the shift in the director's role from one that was focused on programming to one that deals more with policy, procedures, and compliance with federal agencies such as DHS. He views crises as occurring on many levels and makes efforts to prevent crisis events from occurring through early intervention. John sees institutions relying too much on electronic means for information and stresses that redundancies should be developed as backups, should those systems fail. He views the future of international education as unchanging for the moment but apt to change radically depending on world economies and political unrest. His institution is in a state of change in its process toward internationalizing.

Richard

Everything was looked at from a crisis management perspective: prevention, resources, who was notified, the policies, and the procedures.

Background and Journey

Richard is the Director of International Initiatives and is responsible for all crisis management for international and study abroad students at his institution. Because this dissertation explores crisis management and international students, Richard was identified as the appropriate person to contact for this study. Richard has held this position for almost two years, but his experience in international education spans almost 15 years with more than 20 years experience in crisis management.

Richard began telling me about his background and how he came to his current position as it related to crisis management. It began when he was an undergraduate in college. There he worked as a resident assistant in a dormitory, a position he described as “sort of that basic level of crisis management.” Later he was the principal of a high school where he worked with about 8,000 high-risk youth across the United States. The high school was located in a large city on the West Coast. It was a private not for profit school and itself had about 60 students. “There was a lot of crisis management,” he said. The situations he dealt with were primarily “family, financial, people being thrown out on the street, a lot of that type of crisis,” he said. When asked how he became involved in international education he described it as “odd.” He continued:

I think what really precipitated it was that I was in charge of student services at a large university in New York City. I had been there for about two weeks before 911 happened, in Global Student Services. The university tasked us with some very specific questions and we couldn’t do it. 911 directly affected us; and by directly I mean hit, or in the zones that were hit. We instantly had 3,000 students homeless. And the other was the Borough of Manhattan Community College, which both of us were in the cordoned off zones.

They thought there would be a decline in study abroad students, but as it turned out, they saw a 30% increase in students wanting to go abroad. But the campus also experienced several student deaths over an 18-month period. He said, “Everything was looked at from a crisis management perspective: prevention, resources, who was notified, the policies, the procedures.” They realized also that they didn’t have the resources that they needed to keep up. He said:

We're seeing more suicide attempts, we're seeing more of this abroad and you haven't increased our staffing and so it sort of aligned for, bad reasons, very well in terms of the university realizing Global was such a huge part of its operation that it had to be integrated in to the overall crisis management of the entire university. It needed its own pathway.

When Richard said "it need its own pathway," he meant that he had or needed to have direct access to several vice presidents rather than having go through different channels to reach them in times of a crisis event. He continued:

And then we went back, everything from the policies and writing in study abroad and discipline all of it into the main university policies so it's there. And that's when I was brought here. The flip side of that was also not so much crisis management, but also the systems to track all the information on these students. We housed them, medical forms, emergency contact, how do you keep all of that up-to-date, accessible, 10 locations, plus the home campus, and build the system? It's a lot of what I'm doing here is system building, to be able to do that.

Richard's experience and concern about systems, access to information, and redundancy drives his crisis management planning. Therefore his crisis management plan included an international presence throughout all university policy and procedures where applicable.

Richard has lived, studied and worked abroad on several occasions. In high school he lived in Venezuela. As an infant he lived in Iraq for a year. "My father didn't want to fight in the war so my parents joined Teacher Corps. The Shah was still in power then." Richard said that his mother was an ESL professor and that she continues to live abroad. He said:

I grew up around ESL programs. My summers were spent with international students going to the Rocky Mountains, or taking them on trips, or playing flag football. That was my upbringing. My parents are very liberal, open-minded. What they both say, when I was little, they were hippies, and they were. But what they also say is, we didn't have any money, and so what they did was give me experiences rather than things. Trips, not all of them international, but we were constantly travelling or attending summer camps where I was doing arts and crafts or summer camps run by the city. I also come from a family who are educators. My father was an elementary school principal for 30 years. So there was no question that I would get a college education coupled with the international makeup. My undergraduate degree was in light and set design. My mother left just last week and went back to Syria. She's been living there 5 years now. It's very much a part of my family.

Richard said he had lived in Venezuela in high school through the American Field Service (AFS) as an exchange student. He said:

You never know where you going to get selected and they (AFS) said Venezuela. I was there for a year. Looking back it was a hard experience. I was 17. Unlike a lot of study abroad programs I was in a high school there. My classes were in Spanish. My family spoke a little English, but it was very much the full immersion program. Your head hurts from trying to keep up with the language at first.

It was the longest that Richard had been away from his parents. He was an only child. In Venezuela he experienced what life was like with brothers and sisters and overall it was a

good experience for him, he said.

Richard did not live abroad again for a number of years, although he did travel abroad to visit his mother. Later he lived in Italy as a part of his job. But it really was not living abroad. Richard explained: “There was constant, constant travel. It’s a very different experience. The last year I was there, the longest I was home in Italy was 14 days in a row. The rest of the time I was on the road somewhere: Africa, Asia, South America or the U.S. because at that point we [the university] were global.” In his eight years in Italy Richard said he was on call 24x7x365.

How had these experiences influenced his journey to crisis management? He explained that he was thinking about going back to school and working on a Ph.D. He said that he called a former boss to talk about his plans to work on the doctorate. He and Richard went to dinner where he thought that they were just to talk about the Ph.D. Richard explained:

It ended up that dinner was actually my interview [for the Ph.D. program] and I passed and got in. But I’ve never completed the Ph.D. I went back to school fulltime and that same boss came to me about a year later and said, “We’re starting this new thing called Global. We don’t know what it’s going to be, but I want you to come work for me.” And so I was executive assistant to the vice provost for Global, then I was executive assistant to the chancellor and provost. And then there was a change in presidency and we all sort of spun out and I had missed working with students and so I moved into our student service position. I did student administration at for a while, then I was principal for four years in San Francisco, and then back at New York for almost 10.

Richard's past was filled with international experiences living, studying, and working abroad and with crisis management and systems development. He had the advantage of having parents who believed that the international experience is valuable and lasts a lifetime. For Richard, so far, it has done just that—lasted a lifetime.

Current State of International Education

Richard has a passion for crisis management. When I first met him three years ago it was evident that he had had considerable experience with managing crisis events, setting up systems, and continuing to learn as much as he could about it.

How had living, studying and working abroad influenced how he does his job?

This is what he said:

I think a couple of things. It clearly strengthened my view of the different cultural lenses that have to be applied. When you're in the United States we operate under these assumptions. They're very concrete ones; look left, look right when you cross the street. The concept Asian American doesn't exist in Europe, African-American. Those are concepts that we have created. An African-American walking down the street in Italy, the concept applied to them is that they're very likely to be an illegal immigrant from North Africa. The student from the United States has no concept of what that means and why they're getting the reaction that they are before they even open their mouth in a foreign country. In some ways it's slowed me down. Things are not always black and white. Things are also not always right or wrong.

Richard explained that there is no right or wrong way to do things based on culture, or where a person is physically. Rather it is an awareness and that has developed

through his experiences. How does this translate, though, into managing his job? Having a cultural awareness and a sense of place plays an important role in his managing crisis events. For example, Richard said a crisis management plan could not be global.

“Because as soon as you move from Ghana, to Italy, to the United Kingdom what’s in place, it all goes out the window. It has to be specialized. You can have an overarching framework, but then you’ve got to look at the resources, the personalities to flesh out their plan.” This idea of a plan for every location seemed complex. How often does Richard update crisis plans and to what extent are they updated? Richard explained:

We update our plans every year. Some are just phone numbers and names, but it is a matter of looking at what we had learned and making adjustments. We starting by taking the framework from NAFSA [an international education organization], very broad, drilled that down in the period when we had all the student deaths, and went to a much greater level of detail for each scenario. All of that was outlined so that again, as I have said, you have to have a redundancy to a redundancy, so that if I was out, you had to have someone else that could handle it. So we built a very large system of redundancies: hospitals, insurance, International SOS [an international medical assistance, health care, and security service provider], local contacts and wrote a layered plan. For example, our security company in Ghana was International SOS’s sub contracting company so that when push came to shove there was already a relationship. It’s similar to China.

How did Richard’s explanation of building a plan for students abroad relate to international students on campus? What were those plans, policies, and procedures?

Richard explained that his institution has plans to open campuses abroad and he is responsible for those students on those campuses, with enrollment open to internationals as well as in-country residents. The first initiative abroad that he explored was to establish a campus in India. He said:

There was a lot of concern about going into India. However, these were Indian students studying in India. In the India project we were not talking about moving U.S. students to India. So that's a very different type. You're dealing with a local population that is in their homeland and not as familiar with what the norms are. Yes, the MOU (Memorandum of Understanding) had things in place about emergency procedures and final sign off on all of the facilities, their construction, all of that.

Richard's explanation began to make sense. The strategy he is using to develop crisis plans for campuses abroad were linked to the crisis plans they had developed for their study abroad programs. These plans were designed for the local population as well as for students from other countries on their international campuses. As mentioned earlier, his current position is one that is responsible for the crisis management of all international activity. He continued to tell me more about the Indian initiative in the context of risk assessment:

The MOU had things in place about emergency procedures and final sign off on all of the facilities, their construction. We knew that the biggest hurdle in India was legislation and politics. And there were many things that led to the project in India to not function. Some of it was politics at a local level that we could not get involved in. It's also a question of how do you structure your entities? And we

have not yet opened [a campus] a foreign entity. However, we now have the resources in place to do that and we're looking into that in another country. And that's part of the risk assessment. Where could you be sued? Where are your employees? What laws do you have to follow? Risk assessment is incredibly broad. It's many different things. You have to look at how you protect yourself. Just as in the United States, universities take risk. What is the return on investment? For many reasons it was the perfect awful storm was what it was. Had it had the enrollments and gone for 3 to 5 years, the revenue generation would have been millions and millions of dollars. It didn't and so there's an expense. There were a lot of concerns about India. The risk management office here was off doing risk management all of it assuming that U.S. students were going to India. They were not. So the whole framework they applied to risk assessment was flawed. And this is why I'm in favor of universities using private companies like ISOS or Control Risk. The State Department is based in U.S. international relations, which means it's driven by politics, which can be very different from risk assessment. I'm not saying that they are wrong, but travel warnings can go up that have nothing to do with a business or an educational operation on the ground. That's why you need to have an impartial view and they are sometime willing to take a stance and say get out, or stop.

As Richard continued to explain, risk assessment is not always about safety. It is very broad and includes many other complex issues that may result in a variety of crises that go beyond the institution's tolerance for risk.

For Richard and his institution, the current state of international education is one

of expansion. The institution is seeking to open campuses abroad, increase their enrollments, and in some cases have them return to the home campus to complete their degrees. By the same token, the U.S. student enrolled on their campus would take advantage of the international location to study abroad. The risk assessment associated with that and the crisis management planning then is two-way and connected he said.

Summary

Richard is the Director of International Initiatives at his institution. His duties include the crisis management of all international activity related to and including study abroad and international students, scholars, and visitors. He has developed crisis management plans specific to location with multiple redundancies and 24x7 access to key decision-makers in making decisions to manage crisis events. His institution is expanding to include developing campuses abroad and initiating business processes to manage those international locations. As part of the institution's strategic planning, internationalization of the campus is comprised of many pieces that are currently being put in place including fully integrating international by creating an international perspective. Richard believes that through marketing efforts and branding internationalization will become more fully integrated into the university.

Sara

I once told the president here that he could feel at ease because I did not want his job because I had the best. I had the best job there was on campus.

Background and Journey

Sara has been professionally involved in international education for more than 40 years. She has been at her institution since 1977. Among her colleagues she is considered

to be one of the best-informed authorities on international education and crisis resolution involving international students and scholars. Her journey into the field of international education is extraordinary. Sara said, “Everything that’s happened to me has been pure happenstance.” When I asked her to tell me about how she came to international education, she responded, “Oh yes, days of yore,” with a chuckle referring to her more than 40 years working in the field. “My first job in international education was as an immigration specialist.” But her experience with other cultures goes back even further than her first job in international education, even before she went to college.

Sara was raised on a ranch in Texas not far from the Mexican border. She explained: “All of our workers were Spanish-speaking. My father, since I was little, had told them they were not to speak English to me.” When she went to college her interest initially was not to study Spanish or to focus on anything that might lead to a career in international education. Instead she wanted to become a geologist, but that did not last long. Sara said:

My father tried to convince me otherwise that for women, geology was a hard profession [for women] to be in because companies would not send women out in the field. My first semester at college my lab science was geology. Within one week I thought, ‘I hate this.’ I could get a degree in this, but I don’t want a degree in this. And so Spanish was the path of least resistance for me. It came naturally to me having heard it all my life and I had a good accent.

She said that she completed her undergraduate degree in three years and spent summers studying abroad in Mexico. She went on to complete her master’s degree in Spanish upon finishing her undergraduate work, and then taught for three and a half years at the

secondary level where in summers, she led high school students on study abroad programs to Spain.

Did her past experiences influence a career in international education? She said, “. . . the influence was that it opened doors for me. My first job as an immigration specialist, I didn’t know any thing about immigration. I’d never done that kind of work. I had traveled. I had studied abroad. I had some demonstrated ability to get along with people of other cultures. And so that’s how I got the job.” Sara’s experiences studying abroad, working as an assistant on a cruise ship as it went around the world, and being fluent in Spanish were what led her to a career in international education she said.

Sara explained that her career path was not one intended toward an international office director position. She went on to explain:

Well, it’s probably a very common path to get there [referring to her study abroad and fluency in a second language]. The job I interviewed for was in the international office. And the reason I got the job was because I had the experience, I had a master’s degree. I had studied abroad. I had traveled abroad, had been to Australia, gone to school in Mexico, so I had those indicators that I might be a good person to work with international students.

During the summers while Sara studied abroad in Mexico, she began working at the Mexican university where she studied. Her second and third summers there she worked as a student counselor because she could answer the phone and communicate in Spanish. She was comfortable with the language; she drove back and forth from Texas to Monterrey, Mexico, for summer school and she was familiar with the culture and travelling. Above all, she had confidence.

Sara began working at her current institution, where she currently serves as the director of the international office, in 1977 as an international student adviser. Two years after she began in that position, the international population at her university had grown from 1000 international students to 1500, and a second adviser was hired she said. Why was that I asked? Sara said: “Because it was a time when the OPEC (Organization of the Petroleum Exporting Countries) nations had a lot of money. There was more money, particularly in OPEC countries, for normal ordinary folk to be able to send their children to school in the U.S. and in Texas. Tuition was very, very cheap.” Tuition then was only four dollars a credit hour and a student could enroll full-time for about \$350 Sara said. That and “The university, also located in a major metropolitan area, had a school of engineering, a degree path that international students were seeking in particular then,” Sara added.

International student advisers were responsible for all aspects of the international office. She described what the job was like then: “We were everything. If there was any problem, in class, any type of problem with academic dishonesty we were the focus [point of contact]. What do we do with this person or what’s going to happen, including crisis management of course?” The international office continued to change, additional responsibilities were added, and international student enrollments continued to increase.

Sara has a passion for international education that has been with her since before she left the family ranch. She became the director of the international office in 1986. The international population on her campus was comprised of mostly students then rather than faculty and visiting scholars she said. However, that was to change soon. The university began to receive more scholars and exchange visitors, for whom Sara’s office was

eventually given responsibility. Then in 1989 study abroad was assigned to her. Seven years after she arrived at her current campus, Sara began work on her Ph.D. in speech communication. Her dissertation focused on international intercultural communication.

What has kept Sara working in international education for more than 40 years? She said: “I get to deal with people who are different. Who come from different backgrounds, who bring different cultural understanding . . . To work with them and not try to turn them into little Americans, but try to acclimate and get along and do what they need to do and still maintain the their cultural identity is the best part of all.” Sara’s experience and career commitment to international education have made her one of the best-informed authorities on international education in Texas as has been indicated by other directors. Today her campus is ranked 33rd nationally among research institutions in international student enrollments.

Current State of International Education

There was a seven-year gap between Sara’s prior position as a foreign student adviser and her first position at the institution where she currently works. At the time Sara began her career in international education, immigration law was pretty simple she said. The events and outcomes of 911 had not yet occurred and the DHS had not yet been established. Today, things are different. In comparing her seven years absence in the field, she said, “If someone today took a hiatus of seven years from an international office, she or he wouldn’t even know where to start or begin. But it wasn’t that big a deal. I was the only person who applied for the job of foreign student adviser. I was the first foreign student adviser and already we had 1,000 international students.” Sara’s position continued to evolve.

What follows next, though, was, at the time, unique in international education and international student recruitment Sara said. In the mid 1990s Sara realized that the university needed to begin working with its international alumni and through them, recruit more students. She knew that the university had a fairly large international student alumni base, especially in Asia. It was an alumnus from Singapore who told Sara that he knew probably as many as 60 alumni who worked for Motorola there. Sara and the president traveled to Asia many times to host alumni events and recruit students.

Sara indicated another factor that attributes to the large number of international enrollments, and that is her university's location, which is embedded in a large metropolitan area that is well known internationally. Sara explained her campus's location:

Texas is a draw. The name Texas you don't have to explain where Texas is to most people unlike if you're from Iowa or other places that people can't immediately put their finger on a map. I think there are 272 different languages spoken in this area, so a lot of people have a cousin, an aunt, a something who lives here, who can be that touchstone for the younger students and even the older students who've never been abroad. A lot of students who come here is because of word-of-mouth. I can't over emphasize that the experience international students have carries back to others and can really pay back in future years. It may be their children; it may not be their children. It may be the son of a friend it may be you don't know who? But it really can add up.

It is for these reasons; location and travel to Asia to meet with Alumni, combined with word-of-mouth spread among friends and relatives (especially if the student has had a

positive experience) that the international enrollments have increased on her campus.

Sara said: “In the case of the Nepalese students in which we had four in about 2001. Now we have 367. I’ve never been to Katmandu, never recruited there. That’s another case about people coming and saying that this is a good place to come to school.” She added “There was a nucleus of people where they could feel comfortable and their parents did not feel they were sending their child to the other side of the world where they did not know anyone.” A good experience and a community that international students can relate to are two more reasons for significant increases in enrollments Sara said.

Because of the large number of international students on Sara’s campus, the international office uses a tracking software system. Any adviser can see how many students are waiting to see and adviser she said. That combined with regularly scheduled appointments allows the advising staff to respond to student needs promptly and to handle pressing situations that may occur. The student database for the system integrates with SEVIS batch reporting and is managed by the director of international and scholar services who also serves on the information committee. Each semester anywhere from 2200 to 2400 international students must be registered in the SEVIS program she said.

International education is included in many aspects of the campus. For example, the behavior interface intervention team is a committee that addresses “any situation regarding behavior, alcohol abuse, attempted suicide, anything in which there needs to be some type of intervention on campus,” she said. The director of international and scholar services also serves on that team to address such issues involving international students.

Sara is asked to attend other committee meetings because often “. . . these

committees cover a whole broad spectrum of international education,” she said. “The kinds of things that come up, because I have been here so long, some faculty members and administrators think that the first person you call that is anything international is me.” Often she is asked to research a particular issue. For example, she said: “There were two Malaysian students who were honored a couple of years ago as outstanding alumni from the school of architecture. The development office wants to get in touch with them, but they lost touch with them. It’s my job to try to find them again.” It’s those types of things that she is asked to do, “strange requests that take up time but can’t be pigeon holed into a student problem,” she said.

Sara also manages a \$10,000 loan fund limited to international students. Her responsibility for that fund is to investigate loan requests to determine whether funding is needed or not. Sara said: “For example, a student only planned for two years worth of money and it’s taking an additional semester, or research on the dissertation is taking longer and they’ve used their three years as a research or teaching assistant. Typically there is a limit to how long a department will fund those students.” It is her job to assist the student, if circumstances warrant, to obtain funds for the student to complete his or her degree.

Because Sara’s job has evolved over the years, “We’ve been given so many additional duties,” she explained. For example, the title of the office has changed to meet those additional duties. Originally, she said:

. . . the office was named the Foreign Student Office, then the International Office, and now it is called the Office of International Education, which covers not only international students and scholars, but also study abroad, recruitment,

alumni, anyone who want to sign an MOU with a foreign institution or foreign entity. SEVIS added much to the scope of, at least, the international student and scholar office. So it really has changed significantly.

Currently Sara does not keep up with immigration law, except “on the surface.” As the director she finds the resources and “whatever needs people have so that those sections can do their job.”

Sara’s connections in Mexico have been very helpful. For example, Sara said that she assisted in the development a dual doctoral degree program in social work, a program in which students spend the first year in Mexico and the second year on her campus. Students must be fluent in Spanish and English. The third year can take place in either location depending on the data the student wishes to gather. It took three years to negotiate the degree program between the two universities. Faculty had to meet and agree on courses. It was the first social work Ph.D. program offered in Mexico and the reason that it was so important, Sara explained:

It was at a time when the Mexican government was requiring universities to provide development opportunities for their faculty to obtain their master’s degree, but in particular the Ph.D. There was no place in Mexico for a faculty member in social work to get a Ph.D. and we helped in the time while they were getting faculty prepared to develop their own program.

Distance learning was becoming more important in the delivery of courses for this type of program Sara said. Students living along the U.S.-Mexican border who were social workers were interested, those living in the Texas Rio Grande Valley were also interested she added.

Sara's current job is providing support to her staff working in the sections that report to her. Those sections include International Students and Scholars, Study Abroad, recruitment, alumni, and anything related to international education such as MOUs and dual and degree programs. She and her staff serve on various university committees and attend other committee meetings if those meetings relate to international education.

Summary

Sara's experience with international education spans a period of almost 40 years. She stressed the need for flexibility and response when dealing with crisis events. Sara recognized that many things needed to be developed including policies. The shift from a paper-based recordkeeping system to a new student information system will solve a multitude of problems. In her situation, Sara's connecting to university alumni as a recruiting mechanism to maintain and increase enrollments at her institution, and the fact that her president has traveled and participated in these events overseas, is indicative of a strong institutional commitment to internationalization.

Tim

International students coming here are in it for the long haul. Most of them are here for a graduate degree as well, and you're talking about a fundamental reshaping of their cultural experience.

Background and Journey

Before Tim became director of the international office at his current position, he was the director of an international office at a small faith-based institution located in a community near his current campus. He was introduced to international education because of an interest he had in a volunteer project that focused on migrant workers. At

the time this project was underway, Tim was living in another state that had experienced an increase in its migrant worker population, but he did not have experience teaching English as a second language (ESL). Thus he began his journey in international education as a volunteer for the immigrant migrant worker program. When he moved to Texas he began to formalize his experience. He had earned a master's in education and began to study bilingual education.

Tim explained that he started teaching ESL at a community college in Texas and then later applied for the position of director of the international office at the faith-based institution. He remained there for about four years before taking his current position. He had lived abroad in Guatemala for six months where his wife was doing research. When I asked Tim what it was like living in Guatemala, he said: "At first it was a major literal headache, you know, trying to learn the language. I'd had taken maybe two classes of Spanish and so at first it was a headache just hearing Spanish all day."

Tim grew up in a small town in the mountains of northeast Georgia. From there, he went to college and had never traveled outside the U.S. prior to going to Guatemala. Tim said that the experience "... was fascinating from a cultural standpoint to be all of a sudden immersed outside of my culture in another place." He said that he had lived with a family in an upper middle class neighborhood close to the city center and that he interacted with other Americans only when he wanted to do so.

Tim said that he came from a family of journalists and that he himself was a journalist. At the close of our first interview he said, "You need to specify the questions and then I'm happy to answer, but in general I wouldn't be able to just talk off the top of my head because I don't know that it would be relevant, but what do you mean?" He very

much wanted very specific questions to guide our discussions. I then explained to him the nature and purpose of qualitative research. When I was done, he responded by saying:

If I'm thinking of the big picture, the thing that most interests me, and maybe from this it will generate a more specific question for you, virtually everybody my age who came into this field did so before 911. Very few people who didn't, came into this with a social goal, some international experience, some pleasure in working with other cultures, some fascination with the differences. It's almost impossible to map out who is going to be an international educator, you know; but there are things like ambiguity and there are some components that may make someone talented, but it isn't necessarily a predictor of who will become that, but 911 had this amazing impact on our work.

With that, Tim began to explain more about his past and his journey into international education. He continued:

For me it was just luck, my parents were teachers and were, especially my father, worldly. My grandfather was the editor of the local paper. They were intellectual, a rural intellectual. They were very much about telling me that there's a bigger world out there. They would say, showing me pictures, these are photos of me and that's the Rock of Gibraltar, that kind of thing. You see those things when you're six or seven and you're thinking of different things than your neighbor whose dad works in a lumberyard and has never been more than 30 miles away from the county. So, you get a little bit of experience there. Your parents tell you that you are going to college. You're getting a different input at home than other kids in your community. My parents, they made two or three experiences available for

me. I went to New York one time when I was in eighth grade. I was on the football team and the coach said, 'you go on that trip and you're off the team' and my dad says, 'I think you should go.' I saw all kinds of accidental experiences that also would later come to shape my world. In New York I got lost and a bunch of kids from Puerto Rico took me back to my hotel. You're not aware, you know, when you're twelve, and you're a knucklehead, that you're lost, even when you're lost. I didn't realize I was lost. I realized it later on in life. I realized that I really was lost and what those kids really did was help me, the kid who was lost, find my hotel. I thought I was just exploring the place.

Tim went on to say that he had done much international travel. At the time I first spoke with him, he was preparing to leave in a few days and take a group of fifteen students and nine staff to work in a community outside of Grenada, Nicaragua for a week.

Current State of International Education

There are approximately 8,000 students enrolled at Tim's institution, 600 are international students. I asked Tim if living and traveling abroad influenced the way he did his job and organized his office. He said that everyone who worked in the international office had to have either the ability to speak a second language or have the experience of living abroad (a requirement even for the administrative assistants) because empathy for another culture provides a point of reference to work with international students effectively to help them adjust to American culture. Tim explained:

If you don't have that level of empathy, a sort of cultural dissonance experience, you can't know what it's like when an international student comes in to this office. We're the office for everything incoming, so it's important that my staff

have empathy and at the same time have the ability to determine when an international student really needs our help.

Tim said that the international student loses when international office staff lacked empathy and overly assist an international student, and is unable to discern between what is truly needed by the student and what the student needs to do on their own. He said:

It's not doing the student a service to do these things for the student. Instead, these are things that the student needs to accomplish on their own. The international office will help the student, but if you have people in the office who haven't had that experience (of living abroad or speaking another language fluently), they usually substitute empathy for pity, and pity doesn't help anybody.

International students and scholars are usually in the U.S. studying and conducting research for long periods of time. Learning how to live and survive in the American culture is important to their experience, Tim said. And whether it's an international student, faculty member, or scholar, whether he or she embraces American culture or not, it is integral to their success, according to Tim, to adapt to the culture. Any other approach lessens the international students chances for success.

Tim explained that there is an added benefit to having international students on campus because they contribute to internationalizing the campus by furthering diversity and awareness and enriching the college experience for all students. "I think that we benefit immensely from having internationals on our campus. They are absolutely engaged bringing up world events in the classroom. They raise the bar academically on our campuses. They change the dialogue, and as a result, they prepare the entire student body to be a more engaged and literate student body." Tim went on to explain further

how internationalization of the campus is a campus community effort. “If you think about our classes graduating as communities, the presence of students from all over the world on our campuses and the presence of our students who have studied abroad on our campuses, it raises the world relationship bar.” Tim’s institution is involved in internationalization. Nearly one out of every four students on campus is an international student. According to Tim, the institution recognizes the value of incoming internationals, students, and faculty, as well as the value of sending students abroad.

Summary

Tim did not participate in the third and in the last interview. I was unable to ask him about what he saw in the future for international education and the role his office and those like his would play. However, his perspective and experiences yielded useful data from his view of crisis events, international students, and the role of the international office is responsible for them. He was committed to having his office assist international students in adapting to American culture by being sensitive to students’ needs where real help was needed and, when not, to let them learn on their own. Tim’s campus valued its international population because of it helped other students to raise their awareness of other cultures and ideas.

Contrasting two crisis events that on a large scale such as the Asian economic crisis juxtaposed with the other as culturally driven provided a contrast as to the breadth, depth and the different layered nature of crisis events that an international office can manage. He viewed crisis planning for larger-scaled events as important in terms of crisis planning and that preparation for those through planning was most effective.

Linda

We stressed to the public, to the other students, and to the international students, saying, look, this happened off-campus, we can't regulate the safety there, but we can regulate the safety here.

Background and Journey

Linda was the pilot for this study. Her introduction to international students was in high school where she was raised on a farm in the Midwest. She said, “I grew up in a town of a thousand people. When exchange students would come to our high school I would talk with them and hang out. I never had a lot of exposure to international students other than that.” Linda spent two summers abroad when she was a university undergraduate student in Mexico and Germany. While studying abroad, she lived with host families and studied culture and language. It was while she was a graduate student working on her master’s degree that she had her first experience in working with international students.

Linda’s master’s degree program had several required internships. The one that she selected was working in the international student’s office because “this intrigued me,” she said, and that much of what she did was behind the scenes activities. Her main internship duties included planning and implementing events for the international students. She said, “Back then there weren't all of the immigration requirements like we have now. There were some, but not like SEVIS.” It was at that time that she became interested in working in international education and so, through the remainder of her degree program, she focused on working with internationals. Linda said, “Part of my degree is also in counseling. Its umbrella was counselor education, but then one of the

tracks was student affairs higher education. Then the focus of that became international students.” After she completed her master’s degree, she and her husband relocated to Texas in 1997 where she eventually became the director of the international office where she currently works.

When Linda arrived at her current institution, study abroad and the international office were separate. Her first job there was a position working the in the international students’ office where, after the first year, she took on more of the study abroad responsibilities, which at that time reported to another director. Her responsibilities included study abroad and international students. After the director of study abroad retired, the study abroad office and the international office were then merged into one office with one reporting line she said, and later she became the assistant director. The university’s ESL program was also housed in the international office. When the director left, Linda was then named director and gained full responsibility for international students, study abroad, and ESL programs. Several years later the ESL program was discontinued and the office staffing was then reduced to one person.

Linda directs the international office at a small faith-based institution located in a town of almost 27,000 inhabitants within an hour’s drive of two major Texas cities. Linda said that the university’s priority for international education had changed from one that focuses on bringing international students to campus primarily through the ESL program, to sending students abroad. However, as she explains in the next section, the emphasis is changing.

Current State of International Education

There are about 1300 overall students enrolled annually at Linda’s campus. They

currently have 17 international students and send about 40 to 50 students abroad each year. Linda said:

It's very hands-on here. There's only me in the international office, and I share a secretary with other faculty members in the building, and then I have two student assistants. But for the most part I do all of the advising and all of the recruiting, for study abroad. For international students, admissions does all the recruiting, and they do the first I-20 [from issued by colleges and universities providing supporting information for the issuance of a student visa or a change in status], which is their immigration document, but then as soon as they have received that, then I initiate e-mails to the students and begin preparing them to arrive here.

Once they arrive, everything then runs out of my office.

When Linda first arrived on her campus, there were 63 international students, most enrolled in the ESL program, she said.

There are no international faculty or staff on Linda's campus, and no international scholars program, only students she said. At the time when Linda first started working at her campus, the international student population there was mostly comprised of non-degree seeking ESL students from Taiwan and Japan. The university also had a strong connection to a high school in Norway, but that has since faded away. However, the admissions office has been looking at ways to increase those enrollments she said. When I asked Linda tell me about the efforts the admissions office was making to attract enrollments, she said, "The director of admissions last semester went to India and Dubai. But otherwise, the other international students come in through reciprocal exchange programs, such as ISEP [International Student Exchange Program], and through our

exchange programs with Japan and Ecuador.” Students who come to her campus on exchange programs are non-degree seeking students. International student enrollments are down at Linda’s school for a variety of reasons, due mostly to the cancellation of their ESL program, which she has previously explained, but also because she is at a small university located in a rural area. Therefore the university’s efforts to increase enrollments must be specific, so where they target their recruitment efforts they need to target potential students who find the institution will help them meet their educational goals she said. Exchange programs require a lot of effort because the campus is responsible for recruiting outgoing students and insuring that there remains a balance between the institutions she said.

As director of the international office Linda is responsible for everything international. She explained:

Anything that has the word "international" in it, everything comes to me. Which is kind of nice, because then I know many of the aspects of what's going on. But for the international students, for any issue, whether it's academic or personal, or professional in what they want to do after they graduate, I help them with all of that. If a department has a question or an issue with an international student, they call me. It's also nice that I work with almost all of the departments on campus; it's pretty inclusive with international students and with study abroad.

Study abroad is currently the main thrust at Linda’s institution toward internationalization of the campus. Linda said that study abroad takes up most of her time. She spends more of her time with study abroad because it is more demanding to manage than are the international students, and there are more study abroad students requiring individual

attention. If the university is successful in its recruiting efforts to increase international student enrollments, the office will need additional support to handle that workload, she said.

On Linda's campus an emergency preparedness committee that addresses various potential crisis issues and crisis events. Though Linda is not a member of that committee, it is comprised of other campus unit leaders; "the director of resident life, the dean of student life, the vice president for finance, the vice president for university relations, and our campus nurse" she said. The committee has developed policies and procedures and she pointed to a poster nearby that the committee had developed adding, "Right behind you," pointing to a poster giving instructions on what to do in case of a natural disaster, "is a thing that everybody uses in case of natural disasters. That came about after the hurricane and New Orleans." The committee, she explained, responded to potential crisis events by developing processes and releasing information to enhance their campus crisis management efforts.

All international students on Linda's campus must attend a two-day orientation when they first arrive. The orientation is especially important because it informs students about campus life and is designed to help them become involved with various campus organizations and clubs. Her office provides airport pick up and drop off twice a semester for international students arriving and departing. I asked Linda to tell me about her relationship with the international students. She said:

I think it's good; I don't get to see them as often, or spend time with them as often, because study abroad takes up a bulk of my time. And so I think, in some cases, they've kind of been forced to have to interact, which is good. Interact with their

fellow students in asking different things, rather than coming in here. I would prefer that, just to get them integrated a little bit more, but I certainly don't get to see them as often as I would like. At five o'clock today I will get everybody [international students] together and just see them, go over tax information, and plan the trips that we're going to do this semester and those kinds of things.

Linda is a one-person office responsible for all international activity on her campus except for admissions (that is responsible for recruiting). The admissions office is making efforts to recruit internationals by focusing on specific countries that they target. With the demands of study abroad, Linda's involvement with international students is limited.

Summary

Linda's is a small campus with approximately 1300 enrollments. Their focus is on undergraduate education and their location is an hour away from two large metropolitan areas. Therefore their ability to attract international students is limited. A lack of funds to recruit international students places more emphasis to internationalize the campus by sending students abroad rather than bringing international students to campus. Currently, Linda spends 80% of her time on study abroad. However, there are signs that internationalization is becoming a priority. They have an international education committee that oversees the policymaking but international education has no presence on the university's crisis management team. In any of her crises there was no one from the team to help her deal with the event other than an upper level administrator who looked in on occasion and the VP who handled the media. However it was a system that worked at the time without a plan and she was able to successfully resolve the situation with help from other offices. Linda recognizes that policies and planning need to be put in place to

better manage crisis events.

Sean

What we're seeing is increased vulnerability. You've got all the regulatory rules and trying to see what impacts everything will have on these things.

Background and Journey

Sean had never lived or traveled abroad prior to joining the Peace Corps where he taught ESL (English as a Second Language) in the mid-East and Asia. He grew up in a community in the American Midwest across the street from a university with international students and in a family that was active with international students. He was no stranger to internationals and said, "I suppose that part came very naturally, more immediately into the international field and then more so with the Peace Corp." His experience teaching ESL, he said, "was really my introduction to English as a second language" and also where he became more interested in the subject. Upon his return to the U.S., he completed a master's degree program in ESL. He later completed his Ph.D. in international education. At that same time he was an assistant instructor in an ESL program, and as part of his work in the program, he began advising international students. From there he moved as he said, "sideways from ESL to student advising." It was in this lateral move that Sean became responsible for all international student and faculty advising, which included various other responsibilities throughout the different areas in the international office where has been the director since 1987.

I asked Sean to tell me more about his Peace Crop experience in Asia. He spoke about what it was like there:

In many respects in dealing with a culture and just in dealing with everyday life,

Thailand was a very nice place to be. An easy place to live and maybe that was the danger of it. I'm not sure everyone I knew there with the Peace Corp has ever gotten out of Thailand [meaning culturally]. It was just too easy a life to ever leave. And that was a great place to be. So as a first experience overseas, yeah, that was a great experience.

He and his wife lived in a small Thai town that he referred to as a “. . . traditional teakwood town, with traditional wooden buildings . . .” His second experience overseas was to Iran through the University of Southern California. There he and his wife taught English to employees of the National Iranian Radio and Television. By contrast, his experience in Iran was quite the opposite of that they had in Thailand.

Sean described Teheran, Iran, “. . . as a very interesting place to be because the media, radio and television, in some respects, was one of the most technologically advanced of all the organizations in Iran.” It was also a difficult place to be and vastly different from his Peace Corps experience where he lived in a small town in Thailand. Sean explained by giving this example:

There's a certain kind of difficulty in everything. It's difficult in just getting onto a bus. You think you line up, get in, and sit down. That's not the way you get on a bus there. You push and elbow and so you get with the every day life and participate and things, or you can decide not to take the bus and take a taxi, which means simply going down and flagging any car that's going down the street. Does this look like a taxi or does it look like a guy just driving his car? Yeah, it's a different kind of thing and cross a street. Traffic lights are merely a suggestion, so you walk across a street with cars continually going. You're dodging traffic to get

across the street to the store you're going to, or getting back. You cross one lane and stand in the middle and have cars whizzing by both sides. I guess there were challenges to it."

Though the experience of teaching ESL in both countries was similar, the differences between living in a small town in Thailand and in a large bustling city in Iran are notable.

By contrast Sean explained:

In Thailand, in our town, when we got there, there were four cars in town that were not military or police. Although soon after we got there, they did complete a major highway right by our school. So cars were whizzing up and down, fast and a car could hit you and some of our students did. It's a culture change when you have cars coming in as we did in Thailand. Most people would have access to a motorcycle, maybe a 25cc motorcycle. You would have a family of four, all on the one motorcycle, with the dad driving and carrying a rifle in the other hand all on the same motorcycle. You might relate it to the Wild West. Yeah, even if you were well dressed, you might have a revolver in your hip pocket. You could never tell about bandits. In Tehran it was completely different.

Sean also spent some time living in Saudi Arabia, yet another contrast in his living abroad experience. The Peace Corp provides country-specific training for its participants prior to departure he said. "When we were originally going in to the Peace Corp we were initially assigned to a Peace Corps training program for Libya. So we had gone through much of the training for Libya right at the time Gaddafi took over the country. In some respects that was our first introduction to real immersion to foreign culture." This statement led me to ask Sean about how he transitioned back into U.S. culture when he

returned. Sean explained:

You don't come back to your own culture. One, everything has changed. It changed and you changed and now it is not the same. The person returning home has a difficult time readjusting. I suppose coming back from Thailand may have been in some ways a bigger adjustment because it was the first time we'd been through it. It's always a problem to simply get back in. For example, in Thailand we rode bicycles basically for transportation. If you wanted to go eat you got on your bicycle rode into the market to get food or stop at the restaurant. It was a couple of miles to the school where I taught and I'd ride my bike everyday.

Getting back to the U.S. it took us around eight months to get a car. You just can't quite get back into this idea of driving around. That's just one small thing. So there is an adjustment and of course one of the things we have to warn students and scholars about. You have to adjust to a strange place like here, but you know home isn't going to be exactly what it was either when you get back. You have to be aware of the whole experience of this sojourn out and back. It's all a learning experience. And learning something new, which is learning essentially your own culture again. That's an important part.

Sean provided rich and descriptive examples of his experiences abroad where he contrasted the differences among countries where he had lived and worked. Adjusting to different cultures and then returning home to adjust again to the home culture and redefining it presented challenges and experiences that would help him in his current position working with international students and scholars.

Current State of International Education

In our second interview I asked Sean to tell me about the current state of international education at his institution. Most of what he had to say related to the changes that have occurred over the years he has been involved in international education that led to the current state of international education on his campus. He contained his comments within the time frame of his being responsible for international student and scholar services, which has been for about 13 years. The changes were partially because of the changes in the institution, the university's administration, and the administration in the international affairs area where his office resides. All of those changes, he said, have resulted in the changes in how the international office currently operates. Sean explained that changes "Involved training and retraining of the staff. So I think at this point where we're at in international education, it's continual learning and dealing with the rapid pace of change in the requirements that are given to us. I would say that's the main thing of what it's like, just trying to keep up with almost the day-to-day change."

To manage change and changing requirements, Sean said that he has increased his staff from two international student counselors, an international faculty counselor and three clerical staff to what they have today: "Today we have four international student counselors, a sponsored student counselor, an international faculty counselor, what we call an international scholars counselor who works primarily with J [exchange visitor visa] programs, a couple of clerical positions and an international student recruiter as well." The additional international student recruiter position occurred in 2009, he said. What drove the decision to add the international student recruiter? Sean said that the drive behind creating and hiring an international student recruiter was the institution's

drive to increase overall student enrollments by 10,000 enrollments. That and the chancellor indicating of that number, a part of those were to be international students.

The focus on recruiting students was concentrated in China, Canada, and Turkey Sean said. Though there was an interest in India, a large portion of their current Indian student population were graduate students [enrollments], which was in conflict with the institution's recruiting goals. Sean explained, "If you look at our numbers, distribution and all that, clearly where we need to grow and where we are in terms of the big 12, we are in the bottom of undergraduate students." The current emphasis then is for the institution to increase their undergraduate international population and the upper administration knew of their ranking among those schools and wanted to see that improved. Sean continued to explain:

Those other institutions are ahead of this institution in terms of international undergraduate students. We're not close to the top with 1600 students. That's relatively small. If you look at graduate student enrollments, we're much higher. If you look at the undergraduates, we're well at the bottom. And there are a number of reasons for that. Partially because we have not been interested in recruitment and that mainly hits undergraduates. Your research programs and academic departments, especially in the sciences, draw graduate students, especially in engineering here. Significant numbers of our academic departments have international graduate students and undergraduate students haven't really been addressed.

With this push to increase undergraduate student enrollments, with international students comprising a part of that overall enrollment goal, I wanted to then understand the nature

of Sean's interaction with the academic departments. What is the status of that interaction and how will they interact as progress toward internationalization evolves?

Sean's office interacts in a variety of ways with the academic departments. One way they interact is in the process of the hiring of international faculty. Another involved processes for international students Sean said is with the academic advisers in obtaining their recommendations for international students who want to participate in OPT (optional practical training) and in CPT (curricular practical training). But the interaction he explained, varies from department to department as with some departments there is very little contact, while with others there is a great deal of contact.

Another element that Sean's office is responsible for is assisting the university in tax compliance. Tax compliance for internationals is "another one of those fields that has developed in the last 20 years because nobody, including the IRS, thought about this very much and they finally realized that there is a law there that's changed and we've got to get with it" Sean said. He further explained:

We have to interact with departments when they're dealing with international guests, folks coming in for meetings, conferences, lectures, whatever, in establishing 'playability'. That is, we assist in determining how they are going to get here, whether or not they can be paid, and what kind of payments can be made because there are certain limitations regarding one's immigration status. So we have to help our tax compliance office with some of those things. When someone has to ask for his or her papers, it's logically the international office that provides that information.

Sean's office became involved with tax compliance affecting internationals because of an

IRS audit. He said that there can be significant amounts of money involved and if the institution is not following IRS rules and regulations regarding paying international students, scholars, and visitors, there could be penalties that could amount to several hundred thousands of dollars. These penalties can be levied not only by the IRS, but also by Immigration and from the U.S. Department of Labor for violations he said.

Potentially this situation presents another vulnerability and thus increases risk for crisis events requiring additional staff and policies to monitor, especially if the university is increasing its international involvement and internationalization activities are decentralized. As Sean continued to explain:

There has to be interaction with the departments, colleges, and international students and scholars. The interaction has to be across a broad range of the campus. We're also involved in training personnel for completing I-9s [employee eligibility verification form] for regular hiring. Since this campus is highly decentralized, everything is pushed out. Which means a lot of the processes, HR (human resources) kinds of processes, are located in the base units rather than in a centralized office. This structure means we have to train people all across all units of the campus for things like the I-9 and for things like payment processing. For example, how we're going to go about getting the hotel for you guest from Italy paid for by the institution? The tax laws are pretty complex and so the question, is this taxable or not, depends a lot on the individual's immigration status and various other things. For the most part, per diem paid is considered income. And therefore, when you're saying we're going to pay a \$1000 honorarium to this individual to come in and give a lecture that's good, but he happens to be a

foreign national and so the institution is going to have to withhold taxes on that individual. So you say here's your \$700 instead of a \$1000. Or you're telling the department you got a choice here, you can pay them \$700 and tell them the other went away or you can pay \$1450 and by rounding up the tax you will pay them \$1000, but it's going to cost your department. We're getting to the point where potentially there's a lot of big money. And that's something that will really attract administrators' attention and they come down with big fines from government agencies.

The responsibilities that have evolved in dealing with internationalizing a campus have become increasingly complex as Sean has explained, especially within an institution that is as decentralized as Sean's. The responsibilities of the international office, which includes programming cultural events and promoting the international student population such that it will have some impact on the general campus, further compounds Sean's mission. Currently, his office is dealing with compliance to government agency's regulations whether it's with immigration or taxation issues. In all of these areas, Sean says, because vulnerability is increased through a substantial amount of change, it makes the potential for a crisis event more profound.

Summary

Sean's experiences abroad prepared him for his position as director of the international office on his campus. His experience with teaching ESL, student advising and various other duties have also prepared him for the evolution of the role of the international office on a campus that has a clearly set a path to increase international undergraduate enrollments and international scholars program. With changing

government regulations from areas such as the DHS, Immigration, and the Department of Labor, the potential for crisis events is increased for Sean's campus. Such potential will require that the international office become more involved with many offices and departments on campus to monitor vulnerabilities and potential crises especially with tax regulations and decrease either the likelihood that one will occur or minimize the event should one happen.

Ellen

I think that I bring a lot of empathy to the work that we do with the international students; I'm here to foster an environment that allows these students to flourish, I'm focused on each individual student and their process through their personal and academic growth.

Background and Journey

Ellen has been with her current institution since 2003. She originally came to the campus as an advisor where she worked with study abroad and international students. Her current position as director of the international office also includes responsibility for study abroad. She became the director of the international office when her predecessor left. She also completed a master's degree in an interdisciplinary liberal arts program. Ellen's journey into international education begins with her going on a semester-long study abroad program to Italy as an undergraduate where her university had a study center.

Ellen was raised in a small town in south Texas. She explained about her study abroad experience: "It was also the first time I'd ever left the country, it was the first time I'd ever been on an airplane, and it was the first time that anyone in my immediate or

extended family, to the extent that we knew, had left the country. It was transformational experience because of who I was going into it.” When she completed her study abroad program, she returned to her campus and completed her degree after two semesters. Her study abroad experience was, as she said, a “. . . seminal moment in my development as an individual.” So taken with her study abroad experience, Ellen decided to return to Italy upon graduation to work. “I was going to be staying in Italy,” she said. “There were tear-filled good byes to my parents and I left without a return ticket, and really just sort of said, you know, I’m going. My second experience in Italy was much different than my first experience.” Her second experience abroad, as she explained, was yet another significant transformation for her, one that has guided her as the director of her campus’ international office.

When Ellen left for her semester abroad as a student, she never experienced culture shock or depression. She said, “The first time I went, I never once, never once came off of that peak in the culture shock waves. It was all high times for me. Everything. I felt amazed by being there, and the second time I went, I never came out of the valley.” What did she mean by valley? Ellen explained:

I was living outside of the study center in an apartment, and for some reason every time I walked down the stairs of my apartment and outside, I just felt, very sort of watched and observed. I just had a hard time finding my place that second time there. I think I had the expectation that it was going to be exactly the same as this amazing four-month experience that I had had, when I’d never questioned my purpose, or you know, my right to be there, because I with a group of 60 students. Then it just wasn’t an issue. But when I was there by myself, that was really when

I realized, hey, there isn't necessarily an overt reason for me to be walking out of this apartment every morning.

But what made me realize about her first experience was how protected she was when she said "I was in a faculty-led program, we were in a self-contained study center, you know I could have never have left that study center and been fine. All of our meals were served to us." She was in a closed environment and did not have to interact with the community. It was a safe and non-threatening environment.

She began to talk about an experience she had buying groceries after she went back a second time to work and live.

I felt very alienated. I felt a lot of anxiety. I slept a lot. I had this experience where I went down to the co-op and couldn't find any of the stuff I needed to buy groceries. I go and start looking for a bag, and the woman checking me out starts talking to me and she tells me something and I ask her to repeat it, and she says it again, and this is like 4 o'clock and there's all these locals are buying their groceries, and there's a line backing up. So she's getting increasingly frustrated with me. I tell her I don't understand and I'm sorry, but I don't understand. I worked at a grocery store all throughout high school and college. If I should be able to do anything, I should be able to bag groceries, right? Maybe I should just do it myself. And she pulled out these plastic bags and makes me understand that I was supposed to have paid for them. So I tried. I reach in my purse to try and get some money and so she just waved me off and throws the bags at me and there I am putting my stuff in these stupid bags that she's now given to me because I'm such an idiot that I can't understand [laughter] what the hell's going on.

Ellen's study abroad and her living abroad experiences have helped her in her job as director of the international office. She said, "It's because of that experience I'm more connected to my work. It's a values thing for me, and I bring that to the way I talk to students about study abroad and the way that our office conducts itself in relation to promoting study abroad and working with our international students. Her transformation as a result of her international cultural and learning experiences translates into her effectiveness as a director of an international office.

Current State of International Education

In my second interview with Ellen we looked at the current state of international education on her campus. When I asked her about policy development at her institution regarding internationals she said, ". . . the establishment of institutional policy is an area where we have not made significant progress because we have such a small international student population. Things come up so infrequently and so irregularly that we haven't really had a lot of need for institutional policy." That coupled with working with study abroad, which demands more attention, has caused conflict. Ellen said, ". . . it presents challenges as we try to give equal attention to both those populations. We've always struggled to keep our international student population on equal footing in terms of our advisers' time and the focus of our office." For example, she explained that recently she had met with their marketing experts to help them promote international education on campus. Ellen said:

All of the design elements they have put together for us to promote study abroad and I looked at them and wondered how I would feel if I was an international student and walked into an office that is suppose to be my home as well, but does

not at all reference the population that I represent. We've constantly had to remind ourselves and recommit ourselves to spending an equal amount of time working with the international students.

The tension that results between managing the outgoing students on study abroad program with the incoming international students is that one population can be neglected in her case. As study abroad usually demands more attention, the director that supervises both is pulled usually in one direction more than in the other Ellen said. In the case where study abroad demands more attention than international students, there is deficit in understanding federal rules and regulations governing international students and scholars.

The deficit in understanding creates a dynamic that raises issues with understanding thoroughly DHS regulations. As Ellen explained:

We [director and staff] are not all specialists, because we work with both incoming and outgoing student populations. We are not an international student office dedicated solely to international student, scholars, and services that would have the expertise of just knowing the regulations in and out and having the experience and the number of students and the number of student cases to have a fluid understanding of the regulations. We have a small population and half the time our attention is more focused on study abroad. So when those issues come up for international students we constantly have to renew and refresh our knowledge and familiarity with the regulations.

Frequently, Sara said, that her office has to contact other universities in the area whose staff has more expertise to double check regulations and make sure that they have a thorough understanding of them. To date the office staff has grown and one adviser's

time, about 90%, is dedicated to the international population on campus. Having a mixture of duties that concern study abroad as well as international students and scholars simultaneously, has affected international student advising Ellen said.

Summary

Ellen has the least number of years of experience in her job as director of the international office at her institution of all the directors that I spoke with in gathering data for this study. Her experience was primarily focused on study abroad with an increasing interest on the part of the institution to bring more students to her campus in the future. What her institution lacked was a comprehensive plan for dealing with crisis situations involving internationals and sufficient staff to handle those situations. Though her institution is committed to internationalization of the campus, there is a significant lack of experienced staff to properly handle immigration issues and DHS requirements.

Summary

Directors of university international offices come to those positions in a variety of ways and with different experiences. Each has had to deal with changes that have occurred in federal regulations related to non-immigrants mostly since the events of 911. Internationalization has become increasingly important on campuses as indicated by strategic planning. The management of these offices is becoming more complex with the introduction of SEVIS and because of DHS rules and regulations. Crisis management has played an increasingly important role at institutions and it has expanded to include the institution's international activities. Available funding, along with upper-level administration priorities, is what drives the institution's degree of commitment to internationalize.

CHAPTER IV

CRISIS, CRISIS MANAGEMENT, AND CRISIS EVENT TYPES

As illustrated in the previous chapter, seven directors of international offices participated in the study: John, Richard, Sara, Tim, Linda, Sean, and Ellen. The present chapter focuses on addressing answers to the following questions: What types of crisis events related to international populations have the study participants dealt with while working at their institutions? How have they managed these crisis events and what mechanisms are there in place in order to deal with crisis events? What does the future of international education look like from the point of view of the participating directors? Each participant provided a definition for crisis and described how they had resolved crisis events with an international student or faculty member. The directors also described the current state of international education and crisis management at their institution and what they saw as the future of international education.

Crisis and Crisis Management

Universities are complex organizations and for a variety of reasons this complexity makes them vulnerable to a wide range of crisis events. Mitroff, Diamond, and Alpaslan's (2006) survey found that some universities operate close to 20 different businesses. These businesses include, but are not limited to, food preparation and services, health-care facilities, and sporting events. Many other activities have the potential to originate crisis events and risks; "activities besides teaching and scholarship

(each of which has its own sub-‘businesses,’ such as distance education)...” (p. 63).

Given this complexity and varied vulnerability, university crisis management planning requires that these institutions be prepared for a plethora of risks. In Mitroff et al. (2006) words, universities are “generally prepared only for those crises they had already experienced” (p. 65). That is to say, they are not prepared for a broad range of crises. Higher education institutions often face risks similar to those of corporations and use similar crisis management responses. As corporate risks threaten the quality and continuity of a company’s operations, they are parallel to higher education risks, which threaten university education and research processes (Helsout & Jong, 2006; Mitroff, et al., 2006).

Almost all directors viewed crisis as something that needed an immediate response, either because the student/faculty member involved or the situation could deteriorate or do damage to others and/or the institution. Crisis events are rare, infrequent, and unexpected. They are negative and by nature unexpected (Coombs, 2007). The most common response provided by the study participants was that crises are multi-tiered, have the potential to affect an individual or a group, and can be large or small. By the same token, Wilson (1992) explains that crisis events threaten an organization’s goals, contain possible undesirable outcomes, and require that the organization make decisions quickly, accurately and with transparency. The following paragraphs provide an account of the specific responses provided by the study participants about what crisis events involve.

John

John has managed crisis events involving students and scholars in the past and in

his current position. During the second interview, he began defining crisis by saying: “I look at crises at different levels. A crisis in this office is a student who is in danger of losing his or her status.” John further explained that international students who lose their status could be deported; once they lose their status, they have to go through a long re-application process and are at risk of not regaining their status. This situation becomes a crisis for students because they can be prevented from carrying on regular academic work. International students can fall out of status if their academic load goes below the minimum number of required hours.

John re-emphasized his conviction that crisis events are multi-leveled, further explaining his earlier statement that he viewed crisis at different levels. While a crisis can be defined as “. . . an event that affects or has the potential to affect the *whole* organization” (Mitroff, 2004, p. 63), Neilsen and Durfresne (2005) say, “the field [crisis management] also recognizes that an event does not have to be . . . large-scale to qualify as a crisis (p. 312). The purpose of this research is to understand, from the perspective of the directors of university international offices, how crises involving a university’s international population are handled. Thus, in this case, the multi-level aspect is introduced; crises that affect a group versus those that affect individuals. For example, in the case of internationals, an immigration issue can effect the individual as well as the whole institution. The following event illustrates what John meant by the many levels of crises:

Last year we had a crisis with a professor. He came here as an H1 [H1B visa required to work in the U.S.] and had already used much of the window of opportunity [time] to apply for the Green Card [permanent resident status] and we

were not aware of it. At that time there was only so much we could keep up with. We were doing Green Cards and H1s and were totally inundated. He had to stop work, his picture was in the newspaper, and we were interviewed.

That was a crisis because there you have the mission of the university, which is to do research and be a teaching institution. You have a faculty member here from another country who can't work and he's frustrated, he can't pay rent, pay his bills, feed his family and he couldn't work because immigration regulations wouldn't let him. That's the kind of crisis we deal with here in this office. And that's what we expect to deal with.

The different layers causing this crisis event involved timeliness, a loss of income, and possible deportation. However, as explained by John, other critical events involving faculty and students do not always involve federal regulations and the result of losing their status. Rather situations involving work, family problems, and health issues that require the international office to respond quickly and to effectively manage crises. In the following anecdote John explains a situation he encountered at another university involving an international scholar. It was a crisis event that was work related and involved ethical issues.

A Chinese scholar was doing research that involved research on animals for experimentation. It didn't involve the death of the animals, just observation. In reading a paper by one of his bosses, he found the results that were indicated were wrong. He thought it was up to him to tell his boss in a very diplomatic way. The boss had presented the paper all over the country and gained a great reputation and had written articles about it. What started happening was the animals he was

using for his experiment were found dead. He was 'spooked' by that. He came to our office and I had the first meeting with him. I encouraged him, with his background, being from one of the most prestigious universities in China, to contact UCLA or wherever, and in fact, that's where he went and within a month he left. We didn't open up the can of worms that probably should have been opened up. Who was going to be able to prove who killed those animals? Our job was not to go over to the department and say the animals are dead and how did this happen? Rather it was to help him and help his dreams come true, his research. I tell my staff this isn't just a job, that if you really love internationals, then you're really going to help them.

Once again, it becomes evident that crisis events are multi-leveled and complex. Ethical issues were at stake and the scholar's academic future and research endeavors were at risk; it had the potential to affect several people's lives and their careers. John was able to contain a critical event and thus prevent a crisis event from occurring. He also explained that successful management of these events allows for two important results: the international student and scholar is able to continue academic work and research without interruption and support is maintained or augmented by others at the institution.

Finally, John said, "My motivation is to resolve crisis events before they occur." Further illustrating the multi-level nature of crisis events and as part of his motivation to avoid crisis events, John continued. "Therefore, in order for this office and the entire University to remain compliant, I must maintain continual vigilance of federal regulations, in particular those set by the Department of Homeland Security." A violation of those rules could also place the university in a crisis situation.

Pauchant and Mitroff (1992) write that the issues involved in crisis management are "fundamentally ethical" and that failure to address crisis management "leads to ethical deterioration" (p. 184). In looking back in a comprehensive manner to John's contribution, it is important to note Simola's (2005) suggestion that "...a useful complement [to crisis prevention guidelines] would be to consider the role of ethical awareness and problem solving as an early, preventative strategy" (p. 342), such as John's intervention to prevent a larger crisis from occurring. Incorporating ethics as an early detection device is an effective crisis prevention technique. Crandall, Parnell, and Spillan (2010), note that these (smoldering crisis) crises start out small and can be fixed early on, but instead are allowed to fester until they become full-blown crises and known to the public. What makes some smoldering crises ethically induced is that they do not have to occur in the first place" (p. 197). Thus a proactive approach to resolve crisis before they occur is one way John minimizes crisis events.

Richard

For Richard crisis manifests at both the individual and the institutional level; he believes crises take different forms and are unpredictable in terms of the outcomes. Richard defined crisis distinguishing between the personal crisis and the larger crisis:

A crisis is anything that is negatively affecting a person. Some people may have the skills [to cope and manage] or the situation may not be so bad that they don't move into crisis, but a crisis could be a death or it could be financial... [for example] Mom and dad lost their jobs and they can't make the loan payment. Or the student lost his or her airplane ticket and there's no more money to buy a new one, up to the psychological and the physical. Then you start moving into groups

and institutional crises, which may be triggered by an individual such as the death of a student. What is that going to do to your institutional reputation? What is that going to do to all the other students that are on the program with that student? So then you can have multiple crises happening simultaneously. You have to manage the death of a student, the group that's with them. A crisis for me is something that needs an immediate response, either because the student or the situation could deteriorate or do damage to other participants and or the institution. Crises are multi-tiered.

Here Richard speaks to the nature of crises as varying in origin and outcome. Mitroff and Anagnos (2001), point out that “. . . every crisis is capable of being both the cause and the effect of any other crisis...they vary in origin and outcome is indication that. . . any crisis is capable of setting off any other crisis and in turn being caused by it (p. 38). Crises can have impact on an individual or on a group of individuals and can occur in locus or in the person's home country, far away from the institution.

Other examples shared by Richard involved students, faculty, and staff that were traveling abroad. He provided specific examples about the international students on his campus:

. . . a lot of these students may get picked up by the University's support mechanisms, and we [the international office] don't necessarily always know about them. It's when things go haywire, [for example] if international students don't speak well, their communication is poor, they get depressed and go to the health center, and we may not get the phone call.

To this effect Mitroff (2004) explains that “. . . crisis results when there is a serious

breakdown, or malfunction, between people, organizations and technologies” (p. 3). It is important to note that more than 36,500 students are enrolled at Richard’s institution and more than 2,600 of those are international students from 121 countries, which may complicate the international office’s ability to respond quickly to a student in crisis. This is especially significant if and when various university units fail to communicate among themselves.

Universities are complex organizations and a variety of reasons make them vulnerable to crisis events. Mitroff, Diamond, and Alpaslan’s (2006) found that some universities operate close to 20 different businesses: “Each of these academic units faces different operating and academic risks, depending on a variety of factors such as the composition of the student bodies and faculties . . .” (p. 63). The larger the number of internationals on campus, the greater the possibility for crises to occur and the likelihood that more parties will become involved. Richard also spoke about a crisis event that involved a student who was possibly the target of a mercy killing. This was a female student from the Middle East and the event was based on religion and culture issues; she was refusing to go home but her parents wanted her to go back home.

So, we had to act very quickly and move the student to a safe house, temporarily.

There were name changes and then a complete change of the student’s schedule because everybody, including her parents knew her schedule. Then insure that information is not getting out per FERPA (Family Educational Rights and Privacy Act). If any call came in to the registrar’s office or housing office about this student, there was a lock on the record.

The student had refused to go home but was asked to come home by the parents.

The father stated, “You will be killed if you don’t come back home now.”

We involved the community police and the campus police and legal counsel, less legal counsel for the university, and more legal counsel for the student. The university has an office for student rights and name changes and all of that. No emails, everything had to be verbal or using codes.

Richard explained that this particular event could not be documented; addressing the event and taking action had to be verbal and the student’s whereabouts kept secret. As stated by Reamer (2005), documentation is an essential component to effective crisis management, “. . . data [documentation] provide a reliable source for measuring performance and outcomes...” (p. 326). Such documentation can be used to refine crisis management planning. However, keeping a paper trail may not be feasible in situations where the safety of an individual or a group is at stake.

Often university faculty and staff bring internationals to campus and the International Office is unaware of their presence. This is not done in a malicious way; rather many times it is a lack of awareness or knowledge about how to proceed when internationals are involved. Richard explained later in the interview that there have been instances when internationals are present on campus without notice to his office. In order to prevent this occurrence, his office has been putting informal systems in place. However, it is often the case for Departments to invite scholars to campus without informing the international office. This situation presents a risk, both from a health care point-of-view as well as from an economic point of view (e.g., reimbursement, honorarium, stipends). By the same token, some departments will invite groups of international students to campus without informing the study abroad or the international

office, which may create a risk to the individual and the institution. Knowing that these visitors are coming, even for a brief period of time, will allow for planning for risks prevention.

We're currently developing processes. Policy here must go before our Board of Regents. Therefore, many things are put into place and are not necessarily a policy per se. For more than a year, we've had an online system where people can voluntarily tell us who is coming in and who is not necessarily coming in on a visa. [For instance,] We're doing a scholar in residence. These people aren't employees of the university. Who pays their insurance? If they are employees, state law says you can't get medical coverage for 90 days, but they may only be here for 60 days. What do you do? How many people are coming in to make a presentation at an international conference that no one knows about? At a state institution it doesn't matter if you're from Thailand or from Oklahoma. Put in your claim against the University, we review it, and you get your money and you're done.

The reverse of what we do for a lot of our study abroad or incoming students we don't do for incoming scholars or visitors. If these people aren't our students, faculty or employee, they don't have access to campus services such as health care. Then again, we can put in the form that if you want access then you pay \$75. But then again, if you're coming from Europe, you used to socialized medicine. Like many universities, we were strengthening our systems for the outgoing [students and faculty] and now we're focusing on the incoming [students and faculty].

Interpreting from what Richard shared, the shift in focus for managing crisis events and for crisis prevention from outgoing students to incoming international visitors and

scholars at his institution is significant. Richard stated that by developing processes in lieu of adopting policies to handle international visitors and scholars, he is now able to respond quickly to crisis needs. It is evident by now that universities are learning on the go about how to document and prevent crisis events from happening and even what type of policies to develop and put into place. According to Robert and Lajtha (2002) state, “crisis management should no longer be viewed as a set of rigid procedures that need to be established . . . [rather] crisis management should be viewed as a continuous management process that can be revised or redesigned at any time and that should be updated/enriched with feedback from experience and simulation exercises, a process that is flexible in terms of both its composition and its forms of action” (p. 187). Crisis management and crisis management teams need to be flexible. Discussion should be open, early signs identified for evaluation by the committee and stakeholders, and reflect and promote the ethical traditions of the institution. Such flexibility therefore, is reflected in the organization’s ability to respond quickly and accurately to crisis events.

Sara

Previous to the interview Sara had taken the time to look at various crisis definitions. She wanted to be able to apply those definitions to her experiences and to her current situation as director of an international office. In the interview Sara explained crisis as:

An unstable time in the state of affairs of a group or an individual, which involves decision-making or management on the part of individuals on behalf of the institution. It could be life threatening or not. Sometimes it can involve liability on the part of the university or perceived liability. It has to be handled one way or

the other, to achieve the best possible outcome for the individual or the group or the institution.

Sara requested to receive specific questions before our meeting for the first interview so that she could think and prepare her responses. Therefore, when I asked her how she defined crisis, she had prepared some notes and read mostly from them in her response.

In contrast to what John and Richard said, for Sara a student who is out of immigration status and who has been arrested or is in deportation proceedings is not a crisis. Sara continued:

There's not a lot we can do when it comes to an immigration situation. We can fax documents, but we can't do a lot to change the outcome. It's not our decision to make, but there are instances where the situation is such that what we do immediately with regard to either talking to people on campus, talking to people off campus, working with other students in the same group that we can do the best to contain or control the situation.

The examples of crisis events provided by Sara clarify that for situations out of her control, she did not consider these events as crisis events. Rather, the crisis lies with the individual and not the international office that has no control. As cited in Marcus and Goodman (1991), Fink (1986) "distinguished between crisis events themselves, over which management has no control, and management's presentation of a crisis, over which it has control" (p. 284). Though this statement is intended for corporations, the same can be applied to universities, as we will learn later in this document.

Another example provided by Sarah is the death of an international individual. In her opinion "this type of event, such as a car accident, is out of the control of the

international office.” Sara indicated that the crisis is in how one responds to a situation, especially those in which family members are involved where the response needs to include human compassion and conveys a genuine sense of caring. Taking a humanistic approach to handling a crisis event, especially one in which there is no control is effective crisis prevention.

From the start of the crisis to its successful conclusion, an organization must demonstrate a caring attitude to those affected by its problems. Whether the crisis is something that has an impact on shareholders or customers of a major retailer, the skilled workers in industry or the citizens experiencing the aftermath of a natural disaster, makes no difference. Those affected need to feel that the officials responsible really care about them and will do everything possible to alleviate the inconvenience of real distress caused by the crisis (Anonymous, 2006, p. 21-22).

Sara reported that since 1977 she has managed many crisis events involving student deaths and students with severe mental depression. Not long ago, she managed a crisis event where there were serious injuries to several students and the death of two others.

Two years ago; we had four Indian students in a bad car wreck out of state. Two were killed and two were seriously injured. They could identify the first three, but they didn’t know who the fourth one was. And the fourth one was one of the ones who was deceased... What was critical to this event was informing the students’ parents and controlling how the information related to the situation was revealed to them. I knew the other Indian students here had cell phones. I knew a lot of them had gone to school with these guys. I said to them, *you cannot call home yet.*

If you do, someone may inadvertently call and assume that the parents know and they don't, yet.

For Sara managing this crisis situation involved how to inform the parents. She maintained control of how the parents were to be informed. She made sure that the other students understood that they were not to call their friends' parents before they were properly informed of the situation. For this purpose, Sara gathered the Indian students together to determine who lived nearby the students' parents and who could deliver the news. She wanted the parents to hear the news in their native language, from a friend, "because this was probably going to be the most earth-shattering event -ever in their lives."

In addition, the international office was dealing with four families and the students on campus who were probably devastated by the event. The job of the international office in dealing with the dead and injured international students did not end with identifying the students and notifying their families. Sara said that the office staff assisted families in getting visas for the two families of the students that were injured to come to the states to be with their child.

Sara spoke of another crisis event that involved a Chinese female graduate student. The student returned to her apartment one evening after visiting her family in China. The next morning her roommate couldn't awaken her. She had had a brain aneurysm. Once the parents arrived from China, the Chinese student organization had to step in and translate for them because neither parent spoke English. After several months, the doctors told the parents there was nothing else that could be done and their daughter would be released. Sara said:

The parents were so terrified of her being transported. She had already used up all of her insurance, of course, in intensive care for four months. There was no facility that would take her because she had no insurance for rehabilitation. When the parents found out that she was going to have to be moved, they threatened to kill her. They had to put medical personnel for suicide watch in the girl's room to see that the parents didn't disconnect anything. The student was eventually transported back to China and is in the care of her family.

For Sara, it "was a crisis situation in that it was a wait and see situation." The student was in the hospital for four months, and during that time, no one knew if she would improve. During that time, they did not know if she would return to work on her doctorate. Though the student's illness was in itself not a crisis situation for Sara and the university, it was for the student and her family. There are those crisis events in which there is no control. For Sara the crisis came after the event occurred in how she was to handle it. Sara also speaks to the fact that crises occur at times with no early detection signals, such as a fatal car accident or a sudden devastating illness. Though universities have protocols in place to handle such events, events they have previously experienced, there remains an element of how one responds to the event, as Sara has illustrated, thus mitigating a potential crisis situation.

Tim

Tim did not provide a direct definition of crisis but he provided from his view point what his office should prepare for in terms of crisis events. Similar to Sarah, Tim seems to make a distinction between a big crisis and interpersonal crisis:

My interest is the bigger crisis versus the interpersonal crisis. The personal crisis is impossible to plan for, because it has so many different elements from a

student's psychosomatic makeup to their interpersonal relationships. Crisis experienced by individuals is both a unique individual and universal experience. Those types of crises can't be prepared for strategically. It requires that offices like this have a drop-everything mentality, which is to say they have to be prepared at any time to drop everything to respond to a singular crisis. For me the thing that I think about is preparing for bigger crises, crises that can be strategically thought out.

Similar to Sara's account, for Tim crisis at the individual level is out of his control. For him it is hard to prepare for this type of crisis because there is too much to deal with that is in the unknown. Therefore, he focused his response on telling about larger events such as Hurricane Katrina, which struck the gulf coast of the southern U.S. in August of 2005. It was, as he explained, the event that "got everyone thinking" because so many schools in the southern states were affected. In Tim's words:

Many campuses in the region were closed because of the damages from the storm, and students, international students included, were dispersed to other universities and colleges throughout the U.S. It was uncertain where these students had gone. It took the folks in Washington, D.C. a long time to think about what to do with SEVIS and how to respond in terms of whether the students were in or out of their immigration status.

The situation raised a number of questions for Homeland Security as well. As explained by Tim:

For the first time it just occurred to D.C., how do we register these students? How do we know where they are? So that got us all thinking...

OK, we received numerous students, we received maybe five or six students and I think every school in this area did the same and those were informal networks and that's part...

Tim explained that student networking was of great help in this case. He said that international students on his campus knew international students from their homeland attending other universities affected by the storm. For example, “a group of Guatemalans from here knew Guatemalans at Tulane. Those students came here and transferred.” At his institution the international office had to develop processes for permitting international students to transfer to his campus, remain compliant with Homeland Security rules and processes, and not experience much of an interruption in their education. Tim provided specific details:

At the institutional level we had to come up with some way of dealing with no transcripts, no documentation, no financial evidence, all those things that you normally require. We had to become really flexible all of a sudden. As a result, the government had to become really flexible on SEVIS in terms of registration, in terms of how these students were captured and everything else.

For the larger crisis, as explained by Tim, it became the university's responsibility to think about and to develop strategic plans for a major disaster. In their survey study, Mitroff et al. (2006) found that universities were unequally prepared to handle crisis events. They found that crisis management plans frequently had gaps, that crisis management teams frequently lacked the institution's legal council and chief financial officer, and that the greater support for activities and programs determined significantly greater the crisis management support. For example, universities are generally prepared

for crises they have experience most. Therefore, for most crisis events that a university is most prepared to address, the university has established policies and procedures. It was also found that universities were generally prepared for crisis events that they experienced the least, such as environmental disasters and athletic scandals.

Another large-scale crisis mentioned by Tim and that affected internationals on his campus was the Asian economic crisis that occurred in the late 1990s. Tim said:

Suddenly, every U.S. school that was doing my kind of work and had large numbers of international students from Asia saw their most capable students become financially destitute. The student who showed you \$100,000 to come and study at your school now had the equivalent of \$80. So all of a sudden, through the collapse and everything else, the schools and the government had to come up with a plan to make it ethically possible for these students to continue their studies.

As a matter of fact, it is required for international students (holding an F1 visa) who wish to be admitted to a U.S. university to provide financial evidence showing sufficient funds to cover tuition and living expenses during the period of intended study. They need to show sufficient financial funds to support their enrollment in order to obtain an I-20 and then a student visa through the respective authorities (U.S. Department of State, 2011). Each institution requires different amounts due to tuition and living cost, which vary from institution to institution.

Even though Tim insisted on discussing crisis as related to large-scale events affecting groups of people and institutions, he also described other types of crisis in which culture, and cultural dissonance were the issue at stake. He told a story about a

crisis event that occurred after he left his previous job at another institution. A student who knew him from the previous institution contacted him for help in resolving the situation. The student was from South Korea; she was majoring in music and Tim described her as a “popular, smart, savvy, very good student.” She had transferred to another institution and she let everyone know (including family, friends, and the international office at her previous institution) that she was happy there. Tim tells that:

At the new institution she takes public transportation to and from campus. This one young man sees her on the bus, he sees her in class, and he’s also in the same program as she is. They begin to talk. He asks her out but she does not go. He continues to show up wherever she is. She’s being stalked!

She contacts me; she doesn’t contact her advisor at her current institution, and asks me what to do. I tell her not to worry about anything in the United States. There are so many places that are willing to help you. She tells me that she sees him everywhere; he goes to the same church she goes to. I told her to go to the international office on her campus and tell them what’s going on. They will get the police and take care of it. So she does that. The police come and tell this guy to leave her alone and he stops. What he does instead is to spread rumors about her within the Korean community. Korean culture is fascinatingly closed. You cannot break in under any circumstances. A Korean mishap in this community is well known by a Korean church anywhere in this area. It is an absolutely woven community. She’s still feeling threatened. The community doesn’t use our resources; it utilizes its own. The community turns on her and begins to tell her that she has disgraced the community; she has humiliated her family by putting

them in this terrible situation. The rumors were that she was having a relationship with one of her teachers at this church. They tell her that she has humiliated this man and his family. That she has dishonored her parents, and the only good thing that she can do now is to go home. Her family was notified in Korea.

To finish with telling the story, Tim explains that the student decided to go home and came to see him before leaving. He explains that he apologized to her and told her he was really sorry about the whole situation. However, her response is she has dishonored her family and disgraced them. He asked her how?

She told me that I don't understand Korean culture, and that by being independent, she has risked the reputation of everyone and that she is relieved and grateful to be going back home, that her family has forgiven her and she very happy and very much at peace with this. All this happened because a young boy was turned down on a date.

Tim continued to explain the lessons he learned about his own cultural framework and said that he had never taken into consideration this student's situation using another perspective other than his Western perspective. He said, "I was suggesting to her a number of U.S. cultural solutions." It had not occurred to him to do otherwise until this event. He had not taken into consideration the situation from the student's cultural perspective, which made it uncontrollable due to culture.

Tim says he considers crisis only from the point of view of large scale events; however, by telling this story Tim is recognizing that crisis occur at the individual level and that as director of the international office he is responsible for this type of crisis as well. He has learned that the wrong approach to a crisis event that happens at the

individual level can have dire consequences in the life of a human being and an entire community.

Linda

Linda defines crisis as "something that can have or has had serious consequences to a person or department or the campus." Similar to John and Richard, Linda describes crisis events as having the potential to affect both the individual and the collective at her campus. The first anecdote Linda shared dealt with financial issues. She explained as follows:

Last semester we had a scholarship for a group of students and we're ending that scholarship because we will have to fund it. The external funding did not come through like we had been told. It was through an alumna, and she was to be doing some fundraising for this and the funds weren't coming, so we were funding it a hundred percent and we can't anymore! So last semester we decided to end the scholarship.

One idea was at semester's end to just finish up everybody who was going to be able to graduate in May and everybody else was going to have to go home. That was not a good solution, and so then there was the negotiating and discussing, and trying to say, look, we need to see these students through, they came on good faith. We had told them that we had the scholarship.

Linda's account supports the idea presented by Tim on how financial issues can create a crisis for internationals. Crisis events have an effect upon many aspects of a campus, especially when finances are involved and promises are made as Linda explained. The institution was able to meet its funding obligation, but at a cost, and so the scholarship

was discontinued because it could not be sustained. In reviewing the literature I was not able to find any publications that linked individual financial issues and crisis events. This is actually a controllable situation in part if the institution has prepared a financial assistance plan to supplement through loans or scholarship. This crisis event is a finding that emerged from the study data. If an institution intends to move itself into recruiting internationals, this needs to be put in place as a contingency.

Linda then spoke of an international student who had been arrested for possession of marijuana. She became involved in the case only when she received a letter from INS (Immigration and Naturalization Services) requesting the student's records. Linda said this was her first crisis experience with an international student. The student was a reciprocal exchange student nearing the end of his stay. Because it was his first offense, he was allowed to remain and complete his exchange term. Linda further explained that:

I had to learn on the fly and quickly because when you get the letter from what was then INS you have to act quickly. It becomes a legal matter and I have to provide any documentation that they request. I went through checking, is this legit, and everything. I turned it all over to them, and then that's when I followed up with the police, first with our campus police and then with the local police.

This is an uncontrollable situation in that the student is in violation of local laws.

However, as Linda explains later, she now includes a section on drugs and local laws in the student orientation. Crisis events can come in many different forms and being prepared to address them can sometimes be difficult, especially if a person has never dealt with a similar one before as in Linda's case. The details can be incomplete and the communication sparse as in Linda's situation because she was unable to get the whole

story until she'd spoken both with campus police as well as the local police. Linda maintained a file on the case and kept the letter from INS, made copies of all documents she forwarded to INS, and kept notes that went into his file. The responsibility on the part of the international office is to keep accurate records that may be requested by the DHS. Therein lies the crisis for the institution; if the records are poorly kept, the institution may lose its ability to admit international students. As a matter of fact, the penalties for giving false or misleading information to the SEVIS database are significant. The institution could lose its ability to issue F and J visas. Only the authorized University Designated School Officials (DSO) and Responsible Officers have access to SEVIS (http://www.ogc.umich.edu/faq_imgrtn_sevis.html). Thus, if a university wishes to enroll students on F, M, or J visas, then it must participate in SEVIS.

As a result of this experience, during the required two-day orientation session for international students, Linda stresses to the students the seriousness of being arrested:

I just kind of really put that scare in the orientation, because now I have that firsthand experience and can be, I think or hope, fairly convincing to the students. And so if it were to happen again, I think it would be something pretty similar.

Linda added that another change since the event has been the increased involvement from Student Life and the judicial council assisting her in crisis situations.

We have a judicial council and even though this happened off campus, they now have a policy where anything that happens on campus or in the community or anything that gets reported to them, the student not only has to go through whatever he or she might have to with local authorities but also has to deal with campus authorities as well.

It is important to clarify that international students and U.S. students are treated similarly with regard to the university's judicial council regarding any event whether it occurs on or off the campus. International students are required to live on campus at Linda's institution unless they are 21 or older, then they may live off campus if they choose to do so, though they are, she explained, strongly urged to remain on campus and this directive is more associated with student health and safety.

Another crisis event described by Linda involved the death of an international student. It happened in December 2002, at the end of the semester. No U.S. students were around, but some of the international students were and most of them were leaving for the holidays.

It involved a lot more people, where we had a student who was killed in an off-campus apartment in a fire. I got a phone call from one of the students. On Saturday morning I got a call from one of the international students saying *there's a fire at this apartment, the fire people are on their way and I can't find this student*. I got there and the student who called was there. The fire fighters, the campus police, and the local police were there already.

We checked and the student's car was there and the fire was actually in her apartment, but she still wasn't found. All we could do was just to stand around and wait while the fire people were all in the apartment. Then eventually they did find her body under a ceiling that had fallen. In the meantime, while we were waiting around, I called our contact with the organization that brought this particular student to campus and she came over.

We're getting just little bits of report from the fire marshal and our campus police

officer who would go and get whatever reports and then come back to tell us. They were keeping everyone away from the fire scene. We were all standing out in the parking lot.

This is similar to what happened in the example given by Sara with the death of the Indian student, Linda was able to find a person who knew the language and the culture, Japanese in this case, to be able to communicate in their native tongue the happenings in an appropriate manner to the student's parents.

The coordinator of the organization was working with our Japanese students, to our advantage she was there, and she called the parents. Neither parent spoke English, so she was able to explain what was going on. Then the parents started making arrangements to come. At that time it was still thought to be an accident, they were trying to figure out how the fire started and so forth. The parents arrived, and the investigators were working through the evidence, and then we learned that the fire had been set because they were able to determine that an accelerator had been used. They did an autopsy on the student's body and found out that she had been strangled. Unfortunately, many international students learned the news as they were traveling.

Linda had to keep working with the parents and family when they arrived in the U.S. While the family was here, they wanted to see where their daughter had been on campus and her classrooms. Linda took them around to show them the places they requested to see. It is important to note, "that the problems in dealing with the crisis itself are quite distinct from those arising immediately after the circumstances of the event itself are handled . . . and to distinguish the problems of dealing with the crisis itself from those

that arise in the immediate aftermath” (Center for Mental Health in Schools at UCLA, 2008, p.13). Following up with stakeholders is often “responding to the emotional needs of others as they see it” (Mitroff & Anagos, 2001, p. 121). This coupled with remaining in contact with families and informing them of any school-related memorials and activities is a suggested aftermath activity (Center for Mental Health in Schools at UCLA, 2008, p. 23). Linda’s handling the murdered student’s family when they returned to her campus to visit was a part of managing the final stages of the crisis event during the aftermath phase.

The following January after the student was murdered, the students returned to campus to resume the spring semester, and the police interviewed them. Linda drove them to the police station for interviewing:

The Texas Rangers were there; the whole force was very nice, they were very respectful to the students. They split students up and different people took different students in to their rooms to be interviewed, which was a new experience in crisis management. This took just days over a whole period of time, not only working with the police and the students, but everything here, and the reporters coming to campus.

An important finding from Linda’s case is related to an internal procedural change in reporting to the university provost. Since the incident, Linda’s reporting line has been reorganized and now her office reports to the university provost. A similarity as in Tim’s case with the South Korean student is that culture was an issue for students to receive professional help to deal with the loss. Linda explains that she brought in the campus counselor to talk with the students if they wanted to talk but, the students did not take

advantage of counseling services offered.

Finally, to date, the case has not been solved; in my last interview with Linda, she had just received news that a new detective had been assigned to the case and it was reopened. Since the student's death, every year the international office purchases flowers on the anniversary and places them at the memorial site, takes a picture, and sends the picture to the family. Linda said she had plans to travel to Asia soon and she would be going to Japan. She had made plans to spend a few days with the student's mother while there.

Sean

Sean explained that he was not able to define crisis in a sentence or two because there are a number of different constituencies involved with crisis. For Sean almost everything can potentially become a crisis when dealing with internationals. For example, Sean explains:

An international traveling with potentially improper documents . . . A mistake here or there can present real problems, especially if students are turned around [not allowed to enter the U.S. upon arrival] by an immigration officer upon entering the U.S. A major responsibility of the international office is to assure that all required documents for international students and scholars are in order, current, and accurate to avoid such a crisis event.

In fact there was a faculty member who was detained by immigration while traveling and was unable to arrive at Sean's campus to teach classes. As a result he had to teach his classes from Switzerland. He said that:

Part of the crisis, I guess, is can you deal with things going wrong in a way that

will minimize the impact on the teaching, learning, research, knowledge development range of things that are the primary interest of the institution and all of us involved. And a lot of that is of course timing. If it goes too long it becomes a big crisis. If you can deal with it, it's just a small blip. But they can both be the same; the difficult part is how to deal with the emergency situation.

In Sara, John and Tim's cases the situations were somewhat similar; that is, the difficulty is in how to manage the crisis. Crisis resulting from depression, a loss of income, and cultural differences can, in some cases, be difficult to overcome, and "cannot be remedied by using familiar coping strategies" (Roberts, 2000, p. 7). Sean cited other crisis situations to further illustrate crisis events involving international students. One example he included was that of an international student adjusting to daily life at the university and the cross-cultural adjustment the student was having difficulty with. He also added that the death of an international student presented a crisis situation for the international office because you had to manage the victim's culture while operating within the structure of the institution.

For Sean crisis events vary a great deal from individual to individual. These events may include the cultural community they are in on the campus and the different relationships involved. "... the role of the international office in part is to deal with all of those not normal things that the university has to deal with." For example, he said "... a student's death is a crisis in part for the international office and for the institution. For a lot of these other things the institution, outside the international office, may not be concerned about at all. Cross-cultural issues are not their concern ... unless it is with specifically a professor or a part of the university you have to make adjustments for."

Those issues involving students are the responsibility of the director to resolve, usually without seeking assistance from other campus authorities. As a case in point, Sean explains that: Student deaths can be a real traumatic thing for the international community and partially for the university departments involved with them. So those are difficult situations and yes, we all have had those.

If the situation concerns a larger part of the institution, then the international office assists. Mitroff and Anagnos (2001) define crisis “. . . as an event that affects. . . the *whole* of an organization. Thus, if something affects only a small, isolated part of an organization, it may not be a major crisis” (p. 34-36). Thus, the more academic issues, those involving faculty for example, are of greater concern to the *whole* and subject to the rules and regulations established for that group by the institution.

Sean used the case of a Muslim student to illustrate his example: “This student needs to have a place to pray during a scheduled Friday afternoon design class for architecture; that causes a clash of the architecture schedule with the religious schedule. But that’s one little crisis that you can have when you suddenly have a big group of new students coming into this program and making adjustments.” For Sean, crisis events were relative to being defined as big or small, timely, early intervention, and the outcome determined by how the international office and the institution were able to resolve them.

The following is a crisis event narrated by Sean that occurred at the time I was conducting the study.

A day ago we had a student whose wife, also an F-1 got into a program with a commercial college, a job-training situation. This school-prepared an I-20 for her, but they didn’t have an F-1 program [institutions must apply and be approved

before they can issue an F-1 visa]. So here was, in a sense, a situation, which wasn't ours except for the relationship to one of our students.

Sean has experienced multiple crisis events during his years in international education. His ability to quickly identify a crisis situation and to what extent other offices and the institution need to be involved to resolve the crisis situation in a timely manner is critical to a successful outcome. The following is another example of a crisis event that Sean faced: "A professor went to Mexico and got an extension on his visa, but has problems with the consulate and ends up being stuck there for a few days with family in hand and not being able to explain all of the situation very well." Sean tells about his role in resolving crisis events

We play a role in the solution by developing training programs for other parts of the university and in providing services, primarily information, to offices in the institution, in this case financial, and also by just providing the immigration interpretation." Even that does not insure that the institution safeguards against vulnerability. There are all kinds of crises that can occur.

Sean continued to explain more about the tax audit process:

If suddenly you come down with a couple of \$100K in fines that becomes a crisis for some. We came down with that on an IRS audit, which was a relatively benign audit, but large amounts of money can be involved. That's how we were essentially told that we would have to be providing assistance in this simply because of the background that an international office normally has in immigration issues.

What Sean is communicating with this example is that there is a whole range of potential

liabilities. It's not just the human factors; it's also the institution, and the institutional responsibilities and the fiduciary responsibilities that you have. According to SEVIS guidelines, there are specific rules and regulations that must be strictly observed before a student can be employed (Department of Homeland Security, n.d.). The wages are subject to being taxed as are those earned by visiting scholars and other non-immigrant faculty (Internal Revenue Service, n.d.). The increasing number of vulnerabilities that the international office bears for the institution requires vigilance on the part of the director and the staff to remain current on federal rules and regulations that are themselves constantly changing as Sean has pointed out. Pauchant and Mitroff (1992) say, "that the overall technical and social complexity of a system constitutes the preponderant context in which crises arise" (p. 119). It can be expected that as federal rules and regulations change and SEVIS enforced, that vulnerabilities are increased and thus the more likelihood a crisis event could occur.

Ellen

Because her position supervised both the study abroad student and the international student programs Ellen first described crisis as one that involved individuals: "I think of crisis as being individual crisis and, in a way, crisis from within. Struggles that our students are having to adjust culturally or academically and that can escalate". She then began to expand her definition to include crises external to the student. "I think there are crises in other countries, natural disasters, political situations, economic situations; things that interrupt a student's ability to focus on the task at hand".

A crisis event involving an international student that she had managed involved a student who was from Latin American and who lived off campus. In her words, "the

student had experienced some sort of psychotic break”. Ellen explained that he came to the international office and told this story:

He woke up somewhere without his clothes and not knowing how he’d gotten where he was or what had happened to him. And he thought that he’d been drugged and that someone must of drugged him and done something to him. But as it turns out, he had lost awareness of his actions, but was continuing to act through this break he had. He went on for a few months and he was in very good contact with us, he remained in contact with us, we were in contact with his father. His father came up from South America and decided that he needed to go home and receive treatment and he did. He came back and had another issue and went home and received more treatment and came back again and eventually completed his studies.

As a matter of fact, students who live off campus are more difficult to track than those who live on campus where dormitory supervisors and other students can quickly recognize a change in a student’s behavior. Ellen continued to explain that:

We worked with the counseling center, worked with his family, worked with his professors and with the school of his major to make sure that his academic record was handled appropriately to minimize the damage to his academic record, also to secure his immigration status and his ability to return to resume his studies and did not put him out of status in any way.

To further complicate the situation was the fact that culturally the student was at a disadvantage. Research suggests that international students generally do not seek services from counseling centers on campus and often do not seek professional psychological help

because of the stigma associated with it (Yi, Lin, & Kishimoto, 2003; Mau, & Jepsen, 1990). Such cultural differences can create crisis situations for international students and for the international office as explained above.

Summary

Almost all directors defined crises as multi-tiered, ranging from the type of crisis that negatively affects an individual to the greater crisis that includes natural disasters and pandemics that affects large groups. Crises were also viewed as something that needed an immediate response, either because the student or the situation could deteriorate or do damage to other participants and or to the institution. One director viewed crisis as an unstable time in the state of affairs of a group or an individual, which involves decision-making or management on the part of individuals on behalf of the institution. Another indicated that the outcome was determined by how the international office and the institution were able to resolve the crisis. The most common response was that crises were multi-tiered and could affect an individual or a group, and be considered large or small.

A further analysis of the data presented in this Chapter suggest that crisis events can be divided into events that are either controllable or uncontrollable; then further divided into those that can be considered normal or abnormal. Thus critical events can be classified into four categories: controlled normal, controlled abnormal, uncontrolled normal, and uncontrolled abnormal.

Types of Crisis Events

The following table (Table 2) describes actual crisis events that occurred at the study participants' institutions. Not every event may be interpreted as it is placed in the

table. Rather it concerns the level of preparedness at the different institutions to handle the event that determined how the event is classified and where it is placed in the table. The goal is to provide the information so that other institutions may identify similar types of crisis events for which they can plan. Directors of international offices, campus crisis management teams, and other concerned administrators will be able to use the chart for their own particular environment and determine their institution's level of preparedness to manage crises.

Research contradicts the idea that some managers have about the impossibility of preparing for crises. Pauchant and Mitroff (1992) explain this misconception by addressing two beliefs: "The first is that *perfect or complete control* of complex human situation is possible or that *no control is possible*... [Each crisis situation has an element of uniqueness,]...but that does not mean that there are no generic features or no effective procedures for handling them" (p. 91). As described in the different cases with the participating directors, it is the human element that makes the difference on how an organization plans and manages crisis events. Thus, effective crisis management assists managers to identify early warning signals, prevent a crisis from occurring whenever and wherever possible, resolve a crisis event quickly, and learn from the event.

Table 2: *Types of Crisis Events*

Type of crisis event	Classification	Definition	Example from data collected
Controlled Crisis Events	Normal	Previously experienced. There are regulatory policies and procedures in place.	Physical illness Tax compliance Immigration issues Death Mental illness
	Abnormal	Rare, infrequent event, but can be expected and have warning signals.	Pandemic (H1N1) Natural disaster International economic shifts Extenuating family situations
Uncontrolled Crisis Events	Normal	Can be expected but cannot be prevented.	Cultural assimilation Rare catastrophic illness
	Abnormal	Almost never happens. There is total lack of control. There are no warning signals and it is of unpredictable magnitude.	Extreme natural disaster (e.g., Hurricane Katrina) Terrorism (e.g., 911) Crime, arrest Ethical issues

The point of crisis management is to allow planners to remove some of the risk and uncertainty so that they can better “achieve more control over their own destiny” (Fink, 1986, p.15). Therefore, the information provided on Table 2 above can serve as a guide to assist in using the best practices model.

Controlled Normal Crisis Events

Controlled Normal crisis events are ones that have been previously experienced,

and for which, either policies and procedures have been established or an external agency, such as the Department of Homeland Security, has developed policies and procedures that the institution is required to follow. For example, in the case of the international office, early warning signals are detected through changes in government regulations.

The death of an international student or scholar is a Controlled Normal event. Though the death itself is uncontrollable, the event is commonplace enough for institutions to have in place policies and procedures to handle such a tragic event. Students die every year. The potential crisis lies in how the institution handles the event. In terms of international students and scholars, the international office has to take into consideration the cultural differences and ensure that the tragedy is handled appropriately so as to avoid turning the death into a major crisis event. Most universities follow procedures that have been put in place involving a student death. The Association of International Educators, NAFSA, provides general information about how to respond to an international student or scholar death. This information may be located at (<http://www.nafsa.org/resourcelibrary/default.aspx?id=27125>).

Often the student or scholar's family does not speak English. Though many who work in an international office are fluent in another language, there is little to no likelihood that one is fluent in all languages represented on campus. Take for example Sara's case when she described the death of the Indian students. What was critical to this event, according to Sara, was informing the students' parents and controlling how the information related to the situation was revealed to them. The NAFSA Resource Library (n.d.) suggests that the international office should "Acknowledge social connectedness of

students and understand that information will travel quickly (Facebook, Twitter, and "texting") among students.” It is evident that Sara was aware of this fact and that is why she began early on to control the information. Be aware of the potential for rumors. In order to locate people who could tell her office about the situation, Sara asked students who were familiar with the injured and dead students friends and family to locate someone who could tell the families about the situation in their own language rather than relying on 2nd and 3rd party translators. She wanted the family to be informed by someone they knew, like another family member or close neighbor or friend. Because each student/scholar death is unique, preparing for cultural differences is essential.

University international offices may be prepared to handle those cultural differences, but circumstances to manage the event surrounding the death may result in variety of ways to manage the event. For example, a student suicide may be handled differently from that of a student death resulting from an accident. Though the institution itself is unprepared culturally to deal with the tragedy, the function of the university international office is to assure that their handling of the event is appropriate to the situation. NAFSA suggest that it is important to “recognize that cultural and personal differences exist regarding how to cope with death” (NAFSA Resource Library (n.d.). Essential for success is early involvement with the university’s crisis management team in an effort to “educate” team members as to the nature of cultural differences that may exist in such an event. Including stakeholders (international students and scholars, and other campus units) on the CMT is one way to begin to increase cultural sensitivity and develop processes and best practices about how to inform families about student deaths and emergencies.

In Linda's case regarding the murder of the Japanese student, the coordinator of the organization sponsoring Japanese students to her campus assisted Linda in informing the student's family of her death. As Linda explained, the collaborative effort was extremely fortuitous because the sponsor who was working with their Japanese students, called the parents (neither parent spoke English), and was able to explain what was going on. In both of these cases involving the death of international students, the directors of those international offices were able to control how the family was informed. The NAFSA Resource Library (n.d.) suggests that the international office "Determine if any university constituency (e.g., friends, coworkers, roommates) is interested in hosting a memorial for the student or scholar. If so, consult with the family about the memorial service, keeping in mind the cultural differences regarding death, memorializing, and grieving." There were no suggestions for how to manage continual contact with family, as was the case in the death of the Japanese student at Linda's institution.

International offices should take an inventory of the languages spoken by their students and scholars and make an effort to locate individual who can act on the students' behalf in the event of an emergency such as a death, illness, or accident where the student/scholar is involved and is unable to contact his or her relatives and friends back home. This process should begin at orientations. And even though orientations are already filled with several days of important information, time should be made to engage the students and scholars as stakeholders in crisis resolution. In case an event occurs, having informed in advance the students' parents of processes lessens the chance of a resulting crisis event from an overwhelming tragedy for family and friends back home.

Controlled Abnormal Crisis Events

Controlled Abnormal crisis events are those crisis events that are considered to be rare and infrequent, but that can be expected. These types of crisis have early warning signs, which the institution recognizes and by which preventive measures can be taken to minimize the event's impact. An example was the anticipated pandemic presented by the H1N1 virus. Pandemics, though rare and infrequent, are normal occurrences and preparation to handle them is done so beginning on the international level down to the local level. John's institutions planned for those students who were unable to return home and provided dedicated housing and meal service to those students who lived on campus, but who could not return home.

Two directors indicated that they were actively involved on their campus' CMT and as a result were able to voice any concerns they had including raising awareness of internationals' presence on campus. Directors were also able to hear the concerns from other units on campus whose actions regarding the H1N1 virus might have affected international students and therefore were able to respond to those concerns as well as take recommendations from other CMT members. Others present on the CMT serve as excellent resources in problem solving reaching effective solutions. The process of early detection and assessment allowed the international office and the campus to prepare and plan specifically for their population as generalized from the university population.

In addition to the information provided in Table 2, it is important to highlight the U.S Government checklist, developed by the Department of Health and Human Services (HHS), the Center for Disease Control (CDC) and the Department of Education that can be used to assist colleges and universities to develop and/or improve plans in preparation

for and response to flu pandemics. The checklist also suggests contingencies for international students or students who live too far away to travel home. It follows best practices as set forth by Mitroff, Diamond, and Alpaslan (2006).

Several institutions described funds they had available in case of emergencies, especially those cases in which the international's home currency had been devalued. Students are required to submit financial statements prior to being issued a visa and admitted to a degree program (http://travel.state.gov/visa/temp/types/types_1268.html#6). Especially in today's world economic environment, it is important for an institution to help those students who may find their home currency devalued. What may have been worth \$200,000 in U.S. currency one day could be diminished to just \$50,000 another day thus diminishing the student's ability to be supported through his or her degree program. This kind of economic crisis is neither controllable nor is it predictable. Governments can fail, thus rendering a nation's currency almost valueless and consequently leaving students without the ability to continue their studies. Several institutions in this study, public and private, had set aside funding to assist students encountering such financial difficulties.

As illustrated in Table 2, natural disasters are abnormal but controllable crisis events. Planning for natural disasters is a risk management process and not a crisis management situation, which deals with man-made or human-caused crisis (Mitroff & Anagnos, 2001). The crisis results in a lack of planning for those natural disasters that are typical to the area where the institution is located such as California, which is earthquake prone for example or the U.S. Gulf Coast region, which is prone to hurricanes. A lack of planning for these types of events is negligent as what happened with Hurricane Katrina

and illustrated in Tim's story.

Uncontrolled Normal Crisis Events

An Uncontrolled Normal crisis is one that can be expected, and in some cases planned for, but there is no control in preventing the event from occurring. One example is those events surrounding cultural differences. How an individual assimilates into U.S. culture depends upon his or her willingness to do so.

Crises resulting from cultural differences can be profound because foreign cultures differ from the cultural norms here in the U.S. An example is the female student at one institution who had been the possible target of a mercy killing. What is normal about this event is that culturally a mercy killing is normal in the student's culture. The challenge for the international office and the institution lies in the fact that culture is uncontrollable. Neither the institution nor the international office can control another culture, nor can the international student or scholar control the culture from where they came. Therein lies, as Tim indicated, a "cultural dissonance". Internationals carry those cultural norms with them where ever they go. Often the challenge for these internationals is their ability to assimilate into American culture. Tomich, McWhirter, & Darcy (2003) identified 11 factors "that appear to influence an individuals adaptation to a new culture: language, cultural similarity/distance, reason/motivation for transition, attachment to home culture, duration of stay, preparation, interaction with host country members, host environment receptivity, gender and age" (p. 23). Thus, the crisis becomes more complex when cultural and language differences arise. As Tim explained the challenge for the international office lies in having empathy for the international student and scholar while still being able to assist them with challenges, but not in such a way that the students are

unable to assimilate and function in American culture.

Another example of a crisis situation resulting from cultural differences is the female Korean student who had been stalked by the American. The director, Tim, who intervened in this situation did not take into consideration the effect that the student's culture had on her and its prominence in the U.S. Rather he sought solutions to the problem using tools to stop the situation. What he learned was that the student's culture extended across borders and was in the end more powerful than what U.S. culture could negate. Another example of cultural dissonance is the response from the parents of the Chinese graduate student who suffered an aneurysm, a rare and catastrophic illness. The student's parents were so profoundly afraid of their daughter being dismissed from the hospital that the hospital staff initiated a suicide watch over the student to ensure that no life support would be disconnected. This event is typed as an abnormal/uncontrollable event because it can be neither predicted and occurs so rarely that it is unlikely any preparation is made.

Culture is normal within itself. However, when culture extends beyond the international's home country or region, culture is uncontrollable. This situation is especially apparent if the student fails to assimilate into U.S. culture and thus continues to remain at a disadvantage.

Catastrophic illnesses are considered to be a Controlled Abnormal situation. An example would be the Chinese graduate student who was suddenly stricken with an aneurism. These types of illnesses are not predictable because they occur very rarely and have little to no effect upon the institution. Nevertheless, the institution is responsible for informing family, maintaining the student immigration status, and assisting with

arrangements such as requesting emergency visas. There is a duty of caring for the individuals until family arrives or the illness is resolved. Directors and staff should visit on a regular basis to determine if sufficient care is given, but eventually the responsibility returns to the family.

Uncontrolled Abnormal Crisis Events

The Uncontrolled Abnormal crisis is also one in which no warning signs have been recognized, and thus no plans have been made in anticipation of the event. It can be a crisis event that has never occurred or one that occurs so rarely that crisis preparation has not been seen as necessary. It is the most difficult of crisis types to manage successfully. Examples of such events are extreme natural disasters, crimes resulting in the arrest of an international student or scholar resulting in possible deportation. Ethics violations can sometimes be placed in this category depending on the institution's level of preparedness, though most have policies and procedures in place to deal with these types of issues. But as John pointed out in his story, ethics violations can be very ambiguous. This category was included here because in some crisis instances, an institution has failed to recognize the potential risk of a full-blown crisis that an ethical violation can cause.

An extreme natural disaster is perhaps the most uncontrollable and abnormal event that can occur because the warning signs are sometimes ignored or the natural disaster occurs without warning. For example, bad weather might occur suddenly and with little warning, such as the case with the tsunami that struck Japan in March 2011. Or more recently the earthquakes in Oklahoma, a region more prepared for tornadoes than earthquakes. The event may occur so rarely that the institution is unprepared, or the level

of preparedness is below the level for the natural disaster.

Extreme natural disasters are Uncontrolled Abnormal occurrences because they frequently result in a crisis for international students and universities. For example, Hurricane Katrina displaced thousands of students attending universities throughout the affected area, and in particular New Orleans where several universities are located. Many campuses in the region were closed because of the damages from the storm, and students (including international students) were dispersed to other universities and colleges throughout the U.S. Many of those students were relocated to other institutions throughout the United States so that they could continue their programs with as little interruption as possible. However, the problem extended beyond students and campuses as the DHS was uncertain where these students had gone. DHS had not prepared for tracking internationals in the face of such a catastrophic event and had to permit international students affected by the storm to extend stays and programs. Such problems suggest that institutions located in areas prone to natural disasters such as earthquakes and severe weather such as tornadoes should prepare for such events though such events are relatively infrequent. In fact many institutions do make such preparations through existing policies and procedures. Institutions where several directors were interviewed for this study had developed contingency plans for subsequent hurricanes such as Hurricane Rita, which made landfall on Texas gulf coast soon after Hurricane Katrina struck New Orleans.

Many universities throughout the United States were responsive by admitting students from universities closed as a result of the Hurricane Katrina. It was the DHS and SEVIS system that had failed to prepare institutions and thus was unable to cope with the

crisis situation brought on by the storm. U.S. Immigration and Customs Enforcement (ICE) followed up with recommendations to institutions to prepare for such events following Hurricane Katrina by developing the Continuity of Operations (COOP). In developing the COOP Plan, school officials were encouraged to consider communication, to preserve all non-immigrant documentation, to continue to observe all regulations, to make sure records are accessible, to pre-establish all alternate arrangements, to distribute emergency plans ahead of time and during the crisis, and to be prepared through developed training programs. ICE's publication and distribution of their recommendation is evidence of two things: (a) that Controlled Abnormal crisis events are manageable with planning and (b) that institutions can take preventive measures to minimize the event's impact on institutions, students and scholars, the DHS, and SEVIS.

Hurricane Katrina is one example of an Uncontrollable Abnormal event because the level of destruction was well above that which was expected. Certainly institutions along the Gulf Coast were prepared for hurricanes, but they were not prepared for the failure of the infrastructure. Neither the affected institutions nor the DHS were prepared for the relocation of because of the extensive damage. Institutions across the United States accepted students from other institutions so that those students could resume educational programs with little interruption.

Internationals involved in crimes and subsequently arrested are reported to the DHS. Sometimes the international office is unaware that a student or scholar has been arrested until the request is made for documentation, as was the case for Linda. However, such situations rarely if ever affect the institution unless the institution employs the student or scholar and a replacement has to be sought to take over duties in the

international's absence. These situations are not in the institution's or the individual's control as they are subject to the laws they have been accused of breaking.

Most of the crises that fall into the Uncontrolled Abnormal category are personal crises. As one director explained, personal crises are impossible to plan for, because each has so many different elements from a student's psychosomatic makeup to his or her interpersonal relationships. Each of those crises is a unique, individual, universal experience. Those types of crises cannot be prepared for strategically.

The Future of International Education

The following section presents a detailed account of the predictions that the directors were able to make about the future of internationalization of their campuses. All except one, Tim, spoke about long-term goals and what they see as the future for crisis management. Tim was unable to complete the third interview. In the first two interviews, he alluded to the future briefly: "Directors of international offices will need to learn to cope with change and the institutions as well. Institutions will need to take a role into the internationalization of universities. They will need to work with all students not just U.S. students." By this, Tim indicated that the institution would have to undergo a cultural change. Thus, all units within the institution would need to internationalize. All the directors echoed these brief thoughts as described in the following sections.

John

As explained earlier, internationalization was not a top priority at John's campus, but that could be changing. He explains: "It's difficult for me to set long-term goals because I don't have a say in them. But, like many universities, long-term goals are evolving naturally. So, as we add programs that attract international students, the

university will internationalize on its own.” John sees the future for managing crisis events involving international students and faculty as central to the international office.

We have internationals from all over the world. I think we are going to have to be more proactive, that is to prevent rather than react. The Administration is going to have to look at this issue in different ways and may need to look at more catastrophic kinds of events and plan for those kinds of things. The city and the university seem to be well connected, but on campus they need to do more. For example, those monitors in almost every classroom that are suppose to tell them [people in class] where the emergency is. What if that malfunctions? I think we are too electronically dependent and some alternative approaches need to be developed.

His office needs to focus on those events that most threaten the students, faculty and the institution. He has shown that containing a critical event may prevent a crisis from occurring and his institution needs to be more proactive in preventing crisis events.

Reflecting on the changes that have occurred as an indicator of what to expect for the future, John mentioned the most notable changes are those changes that have occurred since 911. “Before 911 it was a little softer. You could concentrate on programming. That has changed drastically since 911 because most of it now is data management and then giving that data to Homeland Security.” For John, the future includes more than electronic dependency; for example, he suggested that measures should be taken for early crisis intervention rather than reacting to a crisis and to look at crisis management in different ways.

The assumption I have to make is that things will stay pretty much the same as

they have since 911. Sure, we've added all this technology, but our jobs have pretty much stayed the same. And I can't say that now. A year from now, however, my job may be completely different. And who knows? What's going on in our society, the economy, a lot of things could radically change.

The uncertainty of the economy makes it difficult for John to forecast where he sees international education headed. Too much dependency on electronic means to monitor crisis situation without the use of other systems in place and this can result in more serious consequences when managing some crisis situations. He sees crisis prevention both as an effective way to manage crisis as well as a means of containing some events that could potentially result in a crisis situation for students, scholars, and the institution.

Richard

Earlier in our conversations Richard mentioned the title of his unit. It's the title of the institution followed by a hyphen and then the word "international." He further explains that:

Our strategic plan is a point of departure. What was our past? Where are we? Where are we going? We were *International Studies and Programs*. That was confusing because there is an international studies major on campus. So, when someone said I'm international studies, it was confusing! International was also linked to our strategic plan. The reason the hyphen is critical is this is a part of the rebranding and it makes perfect sense. If you look at others for example, you have Fed Ex brand, Fed Ex Office. One is subsidiary to the other. Fed Ex is the main and then there are sub-brands. So international and college of business are components and sub-brands of the university. The hyphen shows that we are part

of the university, that we are not separate from the institution, and that we are joined to the university and supported.

Internationalizing the campus as part of the strategic plan of the institution includes marketing efforts. As Richard has stressed, for a campus to become internationalized it needs to be integrated into the university; it needs to be a part of the institution, not apart from it. Marketing is one piece of the many pieces that contribute to the institution's strategic plan. Richard described the move his unit was making toward developing deep relationships:

By developing deep relationships I mean creating memorandum of understandings that lead toward dual degrees, joint degrees, exchanges, two plus two agreements, and making headway into key markets. Asia is one example. We haven't written off Europe, but it isn't one of our key markets. Latin American, Turkey...

Short-term is for the moment; long-term is the university's infrastructure and how to deal with issues such as payroll, visas, immigration, visitors, and development internationally. For example, we *finally* have, in its infancy, a global crisis response team. You can't do all of that overnight. It's attacking it step-by-step, piece-by-piece what will make us more international.

Richard further explained that the global crisis response team did not yet have an official name. He explained the function of the team and how that function is linked to their goals:

It [the global response team] links to one of the goals that I've talked about which is improving the operations of the university. So the team is comprised of our

budget people, human resources, legal, risk management, health and out of that group there is a core of members so that if there is a crisis, we can reach the core members 24x7. Not all of them need to be reached 24x7. Purchasing for example. If we open an offshore operation, how do we purchase 25 computers in another country? We don't have those capabilities right now. We could do it, but nobody knows how. The positive of this institution is that the recognition here is that there are a lot people here who don't know. Sometimes the battle is getting them to have a broader perspective.

The perspective Richard had described is from the standpoint of the integration of internationalization by informing the campus community and changing the campus culture from one that views the institution as local to one that sees itself as global.

Richard explained further:

Let's say we need to evacuate a student and that's going to cost us \$25K and we want to suspend operations at that location. The decision to evacuate a student can't be the decision of one person. We've looked at other universities models... For some cases you need an appeals process built in so that, for example, if you wanted someone to appeal a decision they could appeal to the committee and Provost. So there is a cross-link between the two committees or crisis teams...this one tasked with looking at international issues of course!

Involving key players into processes that include international issues is part of the building deep relationships on Richard's campus to ensure internationalization will occur and that it is permanent.

I think we need to increase cultural training on this campus as I mentioned earlier.

Progress is being made, but there is still a ways to go in terms of international students being thought of as being mainstream on this campus. One of the challenges here, and this is my first public institution, is to change the culture so that international is no longer considered ‘the other.’ It’s in the curriculum! These students are a part of this community. How do we integrate them more and the cliques that they also form?

. . . Cultural training, eliminating “the other,” and integrating international into institutional processes and policies are all a part of gaining an international perspective, a process toward internationalization.

Full integration of internationals on campus is an important part of successful crisis management and internationalization. In regards to international higher education and crisis management he explained that as the world changes, students become more global in their perspective and as universities continue to expand crisis management will change as well:

You need not only the training and experience in crisis management, but you also need the international perspective. You can’t come at a crisis in Europe the same way that you would come to a crisis in Texas. I think that this part of our field, and universities as corporations are realizing that it is a professional need, an institutional need, and a personal need for employees and students.

I think the university has to change . . . Assuming this university does move towards tier one . . . right now there’s a lot of drive for international students to graduate level. The university is trying to diversify its faculty, but that doesn’t mean international in nature, stature, and reputation. I do think this university is

going to start moving into off shore. We're starting now and I think we'll get even more aggressive in international grants and funding. What we're hoping to do is build a student layer and five or ten years from now put on top the faculty and research, which is a much more complex layer to add than just the recruitment of students.

In other words, Richard is explaining that internationalization, institutional goals, and institutional efforts will need to become congruent. For internationalization to become possible, institutions will have to adjust their goals and revise their strategic plans.

Sara

For Sara projecting the future requires to examine the changes that she has witnessed during the past 35 years working as an international office director. First, she describes the changing demographics of the campus; then, she explains how the demographics of the place itself has changed to include more foreigners as permanent residents and other who have become citizens and have stayed.

When I first came here, 35 years ago... we had 1000 international students and a good percentage was from the Middle East and they were undergraduates. Now we have 60% graduates compared to 20% undergraduates 35 years ago, and who are mostly from Asia... Also, students all over the world are much more cosmopolitan because of electronics, ability to email, websites, technology... The things they know about the university before they come are significantly greater than it was 20 years ago...As the world becomes smaller because of the ability to send and receive information almost instantaneously, international students will become increasingly more sophisticated and knowledgeable about American

colleges and universities. Look at China. We didn't have Chinese students. Our Chinese students started coming around the mid '80s. The Chinese government sponsored all these students. Now you have Chinese students who are sponsored by their government and also those who are sponsored by their families or by their institution

The community where Sara's campus is located has changed and continues to change in its ability to adapt to the international students and faculty who study and work there:

The infrastructure of our town was people who had been born and raised here. Now that is not the case. We have a much more cosmopolitan population where the number of foreign people that live here are either permanent residents or citizens is significantly greater than it was. So to see an Asian, an Indian, or a Middle Eastern person, nobody even looks twice. What is even more significant is that international students are seeking degrees in disciplines other than mathematics, science, and engineering different from those before them...

In summary, Sara's noted that international students had changed, but so had the university community. More important, about the future regarding documentation and policy development, she explained that:

Currently this office manages crisis events using mostly paper, thus requiring the international office staff to be in the office to retrieve information if a crisis event occurs outside regular office hours. When you're in a crisis situation, we pull the file; we still use paper and make notes about everybody we have talked to... but this is going to change...we are developing an imaging system that would eliminate the need to access paper files. By scanning documents with vital

information such as passport numbers and contact information we will be able to access files from any location...The further we go the better plans we will have for handling critical events...

It is evident that technology advancement will also play an important role into how information is recorded, accessed, and how crisis events are approached with the support of technology. Another important change that Sara mentioned includes state legislators realizing the important role that internationals play in universities, the business environment, and the communities in which the university is located:

...The view of international students by state politicians has changed as well. For quite some time, universities didn't report their international enrollments...it was not politic to show that you had a large enrollment of international students...Today that is no longer the case. There's been a great deal of realization on the part of the Texas legislature that we cannot secede from the union despite what the Governor [Rick Perry] has said. We are part of a larger role and we have to recognize that and we have opportunities and part of those opportunities are going to be international students, people from other countries in the work force, dealing with international companies, U.S. companies that do business abroad, and foreign companies that do business in Texas.

In addition, foreign student advising will also have to change, as stated by Sara:

“Advising assistance will come from advising centers in the student's home country where they go to an agency such as Education USA or the various entities in the country like USIEF (United States-India Foundation).” To summarize, for Sara, the future of international education and crisis management is dependent upon the institution's ability

to recognize and value internationals on campus, a commitment to invest in databases that make retrieval of critical information accessible by a variety of support systems and from remote locations, and the flexibility to change policies as situations change.

Linda

According to Linda, her institution's strategic plan and the goal look toward increasing the number of international student enrollment. There are limited funds available to recruit students and to overcome the lack of funds her campus plans to use their religious affiliation to recruit students. Linda stated that:

Our president wants to work within the ecclesiastical governing or advisory organizations and their partner churches. These organizations have sister congregations in other countries. To recruit in country, the university looks to the community colleges to recruit international students

With the goal to increase international student enrollments, Linda recognizes that an increase in international enrollments means that crisis management of these students will become more complex. Though students must live on campus until they are 21, the off-campus students increase the likelihood of crisis events occurring as she explained earlier. Because they are a small campus, faculty members are able to identify student issues and contact Linda to investigate and resolve them.

I wanted to know what Linda thought would be the maximum number of international students that she could manage along with her study abroad responsibilities. She said:

I've thought about that. When I first started we had 63 and that was all I was doing. Now I have study abroad, which easily takes 80% of my time. I only give

over 20%, if that, to international students. If we were to get up to 30 international students, then we would need to think where am I going to split my time? Once they get through their first year, they are incorporated extremely well, though it depends on the student. Since they have to come here with language proficiency already, then it's easier for them to integrate.

For students to integrate successfully depends upon how outgoing they are, Linda pointed out. For example, a student's proficiency in English determines how much time he or she spends studying and even if a student is outgoing, if her or his English proficiency is at a lower level, he or she has less time to spend socializing and thus integrating, Linda explained.

I wanted to know also if she saw any changes taking place in existing policies or policy development for the future. She explained:

In the near future, I think is going to be the case in everything actually. We made some changes recruiting-wise a summer or two ago where we required the TOEFL but we also took the IO and ACT and SAT scores for admission.

Recruiting is going to come from admissions. I don't believe that they have any policies, but I will have to make sure that they follow the immigration guidelines.

If we get to that stage where they may be recruiting international students, one thing I plan to do is write out those guidelines, and provide a checklist, so that before they send out the I20, they will have met all of those items on the checklist.

Long-term policy changes I think will depend on people heading in the direction of admitting more international students.

Linda is maintaining the status quo for overseeing the international students currently on

campus. Since recruitment for international students is the responsibility of admissions and because she has few funds to travel, Linda currently has little to no control over recruiting and it does not appear likely that the university will be able to increase those enrollments significantly. The university dropped their ESL program because enrollments were insufficient to sustain it financially, and they have since closed their German language program because of low enrollments she said.

Sean

In our last interview, I asked what Sean's expectations were regarding the future as it related to his present job and the state of preparedness at his institution as it related to crisis events. Sean's institution, as already mentioned, has been given clear direction to increase the number of international undergraduate enrollments as well as to play a role in increasing the amount of research involving international scholars. Part of that move is expanding the number of international students as well as expanding the international scholars program. Expanding the international scholars program is a major contribution to research, Sean explained.

Given that the university wants to expand, Sean began to talk about the future of international education on his campus. He said:

A lot of things come in under that [expansion]. The university needs to get real in looking at how we have our international student program organized at a system level. That's a major issue, which we've been attempting to work on for quite a while and we'll be coming to in the near future. Short term there are changes in that area, there are changes in how we do some of our intensive English programs at the university, which will impact our recruitment program and eventually our

services. Another area, which has been a great concern to us for several years, is the international graduate and admissions area. And all of those areas we're at a point of heading off in different directions. We are headed for a lot of change. But of course that's happening nationally too. So we have to do all of this within the trends nationally as well, and in immigration areas especially. Those are some areas that we have to be adjusting.

With clear direction to expand the university through increasing undergraduate enrollment and defining the role of the international office, "the future for us is adjusting the international office to meet those demands," Sean said.

I asked Sean to address any changes he saw coming that might affect immigration. The ESL program at his institution had recently undergone reorganization. He explained:

For one, we are now directly in charge of the immigration part for the ESL program and somewhat related issue in a lot of these things and a lot of other things are coming about at the same time which impact all this. Our office will be more directly involved with that group of students. And ESL tends to have somewhat different sets of issues. So that gets us into a broader range of issues. That's part of what's going on with the English language. Related to that is how the university wants to interact with the ESL programs, especially in the admissions process. In the past there has been very little interaction. That will take some adjustment.

The adjustments that the international office will be making to accommodate change also include the institution's admission processes. Sean said that the admissions process for

internationals was complex and “clunky” and would probably remain as such. He did mention, however, that the development of a bridge program was a possibility. Bridge programs in this case are designed to admit international students who have already had some ESL experience to transition into the university through taking more advanced preparation courses to improve their English language skills. Such a program would help increase international enrollments and promote student success, a university goal, Sean indicated.

Sean explained that the institution had recently established a new vision statement and mission statement, both of which places more emphasis on global education, so there is some indication of a general broadening of the international impact on his campus. Currently his campus’ international population is under 3% of the overall enrollment. According to Sean, “Relative to other institutions in Texas, we have been far lower than most. This institution ranks about fourth or fifth or even third in total enrollments in Texas.” Other institutions in Texas such as the University of Texas at Arlington and the University of Houston have a much higher population of international undergraduates relative to their overall enrollments,” which are less than those overall enrollments at Sean’s institution.

With the planned expansion I wanted to know how Sean viewed his office’s future in managing crises. He said:

Having to deal with more issues and simply expand the amount of work without expanding resources to deal with the work. The overall effect is if it is at all successful, it will be more stressful with more work, at least in our area. If you say having a more global perspective on the campus in general, this may expand

other areas like the study abroad programs, which again, simply in terms of numbers, that's going to expand. And again I would not expect that resources would not keep up with the increase in demand. So in terms of what it does to the overall international program, it just puts more stress into it.

I also wanted to know what he saw in terms of the Department of Homeland Security and its influence on future processes for his institution and what challenges he saw ahead.

Sean said:

Well, for better or worse, it's pushing us into more and more electronic management of all things and of course a lot of our area has moved in terms of what we actually have to do from services and moving more towards enforcement and compliance with rules. How one balances this is going to be a real challenge. And much of the crisis that we deal with now is the crisis created by governmental rules. The crisis may be a new set of rules. Changing the rules and definitions. How is it impacted by U.S. Government policies? And I suppose in time, the whole international student scholar issues will have been pushed over to [questions about] how do you deal with the crises created by U.S. Government policy?

With the university's commitment to increase international enrollments and with changes in U.S. Government policy (which are often unpredictable and often require short timelines for compliance as Sean said), the future at his campus will require the international office to be more vigilant. There will be less programming for international students and scholars to integrate them into campus life or that responsibility will become more the responsibility of other offices, such as student affairs and faculty organizations

to meet that need.

Ellen

Ellen's institution is committed to international education. In our last conversation Ellen said that the institution had completed its five-year strategic plan, "... which will be international. It will include discussions about increasing international enrollments as well as collaborative exchange and collaborative research across with faculty members in different places," she said. Traditionally Ellen's institution has focused mostly on teaching with very little to no research and publishing required. Rather, she said, "Our faculty has not been required to do a lot of research, but that is changing. I think that the way they are getting people on board with that shift from being strictly teaching faculty to being faculty with some expectation that they are going to publish and do research is to couch it in this internationalization." Strategically then, the institution is pushing an international agenda couched with the expectation that faculty will be expected to conduct research and publish.

This shift from a primarily teaching institution to one that encourages research coupled with an increase in internationalization efforts also means further changes are to be expected Ellen said. What changes then could be expected in terms of managing crises involving internationals on Ellen's campus? With more scholars, visitors, and students expected in the future what, if any, plans were being made to accommodate this increasing population? Ellen recognized that the international student population is growing and "... a population from a much more diverse geographic background than we have had in the last seven or so years, I think that we will continue to develop the mechanisms and policies and protocols that will allow us to respond," she said.

As with some international offices, crisis management planning is sometimes a coordinated effort. That is the outbound students, those going on study abroad programs, and the inbound student, those internationals who come to campus, are linked as they rely on other offices for support in either case. For example, Ellen said:

For outgoing we coordinated the centralized point of data collection and emergency response for all international travel that involves students. On the outbound side we've been pulled into that quite a lot. On the inbound side we are at the table for risk assessment committees. There are a couple of emergency response and risk committees that meet and we are part of those. Those entities prior to this year had mostly been the dean of students' office, the counseling center, the university police department, our VP for finance, and the risk managers, organized out of that area. Those bodies have become much more inclusive and deliberately inclusive of international because of the focus on international things on our campus.

An increase in involvement from other university support systems, typically used to assist in crisis abroad, is bringing the institution to a more comprehensive internationalization resulting in the plan to further internationalize her campus Ellen said.

As far as future growth, Ellen indicated that she saw an increase in international enrollments and for a variety of reasons. First, the current conflict in Mexico with the drug cartels has resulted in an increase in students from that country. "We've seen random influences of that on our international student population. We have a high population of students from Mexico and we have an increasing number of students who are relocating from Mexico to our campus." Secondly, the

institution's efforts to change the culture to one that thinks of it as international is also cause for growth. Ellen said:

I think that we are in keeping with a lot of other institutions in focusing on internationalization, and we're doing it in a very specific way that is in keeping with the context of our campus and our history and the roots of the university. It will be idiosyncratic to our campus. That's been my experience with a small and large campus. You pick up this identity and then try to infuse every aspect of your educational programs with that identity.

The institution's commitment to internationalization is reflected in its strategic plan and is also committed by evidence of a growing international population. The International Office will need to expand along with that growth to accommodate students, staff, faculty, and scholars who come there Ellen indicated. There Dean of Graduate and Adult services is committed to offering programs abroad to adult learners at campuses in Europe and Latin America, some of which require the international student to come to Ellen's campus.

In summary, the participating directors predict the expansion of on campus enrollment; increased programs abroad; and that further regulation from the DHS and other areas of the Federal Government will play a more critical role in the institution's international efforts. The role of the DHS will drive most of the future activities of international offices. That coupled with the institutions' goals to expand international activities through increased enrollment and partnerships with foreign institutions will cause need for increased staff and university commitment in terms of funding. Internationalization of a university is a slow process. It is necessary for university

personnel to travel abroad in order to initiate new relationships, maintain existing ones, and explore possibilities.

Tracking international students through SEVIS, maintaining accurate records on international students and scholars will require updated software programs and additional staff. All of this is at the expense to the institution. Currently, international students generate funds, but additional resources will need to be identified. More importantly, relationships with foreign institutions will need to be sustainable and programs attractive to international students and scholars will need to be developed. All requires funding and commitment from the institution's upper administration.

Summary

In this chapter I described crisis and crisis management from the point-of-view of international office directors. Based on their definition of crisis, I was able to give a comprehensive overview of crisis involving international students and scholars. I then classified crisis events into four types: controlled/normal, controlled/abnormal, uncontrolled/normal, and uncontrolled/abnormal. In the process of providing a detailed explanation of the crisis event types, I paired them up with the resources that are available online and on campus. Lastly, I described the future of international education from the participant's point of view. In the following Chapter, Chapter Five, I will highlight focal points from study findings presented in Chapters Three and Four; then, I will propose a crisis management best practices model involving internationals. Next, I will suggest possibilities for future research and will provide a few concluding remarks.

CHAPTER V

A MODEL FOR CRISIS MANAGEMENT BEST PRACTICES EMERGES

I implemented a qualitative research study focusing on the state of crisis preparedness in higher education involving international populations. More specifically, *Chapter One* provided an overview of the state of university crisis management involving international populations and the process of dealing with international students during the H1N1virus emergency. *Chapter Two* provided a detailed description of the overall research study design, data collection, and data analysis procedures. *Chapter Three* provided detailed profiles of the seven directors of university international offices who participated in the study. This chapter also provided answers to the first two specific research questions: (1) what were the directors' journey into international education and their pathways toward becoming directors of the international offices at the institutions where they work? (2) What is the current state of international education in higher education institutions? We learned that each of the seven directors has dealt with changes that have occurred in immigration mostly since the events of 911.

Internationalization has become increasingly important on campuses as indicated by the different universities' strategic planning and the management of international offices has become more complex with the introduction of SEVIS and because of Homeland Security rules and regulations. Finally, *Chapter Four* focused on providing answers to the next two research questions: (3) what types of crisis events related to

international populations have the study participants dealt with while working at their institutions? (4) How have the study participants managed these crisis events and what mechanisms are there in place in order to deal with crisis events? Here we learned about crisis and crisis management from the point-of-view of international office directors. Supported by data collected through the study, *Chapter Four* presented a classification of crisis event types into controlled/normal, controlled/abnormal, uncontrolled/normal, and uncontrolled/abnormal. This chapter provided a detailed explanation of these classifications paired up with examples from data collected through the study. The last section in *Chapter Four* described the future of international education from the point of view of the study participants.

In summary, in *Chapters Three and Four*, I addressed the core questions guiding the study. In the present chapter, *Chapter Five*, I will briefly present focal points from *Chapters Three and Four* as a transitional step into presenting crisis management best practices as explained by the existent literature. This in turn will serve as springboard to propose a model for crisis management best practices that reconciles existent theory and study findings. After describing and discussing the proposed model, I will briefly explain its application and some of the tensions related to crisis management I observed while documenting the work of the seven study participants and their attempt to resolve different types of crisis events at their institutions. Finally, I will suggest possibilities for future research and will provide a few concluding remarks.

Focal Points from Chapters Three and Four

Even though the individual journey of the seven directors into international education is unique; they also share some common elements. For example, all directors

had an interest in internationals prior to their experiences living or visiting abroad; most had experienced some kind of cultural dissonance or cultural shock (Erichsen, 2009) either upon arrival at their international destination or upon their return to the U.S. All participants indicated that their experiences studying, working, visiting and living abroad influenced how they manage their offices.

Living abroad allows the person to be more tolerant and accepting of others, more aware of other cultures contributions to today's world, and more inclined to participate internationally supporting the "free exchange of ideas, peoples, and goods" (Hosseinali, 1995, p. 14). Thus the living abroad experience provides for a richer understanding of the differences and difficulties from a day-to-day perspective than does travelling abroad, which is usually confined to brief stays with little to no experience in dealing with the differences that living in a different culture for a period of time involves. Such experiences give directors empathy for their campus' international population. Having had the experience themselves makes them more aware of what the international student and scholar is experiencing.

Each director related their experiences while living abroad; they told of the difficulties they encountered and described the changes those experiences had on them. For instance, Richard said that his living abroad experiences strengthened his view of the different cultural lenses that have to be applied, while John said that for him it was "an interesting time to learn that different doesn't mean right or wrong."

The Effects of 911

The events of 911 changed the role of university international offices from one that was primarily focused on programming for international students and scholars to

assuring compliance with the rules of the Department of Homeland Security (DHS). The emphasis has become a regulatory arm of the DHS with emphasis on SEVIS, thus changing and broadening the scope of the international office. This change in emphasis places institutions at higher risk because failure to follow DHS regulations and accurately keep records brings the risk of losing its ability to issue visas and thus admit international students. Should this happen, it would greatly impact the institution's ability to meet the goal for internationalization. For most institutions the programming responsibilities have shifted from the international office to faculty and to other divisions within the institution such as student affairs. This is a positive change in that more of the institution units will become involved with international students and scholars than before. This raises the visibility of internationals on campus and increases sensitivity to that population allowing internationals to become a part of the institution rather than a part from it.

Internationalization

Universities are undergoing change in terms of international education; some institutions are expanding their presence abroad while others are reducing or maintaining current international enrollment. This is largely dependent upon several criteria: commitment from upper administration for increasing international enrollment, availability of funding (often in conflict with other priorities on campus such as increasing programs, hiring more faculty, and keeping up with the demand of U.S. students seeking entry into those institutions), the size of the institution, the institution's international enrollment history and scholar program, and a designated academic officer in charge of the institution international efforts. The smaller the institution enrollments, the less likely they are to commit to increasing international enrollment or pursuing

international scholars. If the institution has historically had international enrollment, then it is more likely to continue to grow that population. Likewise, if an international scholar's program was in place, it is likely to continue. Lastly, the institution's commitment to internationalization depends on a designated chief academic officer leading the international units who has been identified as the one who leads international and only international. Institution's with such positions reflects university commitment to internationalization and the effort to make international a part of the institution rather than a part *from* it.

In interviewing participants I was given a sense of internationalization on their campus. Of the seven institutions interviewed, four indicated a strong commitment to internationalization. This was indicated by specific efforts directed to increasing enrollments such as Sean's campus that was making focused efforts to increase international undergraduate enrollments. Ellen's institution had a commitment to campuses abroad as well as Richard's campus, and Sara's institution was making efforts toward involving international alumni. Each of these institutions also had a chief academic office committed to international education. The chief academic officer for internationals at Richard and Ellen's campuses travelled abroad frequently to further develop their existing projects or to develop new ones. Sara's president accompanied her to Southeast Asia to develop alumni living there.

The remaining three institutions, John, Linda, and Tim, did not identify a chief officer on their campus whose position was devoted to international education. In Linda's case she was responsible for both incoming and outgoing students as was Ellen. This caused conflict between both programs as study abroad issues often took precedent over

international students on campus as each indicated. John's campus seemed to lack the funding for recruiting international students as other more pressing financial commitments placed that effort at a lower priority. In general, funding seemed to be the main reason that prevented institutions from actively recruiting students as well the lack of having a chief academic officer committed to international education.

Policy

The participating directors indicated that more policies needed to be developed and that existing policies should be revised, or even deleted, to reflect current DHS and campus policies and procedure changes. Sara suggested that policies needed continual review and revision based on "what is and not what was." John indicated that his job had changed from one that once worked closely with international students to one that focused on developing office policies and procedures, and managed staff.

Directors indicated that the need for flexibility was the most important aspect for policy development. Richard said that the approval process for official policy was so lengthy at his institution, that it was more effective to develop processes rather than formal policy to better respond to the changing environment. In Ellen's case, she indicated that her institution wanted to "retain adaptability" in lieu of developing rigid crisis management policies. All directors indicated the need for more policies however.

It was also indicated that the smaller the institution's international enrollment, the less likely were policies to be found in place. This also rang true with Linda whose institution had low international enrollments. According to Ellen, in comparing larger institutions to smaller ones, larger institutions would be more inclined to have policies in place for internationals. There was difference in flexibility found between public and

private institutions. Private institutions are better able to respond to policy development and changes than public institutions according to Richard.

Sara indicated that much of the policy regarding international students and scholars is externally driven and mandated in comparison to policy to study abroad policies, which are driven externally and internally but not mandated. Overall, directors highlighted the needed for flexibility in policy. Efforts to revise, add, and eliminate policy based on external and internal policies were needed. Directors indicated that processes were often used in place of official policies so that they could respond quickly and accurately. It is much more effective to change processes than it is to change policy for flexibility.

Crisis Defined

In Chapter Four the directors discussed crisis by providing a definition and gave relevant examples to illustrate their ideas. An important finding to highlight is the fact that what may be a crisis for one institution may not be for another. Factors such as geographic location, demographics and size of the campus, a large and diverse international population will determine some of the possible crises an institution may face. Natural disasters pose crisis threats to institutions. For example universities located on or near the gulf coast are susceptible to natural disasters such as hurricanes; however, those further inland are not. Many institutions are in locations where earthquakes and tornadoes are prevalent, such as the U.S. West Coast and the Midwest. In all cases, directors agreed that any situation that interrupted a student's ability to continue to pursue academic goals, or a scholar's ability to carry out their purpose, presented a crisis situation.

Crises were seen as multi-tiered and were viewed as being either large or small. The larger crisis was seen as one that involved the *whole* institution or affected a group, whereas the small crisis was one that affected the individual and included a personal crisis. Crises were also viewed as either controllable or uncontrollable. For example, those crisis situations in which a student or scholar was out of status was considered to be uncontrollable. In other words, the immigration violation was concerned with external policy and therefore uncontrollable. By comparison, university policy is internal and often controllable. Directors were more concerned with how to deal with uncontrollable crisis events. That is, how to best handle the situation once the crisis happened.

Complexity of International Populations

In their stories each director explained the importance of understanding the complex nature of dealing with international scholars, students, and their families due to the added layers of cultural differences, linguistic diversity, social, political, and economic factors. For example, crisis situations for students and scholars that occur at home and can involve family as well as the economy or political unrest. Should an international need to return home, the international office will more than likely need to intervene to ensure that the student/scholar immigration status is current. If their immigration status is not compliant before they return, they will not be allowed to reenter the U.S. and resume their goals/activities. In the case of an economic crisis at home, such as currency devaluation, can affect the student's financial status and institutions should be prepared to support those students by developing a plan to intervene and assist.

Cultural issues and language differences also add to the complexity of managing crisis situations. Such issues and differences require creativity and sensitivity on the part

of the international office. For example, seeking resources to overcome culture and language barriers is crucial to successful crisis resolution. This is important when it comes to including stakeholders, in this case international students and faculty, crisis management team, or advisory international unit. Ensuring that cultural issues and language differences can be handled is vital to the international office crisis management planning. Open communication with stakeholders is important in maintaining current plans and detecting early signs of a possible crisis.

Crisis Management Best Practices

Crisis events are rare, infrequent, and by nature unexpected (Coombs, 2007). When a crisis occurs, it can have undesired results for the organization and its image. It can either alter or confirm the public's perception of higher education. Crisis management aims to avert crisis, effectively manage crises, minimize damage to the organization's image, minimize losses to external stakeholders, and maintain or regain normal business processes with limited interruption in as little time as is possible (Pearson, Clair, Misra, & Mitroff, 1997; Pearson & Clair, 1998). Crisis events threaten an organization's goals, contain possible undesirable outcomes, and require that the organization make decisions quickly, accurately, and with transparency (Wilson, 1992). Many organizations implement crisis management programs. Some programs may or may not be the most appropriate when trying to address university crises management involving its international population.

University Crisis Management Best Practices

Universities are complex organizations and for a variety of reasons this complexity makes them vulnerable to crisis events. Mitroff, Diamond, and Alpaslan's

(2006) survey found that some universities operate close to 20 different businesses. These businesses include, but are not limited to food preparation and services, health-care facilities, and sports events. Many other activities have the potential to originate crisis events and risks, “activities besides teaching and scholarship (each of which has its own sub-‘businesses,’ such as distance education)...” (p. 63). Given this complexity and varied vulnerability, university crisis management planning requires that these institutions be prepared for a plethora of risks.

In Mitroff et al. (2006) words, universities are “generally prepared only for those crises they had already experienced” (p. 65). That is to say, they are not prepared for a broad range of crises. Higher education institutions often face risks similar to those of corporations and use similar crisis management responses; the literature that focuses on organizational crisis management is applicable in part to university crisis management. As corporate risks threaten the quality and continuity of a company’s operations, they are often parallel to higher education risks, which threaten university education and research processes (Helsoot & Jong, 2006; Mitroff, et al., 2006). Mitroff and Anagnos (2001) list five elements for a best practice model for crisis management. Those five elements are: 1.) Crisis types/risks, 2.) Mechanisms, 3.) Systems, 4.) Stakeholders, and 5.) Scenarios referred also to as training. These researchers suggest that these are “. . . key elements of the model that must be managed before, during, and after a major crisis” (p. 30). Though crisis management best practices represent an ideal crisis management program, Mitroff and Anagnos (2001) also point out that “. . .no organization . . . does well on every one of the key factors” (p.30).

Drawing from study findings, in the following section I will present a suggested

crisis management best practices model, which is also supported by existent literature in the field of crisis management (Pearson & Clair, 1998; Helsoot & Jong, 2006; Snyder, Hall, Robertson, Jasinski, & Miller, 2006; Jablonski, M., McClellan, G., & Zdziarski, E., 2008). As illustrated in Figure 3, the model illustrates the role the that information sources, international office staff expertise, other university units, stakeholders, and the crisis management team play in the crisis management and prevention process.

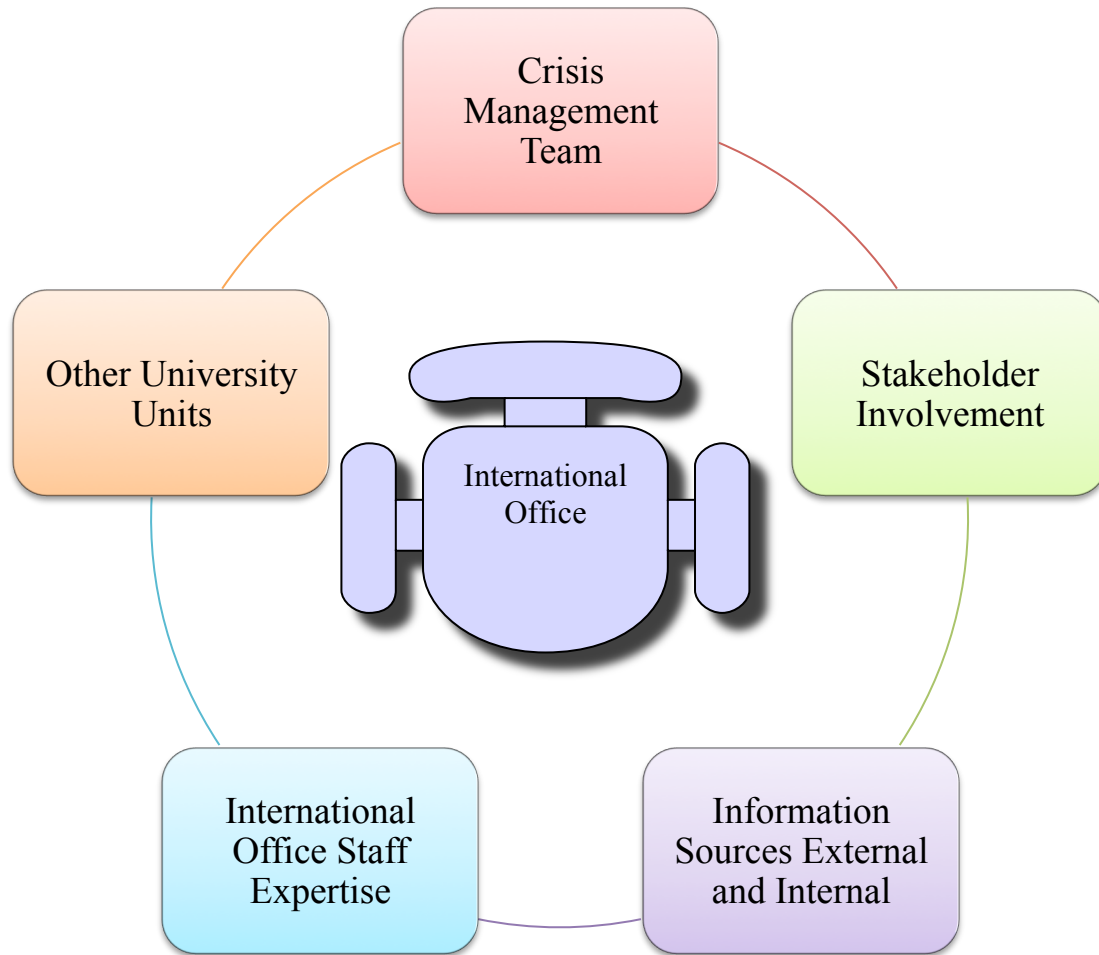


Figure 3: *Crisis Management Best Practices Model Involving Internationals*

Crisis Management Best Practices Model Involving Internationals

The crisis management best practices model involving internationals depicted in Figure 3, is inspired on corporate best practices and a study conducted by Mitroff, Diamond, and Alpaslan (2006); however, this model mainly derives from a comprehensive interpretation of study findings. I suggest envisioning this model as one piece of the overall University crisis management, specifically the portion directly involving international students and scholars. The model is circular with the International Office in the center as it is the hub for all international activity, with no intended starting

or ending point. In explaining the model, there is not an intended order to the various components of the model. Rather, each component represents the essential elements that comprise it. As such, the sum of the components is greater as each component and plays a significant role in contributing to the crisis management process. In other words, no single element is intended to stand-alone nor is the model complete if one or more of the components is missing.

The International Office at the center of the model is also the main provider and feeder of information. The office informs and assures its representation on the crisis management team. The office is itself a unit whose purpose in crisis management is to provide information and advice in crisis matters that affect the day-to-day operation of the institution, the institution's international processes, and the crisis management team whose authority is to manage crises for the institution. The mission of the international office is to serve the interest of international students and scholars. It does so by providing orientations, counseling, and services for immigration, financial, personal, and cross-cultural issues. International offices operate the institution's F-1 Student and J-1 Exchange Visitor programs to facilitate study, research, and teaching. It also acts in filing employment-based applications for H-1B, O-1 and Permanent Resident status.

With the implementation of the suggested model, the International Office becomes a part of the University, rather than apart from it with the goal of minimizing silos and maximizing the university's overall crisis management processes. In the following section I will elaborate on the five components of the model: Crisis Management Team; Stakeholder Involvement; Information Sources External and Internal; International Office Staff Expertise; and Other University Units.

Crisis Management Team

The crisis management team is typically comprised of members representing the various units across the University. Such units include, but are not limited to legal, finance, housing, student affairs, the president's office, student health, and the university police department. The International Office participates with the other campus units as a member of the team, which represents international students and scholars. This arrangement strives to eliminate silos, open communication across units, and seeks to improve crisis management processes for the institution. Typically this team meets on a regular basis, such as once a month with a set agenda. Set agenda items include a systematic review for the early detection of risk and potential crisis for continuous monitoring, a review and revision of the institution's crisis portfolio, and policy and process review for discussion and updates.

Stakeholder Involvement

It is recognized that stakeholders play an important role during a crisis. Stakeholders include faculty, staff, students, parents, governing bodies, regulatory agencies, law enforcement, vendors, and athletic organizations (Mitroff et al., 2006). In the case of the International Office, stakeholders would also include international students and scholars. Institutions have an ethic and social responsibility to its stakeholders. An organization's failure to include its stakeholders and integrate them into its crisis management planning processes increases the likelihood of unsuccessful responses to a crisis event.

Information Sources External and Internal

External information sources are comprised of various entities and agencies such as the Department of Homeland Security, SEVIS, and professional development opportunities from providers such as NAFSA. Internal information sources consist of University and International Office policies and procedures, which are often influenced by external sources as well as those that are internal to the office and campus. These sources provide the framework within which the international office operates and conducts its day-to-day processes. The international office is responsible for maintaining records as required by SEVIS and compliance with Homeland Security rules and regulations. Professional development opportunities through conferences, seminars, symposia, workshops, and e-learning also serve as external information sources. NAFSA provides regulatory information through their Web site:

<http://www.nafsa.org/regulatoryinformation/default.aspx>.

International Offices' Staff Expertise

The staff or people working at the International Office are responsible of the different aspects and the overall operation of the office. Individual staff members are the experts in areas such as international student advising, SEVIS, DHS rules and regulations. It is through their expertise and understanding of the nature and purpose of internationals on campus that the International Office is effective in providing services to internationals. These employees are crucial to the overall functioning of the Office and the effective handling of crises involving international students and scholars on campus. Staff expertise is enhanced, as they stay current on policy and procedures involving

internationals and through professional development opportunities. These opportunities are then used to update the institution and the office policies, processes, and procedures.

Other University Units

Other University units are those entities on campus that are not included as members of the crisis management team. These units represent a part of the institution whose resources and buy in are important to the success of managing crisis involving international students and scholars and who offer a potential contribution that is not obvious initially. Their relation to international education may appear to be only tangential, but may prove to be essential for increasing the international office's network across campus. Typically these units may assist in networking in areas that are needed in certain crisis situations. They may include residence life, student health, financial aid, counseling services, and representatives from the various units within student life for example.

Discussion

The proposed *crisis management best practices model involving internationals* represents an ideal crisis management model. It serves as a gauge by which an International Office can measure its level of crisis preparedness and make adjustments as needed. It illustrates the comprehensive effort needed from all management levels within the institution for an integrated approach to crisis management and to the breaking down of silos thus increasing communication among the institution's units and thus ideally reducing the institution's crisis potential. The goal of this section is to illustrate how the different model components are integrated, how they overlap, and how they interact. Much of the discussion takes place keeping the international office at the center, as

explained before, and the role it plays in crisis planning, training, stakeholder involvement, and in designing and implementing preventive mechanisms aimed at maximizing the business continuity of the office, the protection of internationals and the institution.

Because it is impossible for any organization to prepare for every conceivable type of disaster, one way to prepare for crisis management is to identify crisis types/risks. *Chapter Four* presented a classification of crisis event types into controlled/normal, controlled/abnormal, uncontrolled/normal, and uncontrolled/abnormal. Through mapping possible crisis, and including those crisis events that were previously experienced, gaps can begin to be identified and planning implemented. Such identification and planning should be documented in the institution's crises portfolio. A crisis portfolio is a set of plans that identifies an array of possible crisis events and the broader the portfolio, the better prepared an organization is for managing crisis events. Research has indicated (Pearson et al., 1997; Mitroff, et al., 2006) that a well-prepared organization has a crisis portfolio that allows the organization to respond to an array of crises that demand different responses. University crisis management planning that fails to include a broad range of risks and only identifies a limited number of possible crisis events indicates that the university does not adhere to implementing best practices (Mitroff, et al., 2006). For example, university crisis types involving its international population may include the following categories: death, mental illness, ethics, assimilation, pandemics, integration, technology, internationalization, government rules and regulations, SEVIS, crime, finance, natural disaster, immigration issues, crisis at home.

The crisis management team permits the organization to be proactive rather than

reactive to crises resolution. The crisis management team should meet regularly, and its members should represent the institution's concerns. At this point, it is important to highlight Mitroff et al. (2006) findings that university crisis management teams were not similar to those found in corporations. Rather university crisis management teams frequently did not include legal counsel, campus police, or the chief financial officer, in contrast to corporate crisis management teams where these persons typically were present. The international offices where study participants worked did have some representation on the crisis management team; though in some cases the director of the international office was not directly involved with the team. The crisis management team is responsible for compiling information and including it in the institution's crisis portfolio if appropriate, assure the involvement of the institution's upper administration, makes use of the information from the international office through early warning signals, and suggests and supports the international office's training efforts. These are the basics to crisis management best practices.

Establishing mechanisms to detect and magnify signals that indicate there is strong potential for a crisis is essential to effective crisis management. All crises send out a series of signals, external and internal, before they occur. Establishing mechanisms that detect and amplify signals of impending crisis can prevent many crises before they occur. Thus, university executives should consider identifying and establishing early crisis detection mechanisms that could indicate a crisis might occur (Mitroff, et al., 2006). From the planning process and portfolio development, the crisis management team has completed the process through prevention (warning signals), preparation (portfolio development), response (planning), and recovery (business continuity). Again this is a

place where stakeholders as well as other University units can provide a valuable contribution to the early detection mechanism; their familiarity and a “fresh approach” to provide creative solutions.

The international office staff helps assure that all stakeholders are identified and represented. Office staff is knowledgeable of its international students and scholar population and staff recognizes that the internationals’ contribution to early detection and to the development of policies and processes is crucial to the crisis prevention process. Staff may also include international students and scholars as stakeholders internally to assist in policy and process development and further include them as stakeholders for membership on the crisis management team. Also, identifying stakeholders as resources to assist in crisis situations where cultural familiarity and language only available from the affected population can assist in handling the situation. International offices should keep an updated list of resources on their internal crisis portfolio to refer to and update it regularly.

Stakeholders are an essential component of the crisis management team (Mitroff et al., 2006; Zdziarski, Dunkel, & Rollo, 2007). Fortunato (2008) writes that “the responsibility of building and maintaining mutually beneficial relationships between the organization and its key stakeholder groups on whom its failure or success depends” is an essential function of the public relations arm of an organization. (p. 117). As a case in point, Archer (1992) recalls the events of October 1990 surrounding the serial murders of five university students in Gainesville, Florida. This researcher attributes the success at managing the crisis in the preparation established by the crisis management team who met on a regular basis and to the fact that all stakeholders were included (police, student

leaders, campus ministry, counseling center, housing, university information services, dean of students, county crisis center, and academic affairs, which including the provost and president).

The proposed *crisis management best practices model involving internationals* aims to include as many parties as possible in the preparedness for and resolution of crisis events. Research suggests that little communication occurs between campus departments (Hellsot & Jong, 2006) and in many cases faculty, staff, and students lack appropriate knowledge and awareness of possible risks. Universities tend not to share crisis management experiences, so faculty, staff, and students are minimally involved in developing and implementing policies. Such lack of involvement results in communication silos and thus increases the chance that the institution undergoes a crisis situation that may have been avoided. It is important to include an array of representation on the crisis management team that serve as external resources who advise on policy and procedures, identify risk as a part of the early detection mechanism, assist in the development of mechanisms and systems, and identify stakeholders (who themselves are stakeholders). Thus, other university units were included in this model to increase communication, diminish silos, serve as another mechanism for identifying early signals, create solutions to problems, and provide valuable feedback to policy and procedure development as well as resources.

Crisis Management Best Practices Model Involving Internationals: Application

The model presented here and its applicability to the crisis management of international students and scholars is largely dependent upon several factors. They include the number of internationals on campus, the current status of crisis preparedness

(portfolio development), commitment to internationalization, and the institution's international goals. Each of these plays an important part in its level of crisis preparedness. In addition, an institution may be at various stages of development with one or more factors. The institution determines if the model can be applied to their situation. Taking the types of crisis events as illustrated in Table 2 and applying them to the model serves to illustrate its applicability. Building a portfolio based on crisis types is first best step in crisis prevention.

Controlled Crisis Events-Normal

Beginning with controlled crisis events that are normal, an institution's crisis portfolio should include the events that are most frequently encountered or expected. Universities are normally prepared to effectively deal with physical illnesses, mental health issues, and student/scholar deaths as these events occur with sufficient frequency that policies and procedures are already in place. Such events occur without interrupting the day-to-day business of the institution.

The crisis management team periodically reviews the portfolio to see that these normal events are included. They also add events to the portfolio as they see appropriate. Stakeholders have been included to assist in developing policies and procedures so that it is clear what actions are expected to minimize the impact of the event protecting students, scholars, and the institution. Controlled and normal crisis events are classified as such because the international office (IO) staff is prepared to manage them by using their expertise in these areas.

Controlled Crisis Events-Abnormal

Abnormal controlled crisis events are rare and infrequent; however, they are also included in the crisis portfolio. Crisis events such as pandemics, natural disasters may be rare, but the institution is prepared to deal with them. They are also a part of the crisis portfolio and policies and procedures have been put in place to clearly explain how they are to be handled. The IO has representation on the crisis management team; stakeholders have been involved in the planning for such crises along with the IO staff and other university units. Information sources, both external and internal, will assist in driving the planning and preparation for handling the events.

Preparation for events such as international economic shifts as well as for international students' extenuating family situations is possible. However, such planning needs to take place well in advance. As the IO is represented on the crisis management team, those members can assist along with other university units and stakeholders to identify resources to plan and resolve the crisis. The IO staff plays an especially important role with its expertise in informing other areas of the crisis and potential resolution.

Uncontrolled Crisis Events-Normal

Uncontrolled normal crisis events present a different situation for effective crisis management in that they can be expected, but cannot be prevented. How these kinds of events are handled, again using the model depends largely upon the crisis management team and whether these types of uncontrolled normal events have been included in the crisis portfolio. In some cases such as those involving catastrophic illnesses, it is not so

much dependent upon how the illness itself is handled, but rather on how the institution handles the event.

Seeking stakeholder involvement is an important step in crisis preparedness during in the planning process. For example faculty and staff members are important in their role serving as early detection mechanisms. IO staff members use their expertise and their relationships with other university units who in turn also play a large part in effectively helping to resolve crisis events. Each of these groups plays a vital role in the early detection of uncontrolled normal crisis events and placing these events in the crisis portfolio.

Uncontrolled Crisis Events-Abnormal

Uncontrolled, abnormal crisis events almost never happen, but they are distinguished by a total lack of control and usually of unpredictable magnitude. Such events that have been experienced, both large scale such as Hurricane Katrina and the resulting events of 911 have had a long lasting impact upon institutions. Thus it is important that the crisis management team have regular meetings that include stakeholders and other university units and include the IO. It is also important in such cases that the preparation made in advance through regular meetings have eliminated silos that enable the components of the model to work together to resolve such crisis events. Many lessons have been learned from these kinds of events and it is important to include them in the institution's crisis portfolio.

By the same token, those smaller scale events that involve crime, arrests and ethical issues may or may not have a far-reaching impact on the institution as these types of events are often contained and impact the individual. In the case of the IO, those crisis

types can be contained within the office or involve very few units external to the office. Whatever the case, making sure the IO has well-established relationships with other campus units is essential.

Discussion

The *proposed crisis management best practices model involving internationals* may not be appropriate for every institution or crisis situation. The proposed model may be more or less useful depending on the level of crisis preparedness of the institution. Therefore, I recommend doing an assessment of the institution's crisis portfolio in order to determine its level of crisis preparedness. The crisis preparedness assessment using the *crisis management best practices model involving internationals* is an ongoing process that involves all components of the model. The IO should review the institution's crisis portfolio to assess to what extent international students and scholars are addressed. It should also develop its own internal plan of action for those events that are not included in the institution's crisis portfolio.

Effective crisis management requires that institutions identify and classify crisis events; similar to what I propose in Chapter Four. In Table 2, I presented a classification of the different crisis events that emerged from the participants' narratives into normal and abnormal categories with the subcategories "controlled or uncontrolled crisis events". As a part of the portfolio assessment, crisis events previously experienced as well as those that have been identified as potential crisis through the early detection mechanism, should be placed into those categories to determine preparedness levels. For example, for controlled normal events, institutions should have in place policies and procedures that clearly address how to handle such crisis situations. It is equally important for the IO to

carefully examine the components of the proposed *crisis management best practices model involving internationals* and assess the extent to which those components are integrated. In order to measure the level of integration, the IO should be able to determine whether or not it has representation on the crisis management team, adequate stakeholder involvement, and the engagement of other university units.

There are various systems that govern how institutions function. Those systems include policies and procedures, governing boards, and other entities that provide guidance for the institution. These entities are stakeholders and as such play a key role in resolving those crisis that are abnormal controlled as well as those that are abnormal uncontrolled. They often allocate and approve resources required to successfully resolve catastrophic crisis events. Therefore a good crisis portfolio should include these governing systems; review them for currency, accuracy, applicability, and understanding.

Effective crisis management is an ongoing process. Classifying crises into categories requires the identification and engagement of appropriate stakeholders. For example uncontrolled normal crisis events, such as an international student or scholar who fails to assimilate, the appropriate stakeholders to be identified include faculty, counseling services, and international office expertise. Also, faculty members serve as part of the early warning signal mechanism, counseling services from the institution's other units. Furthermore, the crisis management team is the conduit to identifying, providing and evaluating training.

On the other hand, the IO director's cultural background and experience along with international students and scholars have an influence on the topics for training as well as internal and external information sources. Such topics should include training on

culture and training on organizational, human and technical aspects. This type of training is usually limited to the IO staff; however, developing training that emphasizes stakeholder involvement increases the possibility for successful crisis management outcomes. Making upper level administrators and crisis management team members aware of the regulations and need for accuracy reinforces the role that the IO plays in crisis prevention.

In summary, the successful application and usefulness of the *proposed crisis management best practices model involving internationals* depends on the level of crisis preparedness of each institution. Institutions that have a diverse and strong portfolio are better prepared for a broad range of crisis events.

Tensions that Emerged from Study Participants' Narratives

This section presents the tensions that emerged from the narratives of the seven study participants in their effort and journey managing and attempting to find successful resolution of crisis events at their individual institutions. The following is a brief discussion highlighting some of these tensions and in doing so I hope to illustrate that the process of managing crisis events is messy and in no way is it linear and clear cut as described on paper. These tensions were expressed through internal stressors such as the drive toward university expansion and enrollment increases as well as externally through government regulations. The study participants did not speak directly towards identifying tensions; however, tensions were present in their stories and answers they provided during the data collection process. As a case in point, each participant spoke of the increased changes in federal regulations brought about by the Department of Homeland Security, SEVIS and IRS regulations. Such changes have the potential to add pressure

and anxiety to the workload of an already understaffed office as indicated by some of the study participants. The face of international education on university campuses is changing through internal and external forces. Internally, for some of the participants' institutions with efforts to expand, and externally for all international offices' need to quickly respond to changes in Homeland Security policies and procedures.

John

John indicated that he had little to no control over establishing long term goals for the future of the international office where he works. Similar to what happens at Linda and Tim's institutions, John's university did not identify a chief officer on their campus devoted to international education. Having leadership that understands international education and the challenges it faces globally, gives voice to the institution's efforts towards internationalization. However, the greater challenge in John's case stemmed from a lack of funding for internationalization efforts and a recent shift in priorities at his institution.

John's campus lacked the funding for recruiting international students as other more pressing financial commitments such as the need for expanding and construction of new buildings and for remodeling old structures, hiring new faculty, and priority to be recognized as a emergent research institution. In general, looking at the campuses, funding seemed to be the main reason that prevented some institutions from actively recruiting international students. In John's case the institution's priority was to increase the number of programs and hire new faculty to support them. Thus, adding programs that attract international students, the university will therefore internationalize accordingly. The challenge that John faces then is one in which the university itself is

evolving. International students and scholars have not been a priority for his campus in the past. For them to become a priority the university needs to grow and establish programs. As a result, the university will begin to internationalize as its international population increases.

Richard

As was pointed out earlier, policy drives an institution's processes. This is especially significant when the institution wants to expand its operations abroad. Richard spoke of the difficulty to do business abroad, in particular the need to purchase computers and that such a business process did not exist. Part of this shortcoming is that Richard's campus is a state-supported institution. The shortcoming has not so much to do with the institution, but rather how the institution is allowed to do business abroad through the State's business regulations for its universities.

Because of the lengthy processes involved in revising or establishing policy, it was often difficult for the institution to respond in a timely manner to reflect change. For his institution to comply with the many changes originating from Homeland Security policy and processes for example, it was difficult to revise policy. His solution was to change processes, rather than to revise policy and wait for approval. His solution allowed his unit to be more agile in its response to change.

Richard mentioned his efforts in changing the culture on his campus from one that viewed internationals as "a part from" rather than "a part of" the institution. He indicated that involving key players into processes that include international issues on campus would help ensure that internationalization would occur. He advocated for cultural training and extending it to the curriculum. The reverse challenge is how does the

institution address the international's cultural issues so that they choose to join the in the mainstream? Internationalization includes not only changing the institution's culture, but also in getting the international student and scholar to join in the institution's mainstream.

Sara

Sara has been the director of the international office the longest of any of the directors I interviewed. Her descriptions of tensions that existed were not so evident. Rather she viewed the changes that had occurred in her almost 40 years involvement in international education. Of particular note, she spoke of the changes in the community where her campus is located and acceptance of the internationals there. What was once a tension is no longer as evident as it had been in the past. The community has become more cosmopolitan and more international students and scholars had remained in the area as permanent residents.

Additionally, students themselves are much more cosmopolitan because of immediate access through the Internet. Students are able to learn more through websites, have instant communication through email and social networks, and remain in touch with family and friends. They learn more about the university prior to applying and make more sophisticated choices in where they chose to go to school.

This presents a particularly interesting insight and that is the challenge that American universities now face in attracting international students and scholars to their campus. As students become more knowledgeable, they will become more selective. As a result, institutions will become more competitive in attracting internationals to campus and pressed to develop initiatives abroad.

Tim

When I spoke with Tim, he explained the lessons he learned as a director of an IO about his own cultural framework. In an effort to resolve a crisis situation for one international student, Tim did not take into consideration the student's situation from her cultural point-of-view and that he may have been more successful in resolving the student's situation if he used another perspective. More importantly, though he did use the resources available to resolve the crisis, they were not effective in this case. He had not taken into consideration the situation from the student's cultural perspective. This tension was in contradiction to Tim's belief at the time, that the situation could be resolved using his perspective and available resources.

Tim explained that another challenge for the IO lies in having empathy for international students while at the same time being able to assist them with their challenges, but not in such a way that the students are unable to assimilate and function in U.S. culture. This challenge also extends beyond his office. It indicates that the institution will have to undergo a cultural change as well similar to Richard's challenges.

Similarly, within the context of the institution making a cultural change, Tim spoke of the challenge that lay in the international perspective that many on his campus have, as well as their perspective of the IO. The challenge for international offices in this case is one in which the change is in how the office operates, which presents challenges to the campus community to learn and accept those changes. The IO role, which was previously program based, is now based on Homeland Security rules and regulations, SEVIS, integrating international students into the campus mainstream, and where applicable, university expansion. All of this adds to the complexity of how the IO

functions as a part of the institution, how it manages workload, how it assists in resolving crisis situations, and fostering a new international perspective within those challenges.

Linda

The tension in Linda's case lies in the conflict between her responsibilities for study abroad and those for international students. In many cases, especially at institutions where the international office has responsibility for incoming as well as outgoing students (internationals), the pressure to respond to the needs of these students is in conflict with study abroad students usually getting preference over the international students on campus.

Study abroad takes precedent over international students for two reasons. First, situations involving study abroad students appear dire because of the distance involved and the communication is usually delayed, enhancing the anxiety experienced by staff, family, and friends. Second, because international students are in proximity, that is they are on campus and communication with them is more immediate, those students' requests can be postponed with no consequence. An appointment can be rescheduled later that day or the next week. In addition, there are other support systems on campus than can assist.

However if international enrollments begin to increase at Linda's institution, additional staff will need to be hired. As federal rules and regulation become increasingly more challenging, stringent, and crucial to the institution, they will need to absorb the workload and respond in a more timely way. Thus the challenge is twofold: first, to strike a balance between outgoing and incoming students and second, ensure that the increased workload does not affect the accuracy and timeliness required by SEVIS.

Sean

Sean pointed out that the internal tensions on his campus result from the institution's expansion efforts. Increasing the number of international students and the amount of research calls for them to review how the various units, admissions and ESI for example, operate within the system. Expansion efforts impact many areas of the institution, especially when the institution is comprised of several component campuses such as Sean's. Expansion efforts coupled with SEVIS and Homeland Security requirements increase the complexity resulting in an increased workload with little funding expected to support hiring additional staff.

Another challenge for Sean is to locate, hire, and retain staff that is experienced in immigration. In addition, because of the changing nature of the law and Homeland Security rules and regulations, it is vital that Sean ensure that experienced staff is informed, understand, and stay current on these changes. It requires that staff is given professional development opportunities and that they maintain formal as well as informal networks.

Ellen

Many of the directors indicated that in lieu of formal policy, they wanted the option of being able to adapt quickly, much as what Richard had explained. In Ellen's case, she indicated that her institution wanted to "retain adaptability" in lieu of developing rigid crisis management policies. Unique to her situation is the fact that her institution, much like Richard and Sean's was in an expansion mode. Her institution is also private. While it is preferred to retain policy flexibility during expansion processes,

such flexibility may hinder processes as it may not be clear to those responsible for seeing that some expansion goals are attained.

As was the case with Linda, Ellen pointed out that having responsibility for both study abroad and international students presents challenges in giving equal attention to both those populations. We've always struggled to keep our international student population on equal footing in terms of our advisers' time and the focus of our office." As her institution was expected to expand, additional positions were being planned.

In summary, crisis management is a messy and complex process. The narratives provided from this study show how participants, using their best efforts, approach crisis management and how they resolve crises. However, mistakes happened and from them new approaches emerge from the lessons learned. Though no organization is prepared for every possible crisis that can occur, the crisis-prepared organization is better equipped to handle a crisis event with greater success than one that is unprepared. Effective crisis management is having good crisis prevention mechanisms. Crises send out early warning signals that a crisis is pending. Organizations that have early warning systems for crisis detection and heed those warnings signals through early intervention efforts have fewer crises. Those organizations can continue to do business, than can plan, and as a result flourish. Using crisis planning and preparation, organizations effectively reduce the messy and complex processes that managing a crisis requires.

Future Research

The research on university crisis management is limited. Few models for university crisis management exist and most crisis strategies that are available are based on corporate crisis management best practices. Though these models offer an excellent

place to begin, higher education and the private sector enjoy a different set of privileges and as such, face a different set of vulnerabilities and crisis possibilities, especially public institutions.

What is now needed is to build on this study using regional or cross-national approach involving crisis management and university international populations. This may add insight into the state of university crisis management and international populations that extends beyond the design of this study. Data taken from a sample of institutions with much larger international populations where focused international growth may reveal trends that are useful. Similarly, with many institutions increasing their recruiting efforts abroad, how have they prepared their campus for the change in crisis management issues the population increase may influence?

With the move by many institutions to establish campuses abroad, research in the area of risk management and institutional tolerance for risk for expansion abroad would be a valuable contribution to the field. How do universities expand their operations abroad? How do universities develop international programs, agreements, and exchanges and how do they prepare for crises that may occur? The data gathered from such a study may yield another best practices for university international offices involved in the overall expansion of the institution.

Further research might explore and define institutional internationalization. Such research could provide a road map that benchmarks the various levels of internationalization. Universities interested in internationalizing then might set reasonable goals and processes to reach levels of internationalization that are appropriate

to their institution. Such research would then include methods for integrating international and associated crisis management best practices into the institutional fabric.

Final Thoughts

I began this research journey with the eyes of an experienced practitioner with 20 years of involvement in study abroad programs and working with international populations in different capacities. Using my own experience with crisis events involving study abroad students and with international students on campus gave me perspective and flexibility into understanding the narratives and the complex work of directors of international offices managing crisis events. Implementing this research was a journey of continual learning; using a qualitative research methodology was certainly an enriching learning experience. As an emergent researcher, I had the opportunity to gain a better understanding of research implementation. For example, as I traveled around Texas over several weeks meeting with the study participants I had the opportunity to experience and reflect on what happens when doing fieldwork. I was by myself and had to make important decisions relaying on my research proposal and using my professional experience. I was away from my campus and visiting institutions witnessing the daily work routines of others who also shared my research preoccupations and professional interests. This was very exciting and scary at times when I realized the importance of the task I had imposed on myself.

The purpose of the study was threefold: to describe the state of crisis preparedness in higher education involving international populations; to map out the types of crisis events that international offices are currently facing; and to propose a model for best practices managing such crisis events. After implementing the study and writing up the

results, I can conclude that study findings are congruent with the existent literature on crisis preparedness and crisis management best practices. Data collected through the implementation of the study provided me with the tools to accomplish all goals established at the beginning of the journey. More important, I was able to propose a crisis management best practices model involving internationals, which was a gap in the literature. The research study is unique in that very little research has been completed on university crisis management. No crisis studies have been conducted on university international populations and crisis management. Therefore this study is a unique contribution to the emerging field of university crisis management and international education.

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VITA

James Peter Andrews was reared in the Texas Panhandle. He attended Texas Tech University earning a bachelor's degree in English and biology and later a master's degree in journalism. For three years he worked for the University of Missouri developing high school print-based courses and later graduate level courses to be delivered via videotape. For five years he worked at the University of Florida in various positions developing credit and non-credit print-based courses. In 1992 he came to Texas State University-San Marcos as the director for Correspondence, Extension and Study Abroad Program. He has served on various committees at the University on state and national levels. He retired from Texas State in April 2010 and currently lives in Plainview, Texas.

Permanent Address: 1106 Yonkers Street
Plainview, TX 79072

This dissertation was typed by James P. Andrews.