

EVALUATING INTERNATIONALIZATION EFFORTS IN SELECT AWARD-
WINNING INSTITUTIONS OF HIGHER EDUCATION: WHERE ARE THE
INTERNATIONAL GRADUATE STUDENTS?

by

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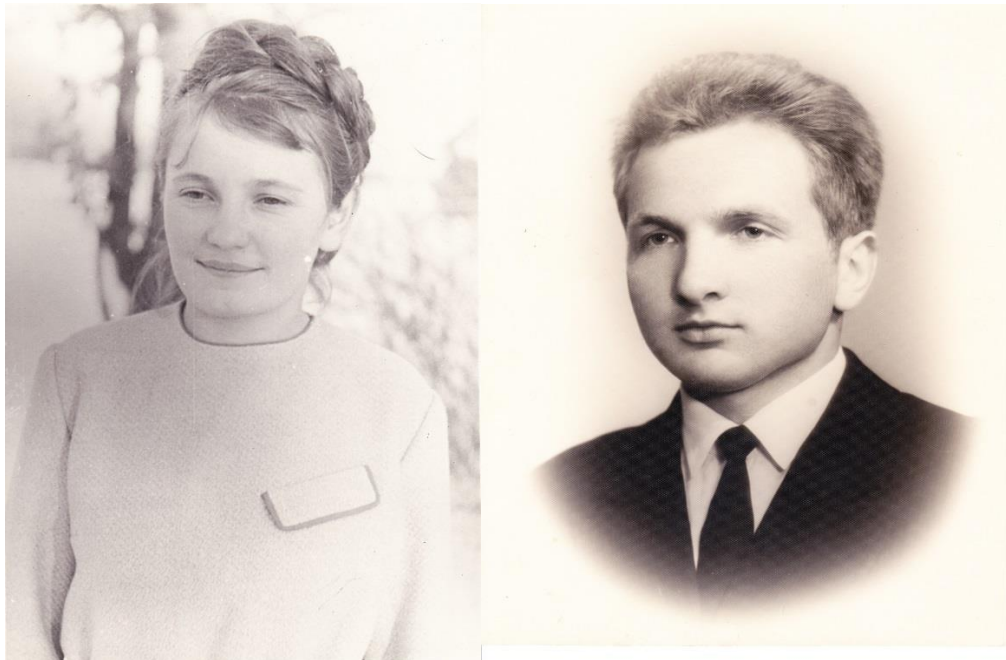
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DEDICATION

This dissertation is dedicated to the memory of my parents, highly educated individuals who, from my early childhood, fostered in me the love for education and for the Ukrainian culture, history and language. They told me that wherever I go, I should always remember my family roots and my national and cultural identity. Those things define “who I am” and explain, why I have come to take an educational leadership role.



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ABSTRACT

This study investigated the ways that the Senator Paul Simon Award-winning institutions of higher education (IHEs) and the Chief International Education Administrators (CIEAs) from a subset of these award-winning institutions value the presence of international graduate students on their campuses, and the ways those values are indicated in the processes and assessment of internationalization efforts and the inclusion of international graduate students in the campus community life and beyond. Four research questions guided the study: *(1) In what ways do the Senator Paul Simon award-winning IHEs value the presence of international graduate students on their campuses? (2) What strategies are used by the award –winning IHEs to evaluate internationalization efforts? And the sub-question, (a) How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students? (3) What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions? (4) What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses? And two sub-questions, (a) How are those values indicated in the processes and assessment of internationalization efforts? (b) How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?*

In this study I argue that institutions of higher education have to function as communities of learning and learners meaning that they have to deliberately develop a true sense of a community that will promote and maximize learning (Lenning & Ebbers, 1999) for all community members (students, faculty and staff). I also contend that learning takes place in a participation framework which is mediated by the differences of perspectives among the participants and is distributed among participants (Lave & Wenger, 1991), and it occurs in a variety of settings (Astin, 1993). This research study was based on the interpretivist paradigm recognizing that IHEs vary greatly in the organizational structures of their international education departments, in the ways in which they hold various programmatic components of internationalization processes, and in the variety of strategies they utilize to measure and assess their internationalization efforts. The multiple realities of IHEs, such as organizational structure, processes, and leadership also influence their unique organizational culture. Correspondently, this study was framed by Schein's (2010) organizational culture and leadership theory to understand the internationalization efforts being undertaken in selected IHEs. More specifically, the organizational cultures of IHEs were analyzed based on three levels of Schein's analysis: artifacts, espoused beliefs and values, and basic underlying assumptions.

The research employed qualitative two-stage design. The first-stage design included a descriptive and informational questionnaire. Thirty-five of the Senator Paul Simon Award-winning institutions which offer graduate programs, including master's,

doctoral and post-doctoral degrees were selected to participate in the study. Out of 35, 10 CIEAs completed the questionnaire. The questionnaire answered the first two research questions. The second-stage of the design included individual and cross-case study approach. Three sources of data – the completed questionnaires and subsequent interviews with a subset of questionnaire responders, and document analysis – were used in this stage. Out of the 10 CIEAs who completed questionnaires, four CIEAs expressed their willingness to participate in a subsequent interview. In order to investigate the key priorities used by the four IHE case studies, I also reviewed key documents from these outstanding institutions. I looked at the mission, goals, objectives listed in the strategic plans, evaluation reports of strategic initiatives of these institutions, message statements given by the presidents/chancellor and the specific programming designed to include international students into the campus community life. Case studies answered the third and fourth research questions.

Overall conclusion made from this study is that there is a discrepancy between the espoused values and beliefs of the institutions and the shared underlying assumptions across participating award-winning IHEs in regards to international graduate students. Most participating IHEs, despite their espoused beliefs that they value international graduate students, take for granted this value and are not actively engaged in finding out the ways in which international graduate students have impact (or not) in the internationalization efforts in their institutions. The findings of the study yield recommendations for policy and practice and further exploration of this topic.

CHAPTER I

INTRODUCTION TO THE STUDY

Institutions of adult and higher education in the United States face many challenges at the beginning of the twenty-first century as they strive to remain intellectually and culturally feasible in a rapidly changing world, as they endeavor to prepare students to live and work in the global society, and as they work to increase the number of faculty members with global perspectives. Correspondingly, more than any other time in American history, institutional community members must be educated to appreciate global interdependence as well as to recognize the significance of understanding the global challenges facing our multi-cultural world (Burris, 2006). The internationalization of higher education (HE) has become one possible response to such challenges (Deardorff, 2004a).

The nature of the internationalization phenomenon is complex. Internationalization was defined by Jane Knight (1994) as “the process of integrating an international or intercultural dimension into the teaching, research and service functions of the institutions” (p. 54). However, responding to the global developments in the field of internationalization, Knight presented in 2003 an updated definition which describes internationalization at the institutional level as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). This change in definition, as Beerkens et al. (2010) argue, “reflects the shift from the internationalization of specific core functions of institutions to the internationalization of the institution as a whole, including its objectives” (p. 11). Meanwhile, the rapid increase of international /intercultural/global

dimensions in higher education is coupled with uneven strategies being used by different institutions of higher education (IHEs) which call for strong leadership and the development of precise and sustainable models for measuring, assessing and evaluating the dynamic of institutional internationalization (Burriss, 2006).

Recognizing that different institutions accomplish internationalization in different ways, the American Council on Education (ACE) launched the Mapping Internationalization on U.S. Campuses Project, which is designed “to assess the current state of internationalization at U.S. institutions, examine progress and trends over time, and identify priorities going forward” (ACE, 2012, p. 4). Funding from a 2012 report indicates that in general, institutions’ perceptions about the level of internationalization activities on their campuses are quite positive, as are their impressions of the progress they are making in this area. Three areas reportedly have received the most attention and resources in recent years. These are: internationalizing the curriculum at the home campus, strategic partnerships with overseas institutions, governments, or corporations, and expanding international student recruitment and staff. The percentage of institutions that had formally assessed the impact or progress of their internationalization efforts within the past five years increased to 37% in 2011. The most substantial increases in assessment were seen at master’s institutions (20 percentage points) with moderate increases at doctoral institutions (4 percentage points). Assessment is mostly completed at the program and departmental levels with specific focus on students learning outcomes. The report also concludes that “the circumstances and demands of the current era require a deeper commitment on the part of institutions, and a far-reaching scope of action” (ACE, 2012, p. 3).

The focus of internationalization within adult and higher education is to add a global perspective into the life of the campus and to prepare the entire campus community for participation in a world shaped by globalization (NAFSA, 2010). Therefore, internationalization of HE should not only include student learning outcomes but also the broader institutional learning and development mission. The Association of International Administrators (NAFSA) asserts that “assessment and evaluation must be integrated into all aspects of international education so that it occurs on all levels from student learning outcomes, to programmatic efforts, to the institutional level and the institution within a global society” (NAFSA, 2010, p. 3).

Historically, international student enrollment has been a significant focus of internationalization efforts for many institutions. In 2013/14, U.S. colleges and universities hosted 886,052 international students, an increase of 8.1% over the prior year, according to the *Open Doors 2012* Report (Institute of International Education [IIE], 2014). International students constitute 4% of total U.S. education population. Institutions compete for international students for many reasons. However, recently more emphasis is being placed in the media on the contribution international students make to national and local economies (de Wit, 2010). International students, according to US Department of Commerce, contributed over \$27 billion to the US economy in 2013. The fact that these figures are becoming so dominant in the debate about international students relates to the shift from social/cultural and academic justifications to economic rationales in international student recruitment, which is increasingly developing in a multinational industry (de Wit, 2010).

Besides economic benefits, international students build bridges between the United States and other countries and bring cultural, international and global dimensions to the campus community. According to an ACE (2012) report, “the data do not show a commensurate increase in support services for these students, or activities that facilitate interaction and mutual learning with American peers” (p. 24). Recruiting more international students to U.S. colleges and universities, according to ACE, “should be a means to achieving the broader learning-focused goals of internationalization, rather than as ends in themselves” (p. 19). Since international students can contribute to infusion of cultural, international and global dimensions to the campus community, institutions of adult and higher education should think carefully about whether there are appropriate support services available for international students, and whether there are different types of opportunities for interactions among international students with the campus community.

Recently, more emphasis has been placed on recruiting international graduate students. In 2013//14, U.S colleges and universities hosted about 329,854 international graduate students, an increase of 6% over the prior year (IIE, 2014). There are several reasons that stress the importance of studying the impact of international graduate students on the internationalization process in adult and higher education institutions. First and foremost, a majority of international students at four year intuitions of HE pursue master’s or doctoral degrees (Davis, 2002; IIE, 2012). According to *Open Doors 2012 Report*, in 2011/2012 doctorate-granting universities hosted 64% of international students, and master’s colleges and universities hosed 17% of international students. Second, international graduate students usually have teaching/research assistantships and,

thus, have greater opportunities to bring diverse perspectives to teaching and/or research (IIE, 2012). Third, by participating in international activities and national and international conferences, the international graduate students have the potential to help globalize academic communities (Coryell, Durodoye, Wright, Pate & Nguyen, 2012). Academic communities, as described by Solomon and Zukas (2006), create a space in which scholarship is performed and both “knowledge and academic identities are produced” (p. 377). Fourth, there is a greater collaboration between international graduate students and domestic students which often leads to greater mutual learning (Kostareva, 2006). And finally, at most institutions the departments make administration and funding decisions for graduate students and they have more control over how many international graduate students will be enrolled in the department (Trice, 2005). These data show that the presence of international graduate students on the US campuses helps IHEs to become global learning centers where knowledge is mutually produced, shared and transferred. Since one of the purposes of internationalization is to prepare a globally competent workforce, studying the impact of international graduate students on infusing international, intercultural and global dimensions into the outcomes of education will inform us about the quality of internationalization efforts.

The days when the international nature of the institution was determined exclusively by the number of international students enrolled have gone (Beerkens et al., 2010). The quality of internationalization is gaining priority. As Beerkens et al. (2010) state, “it is not just about more internationalization, but also about better internationalization, and the choice of indicators and measurement methodologies need to reflect this” (p. 12). Green (2012) argues that measuring and assessing

internationalization outcomes will become of great importance as they continue to become more central to the definition of quality in higher education, teaching, research, and engagement. The challenge is for institutions to create manageable and meaningful approaches to understanding the impact of international graduate students on the success of the internationalization efforts.

Researcher's Background

My interest in international adult education started with my journey to the United States. Arriving in the United States as a foreign student ten years ago, I had to familiarize myself with and adapt to entirely new educational and cultural environments. Having studied in three different postsecondary IHEs in two different states, New York and Texas, I have witnessed the struggle of international students to successfully complete their programs of study. I believe it is due to the lack of high quality and adequate student support services and programs available to them, as well as the lack of successful integration of international students into the campus and its domestic student communities. Being aware of needs and challenges facing international graduate students in a foreign country has motivated me to become an advocate and a leader for international students. As Harris (2003) notes, it is through the advocacy efforts that an institution becomes knowledgeable about the unique needs of international adult students and takes measures to help students succeed.

As an advocate for international students I have participated in the focus group discussions with international students conducted at Texas State University where we shared our stories, concerns and issues about the support services available for international students. I have also served on the international student panel with four

other students where we shared with the faculty members how our experiences as international students in the U.S. and studies abroad have changed our perspectives. We also discussed how faculty at Texas State University could encourage their US students to experience the same kind of perspective changes without having them go abroad, what US students should know about other cultures, and in what ways classes need to be changed. Participation on this panel opened new perspectives for me. I realized that my voice can be heard and that focusing my dissertation on finding ways to help international students succeed in a foreign environment could be my contribution to improving the quality of education in the United States.

Since I envision my career path as an administrator in the sphere of international education, I have turned my attention to administrative perspectives towards international students. Specifically I wish to investigate, “What role do international graduate students play in the internationalization process in institutions of adult and higher education? What do international graduate students leave behind after completing their programs of study and returning home?” With these questions in mind, I implemented a preliminary study with the chief administrators from international education departments in three IHEs in Central Texas. This preliminary investigation led me to the topic of my dissertation – evaluation of internationalization efforts and the role international graduate students play in this process.

Research Problem

While the presence of international graduate students is believed to contribute considerably to the intellectual life of a university and provide a setting for mutual learning experiences for both - domestic and international students, the role international

graduate students' play in the overall process of internationalization has rarely been addressed (Kostareva, 2006). Furthermore, there is increasing pressure on institutions to evaluate the effectiveness of their internationalization efforts, as Deardorff (2004a) notes, for many IHEs questions remain, including, "What specifically to evaluate in regard to internationalization and more importantly, how to evaluate?" (p. 13)

Institutions often only count the number of international graduate students enrolled on their campuses when measuring the effectiveness of their internationalization efforts (Deardorff, 2006; Engberg & Green, 2002). While enrollments are important to consider, Deardorff (2006) emphasizes "numbers alone do not necessarily indicate achievement of meaningful outcomes" (p. 1), and "having many international students on a campus does not make the institution international" (Harari, 1992, p. 75).

Meanwhile, outcomes, as Beerkens et al. (2010) note "provide the major evidence of achieving special goals, which include student learning, the quality of education programs, benefits to students and faculty, increased reputation" (p. 16). The specification of anticipated outcomes of internationalization, according to Deardorff (2004a), is often general and unclear. Institutional goals, the researcher continues, broadly state "that institution will 'become internationalized' or that a goal is to graduate 'cross-culturally competent students' or 'global citizens' without giving further meaning to these phrases" (p. 13). Since international graduate students have the potential to contribute to the overall internationalization of the institutional community, there is a need for IHEs to investigate the contribution of international graduate students in achieving specific institutional outcomes of internationalization beyond their simple presence on campus.

The Purpose of the Study

The purposes of this study are to investigate the ways the Senator Paul Simon Award-winning institutions of higher education (IHEs) and the Chief International Education Administrators (CIEAs) from a subset of these award-winning institutions value the presence of international graduate students on their campuses, and the ways those values are indicated in the processes and assessment of internationalization efforts, and the inclusion of international graduate students in the campus community life and beyond. In this way, this study helps to create awareness of the various measuring and assessing strategies being used in different IHEs to evaluate internationalization efforts in general and in regards to international graduate students specifically.

Research Questions

This study addresses the following four research questions:

1. In what ways do the Senator Paul Simon Award-winning IHEs value the presence of international graduate students on their campuses?
2. What strategies are used by the award-winning IHEs to evaluate internationalization efforts?
 - a. How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?
3. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions?
4. What strategies are used by the award-winning IHEs to evaluate internationalization efforts?

- a. How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?
- b. How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?

Significance of the Study

As internationalization becomes an increasingly important aspect of higher education, institutions “need to judge not only the quantity of activity but also its quality and its contribution to overall institutional goals” (Green, 2012, p. 4). Green (2012) identified several reasons why IHEs have to measure their internationalization processes. These are: to judge the effectiveness of an institution’s internationalization strategy or its components; to benchmark with other institutions; and to improve internationalization programs and practices. Thus, the main goal of measurement is improvement of institutional performance. Atebe (2011) also adds that “successful integration of international students and scholars with the campus and its domestic students is the key to effective internationalization efforts” (p. 1).

Correspondently, this study lays out different ways institutions of adult and higher education might evaluate their internationalization efforts in regards to international graduate students. Secondly, it can be used by chief international administrators in providing direction and a foundation for more in-depth measuring and assessing of internationalization strategies at their institutions. Thirdly, this study lays the groundwork for further research on contribution of international students in general towards the effectiveness of internationalization efforts.

Defining and Clarifying Definitions

In order to provide a basis for guiding and enlightening the reader, the following key terms are defined. These definitions are meant to clarify and facilitate an understanding within the context of this paper and are not intended to be ultimate.

International Students

“International students are defined as non-immigrant postsecondary students at accredited higher education institution in the U.S. who are on a temporary visa that allows academic coursework” (Chow, 2012, p. 5).

International Graduate Students

Non-immigrant postsecondary students on temporary visas (IIE, 2012) ages 25 and above who pursue master’s, doctoral and post-doctoral degrees in the U.S. institutions of adult and higher education.

Internationalization

There are different definitions of “internationalization” of higher education but for the purposes of this study I have adopted the Association of International Educators’ (NAFSA) definition which states that “Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships” (NAFSA, Task Force, 2010).

International/Intercultural/Global Dimensions

Knight (2004) used these terms intentionally as a triad since together they “give richness both in breadth and depth to the process of internationalization” (p. 11).

International dimension – “...is used in the sense of relationships between and among nations, cultures, or countries” (Knight, 2004, p. 11).

Intercultural dimension – “...relate[s] to the diversity of cultures that exists within countries, communities, and institutions, and so is used to address the aspects of internationalization at home” (Knight, 2004, p. 11).

Global dimension – “a very controversial and value-laden term these days, is included to provide the sense of worldwide scope” (Knight, 2004, p. 11).

Globalization

“the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290).

Measurement, Assessment, and Evaluation

Measurement, assessment and evaluation are the terms that are often used interchangeable. For the purposes of this study, I will use Madeleine Green’s, and others’, distinctions for measurement and assessment.

Measurement – “...is the umbrella term for institutional and program performance” (Beerkens et al., 2010; Green, 2012). Such terms as measuring, metrics, and indicators will be used to describe the achievement of goals at the institutional levels.

Performance Indicators – “are measures that describe how well a program is achieving its objectives...define the data to be collected to measure progress, and are thus indispensable tool for decision-making” (USAID, 1996).

Assessment – “is related to the learning outcomes” (Green, 2012) and it “expands the effectiveness strategy by determining the degree to which the college is meeting preset performance standards” (Roueche, et al., 1997, p. viii).

Evaluation – the Stanford Evaluation Consortium defined evaluation as "[a] systematic examination of events occurring in and consequent of a contemporary program—an examination conducted to assist in improving this program and other programs having the same general purpose" (Cronbach et al., 1980, p. 14).

Institutional Effectiveness

“...the heart of any definition of institutional effectiveness remains the ability of an institution to match its performance to the purposes established in its mission and vision statements and to the needs and expectations of its stakeholders” (Alfred, Shults, & Sybert, 2007, p. 12).

Institutional/Campus Community

“...is the binding together of individuals toward a common cause or experience” (Lloyd-Jones, 1989), meaning that the experience “has to be built around teaching and learning, with collaboration among faculty, staff, and students” (Cheng, 2004, p. 218).

International Education

“... is an all-inclusive term encompassing three major strands: (a) international content of the curricula, (b) international movement of scholars and students concerned with training and research, and (c) arrangements engaging U.S. education abroad in technical assistance and educational programs” (Harari, 1972, p. 4).

Chapter Summary

This chapter presented the background to the problem and explained how the researcher’s international background and the results of the preliminary study have led to the topic of this dissertation research. In this chapter I have also provided rationale for

focusing the study on international graduate students as well as described the purpose of the study, research questions and significance of the study.

A Road Map for the Dissertation

- Chapter 2 - discusses the literature on three topics: internationalization of higher education, measuring and assessing internationalization efforts in the IHEs, and international graduate students
- Chapter 3 - defines my positionality and the philosophical and conceptual frameworks for this study, as well as describes the research design and methods utilized to answer the research questions. It also includes information about the participants, instrumentation, the data collection and data analysis procedure, the ethical procedures to collect and handle data, and trustworthiness and credibility of the methodology
- Chapter 4 - presents findings related to the first two research questions and includes the results from the questionnaire completed by 10 CIEAs during the first stage of the data collection phase of this study
- Chapter 5 - presents findings related to the third and fourth research questions and includes the results from four individual case studies as well as cross-case analysis
- Chapter 6 - discusses the findings and the limitation of the study, implications for practice and policy, and recommendations for future research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Overview

This chapter presents relevant information to internationalization processes with regard to international graduate students in the United States. This chapter is divided into three sections. The first section examines the various aspects of internationalization of adult and higher education in the U.S. such as definitions, historical development, rationale, key elements, barriers to internationalize the campus and negative views/criticism on internationalization. The second section explores multiple measurement and assessment strategies used to evaluate the internationalization efforts globally and in the United States as well as presents different frameworks for mapping, measuring and assessing internationalization. Finally, the third section describes the international graduate students' enrollment strategies, benefits of having international graduate students on campus, the characteristics of student support services/programs available for international students, and the benefits of quality services for international students.

Internationalization of Adult & Higher Education

Internationalization is an ongoing and multifaceted process which has become central to the mission of American higher education in order to prepare students to live in a global community shaped by multicultural influences (Burriss, 2006). For successful integration of internationalization efforts into the campus life, it is necessary to understand at first the dynamic of internationalization. This process starts with defining what internationalization means to the specific campus by examining existing definitions,

rationales and key elements of internationalization; by looking at the historical development process of internationalization efforts; and by acknowledging the barriers and challenges to internationalize the campus community. All these themes are described in the following sub-sections.

Definitions of Internationalization

Internationalization has been defined in many ways, and the concept is the topic of debate among scholars of comparative higher education (Teichler, 2004). The definition of internationalization of HE varies and depends on the stakeholder groups, government, private sector or public institution, faculty member, academic discipline, and student (Zolfaghari, Sabran, & Zolfaghari, 2009). Researches also use different approaches to describe internationalization of higher education. In this sub-section I will review definitions of internationalization by putting them in chronological order, and I will describe various approaches researchers use to define the term.

Harari (1972) was the first who proposed an activity-oriented approach to definition that illuminates what really constitutes internationalization and its multifaceted purposes. He stated that that international education encompasses three major strands: (a) international content of the curriculum, (b) international movement of scholars and students concerned with training and research, and (c) engaging in international technical assistance and cooperation programs. In 1991, Henson, Noel, Gillard-Byers and Ingle defined internationalization as “ the incorporation of international contents, materials, activities, and understandings into the teaching, research, and public service functions of universities to enhance their relevance in an interdependent world” (p. 4). A year later, in 1992, Arum and van de Water, based on Harrari’s three element definition, developed

their own perspective on internationalization which refers to multiple activities, programs and services that fall within three disciplines - international studies, international educational exchange and technical cooperation. These early definitions of internationalization did not call for a university wide internationalization plan but instead focused on engagement in international activities (Iuspa, 2010).

In 1993, a Canadian researcher Jane Knight introduced a process-oriented view of internationalization and defined it as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of an institution” (p. 21). In 1995, Knight added that an international dimension means a viewpoint, activity or service which integrates an international/intercultural/global vision into the major functions of an institution of higher education. A Dutch researcher Hans de Wit (1993) by analyzing activity-oriented and process-oriented definitions, concluded that a process oriented definition was more global, bottom-up, and institution-oriented definition. He went further and proposed his own definition by stating that “internationalization is the complex of processes whose combined effect, whether planned or not, enhances the international dimension of the experience of higher education in universities” (de Wit, 1995, p. 28).

Van der Wende (1997) stressed that an institutional-based definition has limitations and he proposed a broader definition with an outcome-oriented approach. He suggested that internationalization is “any systematic effort aimed at making IHEs (more) responsive to the requirements and challenges related to the globalization of societies, economy, and labour” (pp. 18-19). This definition as Knight (2004) asserted only places the international dimension in terms of the external environment that is globalization, and

does not contextualize internationalization in terms of the education sector itself.

Schoorman (1997) organized internationalization into three component elements to take

Knight's definition further by stating that internationalization is an

ongoing, counter hegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process of internationalization at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education. (p. 3)

At a 1998 conference on globalization, Jane Knight offered her updated and most concise and comprehensive definition stating that “internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (Burriss, 2006, p. 4). The same year, two other researchers, Rudzki and Ellinghoe, proposed their versions of a process-oriented approach to the definition. According to Rudzki (1998), internationalization is a process of organizational change, curriculum modernization, staff development and student mobility to achieve excellence in teaching, research, and other activities within IHEs. Ellinghoe (1998) took the process-oriented definition even further and defined internationalization as an ongoing process with future-oriented, multidimensional, interdisciplinary, and leadership-driven vision. This process, the researcher continued, involves collaboration among many stakeholders working towards the change of the internal dynamics of an institution to respond properly to an increasingly diverse and globally focused external environment.

In 2002, change process definitions were presented. Soderqvist (2002) proposed an educational change process at the institutional level which embraces an international dimension in all aspects of a higher education institution's holistic management to enhance the quality of education and to achieve the desired competencies. Mestenhauser (2002) called internationalization as a program of change which aim is to make international education a superior field of knowledge, inquiry and application, and to institutionalize this field through the functions of the entire institution.

De Wit's (2002) categorization of the four approaches to internationalization summarized the proposed various interpretations and definitions of internationalization (Deardorff, 2004b). These four approaches are: the activity approach, the rationale approach (purposes and intended outcomes), the competency approach (learning competencies, career competences, global competence, transnational competence and international competence), and the process approach (integration/infusion of activities, academics, policies and procedures, and strategies) (de Wit, 2002, pp. 117-118). De Wit (2002) also concluded that

A more focused definition is necessary if it is to be understood and treated with the importance that it deserves. Even if there is not agreement on a precise definition, internationalization needs to have parameters if it is to be assessed and to advance higher education. This is why the use of a working definition in combination with a conceptual framework for internationalization of higher education is relevant. (p. 114)

Understanding the importance of formulating a definition of internationalization that would reflect the realities of modern society and would acknowledge the relationship

between two levels - the national/sector and the institutional, Dr. Knight presented in 2003 an updated version of internationalization. Internationalization, as Knight asserted, is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 2). Thus, internationalization, according to the researcher, is an ongoing and continuing effort where the triad terms – international, intercultural and global - reflect the scope of internationalization, and they have to be infused “into policies and programs to ensure that the international dimension remains central, not marginal, and is sustainable (Knight, 2004, p. 11). By using three general terms - purpose, functions and delivery, the proposed definition, according to Knight (2004) “can be relevant for the sector level, the institutional level, and the variety of providers in the broad field of postsecondary education” (p. 12). Every definition as proposed by Knight complements the previous one and reflects the realities of the modern context.

For the purposes of this study I adopted NAFSA’s definition on internationalization which states that “internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships” (NAFSA, 2008, p. 3). This definition, according to Sullivan (2011), not only includes student education and engagement in campus community life, curriculum and instruction creation, and faculty development, but also focuses on administrative planning and operations of higher education institutions.

In summary, there is no a true universal definition of internationalization and, as Knight (2004) contends, there will likely never be one. The term internationalization means different things to different people and has been defined in a variety of ways to reflect realities of the society. Internationalization was defined first as an activity-oriented approach at the institutional level (Arum & van de Water, 1992; Harari, 1972; Henson et al., 1991), followed by a process-oriented (de Wit, 1993; Ellingboe, 1998; Knight, 1993; Rudzki, 1998) and outcome-oriented approach definitions (van der Wender, 1997). In the beginning of the 19th century – change process definitions were presented (Soderqvist, 2002; Mestenhauser, 2002) as well as an updated version of internationalization that acknowledged the relationship between national/sector and the institutional levels (Knight, 2003). And since the world of HE is changing due to globalization, the definitions of internationalization might be reexamined again to reflect these changes.

History of Internationalization of IHEs in the U.S.

The internationalization of IHEs in the U.S. came out in two waves (Burriss, 2006, Iuspa, 2010). The first wave emerged out of two wars - World War I and World War II and the second wave out of the rapid globalization of the world (Merckx, 2003).

The first wave of internationalization of HE. The end of World War I created the need for the U.S. government to promote and invest in international cooperation (Iuspa, 2010) by encouraging foreign students to study at U.S. IHEs (Burriss, 2006). One of the earliest attempts to integrate internationalization into U.S. higher education was the formation of the Institute of International Education (IIE) in 1919 (Ardnt, 1984) by Nobel Prize winners Nicholas Murray Butler, President of Columbia University, Elihu Root, former Secretary of State, and Stephen Duggan, Sr., Professor of Political Science at the College of the City of New York (IIE, 2013). IIE's function was to promote international

educational exchange programs and cultural understanding among nations (Iuspa, 2010). Ardnt (1984) argued that “IIE served as a way of developing American world leadership” (Burriss, 2006, p. 43). One of the actions taken by IIE was lobbying the government to create a new category for non-immigrant student visas which bypassed the quota system established by the Immigration Act of 1921 (IIE, 2013). IIE was also given the responsibility for the administration of the graduate student exchange component of the Fulbright Program (Iuspa, 2010). The first international exchange program was established in 1946 by Arkansas Senator, William J. Fulbright. Steven G. Kellman (2002) points out that “Senator Fulbright envisioned global educational exchange as more effective than nuclear stockpiles in deterring future conflict. If nations can share scholars, they might not trade bombs” (p. 32). Council for International Exchange Scholars (CIES) which was established in 1947 has helped administer the Fulbright Scholar Program. Since its establishment approximately 310, 000 “fulbrighters” participated in the program (CIES, 2012).

The end of WWII revived the idea of international cooperation by placing the internationalization of HE as a main topic on the U.S. educational agenda (Iuspa, 2010). The internationalization of IHEs, during that period of time, developed around such areas as foreign aid, foreign study abroad programs, student enrollment, foreign languages and foreign areas of study (Merkx, 2003). However, as Merkx (2003) argued “no single type of internationalization or organizational strategy emerged as dominant in American higher education” (p. 9).

In 1948 the National Association of Foreign Student Advisers (NAFSA) was established with the purpose to promote the professional development of university

administrators responsible for assisting and advising the 25,000 foreign students who had come to study in the United States after World War II (NAFSA, 2012). In 1955, the International Cooperation Administration (ICA) was established to provide technical assistance to third world nations (Harari, 1972). ICA was responsible for U.S. foreign assistance programs involving refugees and contributions to international organizations. The foreign Assistance Act of 1961 abolished the ICA and transferred its functions to the Agency for International Development (U.S. Department of State, 2013).

The enactment of the National Defense Education Act (NDEA) in 1958 played a major role in the area of foreign languages studies. The act was the result of the Soviet Union's successful launching of Sputnik on October 4, 1957 and the fear of Soviets superiority (Iuspa, 2010). The NDEA was aimed at "providing federal subsidies to research higher education institutions interested in participating in teaching and research on foreign areas of study" (Iuspa, 2010, p. 25). The majority of NDEA funding was intended specifically for academically capable students in STEM areas (sciences, technologists, engineers and mathematicians) to help them successfully finish their undergraduate or graduate degrees (Lolly, 2009). The help was provided through loan programs, scholarships and graduate fellowships/assistantships. Furthermore, Title VI of NDEA provided funding for international studies and foreign languages through establishment of university curricula and faculty developing programs (Burris, 2006).

The United States Agency for International Development (USAID), created in 1961, brought together several existing assistance organizations and programs (USAID, 2013). USAID was responsible for financing technical assistance programs in developing countries through U.S. land grants and universities (Iuspa, 2010). The USAID Foreign

Assistance Act of 1961 gave priorities to “training of teachers and local agricultural extension agents, establishing agricultural universities, and assisting in the construction of new schools” (Vestal, 1994, p. 22), as well as to “promotion of U.S. Foreign Policy in countries in need” (Iuspa, 2010, p. 25).

The Peace Corps formation established in 1961 promoted world peace and friendship and created new opportunities for college students to work and live abroad (Burriss, 2006). The Peace Corps’ mission has three goals: 1) helping the people of interested countries in meeting their need for trained individuals; 2) helping promote a better understanding of Americans on the part of the peoples served; and 3) helping promote a better understanding of other people on the part of Americans (Peace Corps, 2013). Ardnt (1984) argued that volunteers who returned to colleges as graduate students and faculty who worked at American’s colleges and universities provided new interest in internationalization.

Besides public organizations, private foundations also play a significant role in supporting international education. Among the foundations that provide financial support for international areas studies and foreign language instructions are the Carnegie, Rockefeller, Ford, Doris Duke, the John Simon Guggenheim, and the W.K.. Kellogg foundations (Hser, 2003). These private organizations increase opportunities for college students to study, teach, and conduct research abroad.

The period of the late 1960s and 1970s was characterized by a significant reduction of funding for internationalization, partly due to investing in the Vietnam War (Burriss, 2006). In 1979 President Carter’s Commission on Foreign Languages and International Studies report *Strength Through Wisdom: A Critique of U.S. Capability*

released findings that “American students were lacking in international and foreign language competency and it made several recommendations to improve and revitalize campus internationalization” (Burriss, 2006, p. 45). During the 1980s different reports criticized the state of internationalization on American campuses and called for change. The criticism done by NAFSA, the Association of International Education Administrators (AIEA), and the American Association of State Colleges and Universities (AASCU) have motivated American colleges to resume their focus on international education and resulted in increased enrollments in foreign languages, foreign students, exchange students/scholars and international studies curricula (Hayward, 2002).

Overall, as Merckx (2003) states, IHEs responded to the first wave of internationalization creating “functional units with one of more specific missions... organizationally fragmented, insomuch as the usual response was to house the different functional units in different parts of the college or university” (p. 9). Iuspa (2010) adds that the lack of organizational strategy in internationalization within IHEs has been inherited from early approaches to internationalization of HE.

The second wave of internationalization of HE. The end of the cold war, the global spread of the internet, and the influence of globalization (Merckx, 2003) marked the beginning of the new wave of internationalization of HE which started from the early 1990s and continues to present time. The focus of internationalization of IHEs during the second wave shifted from the previous political rationale to one of economic competitiveness and global awareness (Iuspa, 2010). Iuspa (2010) noted that the 2000 Memorandum on International Education Policy from President Clinton set the tone for that shift. President Clinton (2000) called for an international educational policy that

would support international education: by encouraging students from other countries to study in the United States; by promoting study abroad by U.S. students; by supporting the exchange of teachers, scholars, and citizens at all levels of society; by enhancing programs at U.S. institutions that build international partnerships and expertise; by expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans; by preparing and supporting teachers in their efforts to interpret other countries and cultures for their students; and by advancing new technologies that aid the spread of knowledge throughout the world (NAFSA, 2000). Clinton (2000) argued that to continue to compete successfully in the global economy, the United States needs to ensure that its citizens develop a comprehensive understanding of the world, have proficiency in other languages, and acquire knowledge of other cultures and countries.

IHEs are responding to the current wave of internationalization by disseminating a more university-wide approach to internationalization (Pandit, 2009). Beginning in 1999, ACE and NAFSA began publishing a series of reports that emphasized the current state of internationalization in U.S. colleges and universities and preparing resources and programs to support comprehensive internationalization (ACE, 2003). ACE (2008), for example, published guides for campus presidents and chief academic officers on how to use university-wide approaches to internationalization (Hill & Green, 2008). NAFSA put in place reports with profiles of colleges and universities that have demonstrated excellence in internationalization. *Internationalizing the Campus* reports, for example, outline IHEs which won the Senator Paul Simon Award for Campus Internationalization (NAFSA, 2013). In 2006, the U.S. Departments of State and Education cohosted a

University Presidents' Summit on International Education to emphasize the importance of international education for the national interest (Pandit, 2009).

Rationales for Internationalization

As there are many definitions and approaches to internationalization of HE, there also exist a number of different rationales or motivations for encouraging the internationalization of HE (Iuspa, 2010; Jang, 2009; Jiang, 2010; Qiang, 2003).

Rationales refer to “motivations for integrating an international dimension into higher education” (de Wit, 1995) and serve as means to an end toward internationalization providing the “why” IHEs engage in internationalization efforts (de Wit, 2000). The following sub-section will describe how internationalization of HE carries different arguments to justify its rationales over the past decades.

Various rationales to internationalize. The early attempts to describe the rationales driving the internationalization are dated back to 1992 when four scholars (Aigner et al., Scott, Warner, and Davies) articulated their reasons for the internationalization of HE. Aigner et al. (1992) identified three main rationales for internationalization of HE: interest in international security, maintenance of economic competitiveness, and fostering of human understanding across nations. Aigner et al. argued that these rationales are not absolute and differ in content and emphasis (Qiang, 2003). Warner (1992) suggested three models (market, liberal, and social transformational models) to explain the diverse approaches to internationalization of HE. In the market model, IHEs, by competing for the global market, ideas and influence, introduce international dimensions into the curriculum, which provide students with intercultural skills and knowledge of global interconnectedness. In the liberal model, IHEs prepare students to become world citizens by broadening the cultural contexts in the

curriculum, by encouraging students to participate in student exchange programs, and by collaborating with other colleges/universities in different countries. All these help students to learn about how to participate fully in the interconnected world and how to work together on solving global problems. The social transformational model is built upon the liberal model but adds to students' awareness of international and intercultural issues related to equity and justice and teaches them to think critically toward social transformation.

Scott (1992) suggested seven rationales for a global education imperative. These rationales include: economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between nations. Davies (1992) linked the internationalization with "financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge" (p. 177). Knight (1994) noted that Davies' explanation reflects "the tight fiscal situation facing universities today and places international activity in the context of revenue-producing work" (p. 4).

In 1993, Johnston and Edelstein argued that the main reason for internationalization of HE is ensuring the nation's economic competitiveness. Knight (1994) contested that the emphasis on competition should not surpass other important reasons for internationalization such as human survival, social justice, humanitarianism,

and equity. The researcher continued that more emphasis should be given to the reality of interconnectedness of the world and the need for cooperation on a global scale. Two years later, in 1995, Knight and de Wit introduced two groups of rationales: 1) political and economic rationales (which include economic growth and investment in the future economy, the labour market, foreign policy, financial incentives, and national education demand); and 2) educational and cultural rationales (including development of the individual, the international dimension to research and teaching, institution building, quality improvement, and statements on the cultural function) (Qiang, 2003). Blumenthal, Goodwin, Smith and Teichler (1996) recognized that internationalization can have political, economic, educational, cultural, scientific and technological dimensions. In her later study, Knight (1997) named four key rationales for internationalization of HE: political, economic, social-cultural and academic. The same key rationales were mentioned later by Elliott (1998) and Knight and de Wit (1999).

Four Principal Types of Rationales

Despite the existing diversity of rationales or motives to internationalization, the most commonly recognized rationales are political, economic, academic, and socio-cultural (Jang, 2009; Knight, 2004; Tambascia, 2005). This sub-section will describe four existing categories of rationales as proposed by Knight (1997), followed by the updated description done by Knight in 2004.

Political rationale. The political rationale, as discussed earlier, was emphasized with the rise of the political influence of the U.S. as a superpower country after World War II (Knight & de Wit, 1995) and remained as a dominant rationale until the 1980s (Knight, 1997). This rationale relates to issues concerning national sovereignty, identities,

security, stability and peace, culture and ideological influence (Jiang, 2010; Qiang, 2003). Knight (1997) argued that internationalization is a political process, and universities as politicized institutions struggle to maintain a level of academic freedom and independence while serving national interests.

Another political rationale for internationalization includes foreign policy considerations such as educational cooperation and diplomatic investment, technical assistance (educational aid) and mutual understanding (Tambascia, 2005). Knight (1997) noted that

Education, especially higher education, is often considered as a form of diplomatic investment for future political and economic relations. For example, scholarships for foreign students who are seen as promising future leaders are considered to be effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity may prove to be beneficial in future years in terms of diplomatic or business relations. (p. 9)

The political rationale continues to be one of the strongest motivations for countries and institutions to strive for internationalization in HE (Tambascia, 2005).

Economic rationale. In the past two decades, economic rationales for internationalization of HE have begun to take a central place in HE (Tambascia, 2005; Jang, 2009). The economic rationale is linked to long-term economic impacts and has two objectives. The first objective is to contribute to the professional and skilled human resources needed for international competitiveness of the nation (Jiang, 2010; Knight, 1997; Qiang, 2003). Foreign students, international research partnerships, and

development projects play vital roles in building institutional competitiveness and preparing graduates for a globalized work force.

The second objective or aspect of the economic rationale is bringing direct economic benefits to the university (Jang, 2009; Jiang, 2010; Qiang, 2003). HE is seen as an export commodity, and IHEs see income potential in accepting international students, expanding study abroad programs, and creating international research partnerships (de Wit, 2000; Meyer, 2004; Tambascia, 2005; Turpin et al, 2002). Knight (1997) noted that “a rigorous debate is now under way as to whether the export of education products to international markets is in fact contributing to the international dimension of teaching, research and service (p. 10). Therefore, Knight called for finding “the balance between income-generating motives and academic benefits” (p. 10).

Academic rationale. The academic rationale includes imperatives related to the aims and functions of HE (Qiang, 2003) and assumes that there is a value added to the quality of HE when enhancing the international dimension of teaching, research, and service (Knight, 1997). This assumption is based on the view that internationalization is vital to the mission of the institution (Knight, 1997), represents a positive change and could assist in institution-building through promoting intellectual exchanges with international students/scholars and through strengthening the core structures and activities of an institution. These, in turn, improve the human, technical or management infrastructure of IHEs (Jiang, 2010; Qiang, 2003) and enhance profile and status of an institution, as well as enhance quality of education (de Wit, 2002).

Cultural and social rationale. The cultural and social rationale places particular emphasis on the preservation and promotion of national culture and language as well as

on importance of understanding foreign cultures and languages, and respect for diversity (Jiang, 2010; Kreber, 2009; Qiang, 2003). Knight (1997) suggested

the preservation and promotion of national culture is a strong motivation for those countries which consider internationalization as a way to respect cultural diversity and counter balance the perceived homogenizing effect of globalization. The acknowledgment of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system. (p. 11)

Another imperative of cultural and social rationale of internationalization is the improvement of intercultural and communications skills of college graduates. College graduates should be aware of similarities and differences among different cultures and respect diverse perspectives.

The cultural and social rationales can be also characterized by developing the awareness of the independence of different societies and the universal nature of knowledge (Tambascia, 2005). By participating in international education activities, students expand their personal awareness of other cultures and learn to appreciate and value their own national identity. Therefore, as Jang (2009) summarized, the cultural and social rationale emphasizes individual development of a college graduate as a local, national and international citizen with improvement of intercultural understanding and communication skills.

Updated Four Categories of Rationales

In 2004, Knight presented an updated article on the generic four categories of rationales. Although she agreed that the four categories of existing rationales remain a

useful way to analyze rationales of internationalization of HE, the existing framework of rationales, according to Knight (2004) “does not distinguish between national- and institutional-level rationales, which is becoming increasingly important” (p. 22). Knight (2004) argued that some of the new emerging rationales at the national level such as human resources development, strategic alliances, commercial trade, national building, and social/cultural development, cannot be precisely placed in one of the existing four categories. Knight also presented for the discussion the emerging category of *branding*, or developing a strong international reputation for IHEs. She stated that

Institutions and companies are competing for market share in the recruitment of international, fee-paying students; offering for-profit education and training programs; or selling education services like language testing or accreditation. The interest in branding is leading institutions to seek out accreditation or quality-assurance services by national and international accrediting bodies, some of which are very trustworthy and some of which are not so reputable. Suffice it to say that institutions and providers are undertaking serious efforts to create an international reputation and name brand for their own institution or for a network/consortium to place them in a more desirable position for competitive advantage. (Knight, 2004, p. 21)

However, Dr. Knight left the question open of whether the branding trend should be seen as a separate category of rationales or integrated into the four existing generic categories. Table 2.1 summarizes the four categories of rationales as being defined by Knight in the mid-1990s and the rationales at the institutional and national levels as differentiated by Knight 10 years later.

Table 2.1.

Change in Rationales Driving Internationalization

Four Categories of Rationales (1999)	Two Levels of Rationales (2008)
<p>Academic</p> <ul style="list-style-type: none"> • International dimension to research and teaching • Extension of academic horizon • Institution building • Profile and status • Enhancement of quality • International academic standards <p>Economic</p> <ul style="list-style-type: none"> • Revenue generation and competitiveness • Labor market • Financial incentives <p>Political</p> <ul style="list-style-type: none"> • Foreign policy • National security • Technical assistance • Peace and mutual understanding • National identity • Regional identity <p>Social</p> <ul style="list-style-type: none"> • National cultural identity • Intercultural understanding • Citizenship development • Social and community development 	<p>Institutional</p> <ul style="list-style-type: none"> • International branding and profile • Income generation • Student and staff development • Strategic alliances • Knowledge production <p>National</p> <ul style="list-style-type: none"> • Human resources development • Strategic alliances • Commercial trade • National building • Social cultural development

Source: Knight, 2008.

To sum, the rationales serve as “the founding pillars of the internationalization process” (Iuspa, 2010, p. 30) in adult and higher education institutions. They are not

absolute because they may overlap, combine or differ within and between the stakeholders due to major differences in the hierarchy of priorities. Priorities in rationale for internationalizing of HE may also shift with changes over time (Jang, 2009). Since the rationales are not mutually exclusive, IHEs must have a clear understanding of ‘why’ they need to internationalize their campuses and ‘why’ internationalization is important for the institution. The rationales, IHEs decide to follow, will depend on many factors, including the institution’s history, mission, level of resources, funding sources, as well as on different interests of stakeholder groups. Despite of the complexity of rationales or a set of motivations, it is fundamental for IHEs “to be very clear in articulating its motivations for internationalization, as policies, programs, strategies, and outcomes are all linked and guided by explicit and even implicit rationales” (Knight, 2004, p. 28).

Key Elements/Dimensions of Comprehensive Internationalization

Definition of comprehensive internationalization. Although the movement of students, scholars, and ideas across national boundaries was a prominent feature in past centuries, new powerful factors have bolstered the international dimensions of HE and academic mobility during the last several decades (Hudzik, 2011). The globalization of commerce, social forces, idea exchange, and growth in student mobility, as Hudzik (2011) noted, have changed “the scale and scope of what internationalization encompasses - the breadth of clientele served, the outcomes intended, and a reshaping of institutional ethos...internationalization is an institutional imperative, not just a desirable possibility” (p. 7). Moreover, globalization in the twenty-first century is “forcing attention to a more strategic and holistic institutional approach to internationalization throughout the U.S. higher education sector” (Hudzik & McCathy, 2012, p.1).

Comprehensive internationalization (CI) reflects the processes currently evolving in IHEs.

CI is transformational change which implies both, broad (affecting departments, administrative units, curriculum, programs, and co-curriculum) and deep (expressed in institutional culture, values, policies, and practices) changes (Engberg & Green, 2002; Green & Olson, 2003; Olson, 2005). ACE promoted use of the term ‘comprehensive internationalization’ in many of its works, including “*A Handbook for Advancing Comprehensive Internationalization* (2006), *Building a Strategic Framework for Comprehensive Internationalization* (2005), *Promising Practices: Spotlighting Excellence in Comprehensive Internationalization* (2002)” (Hudzik, 2011, p. 5). NAFSA endorsed the term by establishing in 2003 the Senator Paul Simon Award for Campus Internationalization which recognizes the colleges and universities which are making significant progress toward CI. NAFSA’s definition of CI states:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. (Hudzik, 2011, p. 6)

Therefore, CI impacts not only the campus community but also the “institution’s external frames of references, partnership, and relations” (Hudzik, 2011, p. 6).

Dimensions of Internationalization. The complex definition of comprehensive internationalization suggests that many elements are present in the internationalization processes in the IHEs. According to Knight (1994), “these elements may be called key ingredients, mechanisms, facilitators, barriers, factors, steps” (p. 5). ACE, for instance, used the term “categories”, NAFSA the terms “indicators”, while Mestenhause preferred to use the term “domains” (de Wit, 2010). Knight (1994) divided the elements of internationalization into two groups: 1) organizational factors/elements (mission and policy statements, annual planning, or assessment review) and 2) academic activities (student/faculty exchanges, curriculum, recruiting international students). Biles and Lindley (2009) conceptualized the broad set of activities associated with comprehensive internationalization as being grouped along two dimensions: activities which take place (at home or abroad) and who these activities most directly target (domestic or international students). Figure 2.1 shows how the key activities associated with internationalization are ranged along these dimensions.

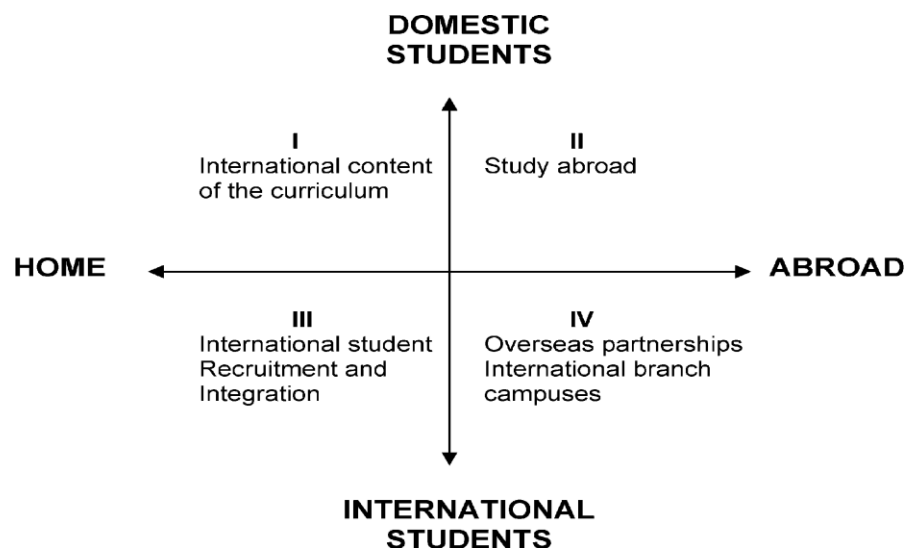


Figure 2.1 Schematic Showing the Dimensions and Scope of International Education

(Adapted from Biles & Lindley, 2009).

Knight (2010) also divided the internationalization into two pillars: internationalization at home and cross-border education. Internationalization which is campus-based (or at home) includes “the intercultural and international dimension in the teaching/learning process, research, extracurricular activities, relationships with local cultural and ethnic community groups, and integration of foreign students and scholars into campus life and activities” (Knight, 2012, p. 34). According to Knight (2012), the concept “cross-border education” (or education abroad) includes a diversity of activities such as:

- Movement of people (students, professors/scholars, researchers, experts/consultants) for purposes of studying, teaching and research, technical assistance and consulting, sabbaticals and professional development;
- Delivery of programs (course, program, sub-degree, degree, post graduate) which are offered through a partnerships arrangement between international or domestic institutions on an exchange or commercial basis;
- Mobility of providers (institutions, organizations, companies);
- International projects (academic projects and services) include a wide diversity of activities ranging from joint curriculum development, research and benchmarking to technical assistance, professional development, capacity building initiatives in international education aid programs;
- Policies (academic, management, institutional and national) for quality assurance, degree levels, credit accumulation and transfer as well as academic mobility.

Figure 2.2 demonstrates that these two pillars (internationalization at home and cross-border education) are separate, independent and at the same time closely related.



Source: Knight, 2010.

Figure 2.2 Two Pillars of Internationalization: At Home and Cross-Border (Knight, 2010).

Diverse Opinions on the Key Elements

For the past thirty years researchers have defined/identified the elements of internationalization in various ways. Although, in most cases, the researchers did not divide the elements according to Knight's (2010) proposed two-dimension classification, they did incorporate academic/program activities and organization factors into their descriptions.

The table below describes the diversity of opinions on the key elements of internationalization.

Table 2.2.

Diverse Opinions on the Key Elements of Internationalization

Researchers	Elements/Dimensions of Internationalization
Arum (1987)	(1) international studies; (2) international exchange; (3) technical assistance
Harari (1989)	(1) curriculum development; (2) international exchanges; (3) external partnerships; (4) creating international ethos on campus; (5) integrated strategic planning; (6) internal support and external coalitions
Afonso (1990)	(1) foreign language curriculum; (2) international elements in the curriculum; (3) American students abroad; (4) foreign students (5) international movement of faculty; (6) international development assistance programs; (7) advance international training and research
Audas (1991)	(1) written policies at central and local level; (2) systematic planning; (3) central international office; (4) formal and informal communication channels; (5) integrating international and intercultural context in curriculum
Aigner et al (1992)	(1) administration; (2) faculty and curriculum; (3) foreign study and international exchange; (4) foreign students and scholars; (5) technical cooperation and international development; (6) public service
Scott (1992)	(1) internationalizing curriculum; (2) efforts in all areas of campus life; (3) research and training; (4) partnerships with other institutions
Francis (1993)	(1) curriculum; (2) faculty and staff development; (3) international student program; (4) study/work abroad and exchanges; (5) international projects; (6) institutional linkages; (7) community linkages; (8) leadership from senior administrators
Krane (1994)	(1) international curriculum; (2) study abroad; (3) international students; (4) international movement of the faculty; (5) staff international expertise
Knight (1994)	(1) student work/study abroad programs; (2) curriculum innovation; (3) international students/scholars; (4) faculty/staff exchange; (5) international development projects; (6) joint research initiatives; (7) international institutional linkages; (8) foreign languages; (9) area/thematic studies; (10) community partnerships; (11) intercultural training; (12) extracurricular activities and institutional services; (13) institutional commitment and support
McKellin (1996)	(1) international students programs; (2) making teaching and learning more internationally orientated; (3) faculty/teacher/staff professional development; (4) international education projects and contracts; (5) institutional linages; (6) partnerships; (7) offshore education
Ellingboe (1998)	(1) faculty involvements in international activities; (2) internationalized curriculum; (3) study abroad; (4) international students and scholars; (5) college leadership; (6) international co-curricular unites/student activities/student organizations

Petronis (2000)	(1) foreign language offered; (2) foreign students enrollment; (3) business language requirement; (4) business faculty language fluent; (5) international courses offered; (6) international instructional methods use; (7) student exchange opportunities; (8) faculty exchange experiences; (9) international faculty development options; (10) institutional students enrollment business component student enrollment
Mestenhauser (2002)	(1) comprehensive international education policy; (2) monitoring and evaluation mechanisms; (3) strategic plans; (4) governance structures; (5) budget/resource allocation; (6) faculty development programs; (7) internationalized curriculum; (8) incentive system for student participation in international education; (9) promotion and publicity about international education; (10) sustainability
ACE (2003)	(1) an intentional, integrative, and comprehensive approach; (2) strong leadership from the top; (3) committed leadership throughout the institution; (4) widespread faculty engagement; (5) a commitment to meeting students' needs; (6) an ethos of internationalization; (7) supportive structures and resources
NAFSA (2003)	(1) a shared vision; (2) a shared ownership of each stakeholder; (3) planning and evaluation, establishing clear long term goals and intended (expected) outcomes toward internationalization; (4) information and communication among the different stakeholders, vital for the assessment process; (5) staff development; (6) consideration of internal and external factors
Taylor (2004)	(1) teaching and learning which cover the recruitment of international students, curriculum design, and the provision of opportunities for overseas study; (2) research; (3) staff; (4) institutional management
Deardorff (2004b)	(1) the flow of students and scholars; (2) international experience of faculty; (3) internationalized curriculum; (4) college leadership; (5) internationalized co-curricular units and activities; (6) the borderless flow of knowledge and ideas
Paige (2005)	(1) university leadership for internationalization; (2) internationalization strategic plan; (3) institutionalization of international education; (4) infrastructure - professional international education units and staff; (5) internationalized curriculum; (6) international students and scholars; (7) study abroad; (8) faculty involvement in international activities; (9) campus life – co-curricular programs; (10) monitoring the process
Coryell et al (2012)	(1) international research; (2) international scholars and students; (3) curricula; (4) study abroad

The diversity of elements presented by different scholars demonstrates the multifaceted nature of internationalization, and shows the connection between key elements of any institution - the curriculum, faculty, students, administrators and staff. At

the academic level, the most cited key elements of internationalization include: internationalized curriculum (integration of international content into the curriculum), study abroad (increasing study abroad participation), international students and scholars (recruiting and interacting with international students and scholars), international partnerships and collaboration (building strong and effective partnership with other universities), faculty and staff international experiences (advancing in international training and research), and foreign languages (increasing exposure to foreign languages). At the organization level, the most cited key element is institutional leadership which includes a shared vision and ownership of all stakeholders, integration of strategic planning, institutional commitment and support, providing high-quality support services as well as systematic planning and evaluation.

In summary, internationalization as a process has many dimensions, and institutions of adult and higher education vary greatly “in the manner and degree to which they embrace various programmatic components of internationalization” (Hudzik, 2011, p. 11). Since comprehensive internationalization offers a holistic institutional commitment to universal international engagement, by being effectively implemented, it will impact the life of the entire institutional community by expanding its perspectives and increasing competence on global, international, and intercultural issues.

Challenges/Barriers to Internationalization

Even though most of the literature on higher education internationalization highlights its importance and benefits, the potential barriers associated with internationalization have also been noted in the research (Sullivan, 2011). In order to provide successful policies, support and implementation strategies toward

internationalization, key stakeholders should have a deep understanding of the challenges/barriers that IHEs face (Iuspa, 2010).

Ellingboe (1998) highlighted two major barriers to internationalization within IHEs: academic ethnocentrism and conservatism. Academic ethnocentrism, as Ellingboe argued, implies the lack of foreign academic works and other nations' perspectives and perceptions towards American culture in the curriculum and class discussions (Iuspa, 2010; Mestenhauser, 2002). A conservative mindset suggests that institutional leaders and faculty support the status quo and are reluctant to change. Consequently, these two barriers to internationalization, as Iuspa (2010) noted, "not only has a direct impact on the way students think and see the world, but also negates the richness of other culture perpetuating the Us versus Them dialogue" (p. 49).

Meanwhile, Green (2007) distinguished between institutional and individual challenges/barriers to internationalization within IHEs. Institutional challenges/obstacles appear when internationalization is not supported by the institution's mission, policies and strategies, and when there is a scarcity of resources, lack of funding, absence of incentives to include global learning in the curriculum, and fragmented nature of international programs and activities. However, not all barriers to internationalization are institutional. As Green (2007) noted, "sometimes the lack of movement can be explained by individual, rather than organizational, barriers" (p. 20). Individual barriers to internationalization, according to Green, include: faculty and students' lack of interest, negative attitudes toward internationalization, and lack of personal experiences with other cultures and languages, and inability of faculty to integrate international/global learning into their disciplinary perspectives.

Stohl (2007) stressed that a faculty barrier is potentially the most compelling. Faculty are among the most powerful elements in the governance of the institutions of HE since they control the curriculum, do research alongside with international and domestic graduate students, and determine whether standards and criteria have been met for promotion and tenure (Hudzik & Stohl, 2012). Generally speaking, IHEs, as Hudzik and Stohl (2012) argue, “cannot internationalize without the active and agreeable participation of a majority of its faculty (p. 74). Therefore, it is imperative to support them with funding, offer incentives and implement a variety of strategies to encourage greater faculty commitment to internationalization (Brewer, 2010; Green & Olson, 2003; Hudzik & Stohl, 2012).

Negative Views/Criticism of Internationalization

Despite the universally-acclaimed importance and need for internationalization of HE, internationalization also brings some negative views, and raises some difficult issues. These issues include: commoditization of higher education, unequal benefits from internationalization, and inability of institutional leaders to view internationalization processes from a systematic point of view.

Postmodernism in HE/commoditization of HE. Globalization, the information revolution, science and technology, wars and terrorism have created a world of such complexity that it produces a common sense of anxiety, displacement, uncertainty, instability and risk – all of which are characteristics of a postmodern world (Bloland, 2005). In such a complex world higher education has changed its role. While modernist education tried to teach students for citizenship and stable job market, the role of

postmodernist education is to train graduates for uncomfortable uncertainties and to teach them to live with chaos (Nguyen, 2010).

In a postmodern world being affected by the increased competition, HE is considered a commodity and students are customers (Burriss, 2006; Jiang, 2010). The external force that drives the competition among the IHEs is “the global shift from manufacturing and service-based economies to knowledge-based economies” (Burriss, 2006, p. 39). Since universities play a dominant role in the development and dissemination of knowledge, they have become a pioneering force in the production of new knowledge to society.

Postmodern education is based on the assumption that what people think to be knowledge really consists of mere constructs, not truth. Knowledge and information, being the major engines of change in a global world, became principal commodities in the postmodern period. According to Lyotard (1984) “knowledge is and will be produced in order to be sold; it is and will be consumed in order to be valorized in a new production; in both cases, the goal is exchange” (p. 4). Thus, internationalization of HE is characterized by the new dimension of commodification and marketization. Greater attention is now being paid to the issue for international higher education initiatives such as recruiting students from abroad, establishing branch campuses, and implementing other revenue-based initiatives. These initiatives/strategies, according to Rumbley, Altbach and Reisberg (2012), are “often intended to earn revenue for the sponsoring institutions, even when these institutions are considered to be nonprofit” (p. 22).

The commercialization of higher education has a potential risk to maintaining quality standards (Sullivan, 2011) and raises ethical questions (Rumbley, Altbach &

Reisberg, 2012). Ethical internationalization, as Rumbley, Altbach and Reisberg (2012) argued, “requires a commitment to such fundamental values as transparency, quality in academic programming and support services, academic freedom, fair treatment of partners and stakeholders, respect for local cultures, and thoughtful allocation of resources” (p. 6). Rumbley, Altbach and Reisberg continued,

cultural conflicts are difficult to avoid when issues such as academic integrity, institutional accountability, gender roles, and sexual orientation are viewed from different cultural perspectives. International initiatives often confront dilemmas where the values of cultures are incompatible and the line between what is wrong or right and what is the prerogative of culture is not always clear. (p. 6)

The guiding principle for the institutional leaders in HE should be properly considering the opportunities and imperatives to internationalize alongside with taking a long-term perspective firmly rooted in considerations of ethics and quality (Rumbley, Altbach & Reisberg, 2012). Correspondingly, Jiang (2010) argued that HE cannot be regarded as a simple commodity since it is expected to play a leading role in attaining equity, development, justice and democracy as well as creating a new generation of critical thinkers, actors and citizens. Thus, Jiang continued “while promoting the internationalisation of HE, a country cannot sacrifice its national culture, needs and future...” (p. 887).

Dominating western ideas/unequal benefit. The concept of internationalization has strong connections with international power, dominance, and unequal benefits (Altbach, Reisberg, & Rumbley, 2009; Jang, 2009; Tambacia, 2005). A major criticism of globalization, as Tambacia (2005) noted, is that the “dominant countries, corporations,

and ideologies are becoming more powerful while other interests are becoming more marginalized” (p. 31). Correspondingly, Tambacia continued, the issue of inequities within internationalization focuses on “disparities between world regions, countries, institutions (and institutional type), fields of study, and student participation” (p. 31).

Well-resourced actors (countries, academic institutions, providers), as Rumbley, Altbach and Reisberg (2012) argued, have more opportunities and options to how and to what degree to internationalize, and developing countries and smaller industrialized nations are losing the competitions in this context. Moreover, local IHEs find it difficult to compete with providers who choose to establish institutions in their country. At the same time, foreign providers focus on the most profitable segment of the market such as business, marketing and management studies and little attention is being paid to the fields of study which offer little immediate profit-making potential (Tambacia, 2005). In short, according to Rumbley, Altbach and Reisberg (2012), an increasingly competitive international environment has the potential to create real winners and losers, and leads to fundamental differences in the quality and quantity of internationalization activities and outcomes.

The lack of a systematic view on internationalization. The continuous effort of IHEs to remain competitive and attract more international students, as Mestenhuser (2002) noted, increases the institutional tendency to engage in a short-term vision rather than developing a systemic approach to internationalize the campus. The disconnection between the different departments, schools and activities across the institution, reinforces the current position of isolated parts working for their goals rather than seeing them as the whole (Iuspa, 2010). According to van der Wende (1999), an effective

internationalization process facilitates the “integration, acceptance, and application of the international dimension throughout the institution in its different units and functions” (p. 9). Internationalization can become a systematic process of transformation but to achieve this institutional change, a change should occur first in the university’s stakeholders’ assumptions, values, and practices from a myopic, ethnocentric focus to an international perspective (Ellingboe, 1998, Knight, 1994, Schoorman, 1999).

Summary

The external factors of globalization, the knowledge economy and technological advances and their impacts have intensified the internationalization of HE. Internationalization has become a prevalent and strategically significant phenomenon in the field of HE, bringing about an increasing growth in the cross-border delivery of education, resulting in a substantial market in the export and import of higher education products and services. Higher educational institutions have to face both predictable and unpredictable challenges that require them to reassess continually their role in the internationalization of HE.

Measuring, Assessing and Evaluating Internationalization

Introduction

In every country, interest in evaluating the performance and quality of education has exploded during the past twenty years (Green, 2012). Governments and policy-makers are increasingly demanding that IHEs show that they have a clear strategy, use their resources cleverly, and are succeeding in educating a competent workforce. The emphasis on better data on internationalization, as Beerkens et al. (2010) noted, is caused by three important interrelated developments, namely:

- A shift from marginal to mainstream activity has made internationalisation a more complicated and more comprehensive process. This shift demands not only quantitative indicators for internationalisation, but the quality of internationalisation is also gaining priority;
- The increased emphasizes on the quality of internationalization have led to the emergence of an accountability culture in higher education based on evaluations;
- The increased global competition and the importance of rankings in higher education have pushed institutions of higher to develop indicators to profile themselves.

The purpose of this dissertation research is to look at the results of internalization in terms of two overlapping frameworks: the impact of international graduate students on measuring and assessing internationalization efforts. Correspondently, this section will cover first the literature related to measuring internationalization efforts followed by the assessment of internationalization efforts. Before we move to the discussion of the main topics of this section, it will be helpful to clarify the terms being used in each sub-section.

In the area of internationalization, terminology is often confusing (Green, 2012). The terms “measurement”, “assessment” and “evaluation” are often used interchangeably. These terms have multiple meanings and can be very broad. For example, some researchers, including Hudzik and Stohl (2009), use *assessment* interchangeably with *evaluation*, whereas for others, including de Wit (2010), *assess* and *measure* are synonymous (Green, 2012). In general, Green (2012) emphasized that in the U.S. HE assessment is most often used in connection with learning outcomes, and the scholars

outside the United States prefer to use the term measurement in reference to institutional performance in internationalization. Therefore, by following Green's (2012) terminology, research studies, reports, and national surveys with the focus on measuring and assessing institutional performance in internationalization, are grouped under the category *Measuring Internationalization Efforts*. Such terms as measures, indicators, and evaluation are the key words when considering the achievement of goals at the institutional level. Correspondingly, studies and reports on how well the institutional community has achieved specified learning goals and used this information for improving the overall institutional goals are categorized as *Assessing Internationalization Efforts*.

Measuring Internationalization Efforts

IHEs are called to evaluate the effectiveness of their internationalization efforts, but, as Deardorff (2004a) states, the question remains what needs to be evaluated and how should it be done? According to Green (2012), the work of measuring institutional performance has to be done by institutions themselves, "based on their institutional missions and goals, and using multiple measures that are appropriate for the goals and the institution" (p. 1). Beerkens et al. (2010), in their project *Indicators for Mapping and Profiling Internationalization*, used the term measurement as the umbrella term for the institutional and programmatic perspective. The researchers divided measurement into three basic items: (1) mapping - knowing where the organization stands in terms of internationalisation; (2) evaluating – examining the value of the internationalisation efforts; and (3) profiling - setting an organizational identity.

Performance indicators/evaluation criteria. Performance indicators are tools that are used in the performance assessment process (Paige, 2005). Performance

indicators were defined by the Association of Universities and Colleges of Canada (AUCC) in 1995 as, “a policy relevant statistic, number or qualitative description that provides a measure of whether the university, some aspect of it, or the university system is performing as it should” (p. 3). Green (2012) explained that this definition “assumes a clear understanding of ‘as it should’, which can be complex and contested concept” (p. 3). A year later, in 1996, The United States Agency for International Development (USAID), Center for Development Information and Evaluation, stated that “performance indicators define the data to be collected to measure progress and enable actual results achieved over time to be compared with planned results” (USAID, 1996, p. 1). In general, they are management tools for making performance-based decisions about program strategies and activities. Paige (2005) argued that performance indicators “are operational units of analysis, ways of measuring in discrete ways the performance of the institution” (p. 103)

Types of Indicators

Inputs/outputs & outcomes. The first step in identifying the right indicators, according to Beerkens et al. (2010), is deciding on what actually will be measured. This question is related to the ultimate objectives of internationalisation in IHEs. Institutions of HE should, for instance, decide if the acceptance of international students is seen as an end in itself or as a means to achieve other outputs or outcomes. And if it is a means, then they have to specify what exactly the end results of this process are. Therefore, in order to define the right set of indicators, IHEs have to clarify first upon which type of indicators they are focusing (Beerkens et al., 2010).

Two frameworks on different categories of indicators were found in the literature. Hudzik and Stohl (2009) used a classification of measuring indicators which includes inputs, outputs and outcomes. Each of these categories can be measured and all have their own type of indicators. Inputs are resources (money, people, policies, etc.) available to support internationalization efforts. These inputs or activities lead to certain outputs which are the amount of the various types of work or activity undertaken in support of internationalization efforts. Outputs can be measured, for instance, in the number of international students present at the institutions, the number of students participating in study abroad programs, the number of international research funding, etc. Finally, outcomes or the end results are usually closely associated with measuring achievement and the missions of institutions (Hudzik & Stohl, 2009). While outputs are direct consequences from inputs, outcomes are normally formulated at a higher level of abstraction and are related to overall achievements. The main distinction between outputs and outcomes, as described by Beerkens et al. (2010), is that “whereas outputs can be related with a clear causality to an action or an activity, outcomes usually cannot as they are linked to many actions and it is not always clear which one caused it” (p. 16). Therefore, outcomes could refer to the competencies of students as well as benefits to the wider institutional community or increased reputation (Beerkens et al., 2010).

Hudzik (2011) provided reasons why it is important to measure all three types of indicators. Input measurements provide an indicator of the level of investment made to create capacity to achieve a given set of outputs and outcomes. Output measures activities, not just capacity to act or do things, while outcomes measure the result on

institutional culture and student learning. Table 3 shows the samples of input, output, and outcome measures as described by Hudzik and Stohl (2009).

Table 2.3.

Samples of Input, Output and Outcomes Measures

Sample Input Measures	Sample Output Measures	Sample outcome Measures
Number and diversity of study abroad options, locations, subject matter, and support	Number and diversity of students studying abroad; length of study; curricular integration; safety; cost control; etc.	Impacts on knowledge, attitudes, beliefs, life skills, careers, etc.
Institutional research expenditures per faculty member. Or, external research dollars, etc.	Publications; patents; incidence of citation; grants and contracts from external sources.	Enhanced reputation/awards; commercial applications income; economic development of locations/regions; community problem solving, etc.
Dollars, people, and other resources applied to problem-solving engagement	Numbers of projects/locations, numbers of people involved	Impact on people's well-being and condition: economic, health, income, nutrition, safety/security, access, etc.

Source: Adapted from Hudzik & Stohl, 2009.

Deardorff, Thorndike Pysarchik, and Yun (2009) took the framework further and they offered a logic framework for assessment, which includes five components: 1) inputs (human, financial, and other resources needed to achieve goal); 2) activities (activities to provide opportunities to achieve the learning goal); 3) output (generally, types and numbers of participants); 4) outcomes (what participants know/think/and or feel as a result of participation in the learning activity); and 5) impact (longer term results) (p. 24). Ultimately, the rationale for internationalization is the long-term impact (consequences/results) of internationalization efforts on the campus or the institution, in

general and on participants, other learners on campus, and faculty, in specific.

Longitudinal studies, as researchers state, are often necessary to assess the impact of internationalization.

One of the drawbacks in using indicators, according to Beerkens et al. (2010), is the increase in the number of indicators on a particular list. This process, which the researchers called mushrooming, leads to devaluing of the indicators by:

- Specifying (and specifying and specifying) definitions;
- Using definitions that need extensive explanation;
- Accompanying rules for measuring and calculating which have to be added;
- Large number of exceptions to these rules as well as rules on how to deal with these. (pp. 16-17)

Mushrooming, according to Beerkens et al. (2010), “is mainly caused by the fact that any monitoring tool or indicator list is only able to show a limited part of reality...[and] leads to a very complex indicator system which ultimately is unusable” (p. 17). The researchers concluded that IHEs should be very careful when developing a list of measures of indicators and should implement a monitoring system which refers to the specific goals of the institutions.

Dimensions of internationalization. The question of what should be measured in regards to institutional performance does not only refer to the different aspects of the indicators from goals to outcomes, but it also relates to different types of activities within which the level of internationalization can be measured (Beerkens et al., 2010). In the previous section on *Internationalization of Higher Education*, I have described how different scholars/researchers, mainly in the U.S., developed and identified different

categories/elements/dimensions of internationalization. In this section, I expand the list of different dimensions of internationalization by describing how different categories of activities are measured outside the United States.

Table 2.4. describes an international range of studies/projects that identified different activities that are to be measured by the institutions. Studies included in the table represent major projects conducted in Australia, Japan, Germany, the Netherlands and Taiwan.

Table 2.4.

International Studies/Projects on Dimensions of Internationalization

Researchers	Research Context/Foci	Indicators
Krause, Coates & James, 2005 (Australia)	Analyzed web pages of Australian institutions and categorized the indicators into five groups	(1) The strategic dimension (2) The teaching and curriculum dimension (3) The student dimension (4) The faculty dimension (5) The research dimension
Furushiro, 2006 (Japan)	Study was conducted in Osaka University, Japan and the researcher identified eight main categories	(1) Mission, goals and plans of the university (2) Structure and Staff (3) Budgeting and implementation (4) International dimensions of research activities (5) Support system, information provision and infrastructure (6) Multifaceted promotion of international affiliation (7) Internationalization of the University curriculum (8) Joint programs of external organisations
Brandenburg & Federkeil, 2007 (Germany)	Identified three broad categories and made the distinction between input and outputs indicators	(1) Overall aspects (input) (2) Academic research (input) and Academic research (output) (3) Teaching and studies (input) and Teaching and studies (output)

Nuffic, 2009 (The Netherlands)	In cooperation with Dutch higher education institutions, researchers developed the assessment and benchmarking tool MINT and made distinctions between five categories.	(1) Goals (2) Activities (3) Support (4) Quality Assurance (5) Key figures <i>Subcategories under activities:</i> (a) Education in English or other foreign language (b) Credit mobility (c) Recruitment of foreign students (d) Internationalization of curriculum (e) Internationalization of staff (f) International knowledge sharing (g) International research activities
Ching & Ching, 2009 (Taiwan)	Based on interviews with local internationalization officers/scholars/experts as well as international students, identified twelve categories of indicators	(1) Institutional commitments (2) Strategic planning (3) Funding (4) Institutional policy and guidelines (5) Organizational infrastructure and resources (6) Curriculum and academic offerings (7) Internet presence (8) Faculty and staff development (9) International students and scholars (10) Study abroad program (11) Campus life (12) Performance evaluation and accountability

Source: Adapted from Beerkens et al., 2010.

The projects described above illustrate the complexity of measuring internationalization. Measuring the extent to which IHEs are internationalized, as Beerkens et al. (2010) noted, means that “one assesses the institutions on the basis of the international dimension of its policies or strategies, or the extent to which internationalisation is actually institutionalised and embedded in an institution” (pp. 17-18). While some institutions may focus only on the numbers of students or at qualitative attributes of students or their administrative staff, other institutions may look at the

management or organizational issues or at the content of the research projects and internationalized curriculum.

The list of indicators can be examined in several ways. Paige (2005) proposed three steps in analyzing the indicators. These are: 1) identifying whether the indicator exist or not; 2) examining whether the indicator serves as benchmark; and 3) incorporating a qualitative dimension to the assessment by looking on the specific characteristics of the indicator (for example, the criterion for recruiting international students that make the institution more international in nature).

Purpose of Indicator Sets

In general, indicators sets have been developed to help IHEs to get a better understanding of their internationalization efforts (Beerkens et al., 2010). Specifically, indicator sets have the purpose of helping institutions in analyzing their internal internationalization processes (self-evaluation), in comparing internal processes of peer institutions (benchmarking), and in enabling institutions to be ranked by external parties for demonstrating the quality of an institution within a larger group of institutions (classification and rankings). A brief explanation of these main purposes is provided below.

Self-evaluation. Self-evaluation is an internal exercise that is frequently used for mapping and assessing activities within an institution. During self-evaluation exercises, the internal situation is tested against objective indicators which are established internally in the institution's strategic plan or against performance targets enforced by external parties and which are listed in government directives or accreditation procedures

(Beerkens et al., 2010). Self-evaluation helps institutions to identify flaws in internationalization efforts and find possible solutions.

Benchmarking. Benchmarking is another popular management tool for assessing the quality of internationalization (Birnbaum, 2000; de Wit, 2010). It is an ongoing exercise in which an institution's internal processes and targets are measured and compared with peer institutions. Benchmarking, as Beerkens et al. (2010) noted, can "either be a one-on-one comparison between institutions or programmes. Or it can be a comparison of results of one institution to an average of a peer group" (p. 22). Selection of peer institutions depends on the objectives of the benchmarking institutions. A widely useful tool for identifying homogenous IHEs is the Carnegie Classification of IHEs. The Carnegie Classification is organized around three main questions: what is taught, who are the students and what is the setting. Comparison, identification, analysis, and implementation of best practices help benchmarked institutions to improve their internal practices.

Classifications and ranking. Classifications and rankings are used to evaluate a group of institutions with the goal to provide the public with information on the comparative quality of these institutions (Beerkens et al., 2010). Standard and criteria for comparison are usually set by external parties. The number of indicators that measure internationalization is relatively small due to the fact the rankings can only take into consideration a very limited number of indicators in general (Beerkens et al., 2010).

Challenges in Identifying Performance Measures

Knight (2008) referred to the term 'tracking measures' as they express progress rather than output. According to Knight, IHEs experience a challenge in identifying tracking measures due to the following reasons: 1) measures need to be clear, relevant,

and easy to use; 2) IHEs need to be cautious about their choices of measures; 3) tracking measures need to be related to the desired objective; and 4) measures need to be used over some period of time to describe the progress toward reaching the objective and whether there is any improvement.

Knight (2008) listed principal guidelines for the quality review of internationalization. These guidelines should be:

- Focused on progress (measured by quantitative and qualitative methods) and quality (measured by opinion of those who do the assessment)
- Measured according to the objectives set by the institution
- Focused on organizational and program strategies
- More oriented to evaluating the process than the outcomes or impact
- Pointed to where improvement is necessary
- Acknowledged that there is no ideal measurement profile
- Focused on how the different elements work together in an integrated and strategic manner
- Need to take place on a regular basis and over a period of time. (pp. 44-45)

de Wit (2010) added to this list one more requirement – “a commitment and involvement at all levels: leadership, faculty, students and administrative staff” (p. 16). de Wit summarized that the key questions for measuring internationalization efforts should be: why institutions are doing it, how they do it, and what they plan to reach with it. These questions, he argued, should be placed in their specific context, depending on whether the measurement is done at institutional, local, national, and/or regional environments; and whether it is conducted at the institutional, departmental or course level.

Existing Initiatives on Measuring Internationalization

In the past ten years, there has been progress in the number of initiatives which are trying to identify important indicators for internationalization. The first sets of indicators emerged in three countries - USA, UK and Australia. These countries strengthened their internationalization efforts because of increasing flows of international students (Beerens et al., 2010). A brief review of major international initiatives on assisting institutions to evaluate and improve the quality of their internationalization activities and strategies are presented below.

International Quality Review Process (IQRP) Project

One of the first international initiatives to assist IHEs in measuring, evaluating and improving their internationalization activities was the *International Quality Review Programme* (IQRP) developed by the Institutional Management in Higher Education (IMHE) program of the OECD together with the Academic Cooperation Association (ACA) (Beerens et al., 2010). The project's purpose was to set up an evaluation tool to stimulate developing, monitoring and reviewing the implementation of an internationalization strategy within IHEs and to provide guidelines for assessing internationalization strategies (Beerens et al., 2010; de Wit, 2010).

The project went through two pilot reviews. The first set of indicators was developed between 1995 and 1997 based on discussions held in 1994 and Knight's National Study on Internationalization at Canadian Universities (Knight & de Wit, 1999). Indicators were tested in three institutions in Finland, the USA and Australia and they were also presented at different seminars to gather feedback for improvement. The updated version of the IQRP was then tested on the larger pilot group in 1997-1998. The indicators were tested in different types of institutions and on all five continents. The

developed evaluation tool focuses on three main elements: 1) the achievement of the institution's stated goals and objectives for internationalisation; 2) the integration of an international dimension into the primary functions and priorities of the institution; and 3) the inclusion of internationalisation as a key element in the institution's overall quality assurance system (Beerkens et al., 2010, p. 31).

ACE Review Process

To assess the current state of the internationalization at U.S. institutions, ACE launched the *Mapping Internationalization on U.S. Campuses Project* (ACE, 2012). The project surveyed colleges and universities about their internationalization activities in 2001, 2006, 2011. The ACE Review Process was largely based on the IQRP with some modifications to simplify the process and make it applicable to the US context (Beerkens et al., 2010). The project was funded by the Ford Foundation. A brief overview of three national surveys is presented below.

Overview of 2001 and 2003 surveys. A survey was developed in 2001 and conducted during 2001-2003 among three groups – institutions, undergraduate faculty and undergraduate students (Green, 2005). It was aimed to provide the current state of internationalization process in U.S. institutions compared to the situation in 1988. The survey was based on an extended literature review and the consultation of an advisory board of experts in international education. Overall, the survey contained questions regarding the extent of the institutions' institutional activities, funds to support such activities and stated commitment to internationalization (Jang, 2009). 225 U.S. institutions were surveyed with a response rate of 65%. The collected data were used as the basis of developing an "internationalization index" for each of the four types of

institutions from the Carnegie Classification system in use at that time (Doctorate granting universities, Master's colleges and universities, Baccalaureate Colleges, and Associate colleges). Consequently, reports were published for each of the four types of institutions. The questions were then grouped in six dimensions: (1) articulated commitment; (2) academic offerings; (3) organizational infrastructure; (4) external funding; (5) institutional investment in faculty; (6) international students and student programmes (Beerkens et al., 2010). ACE published the results of the survey in *Measuring Internationalization at Research Universities* (Green, 2005).

Overview of 2006 survey. In 2006, a new survey was conducted among 2746 institutions with a response rate of 39%. The survey questions from 2001 were modified, and the dimensions of indicators for internationalization were slightly changed. The new questions added to the 2006 survey were on delivering U.S. education abroad and to international students. The modified dimensions of indicators included four areas: (1) institutional support (institutional commitment, organizational structure, staffing, external funding); (2) academic requirements, programs and extracurricular activities (foreign-language requirements and offerings, international/global course requirements, education abroad, use of technology for internationalization, joint degrees, and campus activities); (3) faculty policies and opportunities (funding for faculty opportunities and criteria for promotion, tenure, and hiring); (4) international students (enrollments, recruiting targets and strategies, financial support for international students, and programs and support services) (Green, Luu & Burris, 2008).

Overview of 2012 survey. During academic year 2010-2011, 3,357 campuses were surveyed with a response rate of 31%. The distinguished difference in this survey

was the inclusion of 93 special focus institutions. Special focus institutions are defined by ACE “as institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (more than 75 percent) is in a single field or set of related fields (excludes tribal colleges)” (ACE, 2012, p. 26). The data were analyzed based on six dimensions of comprehensive internationalization: (1) articulated institutional commitment (mission statements, strategic plans, and formal assessment mechanism; (2) administrative structure and staffing (reporting structures and staff and office configurations); (3) curriculum, co-curriculum and learning outcomes); (4) faculty policies and practices (hiring guidelines, tenure and promotion policies, and faculty development opportunities); (5) student mobility (study abroad programs, and international student recruitment and support); (6) collaboration and partnerships (joint-degree or dual/double-degree programs, branch campuses, and other offshore programs).

Major International Initiatives

Several major international initiatives on measuring and evaluating internationalization of IHEs were identified in the literature. These projects include: CHE and DAAD in Germany, Nuffic in the Netherlands, and IMPI in Europe. The projects utilized a variety of tools and methods in measuring internationalization efforts.

In 2006, four German IHEs under the supervision and support of the Center for Higher Education Development (CHE) started a project *How to Measure Internationality and Internationalisation of Higher Education Institutions! Indicators and Key Figures*. This project had three main purposes: (1) to develop a comprehensive set of instruments of possible indicators which may be offered to all German IHEs, independent from their individual target settings and profiles; (2) to take away an individual and relevant set of

indicators that help the institution visualize its own ideas of internationality and internationalisation.; and (3) to develop a set of overall indicators that can also be used as the basis of a nationwide ranking of IHEs (Brandenburg & Federkeil, 2007). The same year, the German Academic Exchange Service (DAAD), the German Rectors' Conference (HRK) and the Alexander von Humboldt Foundation (AvH) have carried out the project *Internationality at German Higher Education Institutions – Conception and Collection of Profile Data* in cooperation with the Association for Empirical Studies (GES). All German IHEs were invited to participate. The project was founded by the German Federal Ministry of Education and Research (BMBF) (German Academic Exchange Service, 2010). The purpose of the project was to create a method to measure the degree of internationality of German IHEs. Data collected from IHEs, the Federal Statistical Office and the science organizations were used for calculation of indicators. The developed list of indicators was applied for all German IHEs and resulted were evaluated separately for each cluster.

In 2007, The Netherlands Organization for International Cooperation in Higher Education (Nuffic) in collaboration with a group of Dutch institutions developed an instrument, MINT (Mapping Internationalisation) to help institutions and their programs to map their internationalization activities and objects (de Wit, 2010). MINT is a digital self-evaluation tool that generates an outline of various activities and objectives related to internationalization. This tool also performs intra-institutional and inter-institutional comparisons as well as benchmarking. The most recent project *Indicators for Measuring and Profiling Internationalisation* (IMPI) is based on the CHE project, MINT, and the ESMU project, started in October 2009 with EU-funding and included the following

partners: CHE, Nuffic, Campus France, SIU, ACA and Perspektywy. Associate partners are DAAD, VLHORA, 15 individual universities and up to 15 individual IHEs from the Coimbra group (de Wit, 2010). The project aim was to create a comprehensive overview of indicators for internationalization. The final project document, published in 2010, describes the steps in developing a set of indicators and a toolbox for institutions to apply these indicators (Beerkens et al., 2010).

In summary, the major initiatives on measuring and evaluating internationalization processes in IHEs show the complexity and variety of tools and methods being used in different countries. Most initiatives were conducted at the institutional levels with the purposes of self-evaluation and/or benchmarking. There are no universal strategies for measuring and evaluating the internationalization activities and assessing its quality (Beerkens et al., 2010). When stakeholders begin the development process of a tool, they usually start with reviewing the existing sets of indicators and after that they decide what indicators fit best to their institution's situation. Beerkens et al. (2010) argued that several things should be addressed during a tool designing process: the purpose of the toolbox, the type of indicators to be measured, the dimensions to be measured, the structure to be used, and the method of indicator validation. The authors also contend that only a few existing tools measure outcomes of internationalization.

Assessing Internationalization Efforts

Defining Assessment

There are different scholarly perspectives on the definition of assessment. Ewell (2002) defines assessments as “the processes used to determine an individual's mastery of complex abilities, generally observed through performance” (p. 9). Suskie (2004)

argues that assessment is an ongoing process with the aims to understand and improve student learning, consisting of four components: (1) establishing clear and measurable learning goals; (2) providing learning opportunities; (3) gathering, analyzing, and interpreting evidence of student learning; and (4) using the information gathered to improve student learning. NAFSA (2010) states that

Assessment focuses on judging the quality of what stakeholders want to learn about, using standards of excellence, criteria, and points of views of the stakeholders. Quality may focus on how and what students learn and develop as global citizens; characteristics of program, activities, and the entire institution; policy implications; and indicators of campus outreach, research initiatives, and collaboration among institutions across nations. (p. 3)

Green (2012) contends that assessment can be used to improve a specific course, a program of study, or a learning opportunity in general. Different methods of data collection can be used during the assessment process. An assessment may focus on quantitative measures (survey), qualitative (case study, focus group interviews) or mixed measures including both, qualitative and quantitative evidence (NAFSA, 2010). Evidence may be also collected from students throughout the semester using assignments, surveys, small group or focus group discussions with the goal of improving the quality and effectiveness of the student learning, program, activity, or overall experience.

Different Levels of Assessing Outcomes

Deardorff (2005) described two levels of outcomes assessment – institutional outcomes and student outcomes. Institutional outcomes can assess, for instance, the number and quality of partnerships, the visibility of the institution abroad, the

effectiveness of any branch campuses overseas etc. Student outcomes, according to Deardorff, could include, for instance, learning outcomes, intercultural competence, and global workforce preparedness.

Another aspect to consider while conducting the assessment is the context of internationalization efforts – internationalization at home or abroad. Research studies have typically focused on assessing education abroad programs and the learning that may occur as the result of these experiences (Deardorff, 2005; Lohmann, Rollins, & Hoey, 2006). Many researchers (Deardorff, 2005; Green, 2012; Nilsson, 2003) argue that it is important to focus on outcomes assessment at home too. Lohman, Rollis and Hoey (2006) contend that there is a need for studies featuring methods for assessing foreign language ability or competencies specifically related to professional practice within the academic discipline. One of the goals of internationally-related activities at home is to give all campus communities an international dimension to their learning, not just to the small percentage of students who study abroad. Deardorff (2005) argues that it is important to have a balanced approach of outcomes assessment with students both on campus as well as with those who study abroad.

Institutional Learning Outcomes

Little information was found regarding international institutional learning outcomes. Paige (2004) described a few instruments to assess the intercultural sensitivity or competence of students, faculty, and staff. These are: The Cross-Cultural Adaptability Inventory (CCAI) - a widely used self-assessment tool that addresses a person's ability to adapt to both domestic and international contexts; The Global Competencies Inventory (GCI) assesses personal qualities associated with environments where there are cultural

norms and behaviors different from one's own (can be used as part of an assessment process for a variety of functions); The Intercultural Development Inventory (IDI) is a psychometric instrument based on the developmental model of intercultural sensitivity (useful for program evaluation, audience analysis and needs assessment). These instruments, according to Bennett and Rikka (2007), are particularly appropriate for campus assessments.

Student Learning Outcomes

Hudzik and McCathy (2012) provided examples of outcomes advanced by comprehensive internationalization. Student learning outcomes may include: increased knowledge, changes in attitudes, widening the basis for beliefs, improved analytical skills, improved cross-cultural skills, improved leadership skills, and expended career options. Coryell, Durodoye, Wright, Pate, and Nguyen's (2012) study is the first study which evaluated internationalization processes in four institutions of adult and higher education with specific focus paid to assessing student outcomes. The study provided a collection of assessment measures from which institutions of adult and higher education can choose depending on specific institutional context and needs. The researchers compared the internationalization efforts in three universities in the U.S. and one in the UK. The findings showed that although these universities recognized a need for systematic ways to evaluate their internationalization efforts, their work actually lacked assessment of the impact internationalization had on overall student learning and university development. In these institutions there was no purposeful articulation about what internationalization/globalization means and what specific learning outcomes the institutions supported. Coryell et al contend that "although much of this work should

arguably be done by faculty groups, the bridging of the logistics of internationalization and the learning that needs to occur on internationalized campuses must be constructed through collaborations representative of the entire university community” (p. 92). The findings of this study call for new systems of dialogue, information sharing, collective goal setting, and learning objective development. This new system, the researchers contend, needs to be implemented across institutional units and into the broader local and international communities to support the change needed in internationalizing universities.

Meanwhile, Baird (2003) argues that several elements need to be considered in student outcomes assessment. These are: students’ backgrounds and prior experiences, multiple ways that students may utilize in achieving specific outcomes and viewing students as a diverse group of individuals. Deardorff (2005) summarizes that student learning outcomes need to be viewed as an integral part of the learning process; learning outcome goals shape the learning experience by providing ongoing, interrelated activities focused on guiding learning improvement through acquired knowledge and skills.

Intercultural/Global Competence

Some studies focused on describing the specific students learning outcomes as intercultural and global competence. Deardorff’s (2004b) study *The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States* is the first which defined the term of interculturally competent students based on the administrators’ and experts’ responses. 73 postsecondary IHEs were selected to participate in the survey. The survey consisted of 11 questions focused on the institution's definition and assessment of intercultural competence as a student outcome of internationalization. The results showed that 38

percent of the institutions were assessing students' intercultural competence using a variety of assessment methods; an average of five assessment methods were being used per institution such as student interviews, student papers/presentations, and observation, followed by student portfolios, professor evaluation and pre/post-test. Findings also revealed that 70 percent of the institutions considered that assessment should be an ongoing process throughout students' studies, with 22% indicating that students should be assessed at the beginning and ending of their college career and 8% of institutions indicating that students' intercultural competence should be assessed before and after an international experience. Administrators who participated in this study chose the following summarized definition of "intercultural competence": knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and /or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Deardorff concludes that intercultural competence can be measured as a student outcome of internationalization and that it is important for institutions to use multiple assessment methods when assessing outcomes to avoid bias. Leask (2009) took Deardorff's argument further by stating that

Development of intercultural competencies in students is a key outcome of the internationalized curriculum which requires a campus environment and culture that obviously motivates and rewards interaction between international and home students in and out of the classroom. This means that a range of people across institutions need to engage with the internationalisation agenda over time to improve interactions between home and international students. (p. 205)

On the other hand, several studies focused on defining global competence of student learning outcomes (Brustein, 2007; Curran, 2003; Hunter, 2004; Olson & Kroeger, 2001). Olson and Kroeger (2001) surveyed staff and faculty at New Jersey City University to assess the relationship between international experience, intercultural sensitivity and global competence. Based on the findings the researchers defined a globally competent person as one who “has enough substantial knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world” (p. 117). Curran (2003) defined global competence as a developed appreciation of other cultures and the ability to interact with people from different countries and cultures. The Stanley Foundation (2003) considered global competence as an appreciation of complexity, the interconnectedness among humans and their environments as well as the inevitability of change. Hunter (2004) examined the need for IHEs to define clearly the outcomes of internationalization. He stated that defining global competencies as student outcomes is complicated by the diverse demographics of the college student population. Ashwill (2004) contended that some of the models proposed to prepare globally competent students rely exclusively on classroom experience and lack of foreign language component. He asserts that IHEs need to develop a comprehensive understanding of intercultural/global competence which would incorporate knowledge, skills, behaviors, and attitudes. Burriss (2006) added that global competence “demands a long-term commitment over time in order to develop, practice, apply and maintain multifaceted cross cultural knowledge, skills, behaviors and attitudes in divergent cultural and interpersonal situations” (pp. 38-39).

Brustein (2007) identified the skills that form the foundation of global competence. These skills include: the ability to work effectively in international settings; awareness of diverse cultures, perceptions, and approaches; familiarity with the major streams of global change and the issues they raise; and the capacity for effective communication across cultural and language boundaries. The author continued that students' global competences can be achieved by redesigning curriculum to reflect international components, by providing incentives to encourage faculty to become active participants in the effort to produce globally competent graduates, and by extending foreign language preparation of students beyond students' admittance into departments of foreign languages and literature.

In 2011, the Lumina Foundation for Education drafted a tool called *The Degree Qualification Profile* which defines expected learning outcomes for each degree level that graduates need for work, citizenship, global participation and life. The qualifications framework includes five areas of competence: broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. Green (2012) took this framework further and added a set of global learning outcomes to the broad definition of an educated U.S. college graduate. Global competence is among the new skills needed for all graduate students to live and work comfortably in a global society.

Challenges of Student Learning Assessment

Green (2012) identified several challenges to assessing students learning outcomes. First, learning assessment is not a high priority in some IHEs. Second, many faculty members do not see assessment as adding value to their work but only as the additional work imposed on them by administrators. Third, faculty members have always

been assessing student learning by grading papers, projects, and exams, and reject viewing evaluation as a science. Fourth, assessing student learning can be a complex enterprise, requiring faculty to think differently about their teaching strategies and to make changes to their pedagogical styles. And finally, Lederman (2010) suggested that student learning assessment generally occurs in one institution or one program at a time and little work has been accomplished collaboratively among U.S. institutions.

Summary

The majority of the initiatives/studies on evaluating internationalization efforts rely on measuring inputs and/or outputs, and not on outcomes. Hudzik and Stohl (2009) argue that outcomes are most closely associated with measuring goal achievement and the mission of institutions. In reference to the program logic model, outcomes are not the ending point (Deardorff, 2005). In contrary, they determine the long-term impact of internationalization. Assessing learning outcomes are mostly described from the students learning outcomes framework with specific focus paid to intercultural and global competences of students. Little information is found regarding institutional learning outcomes, specifically how faculty, staff and students, as a whole institutional community, develop their global perspectives. The challenge of IHEs is to create an evaluation approach that integrates multiple measurement and assessment tools to accurately reflect the impact and success of internationalization efforts.

International Graduate Students

Introduction

International graduate students represent a unique group among a diverse population of graduate students. Besides dealing with the academic and social challenges while entering a new educational environment, they have to adjust to a new cultural and

linguistic environment as well. In order to understand international graduate students' experiences in IHEs, it is necessary to give a brief description of contemporary American graduate students with their unique motivation and needs. Therefore, I will start this section with providing a general overview of graduate experiences of adult students, followed by describing experiences of international graduate students.

Graduate Experiences of Adult Students

The number of adults returning to HE has increased in the past 20 years (Watkins & Tisdell, 2006) due to “technological advancement, innovative educational programming, the exploitation of adults as a profitable learning market, widespread social acceptance of globalization as a challenge to national economic sustainability, and awareness among middle-income adults that education is the vehicle to career enhancement” (Ginsberg & Wlodkowski, 2010, p. 25). Within the adult education literature, students over 25 years of age are generally referred to as “adult students” (Kasworm, 2003; Sissel, Hansman, & Kasworm, 2001). According to the National Center of Educational Statistics (2008), in 2007, 28 % of all graduate students were 30-39 years of age and 22% were over 40 years of age (Snyder et al., 2009).

Graduate education is increasingly viewed as part of lifelong learning endeavors as the graduate students today are older, more experienced and more diverse (Feinberg, 2006). According to the National Center for Education Statistics, in 2007 the average age of graduate students was 32.4 years old, and in 2006 the median age of new doctorate recipients was 32.7 years old (Hoffer et al., 2007). Lauzon (2011) adds that in the field of education the average age for doctoral graduates is 46 years of age. Lifelong learning, as Jarvis (2008) notes, “emphasizes that we are able to learn throughout the whole of our

lifespans and that we need to keep on learning in order to keep abreast with the developments in contemporary society” (pp. 4-5).

Graduate students are a diverse population with unique motivations and needs (McAlpine & Norton, 2006; Feinberg, 2006; Lauzon, 2011). American graduate students, as Feinberg (2006) notes, are older with careers in progress, more often women, often married with family responsibility. Lauzon (2011), who studied adults in the second half of life, adds that adult students over 50 years of age “have many competing demands on them and may even face simultaneously launching adolescent children and caring for ageing parents while studying, and in some cases they may continue to be employed” (p. 292). Several reasons were mentioned in the literature regarding the motives of returning to graduate programs. These are: career advancement (Adamson & Bailie, 2012; Javis, 2008; Pusser et al., 2007), desire to remain competitive in their field (Javis, 2008; Taylor, Marienau, & Fiddler, 2000), and achieving some personal sense of fulfillment (Hansmann & Mott, 2010; Mott, 2000). The unique needs of adult students include: information about the students’ educational options (Daloz, 1999; Feinberg, 2006), flexibility in curricular (Adamson & Balie, 2012; Daloz, 1999; Lauzon, 2011), academic and motivational advising supportive of the students’ life and career goals (Adamson & Balie, 2012; Council of Graduate Schools, 2009; Daloz, 1999; Feinberg, 2006; Giancola, Grawitch, & Borchert, 2009; Lauzon, 2011), successful integration into the campus life (Ross-Gordon, 2003), recognition of past experiences, and work-based learning already obtained (Adamson & Balie, 2012; Daloz, 1999; Ross-Gordon, 2003).

Adult learning literature points out that adult learning is best accomplished through more flexible, collaborative, and transformative processes (Adamson & Bailie,

2012). Daloz (1999) emphasizes the importance of establishing a relationship with the learner, listening to the learner, and providing instructions, which are flexible and individual, and that learner-facilitator relationship compliment and enriches the learning process. Although in recent years, a number of colleges and universities have developed graduate programs specifically designed for older students by offering flexible, part-time or online programs to meet the needs of adult students (Council of Graduate Schools, 2009), more work needs to be done to accommodate diverse populations of graduate students. There is a need for structural change to meet the needs of diverse adult student (Lauzon, 2011). Universities and graduate education, as inclusive communities of learning, “need to be built on collaborative culture where support, encouragement, and viewing of differences as learning opportunities are common practices” (Sergiovanni, 2000, p. 68).

International Graduate Student Enrollment

Recently, there has been an increase in the number and variety of international students entering graduate programs in the United States. In 2013//14, U.S colleges and universities hosted 329,854 international graduate students, an increase of 6% over the prior year, according to the Open Doors Report, which is published annually by the Institute of International Education (IIE) in partnership with the U.S. Department of State’s Bureau of Educational and Cultural Affairs. China is the leading country sending international students abroad, followed by India, South Korea, Saudi Arabia and Canada. These five top places of origin of international students comprise 60% of all international students (IIE, 2014). The top three host states (California, New York and Texas) hosted 32% of all international students in the U.S. in 2013/14. The most popular fields of study

for international students include: business and management (22%) and STEM fields (41%).

According to the IIE (2014) report, the proportion of graduate to undergraduate international students has changed over the past decade. In 2000/01, there were more undergraduate international students, but this was reversed in 2001/02, and graduate international enrollments since then have remained higher than undergraduate. In 2011/12, undergraduate international students outnumbered graduate international students (309, 342 enrolled students), the first time since 2000/01. In 2013/2014, the majority of international students remain at the undergraduate level, comprising 42% of total international students as comparing to 37% of international graduate students. The number of research doctorates awarded each year shows a strong upward overall trend – average annual growth of 3.6% since 1958 (National Science Foundation, 2011). In 2011/12, doctorate-granting universities hosted 64% of international students, and master's colleges and universities hosted 17% of international students (IIE, 2012).

Challenges Faced by International Students

Making the decision to attend higher educational institutions in the United States is a major life event that affects adult international students (Mwaura, 2008).

International students encounter various stages of transition and adaptation. Transitions are periods of change in adults' lives during which a person's life structure, "the underlying pattern or design of a person's life at any given time" (Levinson & Levinson, 1996, p. 22), is questioned and changed (Merriam, 2005). The transition to a foreign culture, social changes, and a new educational system can be overwhelming. Perhaps one

of the most disturbing aspects of this transition is the need to deal with a degree of cultural, social, and educational changes for the first time (Mwaura, 2008).

Despite the numerous studies on international students (Al-Mubarak, 1999; Brown & Holloway, 2008; Hartshorne & Baucom, 2007; McLeod, 2008; Pang, 2002; Townsend & Poh, 2008; Yue & Le, 2010), similar issues continue to arise regarding challenges international students encounter while studying in a foreign country. A number of studies found that language issues provide a major barrier for international students (Al-Mubarak, 2009; Hartshorne & Baucom, 2007). Several other studies identified cross-cultural and academic problems such as adjusting to a second language are the main barriers to international students (Pang, 2002; Townsend & Poh, 2008). Other issues related to the immersion into new educational systems also arose. These included personal issues, such as “homesickness” and geographical distance from loved ones; and cross-cultural problems, such as understanding and adjusting to new social norms (Brown & Holloway, 2008; Pang, 2002). Many other studies identified social concerns as one of the biggest problems for international students (Hartshorne & Baucom, 2007; Yue & Le, 2010). All international students also bring along with them their previous social and cultural experiences from their home countries which are often not taken into account during the class discussions (Mwaura, 2008).

Benefits of Having International Students

Every member of the college community has gifts to give and every gift, as McKight and Block (2010) state, is uniquely valuable and needed. The presence of international students in the U.S. is an asset in several ways. First, hosting international students carries educational benefits for U.S. universities since these students bring

cultural diversity. A culture, as McKnight and Block (2010) state, is “built through the stories we tell and what we choose to talk about – our narrative. These stories are teaching images, most often about the nature of the world and our place in it” (p. 94).

U.S. students can have the chance to expand their world views and develop global consciousness by having direct contact with students from other countries. Moreover, cultural diversity offers the opportunity for both, domestic and international students, to develop cultural sensitivities and skills needed in an increasingly international and globalized market (Colombo, 2011; Zhao, Kuh, & Carini, 2005). Second, many international students are also a vivacious source of labor since they are teaching assistants and/or research assistants (Colombo, 2011). In these positions, Colombo continues, international students can promote a unique knowledge flow and academic collaboration by bringing new perspectives, informed in different academic cultures and educational systems, to research and instruction.

Third, the presence of international students brings economic benefits to the U.S. in the form of tuition and fees, living expenses, and taxes. According to US Department of Commerce, international students and their dependents contributed over \$27 billion to the U.S. economy in 2013/14 academic year (IIE, 2014). And finally, international students’ presence in the U.S. is an asset to its foreign policy and diplomacy. After having first-hand contact, international students become key informants about U.S. culture in their home countries, and they may also serve as ambassadors for freedom of expression, openness and democracy (Mtika, 2009).

Interaction between International Students and Campus Community

The presence of international students on US campuses provides a setting for domestic students to learn about different cultures, to improve their intercultural skills, and to develop intercultural and global competencies (Kostareva, 2006; Leask, 2009). However, some studies found that there is a lack of genuine interaction between international and domestic students (Altbach, 2002; Schoorman, 2000; Siaya & Hayward, 2003; Skolnikoff, 1993). To get a better understanding of how American students perceive the role international students play in the intellectual life of a university, Kostareva (2006) investigated the amount and nature of interactions between international and domestic students at a Midwestern comprehensive university and measured the attitudes of domestic students toward internationally diverse cultures and people. The results of the study revealed that most interactions occur usually during the academic semester, primarily on-campus locations and mainly in class. Conversations most likely last less than thirty minutes and occur from one to three times a week. Graduate students, according to the findings of this study, have significantly more contact with international students than undergraduate students.

Leask (2009) argued that improved interactions between international and domestic students depend on the way the institutions of HE use both the formal and informal curricula to encourage and reward intercultural engagement. A range of factors was identified in the literature that affects the level of interactions between international and domestic students (Kudo, 2000; Paige, 1993; Volet & Ang, 1998). These influential factors, as summarized by Leask (2009), include the following: lack of language proficiency, social skills, past experiences of international students; lack of opportunities

provided for interaction in and out of the classroom; and absence of the motivation and reward systems for that interaction for both international and domestic students. Leak (2009) contested that a university-wide approach is needed to develop intervention strategies to encourage interactions between international and domestic students.

Meanwhile, Trice's (2005) study looked at faculty responses to graduate international students and found that although international students have the potential to interpose varied perspectives and experiences into discussions that take place inside and outside the classroom, the international students' influence upon this process was negligible. The researcher found that most instructors did not make significant changes to what and how is being taught in class and some instructors did not communicate with international students to learn how they could better address students' needs, utilize their strengths and encourage international students to share their experiences with other students.

Characteristics of International Student Support Services

Postsecondary college leadership is faced with the challenge of developing a full range of international student support services that address the unique needs of international students (Sallie, 2007). Based on the literature review of 52 articles covering the period of 1993-2003, Colondres (2005) identified 13 characteristics of international student support-services (ISSS). These are: (1) international student office, (2) foreign student advisor, (3) international student counselor, (4) institutional policy, (5) immigration laws & regulations, (6) curriculum, (7) orientation, (8) marketing ISSS programs, (9) knowledgeable staff, (10) recruitment, (11) admissions, (12) administrative support, (13) health/medical insurance. However, there are vast differences among IHEs

regarding the amount of resources devoted to student services, to the degree of college personnel commitment for helping international students and to the overall quality of international student services (Colondres, 2005; Sallie, 2007). Only a fortunate few international students, as Colondres (2005) contends, “attend institutions that foster a global approach to learning by addressing factors that might impede international students’ academic success” (p. 6).

Benefits of Quality Services for International Students

The provision of high quality college services can significantly contribute to international students' learning experiences such as learning new skills, behaviors and social roles and/or involving significant change in one’s perspective or process of meaning making (Merriam, 2005). Student services professionals, according to Williams (2007), are committed to student learning and development and to creating campus environments that support all students, regardless of their educational goals. These professionals, as Ikwuagwu (2010) notes, are involved in teaching and learning, much of which occurs outside the formal classroom, and they form collaborative programs both inside and outside the college to address the diverse needs of students and to foster student success.

Besides direct benefits to the success of international students, high quality international student services will benefit the postsecondary institution by attracting potential candidates and by increasing its popularity. Many scholars agree that the more the institution of higher education is willing to support and assist international students to achieve success, the more successful it could be in attracting students from other countries (Wilson, 2007). Providing services to international students that would lead to

their successful completion of studies would contribute to the overall success of an institution as well.

Summary

International graduate students represent a large and a unique population in IHEs. These students are dealing not only with academic and social challenges while entering a new educational environment, but also struggling to adjust to new cultural and linguistic environments. Research showed that international graduate students contribute significantly to globalizing and internationalizing the campus and beyond. Therefore, provision of high quality college services can significantly contribute to their positive learning experiences as well involve significant change in their perspectives development and meaning making processes.

Chapter Summary

This chapter presented relevant literature based on three overarching categories: internationalization of adult and higher education in the U.S., multiple measurement and assessment strategies used to evaluate the internationalization efforts (globally and in the United States) and different frameworks for mapping, measuring and assessing internationalization, and the international graduate students (enrollment strategies, benefits of having international graduate students on campus, the characteristics of student support services/programs available for international students, and the benefits of quality services for international students. The next chapter will discuss the research design, methodology, and conceptual and theoretical frameworks that underpin this study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Overview

This study examined the ways the Senator Paul Simon Award-winning institutions of higher education (IHEs) and the Chief International Education Administrators (CIEAs) from a subset of these award-winning institutions value the presence of international graduate students on their campuses, and the ways those values are indicated in the processes and assessment of internationalization efforts, and the inclusion of international graduate students in the campus community life and beyond. In addition, this study refers to the voices of college representatives who are administrators charged with measuring and assessing internationalization efforts and/or are responsible for implementing international/global education in their institutions. This chapter begins with the restatement of the research questions, followed by my positionality, philosophical and conceptual frameworks, and the description of the research design and methods utilized to answer the research questions. It also includes information about the participants, the instrumentation, and the data collection and data analysis procedures. Finally, the chapter offers the limitations of the study, the ethical procedures to collect and handle data, and the ways in which I built trustworthiness and credibility of the methodology.

Research Questions

The following research questions comprise the core of the study:

1. In what ways do Senator Paul Simon award-winning IHEs value the presence of international graduate students on their campuses?

2. What strategies are used by the award –winning IHEs to evaluate internationalization efforts?
 - a. How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?
3. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions?
4. What do the Chief International Education Administrators (CIEAs) from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses?
 - a. How are those values indicated in the processes and assessment of internationalization efforts?
 - b. How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?

My Positionality, Philosophical and Conceptual Frameworks

In this study I argue that IHEs have to function as communities of learning and learners meaning that they have to deliberately develop a true sense of a community that will promote and maximize learning (Lenning & Ebberts, 1999) for all community members (students, faculty and staff). A true community involves: (a) inclusiveness, commitment, and consensus that allows differences to be acknowledged and process (Lenning & Ebberts, 1999), (b) having shared values, caring for one another, and appreciation of cooperation (Gardner, 1990), (c) working together in the discovery of learning and leadership (Bennis, 1993), and (d) emphasizing social interaction and active learning activities that extend beyond the classroom (Lenning & Ebberts, 1999; Zhao &

Kuh, 2004). I also contend that learning takes place in a participation framework which is mediated by the differences of perspectives among the participants and is distributed among participants (Lave & Wenger, 1991), and it occurs in a variety of settings (Astin, 1993).

This study is based on the interpretivist paradigm. Interpretive research assumes that there are multiple realities. Reality, according to Merriam (2009), “is socially constructed and... there is no single observable reality” (p. 8). IHEs vary greatly in the organizational structures of their international education departments, in the ways in which they hold various programmatic components of internationalization processes (Hudzik, 2011), and in the variety of strategies they utilize to measure and assess their internationalization efforts. These multiple realities translate into the various participants in IHEs and into the learning that occurs within the organization.

The multiple realities of IHEs (organizational structure, processes, leadership) also translate into their unique organizational culture. Correspondently, this study employs Schein’s (2010) organizational culture and leadership theory to understand the internationalization efforts being undertaken in selected IHEs. Bartell (2003) noted that

Internationalization, viewed as an organizational adaptation, requires its articulation by the leadership while simultaneously institutionalizing a strategic planning process that is representative and participative in that it recognizes and utilizes the power of the culture within which it occurs. The orientation and strength of the university culture and the functioning structure can be inhibiting or facilitating of the strategies employed to advance internationalization. (p. 50)

The questions of what culture is and what its role is in an organization are disputed by many researchers (Bolman & Deal, 2008). Bolman and Deal argued that while some researchers claim that organizations have cultures, others insist that organizations, themselves, are cultures. To understand the essence of organizational culture of IHEs, I first define the meaning of the complex concept of culture.

Defining Culture

The concept of culture is an abstract complex phenomenon (Montgomery, 2010; Schein, 2010) and one of the most complex words of the English language (Williams, 1983). This complexity of culture is based, partially, on its multifaceted historical development, and its usage in different disciplines and in some “incompatible systems of thought” (Williams, 1983, p. 87). Partly, it is due to the fact that culture is seen as being synonymous with everything “social” (Smith, 2000, p. 4) and is viewed through the observable behavior of individuals or groups. However, besides observable behavior there is also a system of symbols and meanings that are not easily observable and which make up a complex understanding of the concept (Oxford & Anderson, 1995).

Bandura (1986) stated that culture shapes the core values and norms of a community’s members, which are transmitted from one generation to another through social learning processes. Deal and Kennedy (1982) viewed university culture as university community members’ (administrators, faculty, students, board members and support staff) system of values and beliefs which are developed in a historical process and conveyed by use of language and symbols. While the effect of these values and beliefs is strong on decision making processes at universities, Bartell (2003) argued that “shared assumptions and understandings lie beneath the conscious level of individuals

and generally are identified through stories, special language, and norms that emerge from individual and organizational behavior” (p. 54).

Schein (1992) defined culture as what a group learns by solving its problems of survival in an external environment and its problems of internal integration. He formally defined culture as “a pattern of shared basic assumptions that a group learned as it solved its problems of external adaptation and integration, that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (p. 12). Thus, culture by this definition is learned through modeling and integration. Schein (2010) further contested that culture as a dynamic phenomenon influences organizations and people in many ways. He stated:

Culture is constantly reenacted and created by our interactions with others and shaped by our own behavior. When we are influential in shaping the behavior and values of others, we think of that as “leadership” and are creating the conditions for new culture formation. At the same time, culture implies stability and rigidity in the sense that how we are supposed to perceive, feel, and act in a given society, organization, or occupation has been taught to us by our various socialization experiences and becomes prescribed as a way to maintain the “social order.” The “rules” of the social order make it possible to predict social behavior, get along with each other, and find meaning in what we do. Culture supplies us our language, and language provides meaning in our day - to - day life. Culture can be thought of as the foundation of the social order that we live in and of the rules we abide by. (p. 3)

Therefore, Schein asserted that the best way to understand the “essence” of culture is by thinking about it in dynamic evolutionary terms, such as *where* culture comes from, *how* it evolves in a specific organization, and *how* it exists in a group’s unconscious with further influences on a group’s behavior. Schein also highlighted the importance of culture to point out invisible phenomena that are below the surface but are powerful in their impact on the organization’s processes. He stated:

Culture creates within us mindsets and frames of reference that Marshak (2006) identified as one of a number of important covert processes. In another sense, culture is to a group what personality or character is to an individual. We can see the behavior that results, but we often cannot see the forces underneath that cause certain kinds of behavior. Yet, just as our personality and character guide and constrain our behavior, so does culture guide and constrain the behavior of members of a group through the shared norms that are held in that group. (p. 14)

Some researchers (Bolman & Deal, 2008; Lave & Wenger, 1991; Montgomery, 2010; Schein, 2010) refer to organizational culture as a learning culture. For example, Bolman and Deal (2008) argued that “culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and eventually become teachers themselves” (p. 269). Montgomery (2010) defined culture as ‘situated cognition’ which interlinks it with activity, setting or context and thus, cannot be detached from a learning process. In this way, Montgomery concurs with Lave and Wenger’s (1991) argument that culture and context are part of a learning process. According to Lave and Wenger, learning is not just situated in practice, but “[it] is an integral part of generative social practice in the lived-in

world” (p. 35). Although Schein (2010) agreed that by studying what new members of the group (newcomers) are taught is a good way to discover some elements of a culture, it will only show the surface aspects of the culture. What is at the heart of culture can be only revealed to newcomers when they gain permanent status and will be allowed to enter the inner circles of the group.

Peterson and Spencer (1990) noted that while definitions of cultures vary among the researchers, patterns of behavior and values remain the main components of culture. These patterns of behavior and their respective values, Bartell (2003) contested, influence the process of problem-solving in organizations.

Organizational Culture and Leadership

The conceptual framework that underpins this study is Schein’s (2010) theory of organizational culture and leadership and specifically three levels of organizational culture analysis. Before unfolding Schein’s analysis of organizational culture, I first define the term of organizational culture, describe the relationship between culture and leadership, and then explain IHEs as complex organizations.

Defining Organizational Culture

The construct of organizational culture has been widely used in recent decades (Van den Berg & Wilderom, 2004). Van den Berg and Wilderom (2004) defined organizational culture as “shared perceptions of organisational work practices within organisational units” (p. 570). The authors also differentiated five dimensions of organizational culture: autonomy, external orientation, interdepartmental coordination, human resource orientation, and improvement orientation. Other researchers (for example, O’Reilly, Chatman, & Caldwell, 1991; Rousseau, 1990) use additional

dimensions of organizational culture, including innovation, outcome orientation and risk-taking. Bolman and Deal (2008) argued that “an organization's culture is built over time as members develop belief, values, practices, and artifacts that seem to work and are transmitted to new recruits” (p. 277). Schein (2010) further stated that organizational cultures “focused on all kinds of private, public, government, and nonprofit organizations” (p. 1) and “will vary in strength and stability as a function of the length and emotional intensity of their actual history from the moment they were founded” (p. 3).

Organizational culture is shown and communicated through its symbols such as myth, vision, values, stories, rituals and ceremonies (Bolman & Deal, 2008). Myth, vision, and values permeate an organization with purpose. Bolman and Deal (2008) stated:

Myths undergird an organization's values. Values characterize what an organization stands for, qualities worthy of esteem or commitment. Unlike goals, values are intangible and define a unique distinguishing character. Values convey a sense of identity...vision turns an organization's core ideology, or sense of purpose, into an image of the future. It is a shared fantasy, illuminating new possibilities within the realm of myths and values. (p. 255)

The distinctions among these intangible concepts, the researchers continued, are difficult to draw and they are often used in combined form. Stories and rituals are symbols of organizational culture (Bolman & Deal, 2008). Ortner (1973) asserts that while stories are key mediums for communicating organizational myths and maintain traditions

established in organizations, rituals and ceremonies offer direction for organizations and keep faith in the existing organizational culture.

The Connection between Leadership and Culture

Schein (2010) contested that the connection between leadership and culture is particularly evident in organizational cultures. He stated that in organizational culture what workers consider a culture is usually the result of the embedding of “what a founder has imposed on a group that has worked out” (p. 3). Schein continued:

Culture is ultimately created, embedded, evolved, and ultimately manipulated by leaders. At the same time, with group maturity, culture comes to constrain, stabilize, and provide structure and meaning to the group members even to the point of ultimately specifying what kind of leadership will be acceptable in the future. If elements of a given culture become dysfunctional leaders have to surmount their own culture and speed up the normal evolution processes with forced managed culture change programs. These dynamic processes of culture creation and management are the essence of leadership and make you realize that leadership and culture are two sides of the same coin. (p. 3)

Schein (2010) considered culture and leadership to be two sides of the same coin “in that leaders first start the process of culture creation when they create groups and organizations” (p. 22). Cultures, on the other hand, after their creation, determine the criteria for leadership and thus, regulate the appointment for the next leader. If the elements of a culture become dysfunctional, leaders need to make changes to them, so that the organizations can survive in a changing environment. Even though cultural understanding is important for all members of the organization, it is essential to leaders if

they are to lead the organization for successful existence. Schein concluded, if “leaders are not conscious of the cultures which they are embedded, those cultures will manage them” (p. 22).

IHEs as Complex Organizations

Sporn (1996) argued that IHEs are complex organizations with a varied set of characteristics which have a strong impact on their culture. These five characteristics are: (1) unclear, differentiated goals which are difficult to measure in comparison to business organizations; (2) numerous and varied internal stakeholders (domestic and international undergraduate, graduate and professional students as well as mid-career individuals seeking continuing educational programs), and external stakeholders (the surrounding community, the political jurisdiction, granting and accrediting agencies), as well as disciplinary and cultural diversity; (3) the achievement of goals and objectives are complicated by the need to develop and employ an array of standards in relation to the variety of outcomes, consequences and outputs produced; (4) the conflict inherent in values and belief systems in universities between the professors and administrators (professors tend to place a high value on autonomy and academic freedom, while administrators are oriented to maintenance of the administrative system and the associated procedural requirements) impacts the efficient and effective resolution of problems and issues that arise; and (5) the environment within which universities operate is complex, rapidly changing and demanding. The above-mentioned characteristics, as Bartell (2003) noted, “display a high frequency of social interaction resulting in the development of a highly specific organizational culture” (p. 54).

IHEs are also considered open systems (Iuspa, 2010). Systems theory (Katz & Kahn, 1978) describes IHEs as an organizational system involving “a flagrantly open system in that the input of energies and the conversion of output into further energy input consist of transactions between the organization and its environment” (p. 20). As loosely-coupled systems (Weick, 1976), universities are required to have both, the collegial process and executive authority, in managing the effective operation of the organization. Bartell (2003) added:

The complexity, high degree of differentiation, multiplicity of units and standards, autonomy of professors, control and management philosophies and mechanisms... are likely to be complicating and inhibiting factors vis-à-vis pressures for institutional change, particularly, for internationalization of the university as an identified strategic high priority. Under these circumstances, the culture of the university assumes greater prominence in mediating and regulating the university environment. (p. 53)

Bartell (2003) concluded that understanding of the university culture can help in analyzing the institutional structure and ongoing processes “in order to implement strategies for internationalization in an integrated approach at a level broader than the single, specialized unit or sub-unit” (p. 53).

Analysis of Organizational Culture of IHEs Based on Schein’s (2010) Theory

As universities are complex organizations, the organizational culture of these institutions is complex as well. Schein (2010) offered three levels within which culture can be analyzed in an organization: (1) artifacts (visible organizational structures and processes, and observed behavior), (2) espoused beliefs and values (ideas, goals, values,

aspirations, ideologies and rationalizations), and (3) basic underlying assumptions (unconscious, taken-for-granted beliefs and values).

By analyzing the culture of organizations, including IHEs, the researcher needs at first to look at the surface that is visible in each institution, that is, to analyze artifacts such as the architecture of each institution's physical environment, its observable rituals and ceremonies, its organizational charts, etc. This level of the culture, as Schein (2010) argued, is easy to observe but very difficult to interpret. Schein continued that at this level "observers can describe what they see and feel but cannot reconstruct from that alone what those things mean in the given group" (p. 24). He further added that it is especially dangerous to conclude the deeper assumptions from artifacts alone "because a person's interpretations will inevitably be projections of his or her own feelings and reactions" (p. 25).

Schein (2010) sustained that for observers to understand the meanings of artifacts more deeply they need to talk to the insiders to analyze the espoused values, norms and rules that guide everyday behavior of the members of the organization. This will take observers to the next level of cultural analysis, that is, to the espoused beliefs and values. This level is made up of verbal indicators of institutional values. Leadership, Schein stated, is the source of the beliefs and values that get a group or an organization "moving in dealing with its internal and external problems" (p. 32). To analyze the espoused beliefs and values, such indicators as institutional values from mission statements of organizations, top leaders' speeches and messages, interviews with insiders can be collected. Schein (2010) noted:

In analyzing espoused beliefs and values, you must discriminate carefully among those that are congruent with the underlying assumptions that guide performance, those that are part of the ideology or philosophy of the organization, and those that are rationalizations or only aspirations for the future. Often espoused beliefs and values are so abstract that they can be mutually contradictory, as when a company claims to be equally concerned about stockholders, employees, and customers, or when it claims both highest quality and lowest cost. Espoused beliefs and values often leave large areas of behavior unexplained, leaving us with a feeling that we understand a piece of the culture but still do not have the culture as such in hand. (p. 27)

Therefore, to get at the deeper lever of understanding, to interpret the patterns, and to predict future behavior of the institutions, observers need to look at the deeper level of culture – the category of basic assumptions. Schein (2010) argued that “when a solution to a problem works repeatedly, it comes to be taken for granted. What was once a hypothesis, supported only by a hunch or a value, gradually comes to be treated as a reality” (p. 27).

Schein (2010) compared the concept of basic assumptions to what Argyris and Schon (1996) identified as “theories - in - use”, which define the implicit assumptions that guide institution members’ behavior and form the basis for practice. Schein (2010) stated:

Basic assumptions, like theories - in - use, tend to be nonconfrontable and nondebtable, and hence are extremely difficult to change. To learn something new in this realm requires us to resurrect, reexamine, and possibly change some

of the more stable portions of our cognitive structure - a process that Argyris and others have called “double - loop learning ”or“ frame breaking”. (p. 28)

Therefore, culture as a set of basic assumptions defines for members of organizations “what to pay attention to, what things mean, how to react emotionally to what is going on, and what actions to take in various kinds of situations” (p. 29). This developed set of basic assumptions will create for members of an organization a comfortable zone to communicate effectively with those members of the organization who share the same set of assumptions and at the same time feel vulnerable in situations where different assumptions operate.

Schein (2010, p. 73) further posited that each organization faces two archetypical problems: (1) survival in and adaptation to the external environment, and (2) integration of the internal processes to ensure the capacity to continue to survive and adapt.

Internationalization can be initially conceptualized as a requirement of IHEs to adapting to the external environment (globalized understandings of life, politics, economics, education; international mobility; competition for students, etc.), and as a response to the integration of internal processes (global/international research from faculty, international scholars/professors and visiting international scholars). Therefore, this study is focused on understanding both the external and internal challenges that IHEs face.

Schein (2010) asserts that institutions need to develop shared understandings of their ultimate survival problems. Schein described the following shared assumptions related to external adaptation issues that the researcher/observer needs to search for while analyzing culture of organization: (1) shared assumption about the mission, strategy, and goals (achieving consensus on goals, the members of organization need to have a

common language and shared assumptions about the logical operations that will move from a general sense of the mission to the concrete goals), (2) shared assumptions about the means by which to achieve goals: the structure, systems, and processes (that is, how things should be done, how the mission is to be achieved, and how goals are to be met), and (3) shared assumptions about measuring results and corrections mechanisms (consensus must be achieved on what to measure, how to measure it ,and what to do when corrections are needed).

Besides, having shared assumptions about external adaptation issues, organizations also need to develop shared assumptions about managing internal integration. Schein (2010) listed six categories: (1) common language and conceptual categories (the common and agreed upon framework of communication and terminology), (2) group boundaries and identity, (3) rewards and punishments, (4) managing for unimaginable and explaining the unexplainable, (5) rules for relationships, and (6) power, authority and statues (who has the right to change direction).

The last element in analyzing organization culture is to understand an organization as a set of interactions of subcultures operating within the larger context of the organizational culture. These subcultures, as Schein (2010) contests, share many of the assumptions of the whole organization but also hold assumptions beyond those of the total organization, “usually reflecting their functional tasks, the occupations of their members, or their unique experiences” (p. 55). These shared assumptions are formed around the functional units of the organization and are based on shared roles, departments, location, etc. The existence of sub-cultures might have an impact on

implementing decisions in an effective manner due to the difficulty in communicating among different functional cultures and incapability to reaching consensus.

Culture is a multidimensional, multifaceted phenomenon which reflects the organization members' effort to cope and learn. Thus, culture is as integral part of the learning process. Any organizational culture can be studied at the three levels - the level of its artifacts, the level of its espoused beliefs and values, and the level of its basic underlying assumptions. The essence of culture lies in the pattern of basic underlying assumptions. Without analyzing basic underlying assumptions, an observer will not be able to interpret the artifacts correctly and understand the espoused values of the organization. Leadership, which is the source of organizational beliefs and values, gets a direction for managing and maintaining an organization when dealing with its internal and external problems. The central issue for leaders is "to understand the deeper levels of a culture, to assess the functionality of the assumptions made at that level, and to deal with the anxiety that is unleashed when those assumptions are challenged" (Schein, 2010, p. 33). Figure 3.1 summarizes the frameworks that underpin this study.

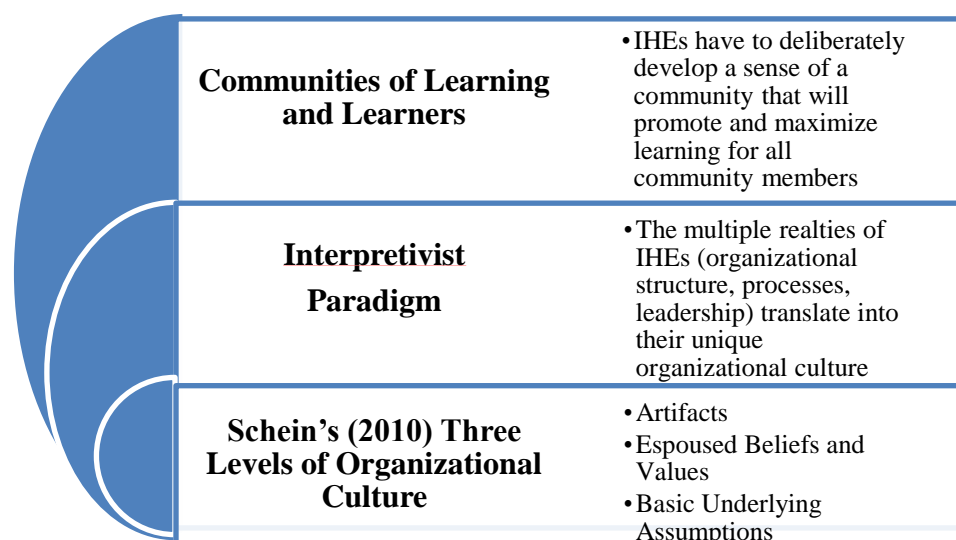


Figure 3.1 Summary of the Frameworks that Underpin this Study

Research Design

Johnson and Christensen (2004) defined a research design as the outline or strategy guiding the process of investigating research questions. In general, the research design represents the framework “for gathering and analyzing data linking it to the research question” (Iuspa, 2010, p. 68). This study employs qualitative two-stage design. The first-stage design includes a descriptive and informational questionnaire. An informational questionnaire is the study of diversity in a population which aims to establish the meaningful variation within that population (Jansen, 2010) and to collect descriptive data about a group of people, using a sample of that group (Deardorff, 2004b). It is also one of the most widely used techniques for data collection in the field of education which describes, “what exists, in what amount, and in what context” (Isaac & Michael, 1990, p. 128). In this case, an informational questionnaire was an appropriate choice for obtaining data from CIEAs about what is currently being done at their institutions in regards to measuring and assessing internationalization efforts and, specifically, how these institutions determine the impact of international graduate students on the effectiveness of their internationalization efforts. The closed-ended responses of the questionnaire instrument (from demographic, multiple choice, yes/no, behavioral checklists, and attitudinal questions) were analyzed using descriptive statistics for the confirmatory research components. The open-ended questions were analyzed using qualitative thematic methods.

To get a holistic understanding of multiple measurements and assessment strategies being used by different IHEs, a multisite study approach was utilized during the first-stage process. This type of study, according to Merriam (2009), encompasses

collecting and analyzing data from several cases or sites and may have subunits of subcases embedded within a specific institution (p. 49). Thirty-five of the Senator Paul Simon Award-winning institutions which offer graduate programs, including master's, doctoral and post-doctoral degrees were selected to participate in the study.

The second-stage of the design included individual and cross-case study approach. Case studies are an ideal methodology when an in-depth investigation is needed (Sjoberg, William, Vaughan, & Sioberg, 1991). Case study research has contributed to researchers' knowledge of organizational culture (Schein, 2004) and remains a powerful method "to understand institutions of higher education as socially constructed organizations" (Brown, 2008, p. 2). Merriam (2009) also suggested that "the more cases included in a study... the greater the variation across the cases, the more compelling an interpretation is likely to be" (p. 49). In this stage of the study, four IHEs were further researched for individual and then cross-case study analyses to present a "bounded system" (Creswell, 1998) of what CIEAs value in regards to international graduate students and how these values are or are not included in the internationalization processes and evaluation in these institutions.

Case studies are designed to bring out the details from the participants' viewpoint by using multiple sources of data (Tellis, 1997; Yin, 1994). Yin (1994) added that using multiple sources of evidence will lead to ensuring construct validity. Correspondently, three sources of data – the completed questionnaires, subsequent interviews with a subset of questionnaire responders, and document analysis – were used in this stage. The questionnaire, completed by CIEAs during the first-stage process gathered data on the measurement and assessment strategies being used in the sample, and the approaches

used by these institutions to recruit, retain, and support the successful integration of international graduate students into the campus life. The subsequent interviews with the CIEAs from four different IHEs, who agreed to participate in interviews, helped me to gather additional in-depth, contextual information. These interviews assisted in identifying how the academic, political, and social contexts of an institutional community in internationalization are supported in these universities. The document analysis of the strategic documents of these four outstanding institutions provided further information about the ways these institutions value the presence of international graduate students on their campuses.

Recruitment

The Senator Paul Simon Award Winners

The Senator Paul Simon Award for Campus Internationalization recognizes colleges and universities that are making significant progress toward comprehensive internationalization and especially those using innovative and creative approaches (NAFSA, 2013). This award is given annually to five distinguished colleges and universities, including community and four-year postsecondary institutions. Since its establishment, 55 IHEs have received the Senator Paul Simon Award for Campus Internationalization. Institutions that won this award are profiled in NAFSA's (2013) *internationalizing the Campus: Profiles of Success at Colleges and Universities*, a report on international education in the US which is available online.

Criteria for Inclusion 35 Award-winning IHEs

The initial screening showed that out of 55 award-winning IHEs, only 37 offer graduate programs which include: master's, doctoral, and post-doctoral programs. Consequently, 37 IHEs were initially selected to participate in this study. However,

during the e-mail correspondence with the presidents' offices - two colleges were eliminated from the study when they confirmed they did not have graduate programs at their institutions. Therefore, the criterion based purposive sampling of 35 award-winning IHEs was utilized to get information-rich cases for in-depth studying of the various measurement and assessment methods/techniques/instruments being used. Patton (2002) contends that "information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry..." (p. 230).

Recruitment Procedures

To locate the CIEAs in the 35 selected IHEs, I utilized the networking method. Network sampling, as Merriam (2009) notes, is the most common form of purposeful sample. This strategy involves locating key participants who easily meet the criteria for participation in the study and these early key participants will be requested to refer the researcher to other participants (Merriam, 2009). In the case of this study, presidents of award-winning institutions received the award personally in Washington, D.C., and thus, they became my first contact persons. Contact information for the presidents was obtained through each college website. The contacting process with the presidents evolved through three stages. During the period from September to October 2013, I sent emails to the presidents of the selected 35 IHEs where I explained the purpose of my study, provided a copy of the questionnaire, and asked them to refer me to the institutional leaders in their universities who were engaged in the advancement of international education and would be knowledgeable and/or responsible for measuring and assessing internationalization efforts. During this round of e-mails, I received 12 responses with referrals (two referrals were from the Presidents, four referrals from

Presidential Assistants/Chief of Staff, and six direct responses from CIEAs stating that my email/inquiry was forwarded to other administrators for their consideration). Four IHEs declined to participate in this study and 19 did not respond to the email.

Two weeks later, a follow-up email was sent to the presidents of the 19 IHEs who did not respond to my previous e-mail. During this round of emails, I received five referrals (four referrals from Presidential Assistants/Chief of Staff, and one direct response from CIEA). Twelve colleges did not respond. The third stage included sending 10 follow-up e-mails directly to the presidents' assistants. During this round of emails, I received three more referrals (two referrals from Presidential Assistants/Chief of Staff, and one direct response from CIEA). The table below describes the summary of the correspondence with the presidents of 35 selected IHEs.

Table 3.1.

Summary of the Correspondence with the Presidents of 35 IHEs

	Contacted	Responded	Received referrals	Declined to participate	Not responded
First email to the Presidents of selected IHEs	35	16	12	4	19
Second email to the Presidents (follow-up)	19	6	5	1	13
Third email – follow up email with the Presidents' Assistants	11	3	3		8
Total	35	25 (71%)	20 (57%)	5 (14%)	10 (28%)

In summary, after the three rounds of the correspondence with the presidents and their assistants of the 35 selected IHEs, 25 (71%) IHEs responded to my email. Out of 25 responses, I received 20 (57%) referrals of CIEAs, 5 (14%) colleges declined to participate in this study and 10 (28%) colleges did not respond to my repeated follow-up e-mails.

Referred CIEAs. Through the correspondence with the presidents of 35 selected award winning IHEs; I got referrals to twenty CIEAs. These CIEAs hold different titles within their institutions which fell under four major categories: Vice President, Vice Provost, Dean, and Director. The table below provides different titles held by CIEAs in 20 institutions.

Table 3.2.

Various Titles Used by CIEAs

Vice President/Associate Vice President/Assistant Vice President	Vice Provost/Executive Vice Provost/Senior Vice Provost	Dean/Associate Dean/Assistant Dean	Director
Vice President for International Programs	Vice Provost and Associate Vice President for World	Dean of Graduate College	Director of Global Engagement
Associate Vice President for International Services	Vice Provost for Global and Engaged Education	Dean of College of International Studies and Vice Provost of International Programs	Director of International Programs and Services
Associate Vice President and Dean	Vice Provost for Education	Associate Dean of Graduate & Professional Studies	Director of Graduate Admission
Assistant Vice President of International Programs	Vice Provost Academic Fiscal Strategies and Planning, Academic Affairs	Assistant Dean for Administration and International Studies and Programs	Director of Academic Programs and Policy, Graduate College
	Executive Vice Provost and Chief International Officer		Director of International Education
	Senior Vice Provost		Executive Director of Institute for Global Initiatives

During different periods of time in fall 2013, I sent emails to 20 referred CIEAs.

The emails explained the purpose of the study, detailed the potential benefits to the field of international education, and directed CIEAs to the website's link to complete the

online 16-item questionnaire. The email also stated that participation through the completion of the questionnaire was entirely voluntary. Anonymity was not desired in this questionnaire and cannot be guaranteed since CIEAs represent the voices for internationalization in their institutions. However, confidentiality was insured in that individual answers would not be connected to the institution specifically and results would only be reported in a collective manner. Participants were also asked to indicate if they would be willing to participate in a subsequent interview. Results of each survey were kept confidential in the database of my secure account. A repeated follow-up e-mail was sent to those who did not respond. Further follow up was made with individual respondents to clarify any unclear answers to avoid misinterpretation of the questions and data.

Participants

Out of 20 CIEAs who received the questionnaire, 10 (50%) completed the questionnaire. The following reasons were stated by CIEAs who declined to participate:

- The institutions have a small number of international graduate students
- The institutions have a small number of graduate programs
- The institutions have a decentralized system and individual colleges and departments do most of assessment of students and programs

Among 10 CIEAs who completed the questionnaire, the majority (5) were Directors of international education, which included International Programs, Global Engagement, International Education, or Academic Programs and Policy. The remaining five were: Associate President for International Services (1), Vice Provost for Global and Engaged Education (1), Dean of Graduate College (1), Associate Dean of Administration

International Studies and Programs. One administrator had dual responsibilities: Vice Provost of International Programs and Dean of the College of International Studies (see Table 3.3. for Summary of 10 Participants).

Table 3.3.

Summary of 10 Participating CIEAs with Respective Titles

Vice President/ Associate Vice President/ Assistant Vice President	Vice Provost/ Executive Vice Provost/Senior Vice Provost	Dual Responsibilities	Dean/ Associate Dean/ Assistant Dean	Director
Associate Vice President for International Services	Vice Provost for Global and Engaged Education	Vice Provost of International Programs and Dean of College of International Studies	Dean of Graduate College	Director of Global Engagement
			Associate Dean for Administration and International Studies and Programs	Director of International Programs and Services
				Director of Graduate Admission
				Director of Academic Programs & Policy, Graduate College
				Executive Director of International Education

Data Collection

There were three main sources of data collection: questionnaire, interviews and documents. The questionnaire was collected during the first-stage design of the study, whereas interviews and key documents during the second-stage design of the study.

Questionnaire

Instrumentation. A 16-item questionnaire (see Appendix E) was used to collect data from CIEAs at IHEs who won the Paul Simon Award for internationalization. The questions for the instrument were based my extensive review of literature on internationalization and international graduate students, and specifically on scholarly works of such researchers including Deardorff (2004b), de Wit (2010), Green (2012), and Beerkens and colleagues (2010). The questionnaire was designed to answer the following research questions: *In what ways do the Senator Paul Simon award-winning IHEs value the presence of international graduate students on their campuses? And, what strategies are used by the award-winning IHEs to evaluate internationalization efforts and how do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?* Accordingly, the questionnaire collected data in three categories: (1) international students' enrollment goals, (2) strategies to support international graduate students' academic and social integration, and (3) measuring and assessing international efforts utilized.

The questionnaire included both closed-ended (a list of acceptable responses is provided to the respondent), open-ended questions (text box provided for non-specified responses), and Likert-scale questions (which entailed between a five -point rating scale in which the attitude of the respondents will be measured on a continuum from one

extreme to another with an equal number of positive and negative response possibilities and one middle or neutral category). The closed questions, according to Fowler (2009), help respondents to perform the task of answering the question more reliably, to facilitate more a reliable interpretation of the meaning of answers when alternatives are given to the respondents, and to increase the likelihood that there will be enough people giving any particular answer to be analytically interesting. On the other hand, the open-ended questions help to obtain responses that could not be anticipated, thus, allowing for more holistic understanding. The Likert-scale, as Rea and Parker (2005) note, works specifically well “in the context of questions that seek to elicit attitudinal information about one specific subject matter” (p. 68).

Procedure. After a draft questionnaire was prepared, I pilot-tested it with experts for content and construct validity. A piloted test, as Rea and Parker (2005) state, is a small-scale implementation of the draft questionnaire that answers the critical questions regarding the questionnaire’s clarity, comprehensiveness, and acceptability. In order to get feedbacks concerning the overall quality of the questionnaire’s construction – a draft questionnaire was sent via email to four CIEAs from three IHEs located in Central Texas, who participated previously in my preliminary expert input investigation. I revised the questions based on received recommendations.

Web-based survey instrument. A Web-based questionnaire was employed for data collection because of its effectiveness in terms of convenience, rapid data collection, cost-effectiveness (Dillman, 2000; Shannon & Bradshaw, 2002), ample time, ease of follow-up, confidentiality and security (Rea & Parker, 2005). The revised questionnaire was posted to the website linked to the Department of Counseling, Leadership, Adult

Education and School Psychology (CLAS) at Texas State University. It was created with the help of the Texas State web content management system called Gato. Gato is a secured website for on-line surveys.

Case Studies

Along with individual questionnaire responses, I also conducted interviews with a subset of questionnaire respondents who agreed to participate in further in-depth analysis, and gathered institutional documents for the interview participants' institutions.

Interviews

Selection and sample. Out of the 10 CIEAs who completed questionnaires, four CIEAs expressed their willingness to participate in a subsequent interview to share their personal perspectives/values on how the academic, political, and social contexts of their institutional communities of learning supported internationalization. Among those CIEAs who agreed to participate in the subsequent interview were three directors (Director of Graduate Admissions, Director of International Programs and Services, and Director of Global Relations) and one CIEA who shared double responsibilities as the Dean of the College of International Studies and Vice Provost of International Programs. Since the internationalization process is complex process and encompasses an integration of international, intercultural, and global dimensions into the delivery of higher education, and some of the questions of my interview guide required more than one person within the institutions to provide responses to them, I interviewed two additional administrators who were referred to me by my primary participants to get a full picture of the internationalization process in these universities. These additional participants were: a Chief International Officer and a Director of the International Students and Scholars

Office (see Table 3.4. for Summary of Interview Participants' Titles) based on four case studies.

Table 3.4.

Summary of Interview Participants Based on Four Case Studies

Participants	Case study 1	Case study 2	Case study 3	Case study 4
Primary Participants (those who completed the questionnaire)	Dean, College of International Studies and Vice Provost of International Programs	Director of International Programs and Services	Director of Global Relations	Director of Graduate Admissions
Additional Participants (referred by primary participants)			Chief International Officer	Associate Dean, International Programs and Director, International students and Scholars Office

Procedure and instrument. I contacted participants by emails and scheduled the meeting for face-to-face interviews based on their time and date availability. I conducted face-to-face on campus interviews with all participants. By conducting the face-to-face interviews, I was able to identify responses through nonverbal cues, and having done the interviews on participants' campuses allowed me to have a broader picture of the universities' systems and to experience the campus culture personally, albeit as a visitor. Before the interview started, I reassured the interviewee that confidentiality would be preserved and the data would be presented in an aggregated manner (this study received an exempt IRB approval). The interviews were recorded with the participants' approval. I used a semi-structured interview guide which allowed me to adapt the questions as necessary, clarify doubts, and ensure that the responses were correctly understood by

repeating or rephrasing the questions (see Appendix F for the Interview Guide). This format, according to Merriam (2009), allows the researcher to respond to the emerging worldview of the participant as well as to new ideas on the topic. Interviews lasted between 45-60 minutes. The period after the interview, as Patton notes (2002), is a critical time of reflection and elaboration. Thus, immediately after the interview, I spent time writing my reflection about the interview and transcribing the interviews. The transcribed six interviews comprised 58 single-spaced pages of data for analysis. After the interviews were transcribed and analyzed, I shared them with my interviewees to ensure that all information captured during the interviews was accurate. These member checks helped to establish the credibility of this qualitative approach (Guba & Lincoln, 1989).

Document Review

In order to investigate the key priorities used by the four IHE case studies, I also reviewed key documents from these outstanding institutions. I looked at the mission, goals, objectives listed in the strategic plans, evaluation reports of strategic initiatives of these institutions, message statements given by the presidents/chancellor and the specific programming designed to include international students into the campus community life. These sources of evidence regarding internationalization strategies can offer a glimpse of the priorities chosen by the institution (Tambascia, 2005).

The fact that the selected four IHEs received The Senator Paul Simon Award for Campus Internationalization indicates that internationalization processes in these institutions are of high priority. In the document analysis, I focused on the concrete steps proposed and/or used by these institutions to infuse international/global perspectives into their strategic plans and other evaluations documents. I also considered the key priorities

used by these IHEs on achieving their main goal of becoming or continuing to be leading institutions in the national and global arenas with regard to internationalization. In reference to the international graduate students, I searched for the evidence of a value-added principle towards recruiting international students and integrating them into the campus community life. The following specific materials I reviewed through content analysis:

1. The most recent Strategic Plans of the four IHEs
2. Evaluation reports on internationalization efforts and strategic initiatives
3. Presidential leadership vision statements
4. Mission statements, goals and objectives of specific International Education Departments/Offices
5. Existing and proposed Global/International Initiatives
6. Information on programming for Supporting International Students

Rationale for Selecting Specific Documents

The university strategic plan. Strategic plans are built on previous accomplishments and are the roadmaps for institutions guiding their goals and initiatives through the future years to come. Therefore, I analyzed the most recent strategic plans of four IHEs to find out what the institutional goals for the next few years were and what the institutional culture evident in these documents described about inclusion of international graduate students into the campus.

Evaluation reports. To evaluate the progress universities are making towards achieving the goals defined in the strategic plan, the IHEs periodically completed evaluation reports. By examining the evaluation reports/progress reports of the four IHEs,

I could determine in what key areas progress had been made and what the assessment committees had identified as some of the future goals.

Presidential leadership vision. The role of top leadership is critical for internationalization to succeed (Green, 2007). Goldsmith and Walt (1999) have identified five emerging competencies for the global leaders of the future: 1) thinking globally; 2) appreciating cultural diversity; 3) developing technological savvy; 4) building partnerships and alliances; and 5) sharing leadership. Green (2007) acknowledged that the institutions most successful in internationalization have presidents and CIEAs who are enthusiastic supporters of internationalization and who consistently communicate a global vision to campus community members. To understand if the presidents/chancellor of the selected institutions have a global vision and the culture of shared values of community, I looked at the at the message statements given by the Presidents/Chancellor of these four institutions.

International education departmental goals. The International/Global Education Department/Office is responsible for the strategic execution of the institutions' internationalization objectives. In all four IHEs, the International/Global Education Department/Office has gone through the centralized processes. By reviewing the mission statements/goals of international education departments, I searched for the data that tell about globalizing the campus, supporting of international graduate students on campus, and providing cross-cultural courses and activities on campus.

Global initiatives and supporting programs. I analyzed the IHEs public documents for evidence of the existence of global/international initiatives, as well as programming designed to help international students maximize their experiences during

their studies on campus and in the United States, in general. These initiatives and programs revealed to me the value these institutions placed on integrating international students into the campus community life.

Document Data Gathering Procedure

The data obtained through the questionnaire responses provided a general idea of utilizing international graduate enrollment strategies, academic monitoring systems as well as providing opportunities for social integration of international students with the campus community. Then, my next step was to check if the strategic documents were explicit in terms of supporting international graduate students' enrollment and their integration into the campus life. Key documents were obtained from the institutions' websites, and some documents (e.g. evaluation reports) were provided by CIEAs during the interview process. In total, document data gathering resulted in 171 pages of different documents. Information about each document, including a description and type of the material and a clear explanation of what I was looking for in the various sources of information, was recorded into the interview protocol (Cresswell, 1994).

Data Analysis

This study employed qualitative two-stage design: informational questionnaire and multi-case studies. Case studies were based on three sources of data – the completed questionnaires and subsequent interviews with a subset of questionnaire responders, and document analysis. Yin (2009) stated that multiple case studies often contain both the individual case studies and cross-case sections. Correspondently, I employed three types of analysis across the data sets: questionnaire analysis, within-case analysis and across-

case analysis. The research questions guided the analysis process. The table below demonstrates research questions with a corresponding data source.

Table 3.5.

Research Question and Corresponding Data Source

Research Question	Corresponding Data Source
1. In what ways do the Senator Paul Simon award-winning IHEs value the presence of international graduate students on their campuses?	Questionnaire
2. What strategies are used by the award –winning IHEs to evaluate internationalization efforts? a. How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?	Questionnaire
3. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions?	Questionnaire, Interviews and document analysis
4. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses? a. How are those values indicated in the processes and assessment of internationalization efforts? b. How are those values indicated in the inclusion of international graduate students into the camps community life and beyond?	Questionnaire, Interviews and document analysis

Questionnaire Analysis

Once data were collected by the questionnaire, they were entered into an excel spreadsheet for analysis. Closed questions and scaled responses were analyzed by using descriptive statistics and included measures of central tendency to expand the description of data presented (Rea & Parker, 2005). Measures of central tendency “are statistics that provide a summarizing number that characterizes what is ‘typical’ or ‘average’ for those

data” (p. 89). The three primary measures of central tendency are the mode, the median, and the arithmetic mean. Rea and Parker consider the arithmetic mean to be the proper measure of central tendency in the case of scaled responses. The arithmetic mean is “a point of equilibrium at which the sum of all distances from data points above the mean to the mean exactly equals the sum of all distances from data points below the mean to the mean” (Rea & Parker, 2005, p. 95). The arithmetic mean requires that data be measured on an interval scale because the data are not only to be ranked but also to be measured. Questions involving ‘counting’ were analyzed by using frequency and percentage statistics.

Open-ended question responses were analyzed by using constant comparative analysis. The constant comparison method encompasses searching for similarities and differences by making systematic comparisons across units of data (Bernard & Ryan, 2010; Glaser & Strauss, 1967; Leech & Onwuegbuzie, 2008). The goal of constant comparison analysis is to identify a set of themes (Leech & Onwuegbuzie, 2008). To identify themes, I followed Leech and Onwuegbuzie’s (2008) three stages of constant comparative analysis. During the first stage, open coding, the data were chunked into smaller segments and the code (descriptor) was attached to each meaningful segment of the data. During the second stage, the codes were grouped into similar categories and/or subcategories. During the final stage or selective coding, a set of themes was generated based on the created categories.

Within-case Analysis

The analysis of case study is one of the least developed facets of the case study methodology (Tellis, 1997). Therefore, in analyzing the case studies, besides generally

following Yin's (1994) recommended procedure of data analysis, which consists of examining, categorizing, recombining evidence to address the preliminary schemes of a study, I also relied on my own experience and the literature to present the evidence using various interpretations.

Interview analysis by institution. I started my interview data analysis at first with within case analysis to get a holistic understanding of each institution, and then I analyzes across the institutions to gain an overall understanding of the four institutions. To identify categories or underlying themes within and across individual institutions, I followed the five steps offered by Taylor-Powell and Renner (2003). These are: getting to know the data, focus analysis, categorizing information, identifying patterns and connections within and between categories and interpretation. During step one, I started with getting to know my data. I listened to tape recordings of the interviews several times. I read and re-read the text of reflective journals and the transcripts of the interviews to have a broad picture of the content. The data analysis process was done simultaneously with data collection. After each interview I was engaged in memoing. I spent time on recording details about the setting and observations made during the interview as well as my reflections and tentative themes that derived from each interview. During this stage I did open coding by marking the segments of data with descriptive words, symbols or making notations to bits of data that struck me as potentially relevant for answering my research questions.

Step two included focus analysis. I organized the data by questions and, in the cases of that included two respondents I looked across the respondents' responses in order to identify similarities and differences. During the third stage, which is categorizing

information, I identified themes or patterns and organized them into coherent categories. To look for the themes I used the following techniques: I searched for repetitions, transitions, similarities and differences, as well as cut and sorted quotes, expressions or sentences that seemed somehow important, and then I arranged them into piles that went together (Lincoln & Guba, 1985). Since categorizing is not an iterative process, I had to adjust the definition of my categories or identify new categories along the way. In this situation, reading and re-reading the texts helped me to insure that the data were systematically categorized. Additionally, main categories were broken into sub-categories to allow “for greater discrimination and differentiation” (Taylor-Powell & Renner, 2003, p. 3).

The next step was to conduct cross-case analysis by identifying connections within and between categories of each case. I looked at similarities and differences in participants’ responses within and between categories. To do this, I assembled data pertaining to the particular category and wrote a summary describing the similarities and differences among respondents. And the final step was using the themes and connections to explain the findings of the study. I developed a list of key findings that were discovered during the categorizing and sorting processes of data analysis.

Document analysis by institution. Similar to my interview analysis, I analyzed first my document data by institution, and then across the institutions to have the overall understanding of the four institutions. I started with creating a word document for each institution which included the evidence for each category identified during the literature review. These categories were: the university strategic plan, evaluation reports, presidential leadership vision, international education departmental goals, global

initiatives and supporting programs. For analyzing the document data of individual institutions, I utilized content analysis, also referred as document analysis (Tambascia, 2005), meaning I was searching for patterns and themes that emerged from the data observed (Patton, 2002). Specifically I was searching for value given to international graduate students' recruitment, retention and evaluation processes, as well as the evidence for the inclusion of international graduate students into the campus community life and beyond.

Then, I used qualitative comparative analysis (Ragin, 1987) to analyze the documents across four institutions. Qualitative comparative analysis represents a systematic analysis of similarities and differences across cases (Leech & Onwuegbuzie, 2008). It considers each case holistically as a pattern of attributes and assumes that the effect of a variable may be different from case to case, depending upon the values of the other attributes of the case. Qualitative comparative analysis allowed me to make connections among previously built categories, as well as to test and to develop the categories further (Miles & Huberman, 1994). Then I constructed a table with categories identified within four institutions followed by themes and evidence from the documents.

Questionnaire analysis by institution. During this analysis, I used the selective approach: I searched for the data that related to two research questions, namely the value of internationalization efforts in a specific institution and the value this institution places on international graduate students. The same as with interview and document analyses, I then analyzed across the institutions to have the overall understanding of the four institutions.

Holistic understanding of each case. During this analysis, I organized each case study based on the main categories of each included theme that arose from the three sources of data: the completed questionnaire, interviews, and document analysis. The following table describes the Holistic Understanding of Each Case with Main Categories/Themes.

Table 3.6.

Holistic Understanding of Each Case with Main Categories/Themes

Data Analysis Source	Categories/Themes
Questionnaire Analysis	International Graduate Students <ul style="list-style-type: none"> • Enrollment goals & academic success monitoring system • Integration with campus community Measurement, Assessment, Evaluation of Internationalization Efforts
Interview Analysis	Internationalization of Higher education <ul style="list-style-type: none"> • Defining the concept of internationalization of higher education • Importance of internationalization for specific institution • Key areas in deciding upon internationalization strategies International Graduate Students <ul style="list-style-type: none"> • Recruitment of international graduate students • Values international students brings to the campus Measurement, Assessment, Evaluation (addition to survey) International Community The Legacy of Senator Paul Simon Award
Document Analysis	Strategic Plan Progress Report Message/Vision of the President Global/International Initiatives International/Global Education Department Programming for Supporting International Students

Within-case analysis of organizational culture following Schein's (2010) three levels of analysis. In the final stage of within-case analysis, I analyzed the organizational culture of each institution based on Schein's (2010) organizational culture theory. Schein (2010) offered three levels within which culture can be analyzed in an organization: (1) artifacts (visible organizational structures and processes, and observed behavior), (2) espoused beliefs and values (ideas, goals, values, aspirations, ideologies and rationalizations), and (3) basic underlying assumptions (unconscious, taken-for-granted beliefs and values). At the artifact level, I described the data of institutional identity as they were presented at the institutions' websites, available reports, and interview data with CIEAs without going deeper in my interpretations. At the level of espoused beliefs and values, I searched for indicators such as institutional values in regards to internationalization processes and international graduate students' enrollment on these campuses. The written and verbal indicators of institutional values were found in mission statements, presidential speeches and interviews with CIEAs. I focused my analysis on finding the philosophy and rationalizations of each specific institution on how institutional values are indicated in the processes and assessment of internationalization efforts and how those values are indicated in the inclusion of international graduate students in the campus community life and beyond.

The most challenging part in institutional culture analysis was identifying underlying assumptions in each case study. Since Schein (2010) was not specific on how to identify unconscious beliefs and values of organizational culture, I generally relied on my own experience as well as consultations with my dissertation chair to validate my interpretations of the identified underlying assumptions of each case study. I started this

process with re-reading the transcripts of the interview data with the specific focus paid to identifying some sets of rules/beliefs that the interviewer held about international education, evaluation of internationalization efforts, and the role international graduate students play in these processes. I acknowledged that these statements/assumptions are regarded by the administrators as unquestionably true. In some cases underlying assumptions were implicitly stated; however, in the cases where there were hidden assumptions, I had to rely on the previous literature to confirm them. Then, I looked across the respondent's responses in the questionnaire as well as data collected from key documents to find the evidence that would justify or challenge the identified underlying assumptions.

Thus, following Schein's structure of organizational culture analysis, and focused on the third and fourth research questions, I utilized the findings from the holistic understanding of each case to describe the organizational culture of each institution. Table 3.7 shows the Final Structure of within-case Analysis with respective categories and themes.

Table 3.7.

Final Structure of Within-case Analysis

Research Questions 3 and 4	Categories/Themes
Organizational Culture and Internationalization Efforts	<p>Artifacts</p> <ul style="list-style-type: none"> • Published demographic information • Organizational structure • Profile of CIEA(s) • Organizational culture of assessment/measurement <p>Espoused beliefs and values</p> <ul style="list-style-type: none"> • Published strategic documents • Evaluation reports on strategic initiatives • Defining the concept of internationalization efforts • Importance of internationalization for each institution • Key areas in deciding upon internationalization strategies • The legacy of Senator Paul Simon Award <p>Underlying assumptions</p>
Organizational Culture and International Graduate Students	<p>Artifacts</p> <ul style="list-style-type: none"> • Recruitment actions • Programming supporting interactions • Inclusion of international graduate students into the processes and assessment of internationalization efforts <p>Espoused beliefs and values</p> <ul style="list-style-type: none"> • Reasons to recruit international graduate students • Contributions international graduate students bring to the campus • The inclusion of international graduate students into the campus community life and beyond <p>Underlying assumptions</p>
Summary	Overview of case and analysis regarding organizational culture and internationalization regarding international graduate students

Across-case Analysis

Across-case analyses consisted of cross-case analysis of cases using categories and themes across the four institutional cases and findings of cross-case analysis to provide understandings of the similarities and unique characteristics across the four cases. During across-case analysis, I followed the same structure as was defined during within-case analysis of organizational culture.

Ethical Procedures to Collect and Handle Data

I submitted a research proposal to the Institutional Review Board Approval before carrying out the research. Ethical approval to undertake this study was also sought from Texas State University's Research Ethics Committee. This study received an exempt IRB approval. Participation was sought on a voluntarily basis. All participants were informed in advance of the aim and nature of the study and were assured of confidentiality. Obtained information such as audio recordings, transcripts, and printed questionnaires was secured in a locked drawer of my personal home office. The online completed questionnaire forms were kept on secured the Texas State web content management system called Gato. I was the only person who had access to my Gato account as well as the recordings and transcripts of the interviews.

Building Trustworthiness

There were several appropriate measures employed for enhancing the trustworthiness of the results of this study. First, dependability in all aspects of the data collection and analysis process was followed (Guba & Lincoln, 1981). Accurate records of participants, institutions, times, dates, documents and settings were kept. Any categories or themes that were derived from the data sets were traceable to specific cases,

thus providing an audit track for other researchers to assess the dependability and consistency of my findings. Second, member checks were performed to enhance the credibility of the findings (Merriam, 2009). In addition, participants had access to the final report. Finally, my involvement in the study was as clear as possible. By clearly establishing my assumptions, worldview, theoretical orientation, goals, and my role in conducting the research from the beginning (Merriam, 2009) I endeavored for participants to be aware of my biases.

Credibility

Triangulation

The purpose of this study was not to generalize the acquired knowledge to similar settings, but to arrive at findings that carry meaningful insight and confidence to participants and readers. This approach leads itself to establishing credibility of the research. One of the most frequent methods to establish credibility is triangulation (Cravchenko, 2004). Triangulation has been defined by Denzin and Lincoln (1998) as a “combination of multiple methods, empirical materials, perspectives and observers in a single study” (p. 4). Denzin (1989) described different types of triangulation: 1) data triangulation (time, space, person), 2) method triangulation (design and data collection), 3) investigator triangulation, 4) theory triangulation. The use of triangulation for this study involved: 1) multiple data sources (questionnaires, interviews, documents analysis); 2) multiple data analysis methods for different data collections methods (descriptive analysis for survey questions, thematic analysis for interviews and documents analysis); 3) multiple sites; and 4) multiple informants (deans, provosts, vice provosts, directors of International Education and other CIEAs). The use of triangulation in this study helped to

arrive to the holistic picture of the different measurement and assessment methods that can be used by IHEs to evaluate the impact of international graduate students on internationalization efforts.

Summary of Research Steps

The following research steps were taken in conducting this dissertation study.

- Literature review on measuring and assessing internationalization efforts in IHEs
- Designing survey questionnaire based on literature review
- Testing and revising survey questionnaire
- Locating award-winning IHEs
- Identifying contact information of presidents of institutions who received Senator Paul Simon Awards for Campus Internationalization
- Identifying Chief International Education Administrators (CIEAs) from 35 award-winning IHEs
- Distributions of questionnaire to Chief International Education Administrators (CIEAs)
- Collecting, coding and analyzing questionnaires
- Conducting six interviews with CIEAs from four IHEs
- Analyzing of interviews data
- Documents analysis of four outstanding IHEs
- Findings from the Questionnaire are written in chapter 4
- Findings from the Individual and Cross-Case analysis are written in chapter 5
- Conclusions and implication of findings are written in chapter 6

Chapter Summary

The present chapter introduced qualitative research design, conceptual and theoretical frameworks, and defined the multisite studies approach used in the study. This chapter also provided a detailed description of three sources of data collection (questionnaire, interviews, and documents) utilized in the study, including the selection of study participants, instrumentation, procedure and data analysis. The summary of key steps in conducting this research was also indicated. The next chapter will provide findings from the questionnaire answering the first two research questions.

CHAPTER IV

FINDINGS FROM QUESTIONNAIRE ACROSS ALL 10 IHES

Overview

This study investigated the ways the Senator Paul Simon Award-winning institutions of higher education (IHES) and the Chief International Education Administrators (CIEAs) from a subset of these award-winning institutions value the presence of international graduate students on their campuses, and the ways those values are indicated in the processes and assessment of internationalization efforts and the inclusion of international graduate students in the campus community life and beyond. Specifically, this study examined four key questions:

1. In what ways do the Senator Paul Simon Award-winning IHES value the presence of international graduate students on their campuses?
2. What strategies are used by the award-winning IHES to evaluate internationalization efforts?
 - a. How do these award-winning IHES evaluate their internationalization efforts specifically in regards to international graduate students?
3. What do the Chief International Education Administrators from a subset of award-winning IHES value in regards to internationalization processes in their institutions?
4. What do the Chief International Education Administrators from a subset of award-winning IHES value in regards to international graduate students' enrollment on their campuses?
 - a. How are those values indicated in the processes and assessment of internationalization efforts?

- b. How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?

This chapter presents findings related to the first two research questions and includes the results from the questionnaire completed by 10 CIEAs during the first stage of the data collection phase of this study. The questionnaire gathered data on the approaches used by 10 award winning IHEs to recruit, retain, and support the successful integration of international graduate students into the campus life, and the measurement and assessment strategies being used in these institutions. The questions in the questionnaire were grouped into three categories: international students' enrollment goals, international graduate students' academic and social integration strategies, and measuring and assessing international efforts being used in selected award winning IHEs.

The findings in this chapter are presented in the following order:

- Profile of 10 IHEs who participated in the study
- Questionnaire analysis by research question
- Summary of findings from the questionnaire

Profile of 10 IHEs

The online questionnaire was completed by CIEAs from 10 IHEs that received the Senator Paul Simon Award for Comprehensive Internationalization. Out of the 10 CIEAs who completed the questionnaire, half (5) were Directors of specific international/graduate/global programs or departments. The remaining five were: Associate Vice President for Institutional Services (1), Vice Provost for Global and Engaged Education (1), Dean of Graduate College (1), Associate Dean for Administration and International Studies and Programs (1), and one administrator who

shared double responsibilities as the Dean of the College of International Studies and Vice Provost of International Programs.

I also collected student enrollment demographic information on the 10 participating IHEs from their websites as well as information on each of the IHEs from the Carnegie Foundation for the Advancement of Teaching website. According to the Carnegie Foundation for the Advancement of Teaching (2010), nine are large research, four-year institutions whereas one is a medium sized master's four-year university. Out of the 10, eight universities are primarily residential, one is primarily nonresidential and one is highly residential. As for the graduate instructional programs, five are comprehensive doctoral institutions with medical/veterinary programs, four are comprehensive doctoral with no medical/veterinary programs, and one has postbaccalaureate comprehensive programs. The majority, eight institutions, have very high research activity followed by one institution with high research activity and one with large programs.

Enrollment Statistics for the 2012-2013 Academic Year

These institutions differ in size and number of graduate student enrollment. In the following section, I provide statistics for graduate student enrollment, including international graduate students and total student enrollment in these institutions for the 2012-2013 academic year.

Total student enrollment. The responding IHEs ranged in size and number of total students for the 2012-2013 academic year. One IHE is a multi-campus university with a total enrollment of more than 100,000 students. Four institutions have total student' enrollments between 40,000 and 50,000 students, while four IHEs have between

20,000 and 40,000 students in total, and one IHE has less than 10,000 total enrollments.

See Figure 4.1 for summary of student enrollment across the institutions.

Distribution of Institutions by Number of Total Students Enrolled	Frequency
More than 100,000	1
40,000-60,000	4
20,000-40,000	4
Less than 10,000	1

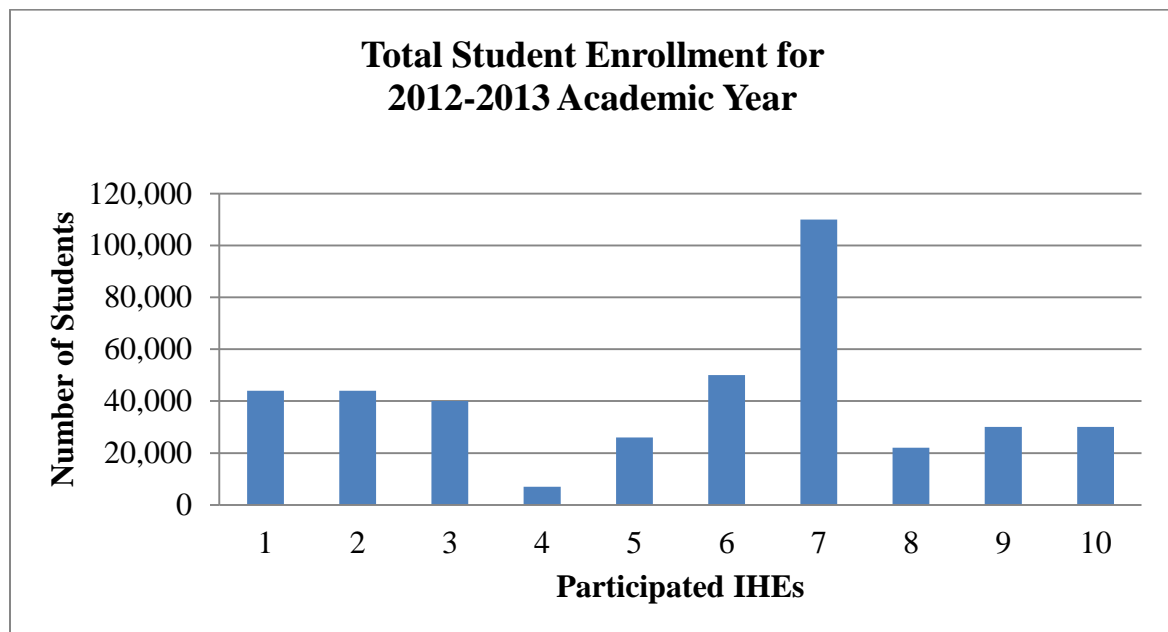


Figure 4.1 Total Student Enrollment for 2012-2013 Academic Year

Offering graduate degree programs (including masters' programs and doctoral programs). Out of the 10 responding institutions, five (50%) offer between 50 and 100 graduate degree programs, one institution has approximately 150 programs, and two institutions (20%) offer between 150-200 graduate programs. One institution, which belongs to the system of a multi-campus university, offers more than 250 graduate programs.

Graduate student enrollment. For the 2012-2013 academic year, two (20%) IHEs reported that the number of enrolled graduate students was between 1500 and 4000

students. Three institutions (30%) had graduate student enrollments between 5,000 and 10,000 students. Four IHEs reported enrollment of graduate students in the range of 10,000-15,000, while one institution had more than 20,000 graduate students in the 2012-2013 academic year.

Distribution of Institutions by Number of Graduate Students	Frequency
More than 20,000	1
15,000-20,000	0
10,000-15,000	4
5,000-10,000	3
Up to 5,000	2

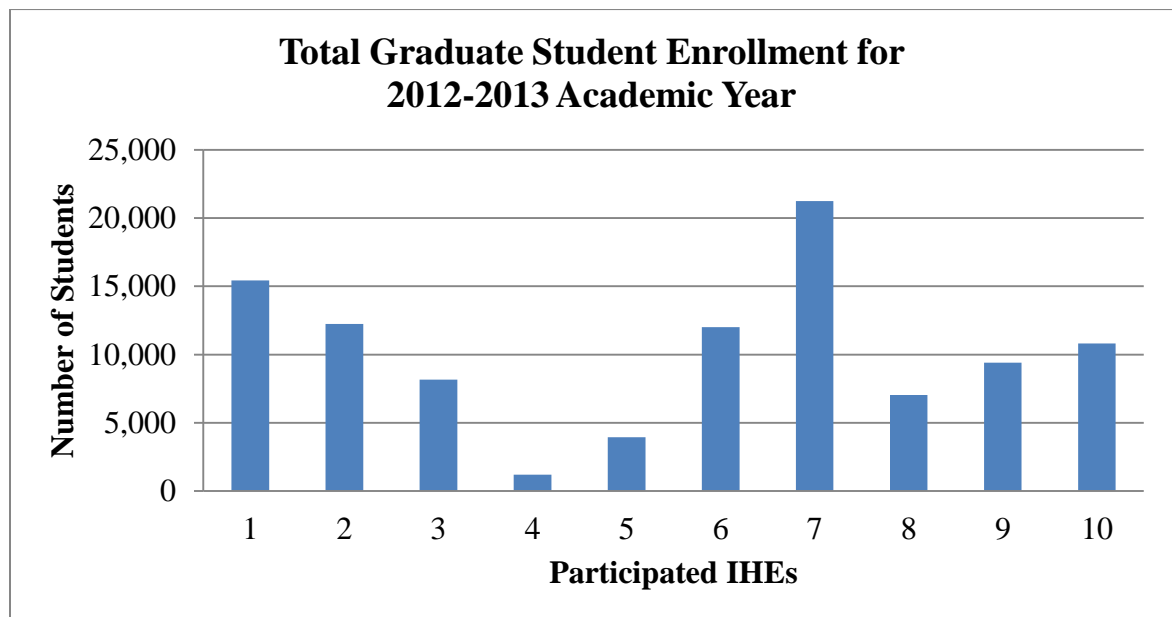


Figure 4.2 Total Graduate Student Enrollment for 2012-2013 Academic Year

International graduate student enrollment. The number of international students enrolled in graduate programs ranged from 100 to 4,000 students. Four institutions reported having between 2,000 and 4,000 international graduate students and two IHEs showed enrollment of around 4,000 international graduate students. Meanwhile, the remaining three IHEs had less than 1,000 international graduate students

on their campus during the 2012-2013 academic year. See Figure 4.3 for summary across all 10 IHEs.

Distribution of Institutions by Number of International Graduate Students	Frequency
More than 4,000	2
3,000-4,000	2
2,000-3,000	3
500-1,000	1
100-500	1
Up to 100	1

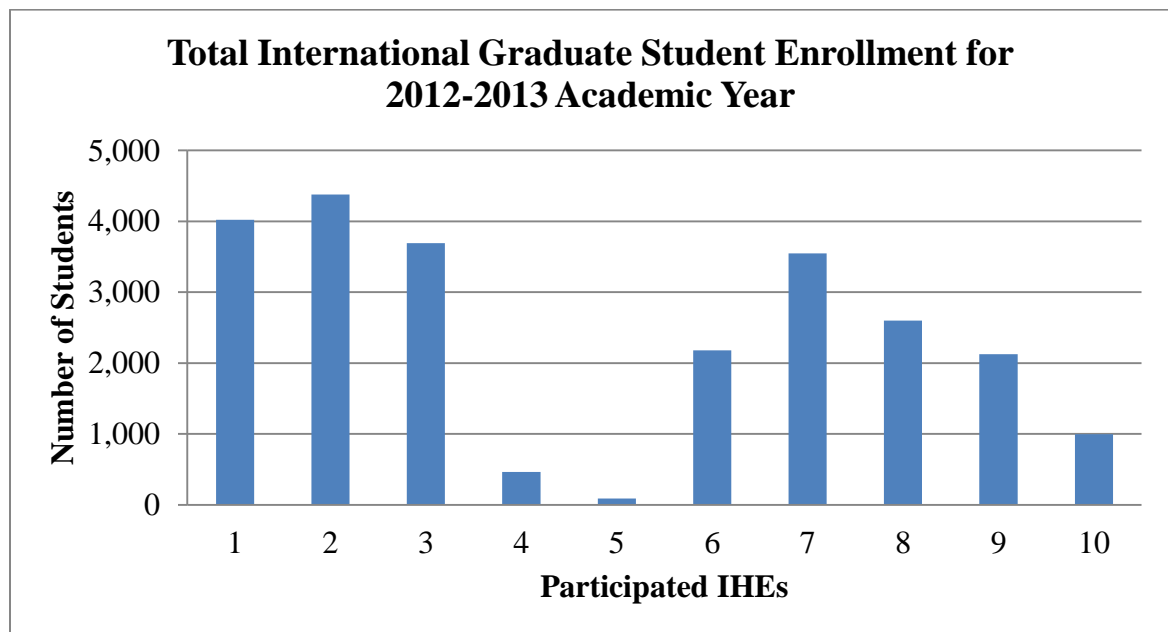


Figure 4.3 Total International Graduate Student Enrollment for 2013-2013 Academic Year

Comparison of enrollment. Figure 4.4 shows the comparison of enrollment of International Graduate Students, Graduate Students, and total Students in the 10 responding IHEs for 2012-2013 academic year.

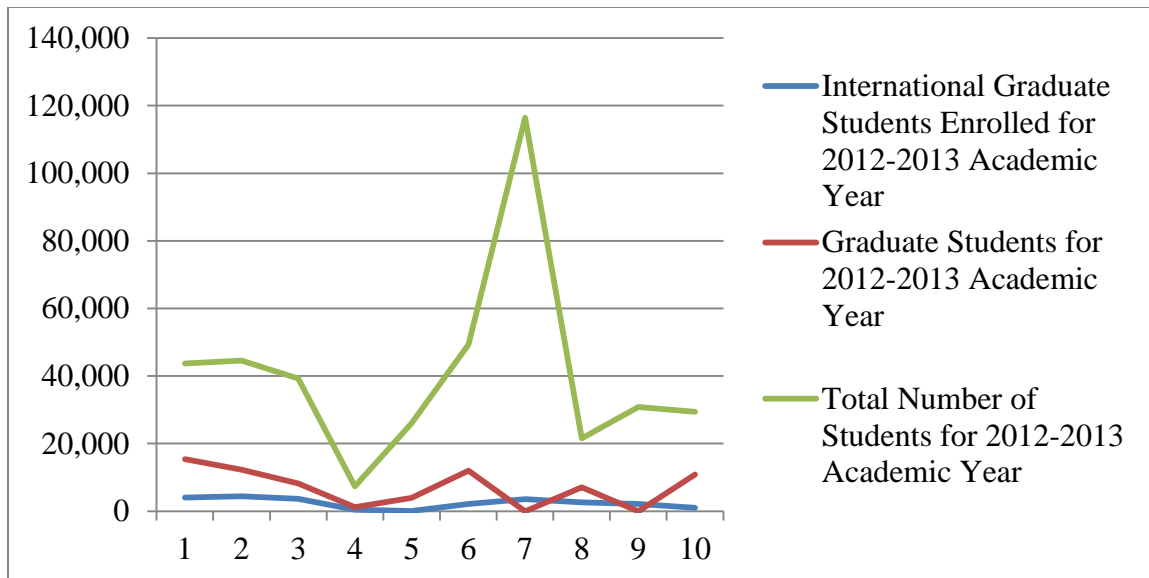


Figure 4.4 Comparison of Student Enrollment

Percentages of international graduate students to total graduate students in 10 IHES. In identifying the percentage of international graduate students to the total graduate student enrollments in these institutions, I found that only two of the universities' international graduate student enrollment amounted to less than 10% of the total graduate student counts. For the remainder of the respondents, international graduate students made up 15% to 40%, with one IHE reporting that more than 40% of their graduate students were international. See Figure 4.5 for specific percentages across the institutions.

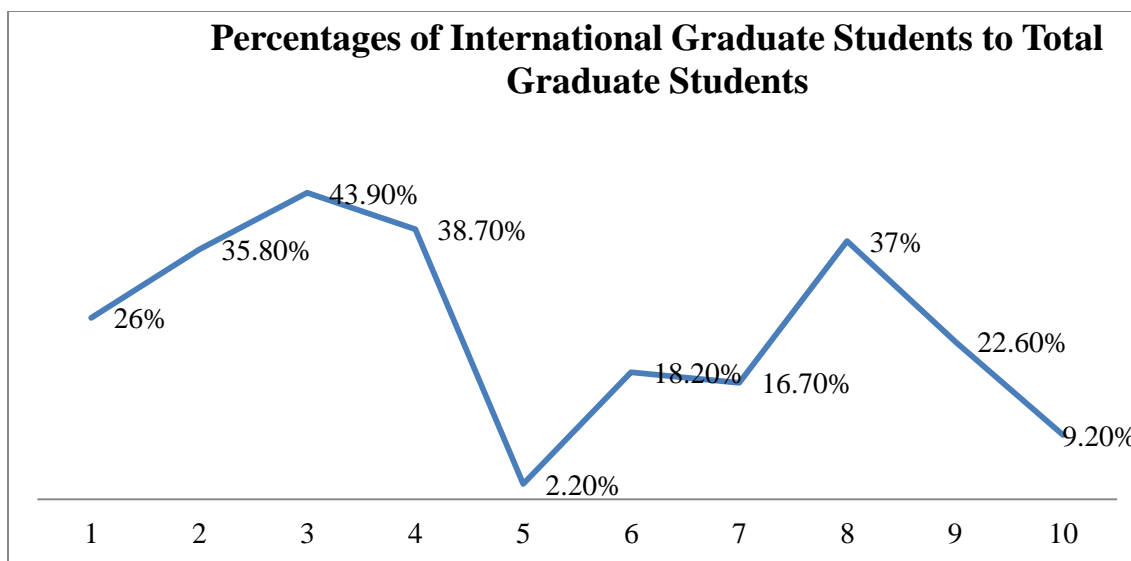


Figure 4.5 Percentages of International Graduate Students to Total Graduate Students

Percentages of international graduate students to total students in 10 IHES.

In contrast to high percentage of the international graduate student enrollment to the total graduate student, the percentage of international graduate student enrollment in majority of universities was below 10% and in one institution the percentage of international graduate student enrollment was below 1% as in comparison with total student enrollment. In three responding institutions the percentage of international graduate students was in the range of 3-4%, while in two other IHEs, the international graduate students comprised 6-7% of total students. Three IHEs reported more than 9% of international graduate student enrollments for the academic year of 2012-2013. Meanwhile, in the multi-campus IHE, the international graduate students comprised of 12% of total students. See Figure 4.6 for specific percentages across the institutions.

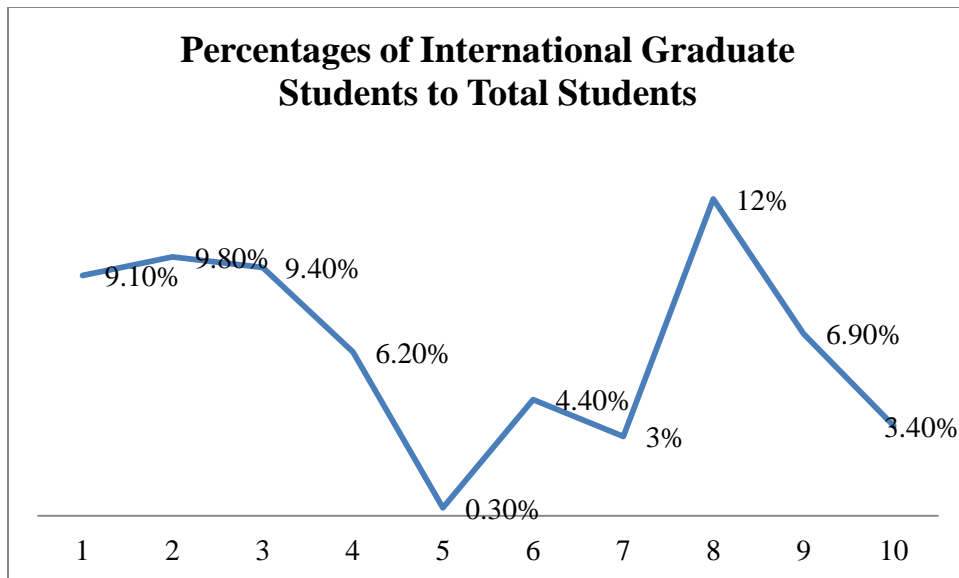


Figure 4.6 Percentages of International Graduate Students to Total Students

Figure 4.7 summarizes enrollment numbers of international graduate students in comparison to total graduate students and total student enrolled in 2012-2013 academic year in ten participated IHEs.

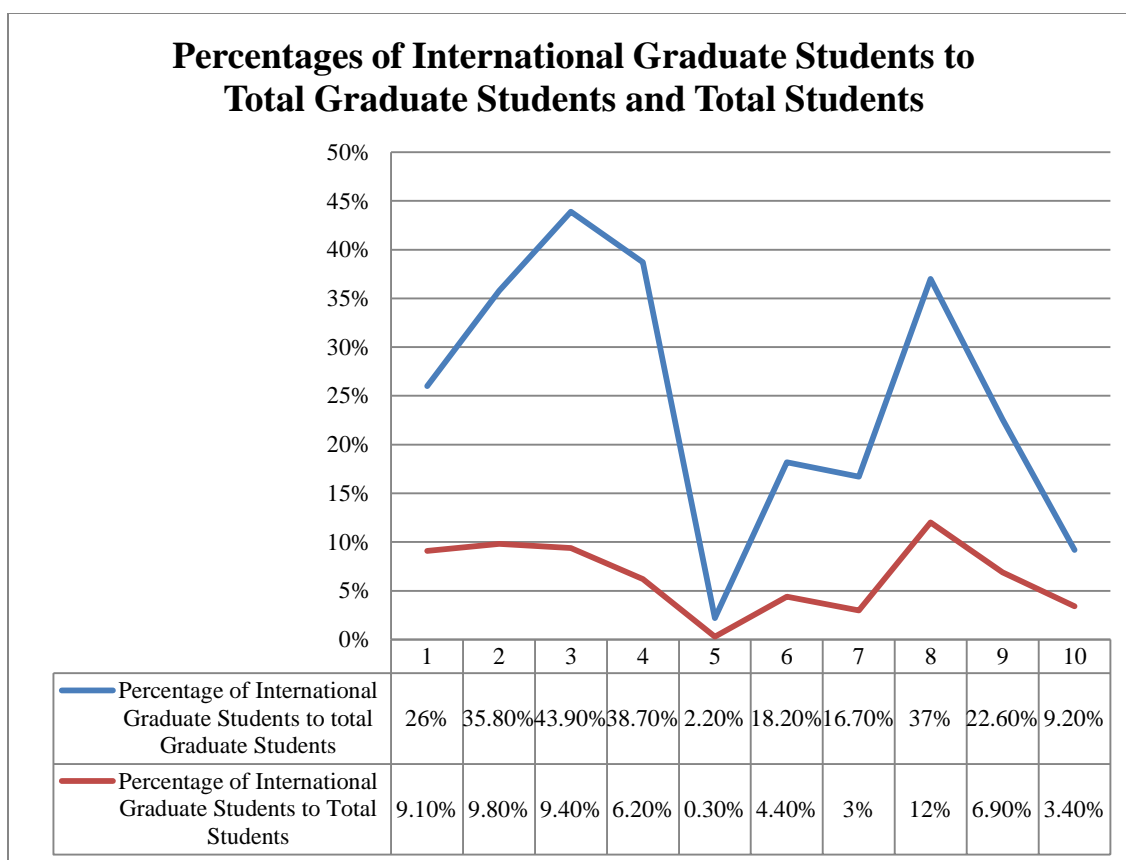


Figure 4.7 Percentages of International Graduate Students to Total Graduate Students and Total Students

Questionnaire Data Analysis by Research Questions

Research Question 1

In what ways do the Senator Paul Simon Award-winning IHEs value the presence of international graduate students on their campuses? (Questionnaire items 1-11)

The first research question was analyzed based on five data sets: (1) qualitative and quantitative goals of international graduate student enrollment, (2) actions taken by institutions to reach internationalization goals, (3) recruitment strategic focus, (4) monitoring the academic success of international graduate students, (5) and

extracurricular activities offered for international graduate students' integration into the campus life. The findings for each data set are presented below.

Quantitative and Qualitative Enrollment Goals for 2012-2013 Academic Year

Out of the 10 respondents, two (20%) reported having both quantitative and qualitative goals for international graduate students at the institutional level. The quantitative goals included,

- to double the number of international graduate students from Africa, Europe, and South America
- to maintain the current number and increase the number each semester

The same two IHEs' qualitative goals from their institutions' strategic plans were the following:

- to integrate international graduate students into the social and cultural experiences offered on campus and in the community and to develop academic and professional relationships with faculty and classmates, and
- to diversify the international student population, respectively.

The remaining respondents, either answered that this information was not available to them or there were no quantitative or qualitative goals for international graduate student enrollment at the institutional level due to the fact that graduate admissions/enrollment is a decentralized process in these institutions and the specific academic units determine their goals and actions individually. Administrative decentralization, as Henikel (1999) stated, occurs "when the authority to make important decisions was delegated to other (lower) levels" (p. 4). In the case of graduate admissions/enrollment, the balance of power, the control of resources, decisions, and knowledge related to the international

student recruitment was shifted to academic units. Proponents of a decentralized system support the assumption that decentralization is a preferred form of management since it provides a greater participation in organization decision making (Kochen & Deutsch, 1973) and increases, in some cases, efficiency in management and governance (McGinn & Welsh, 1999). However, the decentralized structure of graduate admissions may lead, as in the cases of some of this study's participants to minimal coordination and communication among academic units, graduate admission offices, the offices of the international students and programs, and top administrators in regards to recruiting international graduate students. Moreover, the research (for example, Rogers, 2000) suggests that recruitment needs to be a well-coordinated effort with campus-wide consensus on goals and outcomes with support from chief administrators at the institutional level. Therefore, decentralization without communication/information gathering by CIEAs might lead to a lack of clarity and data reporting strategic outcomes regarding international student enrollment goals.

Actions Taken by Institutions to Reach International Student Enrollment Goals

Even though information on articulated international graduate students' enrollment goals at the institutional level was not available to most of our responding CIEAs, they are aware about the strategies being taken by their institutions to recruit international students, including international graduate students. Among the actions taken by institutions to reach internationalization goals, seven respondents (70%) offered part-time graduate assistantship positions for international graduate students. Financial assistance was also cited: five respondents (50%) indicated that their institutions provide scholarships for international graduate students and four respondents (40%) cited offering

tuition waivers for eligible students. Recruitment strategies were also used to reach internationalization goals. Four respondents (40%) indicated that they conduct recruitment through their institutional website, and funds are allocated for recruitment officers to recruit international students. Three CIEAs (30%) indicated that they utilized an international recruiting company to recruit international students (see Figure 4.8 for a Summary of Actions).



Figure 4.8 Summary of Actions Taken by Institutions to Reach Internationalization Goals

A text box for additional information was provided under this question, and two respondents (20%) added that research/teaching assistantships and scholarships are offered to all students; including international graduate students, but they do not have dedicated funding specifically for international students. One respondent also indicated that they have a Global Ambassador program for current international students from their target areas to assist in the recruitment process.

In summary, the majority of the award-winning IHEs were not actively involved in recruiting international graduate students. Less than half of these institutions had recruitment strategies; the majority relied upon the word-of-mouth and institutional reputation to attract international students. Nonetheless, most of these IHEs do offer some types of financial assistance to retain enrolled students. This finding is concurrent with Ozturgut's (2013) research which found that "institutions spend more time, efforts, and finances to retain the international students" (p. 9) than on recruiting prospective international student.

Recruitment Strategic Focus

To the question if there is a specific part of the world in which the institution is focusing their international student recruitment strategies, four respondents (40%) answered 'Yes', while six respondents (60%) responded 'No'. Of those who target specific global areas, four continents were mentioned. The most cited was Asia (4 IHEs), followed by South America (3 IHEs), Africa (2 IHEs), and Europe (1 IHE).

Within Asia, the responding institutions used strategies to recruit international students from the three countries: specifically: China (2), India (1), and Bangladesh (1). In South America, Brazil was indicated by one CIEA as a desired country for prospective international students.

Monitoring the Academic Success of International Graduate Students

Nine out of 10 CIEAs answered that their institutions monitor the academic success of graduate students. Out of the nine, three (30%) institutions monitor the academic success of international graduate students, specifically. In regards to how the level of academic success of international graduate students is monitored, the respondents answered that there is no monitoring done at the institutional level. Individual academic

departments monitor the progress of their students, including international graduate students, toward degree and achievement of program milestones. This departmental monitoring includes annual academic progress reviews for all degree-seeking graduate students. The international office is notified when international students fall below a certain academic retention level (take less than a “full course of study” for a particular semester) since this will affect their F-1 status, which requires the institution to terminate the student in the Student and Exchange Visitor Information System (SEVIS). In order to prevent international students from becoming out of status, students in danger of academic ineligibility are counseled by international student advisors across the nine institutions who indicated that they monitor the academic success of graduate students in general. Meanwhile, the Graduate College monitors GPAs each semester for all graduate students and time requirements for degree completion for all graduate students seeking degrees. In addition, the Graduate College records the results of all taken examinations as well as theses or dissertations credits across the nine institutions who indicated that they monitor graduate student progress.

In general, monitoring of the academic success of the international graduate students is an essential part of the retention of international students. Academic success is closely associated with the emotional well-being of the students (Parker, 2004), with their ability to deal with the psychological stress related to social, academic and cultural adjustments in a foreign environment (Sadhu, 1994). Correspondently, the role of adequate and high quality academic and support services plays a major role in adjustment processes (Wilson, 2007). Merriam (2005) added that the provision of high quality college services to international students can significantly contribute to their learning

experiences and/or involve changes in students' perspective or process of meaning making. In the cases of lowering the academic level or inadequate academic level of international students, international counseling and advising services can step in and help identify the issues related to the problem as well work on effective and timely solutions (Colondres, 2005). Ozturgut (2013) acknowledges that "though international students are supported through various social and cultural activities, the strong need for personal support is a significant shortcoming of the efforts of the U.S. institutions with their retention efforts" (p. 10). Moreover, consistent tracking of the academic success of international graduate students will ensure that international graduate students successfully complete their programs of studies and are equipped with the necessary skill levels and knowledge abilities required to meet the demands of the emerging world (economic) community (Wilson, 2007). Wilson (2007) further asserts that the more IHEs are willing to support international students in achieving their educational success, the more students will be willing to study in these institutions and, thus, will contribute to building a global profile of these institutions. Findings from the current study suggest that the vast majority of award-winning IHEs follow the advice from researchers regarding monitoring international graduate student success. Given that this monitoring is conducted regularly across all graduate students, this is not surprising. However, as monitoring is done by multiple institutional entities, including Graduate Colleges and International Offices, the result is sometimes confusing and conflicting.

Extracurricular Activities Offered for International Graduate Students

Among the eight listed extracurricular activities offered for international students to integrate them with the campus community members (students, faculty, and staff), the

most cited was *orientation for new international students*. This activity is mandatory for all new international students in all responding 10 IHEs. Nine institutions offer social events and language partner programs for integrating international students with the campus community. Other extracurricular activities offered in eight (80%) responding institutions are International Week and international festivals/celebration. Peer mentoring is offered in five IHEs (50%), whereas faculty mentoring – is offered in only three institutions (30%). Finally, four (40%) indicated offering a specially designated meeting place for international students to discuss international issues with other international students and domestic students. Figure 4.9 summarizes the extracurricular activities offered in 10 participating IHEs for international graduate students.

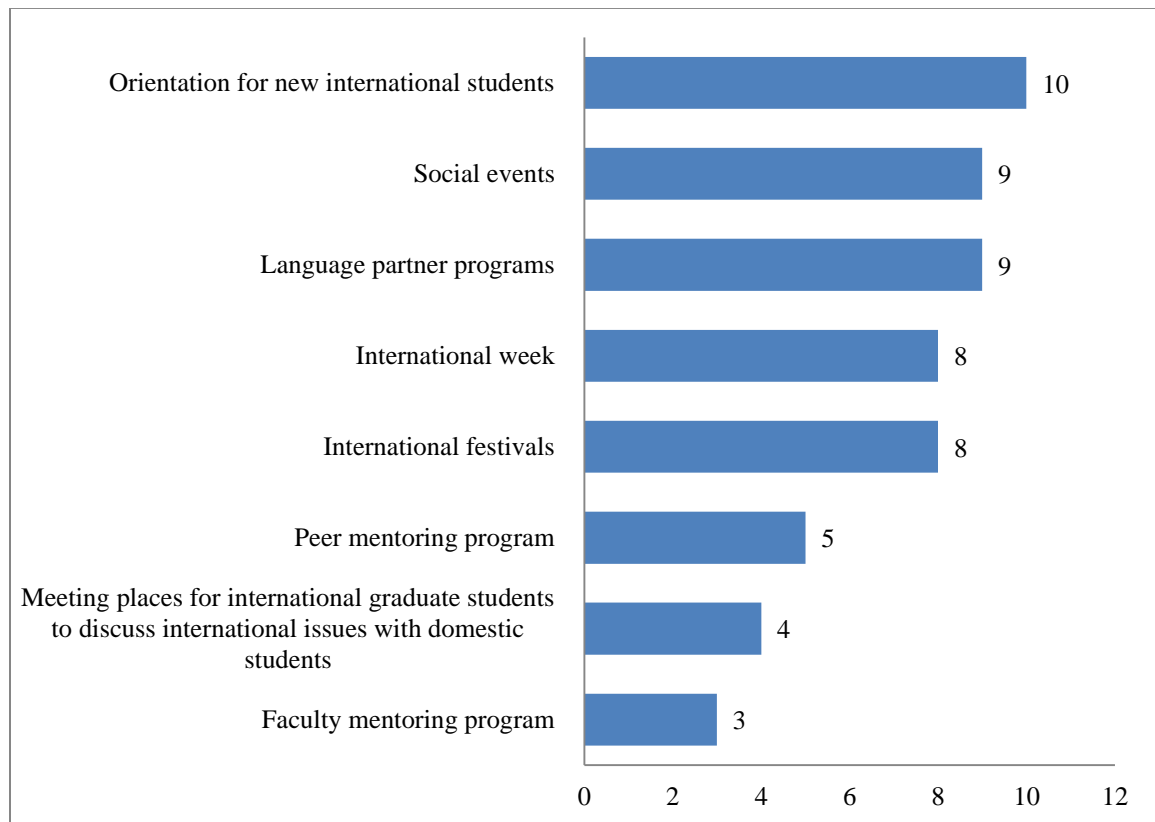


Figure 4.9 Summary of Extracurricular Activities

Since the list of extracurricular activities was not exhaustive, four CIEAs provided a few additional extracurricular activities offered at their institutions for successful integration of international students within the campus community. One CIEA mentioned the existence of various international-oriented clubs on campus, mentoring programs for all students, including international students, and campus-wide convocation to all students. The respondent indicated that many of these activities are decentralized in the institution and many of them are offered for both domestic and international students. Another CIEA listed the following activities: intercultural training workshops for international students which include information about U.S. culture, traditions and adaptation strategies, academic culture of U.S. universities; teaching and language training for Graduate Teaching Assistants, including international students; and spouse programs for language learning and integration. Another CIEA added that international students are invited to participate in special events such as lectures, conferences, symposia, art exhibitions, performances etc. And finally, the last CIEA mentioned the two programs: cousins program and friends to international students. The cousins program matches international students with domestic students based on their hobbies, majors and countries of special interest so they would be able to share their respective cultures through daily life activities as well as through participation in monthly programs on campus. The friends to international students program is designed to connect international students with local families.

With regard to the extracurricular activities listed above, social integration of international graduate students with domestic students was rated in the following way: very good (2), good (4), poor (1), do not know/not sure (3) (see Figure 4.10). This finding

indicates that the participating IHEs value the presence of international students on their campus by providing quality programs and services for international students' involvement into the campus life and their successful integration with other students. Interactions with domestic students, which is a part of Lin and Yi's (1997) on-going adjustment stage, helps them to adjust to living in the university and encourages international students to become connected to the campus community and the surrounding communities (Iwasaki, 2007).

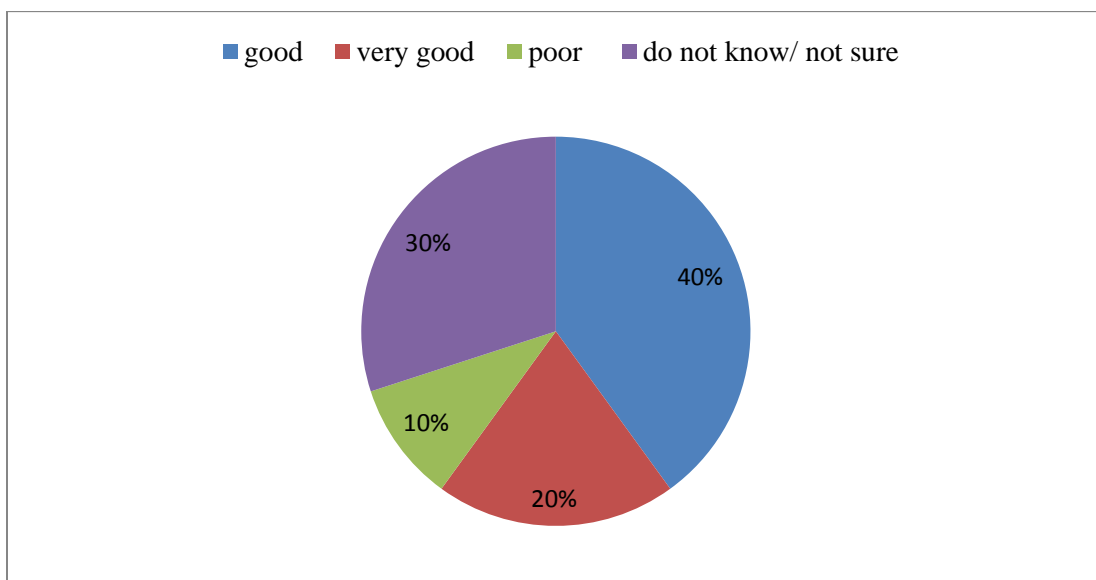


Figure 4.10 Rating of Social Interaction of International Graduate Students with Domestic Students

As for the social integration of international graduate students with faculty members, the answers of the 10 respondents were the following: very good (2), good (3), poor (2), do not know/not sure (3) (see Figure 4.11). Since only half of the participants indicating either good or very good social integration of international graduate students with faculty member, work still seems needed in this area. Trice's (2001) study found that faculty's ability to interact with international students inside and outside the

classroom settings is a key element contributing to the satisfaction of international students. In classroom settings, faculty can help international students by implementing different techniques, such as offering service learning opportunity in their courses (Iwasaki, 2007). Staff and faculty, as Iwasaki (2007) further argued, together share a vigorous role in international student development process. Therefore, it is imperative to have better communication, interaction and collaboration between international graduate students and faculty/staff. When people collaborate, they naturally create a community of learning and learners as “they work, learn, and plan together in pursuit of their goal of making their community a better place over time” (Born, 2008, p. 193).

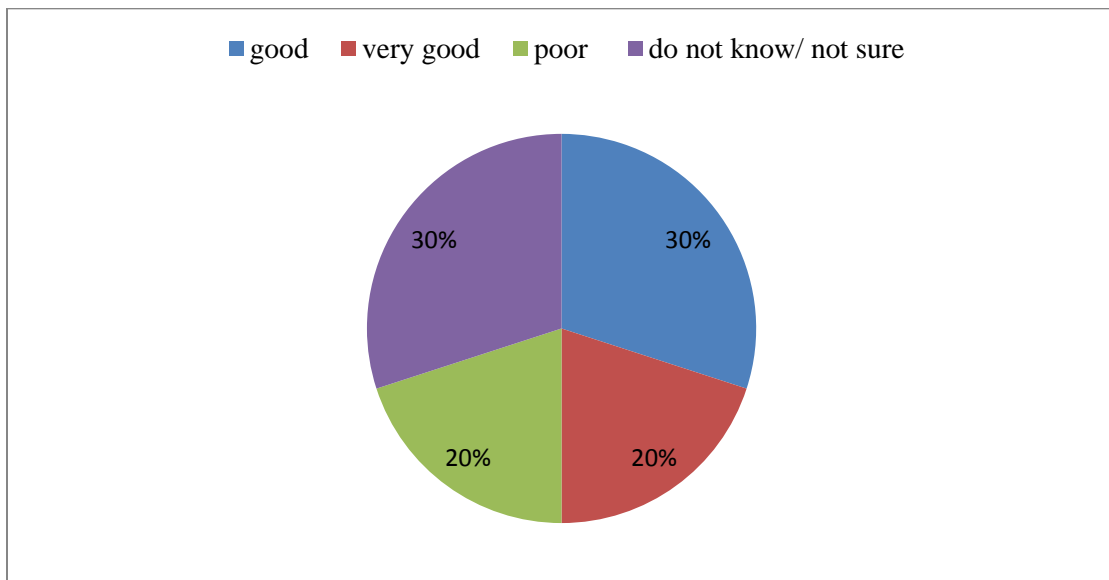


Figure 4.11 Rating of Social Interaction of International Graduate Students with Faculty

Eight respondents also listed several actions that need to be taken to improve social integration of international graduate students with the domestic students and campus community members. These are:

- Create focused attention on the issue at the institutional level which is visible to both international and domestic students and create events that international students want to participate in
- Be more intentional and creative while designing events and programs for international student integration
- Actively involve campus community at large, including students, staff, and faculty members in successful integration of international graduate students
- Encourage local families to be more involved with international students
- Develop more specific programs university wide
- For effective integration of international students, it needs to be structured and facilitated in both, curricular and co-curricular settings
- Integrate international and domestic programming
- Continue to extend host family/friend program and further improve opportunities for international students to interact with domestic students

CIEAs not only showed that they have considered ways in which they could increase social integration of international graduate students, but they also indicated that their institutions have started working on some of these strategies, specifically - the integration of international and domestic programming, peer mentoring programs, family and friend programs, and development of different opportunities for mutual campus participation.

What is clear is that more attention remains necessary in creating focused attention on this issue at the institutional level which will eventually lead to actively involving campus community in successful integration with international graduate students.

However, to involve students, faculty, and administration actively in helping international

students to integrate effectively into the campus life, campus community members need at first to be aware of the needs and concerns of international students (Wilson, 2007). This may be accomplished, as some CIEAs mentioned, by asking international students in what events they would like to participate, by being more creative in designing programs for international student integration into the campus life, and by inviting international students to participate in meaningful conversations regarding different perspectives on areas of interest in and outside classroom settings.

In summary, the findings analyzing the questionnaire data show that, at the artifact level, the organizational structure of the majority participating IHEs have decentralized graduate admissions process which sometimes leads to minimal coordination between academic departments and the central office in regards to the enrollment goals and strategies and monitoring system of the international graduate students' progress. Besides, the majority of institutions do not have qualitative and/or quantitative goals for international students' recruitment at the institutional level.

As for the espoused beliefs as shared by IHEs in regards to international graduate students, in general all participating institutions value presence of international graduate students on their campuses by providing a wide range of programming aiming to integrate international graduate students into the campus community and beyond. However, these programs are mostly focused on integration of international students with domestic students. Still work needs to be done to increase faculty and staff interactions with international students. As the participating IHEs spend more time and efforts on retaining international students, they are not actively involved in recruiting international graduate students and in monitoring the academic success of international graduate

students. Some IHEs do not have specific recruitment strategies in place and rely mostly on snowballing (word-of-mouth) and/or on the institution's prestigious reputation.

The underlying assumption as was evident through data analysis is that international graduate students should already desire to come to a campus and, since they actually came and enrolled, their integration with students, faculty, and staff may be assumed through their mere presence and through advertising certain programs/events.

Research Question 2

What strategies are used by the award-winning IHEs to evaluate internationalization efforts? And how do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students? (Questionnaire items 12-16)

In the questionnaire section about measuring and assessing internationalization efforts, I followed Deardorff, Thorndike Pysarchik, and Yun's (2009) logic model for assessment to answer my second research question. This framework includes five components: 1) inputs (human, financial, and other resources needed to achieve goal); 2) activities (activities to provide opportunities to achieve the learning goal); 3) output (generally, types and numbers of participants); 4) outcomes (what participants know/think/and or feel as a result of participation in the learning activity); and 5) impact (longer term results).

Ninety (90%) responded that their institutions measure internationalization efforts. One CIEA indicated that she did not receive the feedback from the corresponding department and thus, she could not complete this section of the questionnaire. Therefore, data analysis of the following section of the questionnaire is based on responses from nine CIEAs.

Performance Indicators

In general, the findings of this section of the questionnaire show that participating institutions are measuring and/or assessing strategies in practice; however, these institutions differ in types and number of indicators that they use in the assessment process.

Inputs. Participants were asked to indicate inputs (e.g. diversity of resources such as human, financial, policies, etc.) available at their institutions to support internationalization efforts. Table 4.1 summarizes the frequency of measured inputs from the questionnaire.

Table 4.1.

Summary of Measured Inputs

Inputs	Frequency
Diversity of study abroad options	9
Diversity of international students	9
Diversification of the sources of international contracts/grants	7
Internal and external support for students engaged in study, research, and internships abroad	7
Grants for international research	6
Workshops for faculty on globalizing the campus	6
Scholarships for international students	5
Grants for international faculty	4
Workshops for staff on globalizing the campus	4
Internal and external support for faculty projects and activity abroad	4
Grants for international students	3

The most cited were two inputs: diversity of study abroad options and diversity of international students (9 responses, each), whereas the least used input to assess

internationalization efforts was – the availability of grants for international students (3 responses). The fact that diversity of international students is measured in each institution indicates that participating IHEs made a high level of investment to diversifying the campus community and internationalizing the institution in general.

Activities. Offering study abroad experiences to students (9 responses) and activities on globalizing the campus (8 responses) were the most highly-cited activities that participants indicated as important in assessing internationalization efforts. Out of the nine respondents, seven indicated paying specific attention to developing internationalized curricula and supporting faculty and students in their endeavors to obtain Fulbright research grants. Four CIEAs mentioned that creating opportunities for faculty international experiences are part of their institutional goals for internationalizing the campus. These findings indicate that priority efforts among nine IHEs are focused on increasing students' knowledge on global issues by investing on domestic students' study abroad experiences and by providing opportunities for social interactions with international students. Less attention is devoted to infusing international and global perspectives throughout the teaching mission of higher education. And even fewer efforts are made to train faculty and staff on internationalization of HE and helping staff increase their international experiences.

Table 4.2.

Summary of Measured Activities

Activities	Frequency
Study abroad experience for students	9
Activities on globalizing the campus	8
Internationalized curricula	7
Fulbright research grants	7
International experience for faculty	4
International experience for staff	3

Outputs. Outputs are the amount of the various types of work or activity undertaken in support of internationalization efforts. Outputs can be measured in the numbers of participants, students, and programs. Table 4.3 provides a summary of measured outputs.

Table 4.3.

Summary of Measured Outputs

Outputs	Frequency
Number of international students	9
Number of students participating in study abroad programs	9
Number of international graduate students	8
Number of visiting foreign scholars	8
Number of institutional partnerships with internationally based institutions (e.g., Memoranda of Agreement, Memoranda of Understanding)	8
Number of faculty who have been Fulbright scholars	7
Number of Fulbright scholars from other countries	7
Number of students studying foreign languages	7
Number of international research projects	5
Number of faculty involved in international research	5
Number of faculty engaged in international teaching	5
Number of working foreign scholars	4
Number of publications based on international research	3

The most cited outputs were: number of international students and students participating in study abroad programs (9 responses, each), followed by the number of

international graduate students, visiting foreign scholars, and institutional partnerships with internationally based institutions (8 responses). The least cited output was the number of publications based on international research (3 responses). Since outputs are direct consequences from inputs (Beerkens et al., 2010), and the IHEs who responded identified international students as being an important component of their internationalization strategy, it was predictable that IHEs would measure the number of international students in their institutions. Moreover, the majority of these institutions also measure separately international graduate students (only one institution does not have this measurement output).

Outcomes. Outcomes are the impacts on knowledge, attitudes, skills, careers, enhanced reputation, etc. Table 4.4 provides the Summary of Measured Outcomes.

Table 4.4.

Summary of Measured Outcomes

Outcomes	Frequency
Global/intercultural competency of students	6
Institutional position in global rankings of higher education institutions	6
Awards, prizes, recognition of institutional international activity	4
Foreign language(s) proficiency of students	4
Globalized institutional community	3
Global/intercultural competency of faculty	2
Expanded career choices for students	2
Global workforce preparedness of students	2
Global workforce preparedness of faculty	1
Global/intercultural competency of staff	1

Responding IHEs assess in regards to internationalization efforts are: global/intercultural competency of students (6 responses), institutional position in global rankings of higher education institutions (6 responses), awards, prizes, recognition of

institutional international activity (4 responses), foreign language(s) proficiency of students (4 responses), and a globalized institutional (campus) community (3 responses). Two CIEAs indicated that global/intercultural competency of faculty, expanded career choices for students, global workforce preparedness of students were measured to show the result on institutional culture and its members' learning. The finding shows that participating IHEs have a balanced approach of outcomes assessment which include both, institutional and student outcomes. The lower number of measured outcomes by participating IHEs, in comparing with measured outputs, may be the result of difficulty in identifying what actions impacted institutional or student outcomes. Beerkens et al. (2010) assert that outputs can be easily linked to an action or an activity, whereas the outcomes are the result of many actions and it is hard to say what action caused it. International graduate students are members of campus community and by being actively involved in classroom's discussion and participating in conversations with students, faculty, and staff on campus, they can contribute to globalizing campus community and can impact the life of the entire institutional community by expanding its perspectives and increasing competence on global, international, and intercultural issues. As a result, international graduate students can be one of those indicators contributed to some of those above mentioned outcomes.

Measurement Tools to Evaluate Internationalization Efforts

Four measurement tools to evaluate internationalization efforts were listed for selection. These included: self-evaluation (an internal exercise used for mapping and assessing activities within an institution); benchmarking (an ongoing exercise in which an institution's internal processes are compared with peer institutions); classification (criteria for comparison are set by external parties and the comparative quality of the

institution is provided to the public); and ranking (criteria for comparison are set by external parties and the comparative quality of institution is provided to the public). The most cited was self-evaluation (9 responses), followed by benchmarking (6 responses), and ranking (4 responses). Classification was not selected by any of the respondents. One respondent also added that recently their institution completed a multi-year study using the Intercultural Development Inventory. This finding is concurrent with the literature (Beerkens et al., 2010) that indicated that self-evaluation is the mostly used tool by IHEs to measure and assess their internationalization activities on campus, to analyze internationalization processes in general and to identify flaws in internationalization efforts. As well, Birnbaum (2000) and de Wit (2010) suggest that benchmarking is also a popular management tool for assessing the quality of internationalization efforts. And, the findings of this study confirm that the majority of the participating IHEs are also involved in benchmarking activities. The increased competition among national and global institutions for the best and brightest students has pushed some IHEs to develop indicators to profile themselves (Beerkens et al., 2010). However, the findings show that not all institutions are ready to provide the public with information on the quality of their education. And none of the participating IHEs utilize classification as the measurement tool to evaluate internationalization efforts in their institutions

Evaluation of Internationalization Efforts in Regards to International Graduate Students

Out of the nine respondents, only three (30%) indicated that their institutions used measures to evaluate internationalization efforts specifically regarding international graduate students. These measures include:

- the Graduate College monitors student participation through the admissions process and annual reviews with the programs
- the institution participated in the International Student Barometer (ISB) survey to assess the extent to which international students are satisfied with their experience
- the institution monitors the admissions statistics and enrollment tracking of all students, including international graduate students

Out of nine, only one CIEA indicated that his/her institution assesses the contribution of international graduate students towards student learning outcomes. This respondent specified that international graduate students are integrated into the life of the university as Teaching Assistants (TAs) and Research Assistants (RAs) and “they provide valuable perspectives in the classrooms in which they engage.” It should be noted that other CIEAs might also agree with this statement, but they did not acknowledge it while completing the questionnaire. The respondent also added that “a part of student's global engagement may be as a result of engaging with international graduate students.” However, although his/her institution assesses the contributions that graduate students make to the instructional, research, and service missions overall, it does not do so specifically by international graduate students.

In summary, the findings of the questionnaire regarding the strategies being used by participating IHEs to measure and assess internationalization efforts show that at the artifact level, namely organizational processes, the majority of institutions rely on measuring inputs and outputs, and less emphasis are made on assessing institutional and student outcomes. Since outcomes are most closely associated with measuring

institutional goals and mission statements (Hudzik & Stohl 2009), not paying much emphasis to them might lead to incorrect presentation of overall institutional achievements.

International graduate students are explicitly and implicitly mentioned in evaluation processes. The inclusion of international graduate students into the processes and assessment of internationalization efforts is a good indicator of valuing the presence of international students on campus, in general. However, one thing missed in evaluation of internationalization efforts by responding IHEs, which relates to the espoused belief and values of organizational culture of IHEs, is the assessment of the contributions that may be made by international graduate students towards globalizing the institutional community and by contributing to the overall effectiveness of internationalization efforts in general. Only three institutions indicated that they used measures to evaluate internationalization efforts, specifically in regards to international graduate students, with only one institution that mentioned it assessed the contribution of international graduate students towards student learning outcomes. This finding leads us to the underlying assumption that the value of international graduate students on globalizing and internationalizing the campus is not in question and the responding IHEs do not see the need to assess the underlying reason for their contribution.

Summary of Findings from Questionnaire

Several findings were made to the first research question of shared values that the selected award-winning IHEs put in action in regards to international graduate student presence on their campuses. First, the majority (80%) of participating IHEs do not have institutional-level quantitative or qualitative goals for international graduate students due to decentralized enrollment processes. The artifact of organizational structure, namely

decentralized enrollment processes, indicates that each specific academic unit determines its goals and actions individually and that the university administration does not consider this information important to collect and analyze. This artifact also leads us to Schein's (2010) second level of cultural analysis – shared values about goals and means to achieve them. The finding suggests that the majority of participating institutions do not have a common language, shared values, or concrete goals of enrollment of international students, or about the means of how these goals are to be met. Since IHEs exist in an ever-changing environment and they need to compete for the best and brightest international students, it is desirable for IHEs to develop shared concepts of international graduate students' enrollment goals and the means to achieve these goals. Rogers (2000) suggests that recruitment needs to be a well-coordinated effort with shared campus-wide assumptions underpinning well-planned goals and outcomes with support from leaders at the institutional level.

Second, all participating IHEs demonstrated espoused values (from conducting recruitment through institutional websites and through international recruiting companies to engage current international students in recruiting prospective students from target areas) in regards to various strategies their institutions used to recruit international graduate students. The majority (70%) of responding IHEs also offer some financial assistance to increase the recruitment of international graduate students: part-time graduate assistantship positions for international graduate students (7 institutions), scholarships for international graduate students (5 institutions), and tuition waivers for eligible students (4 institutions). Even though IHEs are competing for the best international students, the majority of participated institutions (6 institutions) do not have

a recruitment goal to target international students from specific countries. Four institutions focus on specific parts of the world with Asia (4 respondents) remaining the most target area for student recruitment followed by South America (3 respondents), Africa (2 respondents) and Europe (1 respondent).

The third finding related to the espoused values that these IHEs place on international graduate students on their campuses is the (non)existence of a monitoring system in the respective institutions. Only three institutions monitor the academic success of international graduate students, specifically. And, even in these institutions, there is no monitoring done at the institutional level. Individual academic departments monitor the progress of their students, including international graduate students, toward degree and achievement of program milestones, and the international office is notified when international graduate students are in danger of losing their F-1 status due to academic ineligibility or failing to maintain nine credit hour course loads. The data indicate that in most participating IHEs the espoused values of international graduates students are not supported by institutional practices. Partially, this appears to be due to the numerous and varied internal stakeholders, including international graduate students, and, partially, due to the disciplinary and academic departments diversity. Since there is no monitoring system done on the institutional level, it can lead against the efficient and effective resolution of academic issues that international students might encounter during their educational journey in a foreign educational system and may have impact on overall experiences of international graduate students. This finding also leads us to the conclusion that this area in international education has some space for improvement.

Finally, in a slight majority participating IHEs, the social integration of international students with domestic students was generally rated high (2 respondents rated integration as very good and 4 respondents rated it as good) and a little bit lower was the number for the social interaction with faculty members (2 respondents rated very good and 3 respondents rated as good). This finding suggests that about half of the participating IHEs have created what Lave and Wenger (1991) called a learning culture, for international students by providing a variety of extracurricular activities for international students to integrate them with the campus community members as well as the local community members. This finding also points to the underlying assumption that international graduate students should already desire to come to a campus and, since they actually came and enrolled, their integration with students, faculty, and staff may be assumed through their mere presence and through advertising certain programs, events, and activities across the campus and beyond. Nevertheless, there are always some areas for improvement and one of the strategies mentioned by the respondents for improving social integration of international graduate students with campus community members, remains making this issue more evident at the institutional level.

The findings of the questionnaire to the second research question reveal that all nine responding IHEs have shared beliefs and values regarding measuring results of internationalization effort. However, the assessment strategies used to evaluate their internationalization efforts differ in types and number of measuring indicators and the purposes of indicator sets. International students are one of the most cited indicators in evaluating efforts. International students were explicitly mentioned by nine respondents to assess inputs and outputs of internationalization efforts, and implicitly mentioned in

assessing activities that provide opportunities to achieve the institutional goals of internationalization of the campus, such as activities on globalizing the campus by eight respondents and internationalized curricula by seven respondents.

The last component of the logic model, the outcomes of internationalization efforts, is only measured by six respondents. The most cited outcomes were global/intercultural competency of students and institutional position in global rankings of higher education institutions (6 responses). Four of the responding IHEs measure awards, prizes, recognition of institutional international activity and foreign language(s) proficiency of students as well as claiming they have a globalized institutional community. Two CIEAs indicated that three outcomes, global/intercultural competency of faculty, expanded career choices for students, and the global workforce preparedness of students – were measured in their institutions indicating what they believe to be an international institutional culture. Even though international (graduate) students were not explicitly mentioned as important indicators for assessing internationalization outcomes, one respondent indicated that because international students are members of the organizational culture of IHEs they may have indirect impact on the outcomes of internationalization efforts. By participating in classroom settings and in extracurricular activities, international graduate students contribute to globalizing institutional community and, thus, are one of the end results leading to raising institutional position in global rankings arena.

To the sub-question on how award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students, only three respondents indicated that their institutions have some measures in practice. These

measures include: monitoring international graduate student participation through the admissions process, enrollment tracking and annual reviews with programs who enroll international graduate students (2 respondents), and usage of the International Student Barometer (ISB) survey to assess the extent to which international students are satisfied with their experience (1 respondent). One respondent indicated that his/her institution assesses the contribution of international graduate students in student learning outcomes. The respondent indicated that her institution assesses, in general, the contributions that graduate students make to the instructional, research, and service missions of the respective institution, but they do not divide these data further to international graduate students. This finding suggests that there is a discrepancy between shared values and shared assumptions in regards to international graduate students. Most participating IHEs, despite of their shared beliefs that they value international graduate students, take for granted the basic assumption of this value and are not actively engaged in finding out the ways in which international graduate students have impact (or not) in the internationalization efforts in their institutions.

To sum, the findings of this questionnaire supported the argument that IHEs are complex organizations (Sporn, 1996) and have complex organizational culture (Schein, 2010). Organizational culture of IHEs is impacted by institutional needs to adapt to the external environment and integration of the internal processes to ensure the capacity to continue to survive and adapt (Schein, 2010). The de-centralized nature of the organizational practices in IHEs ultimately led to many of these institutions not having a thorough grasp of the value that international graduate students are bringing (or not bringing) to the campus. Many participated IHEs have shared beliefs that they value

international graduate students, but the data suggest that they do not often evaluate their internationalization efforts in regards to international graduate students, thus, they are lacking the data on what to pay attention to in regards to improving internationalization efforts, and the experiences of these learners.

Chapter Summary

The present chapter introduced the findings from Questionnaire across all 10 IHEs related to the first two research questions. The profiles of 10 participating IHEs describing the student enrollment demographic information for the 2012-2013 academic year as well as information on each of the IHEs from the Carnegie Foundation for the Advancement of Teaching website were also presented in this chapter. The next chapter will provide findings from individual case studies and cross-case analysis answering the third and fourth research questions.

CHAPTER V

FINDINGS FROM THE INDIVIDUAL CASE STUDIES AND CROSS-CASE ANALYSIS

Overview

This chapter presents findings to the third and fourth research questions, namely *What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions? What do the Chief International Education Administrators (CIEAs) from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses? And two sub-questions, How are those values indicated in the processes and assessment of internationalization efforts? How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?*

CIEAs from four IHEs agreed to participate in the subsequent in-depth interviews. These four institutions are located in different states in the U.S. – the first is a Southwestern university (SWU), the second institution is a Midwestern university (MWU1), followed by a Southeastern university (SEU) and another Midwestern university (MWU2) which is located in the Great Lakes Region. In this section, following Yin's (1994) case-study analysis, I first provide thematic analysis of each institution to have a foundation for further cross-case analysis. The thematic analysis was based on three sources of data collection: the completed questionnaires, subsequent interviews with a subset of questionnaire responders, and document analysis. To keep the identity of each institution confidential, names of the institutions' specific documents and reports as

well as any instances of clear institutional “branding” that might be easily identified, have been altered to protect confidentiality.

The findings in this chapter are presented in the following order:

- Findings from individual case studies
 - Case study of SWU
 - Case study of MWU1
 - Case study of SEU
 - Case study of MWU2
- Cross-case analysis
- Chapter summary

Findings from Individual Case Studies

I analyzed the organization culture of each institution based on Schein’s (2010) three levels of analysis: artifacts, espoused beliefs and values, and basic underlying assumptions. At the artifact level, each case study included information on published demographic information, organizational structure of the institution, profile of interviewed CIEA(s), and the organizational culture of assessment/measurement. The information on published demographic information and organizational culture of the institution I collected from each institution’s website, available reports, as well as the Carnegie Foundation for the Advancement of Teaching’s (2010) website. The profiles of CIEA(s) presented the CIEAs as (1) the administrators responsible for the operation of international education within their respective institutions (titles of the CIEAs, their responsibilities, their reporting line, and the memberships in organizations that support their current roles); and as (2) the individuals as professional (background information,

professional experiences, and academic rank held, if any). These data were collected through the interview process. The organizational culture of assessment/measurement I collected from the completed questionnaires of four institutions.

At the level of espoused beliefs and values, each case study includes findings on six themes: (1) published strategic documents (document analysis), (2) evaluation reports on strategic initiatives (document analysis), (3) defining the concept of internationalization efforts (interview analysis), (4) importance of internationalization for each institution (interview analysis), (5) key areas in deciding upon internationalization strategies (questionnaire and interview analysis), and (6) the impact/legacy of the Senator Paul Simon award (interview analysis). At the last level of Schein's organizational culture, I searched for underlying assumptions that might be indicated through the interview process with the CIEA(s) and compare them to findings identified through the questionnaire and document analyses to justify or challenge the assumptions.

The thematic analysis of each case study was also guided by the third and fourth research questions. The findings for each case study are presented in the following order:

- Research question three: Organizational Culture and Internationalization Process
 - Artifacts
 - Espoused Beliefs and values
 - Underlying Assumptions
 - Summary
- Research question four: Organizational Culture and International Graduate Students

- Artifacts
 - Espoused Beliefs and values
 - Underlying Assumptions
 - Summary
- Summary of the case-study

Case Study of SWU

SWU: Organizational Culture and Internationalization Processes

Artifacts

Published demographic information. One of the artifacts of organizational culture of IHEs is the demographic information of the institutions which sets an organizational identity of the institutions and is the visible product of their efforts to serve the campus community, the surrounding community, the state and the global communities. SWU, according to the Carnegie Foundation (2010), is primarily residential, more selective 4-year comprehensive doctoral degree granting university with very high research activity. Total student enrollment for the 2012-2013 academic year was approximately 31,000. Graduate student enrollment was above 9,000 and international graduate students comprised slightly more than 2,000. The percentage of international graduate students enrolled in the 2012-2013 academic year to total graduate students was 22.6%, and to total students was 6.9%. SWU offers about 160 master's programs and 75 doctorate programs. The annual operating budget was around \$2 billion. SWU is the leading public higher education in its state and one of the country's leading public research universities (the Community Impact Report, 2014). This artifact indicates that SWU serves a large campus community and international community by offering a

variety of graduate programs, and by creating opportunities for conducting domestic and international research projects.

Intentional organizational structure. SWU's efforts to internationalize the campus began in the early 1990s when the International Programs Center was founded. This center's goal was to prepare graduates for the globalized world by promoting international activities and programs, by enhancing the international content of the curriculum and degree programs, by increasing outreach on international matters in state, national and international arenas, and by providing the state and the region with a greater voice in international relations. A few years ago, the College of International Studies was established as a response to a growing student demand. The College of International Studies is responsible for implementation of the university internationalization efforts. The mission of this College is "to develop, implement and support opportunities for international education, research and service [at the university] and abroad, and to enhance international awareness across campus, within the state and around the nation" (The College of International Studies, 2014). The College serves international students, intensive English students, study abroad and global programs. The artifact of the centralized leadership structure in the College of International Studies suggests that the university focuses on implementing and supporting opportunities for internationalization efforts taking place on campus and abroad. And the unique organizational structure of the international education indicates that internationalizing and globalizing the campus community have been the key priorities of the internationalization efforts at SWU.

Profile of the leader of SWU's international education. The interviewed CIEA at SWU has dual job titles: the Dean of the College of International Studies and Vice

Provost of International Programs. Her primary responsibilities as the Dean of the College of International Studies can be divided into four areas: (1) international areas studies (management of the curriculum in international area studies, and providing services to students in the major and international area studies), (2) study abroad (overseeing study abroad activities on campus), (3) international students (overseeing international students services), and (4) overseas operations (overseeing study centers operated abroad, managing the program and setting up new centers in other countries). The Dean of the College of International Studies has been in this position for two years, and she reports to the Senior Vice President and Provost. The existence of this high level organizational reporting system within international education indicates that decisions about internationalization processes are made at the very top levels and these processes are visible across all colleges at SWU.

As a professional in the field of International Education, the Dean of the College of International Studies belongs to professional associations that support her current administrative positions: The International Studies Association (ISA), the Association of International Educators (NAFSA), and the American Council on Education (ACE). The interviewed CIEA has three degrees (a bachelor's, a master's and a doctoral) in political science. However, within the political science field, her areas of interests fall under topics related to international affairs/relations. She has spent 17 years working in higher education, and she holds the academic rank of Full Professor. She teaches courses related to international relations, international studies, and international security studies domestically as well as overseas. She summarized her teaching practice as:

The courses, I believe, all enhance international education - they're all internationally oriented. I don't teach anything that isn't internationally oriented.

And, I also take students abroad every summer and teach courses overseas. So, I not only teach international courses over here in [SWU], but I teach courses in a foreign country every year with students... so I'm engaged completely in international education.

The sub-culture of the leaders in international education was presented by describing the CIEA as the administrator responsible for the operation of international education within SWU and as the professional individual. This information is important in unveiling the professional experiences of the leader responsible for leading the implementation of the internationalization efforts on campus and will connect us to shared assumptions the leader of the sub-culture may have. In general, the existence of the sub-culture at SWU has a positive impact on implementing decisions due to the visible representation of the CIEA at the Dean's level.

Organizational culture of assessment/measurement. IHEs are called to evaluate the effectiveness of their internationalization efforts, and more precisely, examining the value of these efforts. SWU, as an organization, has a culture of assessment, and it assesses and/or measures inputs, outputs, activities, and outcomes of internationalization efforts as per Deardorff, Thorndike Pysarchik, and Yun's (2009) logic model. Several inputs that support internationalization efforts include diversity of study abroad options, number of international students, diversification of the sources of international contracts/grants, number of workshops for faculty and staff on globalizing the campus, internal and external funding support for students engaged in study, research, and internships abroad, and, finally, internal and external support for faculty projects and activity abroad.

SWU also measures different types of activities that provide opportunities to achieve the institutional goals of internationalization of the campus. These activities are:

number of study abroad experience for students, internationalized curricula, activities on globalizing the campus, and Fulbright research grants. As for the outputs, SWU assesses or measures the numbers of international students, international graduate students, visiting scholars, working foreign scholars, study abroad students, Fulbright faculty, Fulbright scholars from other countries, faculty engaged in international teaching, students studying foreign languages, and the number of institutional partnerships with internationally based institutions (e.g., Memoranda of Agreement, Memoranda of Understanding).

The outcomes component of the logic framework for assessment implies the impacts of internationalization efforts on knowledge, attitudes, skills, careers, enhanced reputation, etc. SWU measures several outcomes: global/intercultural competency of students, foreign language(s) proficiency of students, globalized institutional community, and awards, prizes, recognition of institutional international activity. Evaluation of international efforts at SWU is conducted for two purposes: self-evaluation (an internal exercise used for mapping and assessing activities within an institution) and benchmarking (an ongoing exercise in which institution's internal processes are compared with peer institutions). These data suggest that a strong leadership at SWU has created the foundation for the development of precise and sustainable models for measuring and assessing the dynamics of institutional internationalization.

Espoused Beliefs and Values

Published strategic documents. The written documents that point us to the institutional values and send a message about the key priorities used by the institution are the mission statement, goals, and objectives of the institution. These documents are listed in the strategic plan of the institution. SWU's Strategic Academic Plan, which is

reviewed and modified each year, is seen as the guide to all planning and evaluation processes taken place on campus and is intended to be sufficiently flexible to adjust to any emerging realities. The mission statement of SWU is “to provide the best possible educational experience” for students “through excellence in teaching, research, and creative activity, and service to the state and society” (SWU’s Strategic Academic Plan, 2014). The mission stated is supported by three main goals of SWU, which are: (1) to improve quality of education, (2) to increase the number of graduates, and (3) to prepare “students to meet the challenges of the global economy.” The culture of participation or community is evident in the way the Strategic Academic Plan is modified; all areas of campus need to provide input into the Strategic Academic Plan via varied meetings and processes. However, it is the shared responsibility of the President and the Vice Presidents of SWU of implementing appropriate changes in “policies, procedures, facilities, and technology to assist the campus in moving forward strategically” (SWU’s Strategic Academic Plan, 2014). The published strategic documents tell us that at SWU the culture of participation along with the shared decision-making among the top leaders’ have created a strong sense of belonging to a campus community and working together toward achieving campus community goals.

Evaluation reports on strategic (global) initiatives. Every strong institution needs periodically to complete evaluation reports to assess the progress the institution is making toward achieving the goals as defined in the strategic plan. SWU has a long established culture of accountability. The most recent progress report on community impact provided a glimpse on how SWU positively impacted the regional, state, and national communities and around the world. This report, which marked the 10th

anniversary of its annual evaluation, documented some of the many ways in which SWU has contributed in various areas, including education, research economic, health and service, and also showed a progress in a multiple of fields, disciplines and initiatives (The Community Impact Report, 2014).

Of the many global initiatives established at SWU, their online interactive learning community initiative deserves precise attention. This initiative was launched recently, and it gives an opportunity to connect learners around the globe in real time. SWU students may enroll in the 20 different courses, in areas ranging from law to history of science, computer programming and others. Not SWU's students can participate in lectures, readings, discussion for free and without earning credit for participation. Courses use interactive online learning resources (video lecture, tests, whiteboard etc.) that allow students to share their notes and interact with other students throughout the course. These artifacts, the evaluation reports and strategic initiatives, provide a clear message that SWU has a culture of accountability toward international community-building and international education which is based on evaluating the progress the institution is making towards achieving its strategic goals and creating strategic and global initiatives to reach institution's goals.

Defining the concept of internationalization efforts. Since the definition of internationalization varies across institutions and stakeholders, unveiling the espoused beliefs of the leadership of the institution on this concept will tell us where the institution stands in terms of internationalization. The SWU CIEA defines the concept of internationalization of higher education in accordance with the university mission statement. In relation to the teaching, she stated that internationalization is:

knowledge, international activities and international awareness, so, regardless of the discipline, whether it's a professional field or a scientific field, or social studies, broadening that curriculum to include international lessons and international knowledge about... what is the standard in other countries?... or what are the international components regarding that issue?

Besides broadening the curriculum, internationalization for this administrator must also “address research and encourage and facilitate ways in which faculty can engage in international research and find partnerships around the world because none of us can study anything in isolation.” Academic enterprise, she added, also “requires engagement with a community and so to me internationalization requires engagement with an international community of scholars.” And finally, this CIEA stated that “the service component of the university mission should also be internationalized, so you are engaging in service learning and service activities that are international in nature.” The President’s vision statement is concurrent with this CIEA’s definition of internationalization as it states generally “advancing a global prospective in all aspects” of education in this institution (“Welcome to the [SWU]”, 2012). These findings show that internationalization is an ongoing process at SWU and remains central to the mission statement of this institution. The espoused value shared by the top leadership and explicitly mentioned in the mission statement of the institution is advancing global/international perspectives in all aspects of education at SWU.

Importance of internationalization for SWU. The CIEA mentioned three reasons as to why internationalization is important for SWU. The first is to prepare students to live and survive in a global community. She stated “today's young people must be educated about the world in which we live... [And] everything they do will be affected by the global community that they live in, so it's important that they know about

this.” This assertion, as CIEA posits, is relevant to all institutions, “regardless of where [students] are getting their degree - all institutions should be focusing on international activities.” The second reason is related to the top leader’s position on internationalization and his commitment to international activities and affairs. She stated,

At our institution we have a leader who is very committed to international activities and international affairs. As a former governor and a former senator in the state, he was very involved in foreign affairs in government, and so he brought that interest and commitment to international education to the [SWU]. So, his vision has made it very important specifically to our institution.

And the last reason provided is related to the location of SWU. Internationalization of HE will broaden international perspectives and horizons for students who live and/or study in a central part of the country. The CIEA stated:

Because we are in the middle of the country, and because we don't have, you know, easy and broad access to all kinds of cultures on a daily basis... Where you might find such things on the coasts for example... where you might find people from all around the world living in one city. We are an international community here, but it isn't as visible and so again broadening those perspectives and horizons for students in a place in the middle of the country is also very, very important for our institution... to promote that international awareness and international action here.

So, the espoused belief, as shared by the Dean of International Education on ‘why’ SWU needs to internationalize the campus and ‘why’ internationalization is important for this institution, is that internationalizing and globalizing the campus will help to prepare students to survive in a global community and to broaden international perspectives in a location that is not heavily affected by immigration. This espoused belief is also clearly articulated in the above mentioned strategic plan and is guided by top leadership.

Key areas in deciding upon internationalization strategies. To my question asking which key areas SWU considers when deciding upon internationalization strategies, the Dean of the College of International Studies mentioned several key areas

of strategic engagement. The first key area is related to the mission statement of SWU that is teaching, research and service “to our community and to our ever shrinking world.” The CIEA stated this key area involved decisions made by the institutional leaders on ‘how’ and ‘where’ their institution should engage in international strategies. She continued, “as the leaders come together and say ‘okay, what to do next on international affairs’... These are the things we talk about and the key areas that we focus on.” The teaching mission also includes “taking students abroad and providing them an international experience as well.”

One additional key area is recruiting international students and engaging them with domestic students. The CIEA stated that “recruiting [international students] to this university, or bringing them here as an exchange student is a key area of a strategic engagement.” In document analysis of SWU, the strategic plan consists of three main goals; two of them reflect what the CIEA mentioned about key areas, such as increasing the number of international students, and preparing all students, including international, to meet the challenges of the global economy. Thus, the espoused beliefs mentioned by the CIEA in regards to key areas in deciding upon the internationalization efforts are recruiting more students, including international, and preparing students to become globally competitive. These espoused beliefs are explicitly articulated in the strategic planning document.

The impact/legacy of the Senator Paul Simon award. The CIEA believes that the legacy of the Senator Paul Simon Award for SWU is that internationalization processes on campus have become “bigger, better and more grand.” The award also made possible several independent offices and programs that were put together under one

umbrella unit, the College of International Studies, with a centralized leadership. The CIEA stated, “we are very unique in having a college of international studies that takes on all of these different things. It's not the typical model.” Since the award, they have representation on the Dean’s Council, and they “are very visible and internationalization has caught on in all colleges across campus.” The CIEA continued, “I mean there was a very large number of exchange agreements and a good number of students going abroad – not enough, but a good number... A lot of international engagement, but since that award the legacy has been that we have institutionalized internationalization on campus.” She stated:

The award recognized what we've done, but also recognized where we were headed, and that we are going to create this tremendous international network of activity here, at the university, which is quite uncommon, I think, compared to many others in the area.

The CIEA added that all this was possible due to the vision of SWU’s President who “set it apart from any other kind of international program in the country.” Thus, institutionalization of internationalization efforts at SWU was the direct result of the Paul Simon Award for Comprehensive Internationalization and was further supported by a global vision of the top leader. This finding leads us to the conclusion that internationalization remains central to the mission statement of this institution and that internationalization processes have moved to another level – they become more sophisticated and broad.

Underlying Assumptions

Three important components of international education. The third level of Schein’ (2010) analysis of organizational culture is the underlying assumptions.

Underlying assumptions can be difficult to define as they are unconscious, taken-for-

granted beliefs and values of the organizational culture. However, there are markers in the data that point us in the direction of getting an understanding of these fundamental characteristics. The underlying assumption regarding international education can be described on the basis of the main components of international education. The CIEA stated that international education has many components but three components are particularly important. The first one has to do with “substance of knowledge and learning” inferring that if campus community members will be engaged in reading/discussing about cultural and global topics, then they would be more aware “about the world [issues] and being more culturally aware and capable of engaging with others from around the world in an intercultural way. So, substance of knowledge is an important part of this internationalization effort...” Since IHEs now function in the era of a postmodern world, that includes what people think to be knowledge really consists of deconstructing constructs. This leads us to the conclusion that this assumption needs to be supported by the well-articulated institutional practices and policies that are firmly rooted in ethics and quality of internationalization efforts.

The second component is research that leads to knowledge creation and sharing. She stated, “... let's just maybe even back up – creating knowledge about international things, sharing knowledge about international things is critical in an international function in terms of internationalization and higher education...” The underlying assumption of creation of knowledge about world issues and sharing this knowledge with the rest of the world underpins this institution’s need for internationalization to be supported by all institutional members and requires allocation of funding for conducting

international research projects. While promoting internationalization, this IHE appears not to sacrifice the institutional culture.

And the third component is private and public outcomes of international education that lead to personal development and growth, better understanding of citizenship and a sense of community. The CIEA stated:

I feel really strongly about this, that an international education has really important private and public outcomes that lead to personal development and growth that contributes to better citizenship and a sense of community. So, there's that kind of individual good that comes out of it and a public good that comes out of it – that is a result of international education in terms of individual outcomes. We grow in our own ability to become more empathetic to others around the world, understand other around the world, analyze others from around the world, gain more perspectives on how people live around the world and are more tolerant of others around the world. So, those are very important individual and personal outcomes that I find. I just can't imagine anything being more important than that. And then, the public outcome is that you're much more likely to be engaged in that community and to be civic minded, and to be just a better global citizen because of it. So, there is a public outcome that is really critical.

The underlying assumption that international education contributes significantly to achieving personal and public outcomes of internationalization efforts is critical to a relational understanding of person, world, activity and participation. SWU as a community of learning needs to continue helping institutional members to become full participants in the campus community life. Only through the full participation in the campus community life, institutional community members are engaged in the context of learning which eventually leads to enriching their perspectives, increasing knowledge about the world issues and developing skills to be productive members of the local and the world communities. The CIEA concluded:

Thinking very abstractly – these notions of creating and sharing knowledge and then also facilitating good people – that's what international education means to me and, I think, to this institution. And so, you know, I'm thrilled to be a part of it and look forward to leaving that kind of legacy for students... And the [president

of SWU] has certainly left that kind of legacy for students for generations to come.

Summary

Internationalization is the key component of SWU's organizational culture. The value that SWU plays on internationalization efforts was evident at the surface level of SWU, namely, in the published demographic information, intentional organizational structure, profile of the leader in the field of international education, and a culture of assessment/measurement of internationalization efforts. These artifacts are sources of evidence that internationalization processes at SWU are of high priority. SWU has taken the concrete steps (strong top level leadership, establishing of the College of International Studies, centralized leadership in international education) to infuse international/global perspectives into the campus life and disseminate them among all colleges on campus.

To understand the meaning of the artifacts more deeply, I interviewed the leader in international education, the Dean of International Studies. By analyzing the espoused values and beliefs detailed in the strategic documents and presented by the CIEA during the interview process, I received the written and verbal indicators of institutional values in regards to internationalization. These are: (1) SWU has a culture of shared responsibility and participation which is evident in the written documents and which together with the strong leadership has created a sense of community, (2) strategic initiatives are annually evaluated and the quality of internationalization efforts are periodically measured and assessed, (3) the concept of internationalization remains central to the mission statement of this institution (this espoused value is shared by the top leadership and is mentioned in the mission statement), (4) there is shared belief why internationalization is important for SWU (which is broadening students' perspectives

from a central part of the country and helping them to become globally competitive), (5) the key areas in deciding upon the internationalization efforts is recruiting more students, including international (graduate) students, and (6) the impact of the Senator Paul Simon Award and the global vision of the president of SWU have led to the institutionalization of internationalization efforts on campus.

To get a deeper understanding of SWU's organizational culture in regards to the value they place on the internationalization process in the institution, I searched for underlying assumptions that might be indicated through the interview process with the CIEA. These three underlying assumptions are: substance of knowledge and learning, creating and sharing knowledge about world issues and problems, and personal and public outcomes of internationalization efforts. These assumptions indicate the CIEA's own professional and personal understandings about the value of international education that would not be possible to uncover without having an in-depth interview with the leader. And, as a leader in international education, these assumptions necessarily permeate the organizational culture through the artifacts and espoused values available for other researchers to view.

SWU: Organizational Culture and International Graduate Students

Artifacts

Recruitment actions. The document analysis showed that one of the key areas at SWU explicitly listed in the strategic plan is the recruitment of international students and providing a support system to integrate them into the campus community life. In general, at SWU, they use the term 'international students' to refer to both, graduate and undergraduate, international students in relation to the enrollment goals and recruitment strategies. This leads us to the conclusion that in this institution there is no discrepancy

among different classification of international students, and each group of students is considered equally and in the same way. The findings from the questionnaire showed that at the institutional level, five actions have been taken to recruit international students, including international graduate students: (1) contracting international recruiting companies to recruit international students; (2) allocating travel funds for recruitment officers to recruit degree-seeking international students at the graduate level; (3) conducting a recruitment strategy on campus through websites; (4) offering part-time graduate assistantship positions for international graduate students; and (5) offering tuition waivers for eligible international students. The most targeted global area for recruitment at SWU is China. Practices on retaining of international students are also important at SWU. One of the ways to know whether international students immersed into new, foreign educational system can be done through the monitoring system. SWU monitors the academic success of international graduate students specifically. Academic success is monitored by each specific department, and the office of International Student Services is notified if international students fall below a certain academic retention level as this will affect their immigration status. The monitoring system, according to the CIEA, is somewhat effective, leading us to the conclusion that this area in International Education has some space for improvement or change. This artifact is an important indicator of organizational culture at SWU and is based on paying specific emphasis on retention of international students, at both levels.

Programming and supporting interactions. The analysis of the completed questionnaire and the document analysis showed that a variety of programs were initiated at SWU to help to incorporate international students into campus life and expose campus

community members as well as the local community to different cultures, traditions, and lifestyles. These programs are:

- Friends of International Students - the host family programs with dual purposes: to “enrich the life of the community by fostering mutual understanding and appreciation of people from other nations”, and to ensure that international students come to know the surrounding college community.
- The International Advisory Council - an executive student body which represents “international students and coordinating students’ organizations on campus”.
- International Student Speaker’s Bureau - is designed “to promote global awareness among local schools and area community groups”. International students’ volunteers speak and share about their home countries.
- Cousins Program – an international and American friendship program with the purpose to create opportunity for domestic students to be connected with “students from across the globe without having to even leave” the campus.

The Dean of the International Studies considered social integrations of international graduate students with campus community members as relatively good. To improve the strategies for social integration of international graduate students with the domestic students and campus community members, the CIEA believes that international programming and domestic programming need to be more integrated at the institutional level. She asserted that SWU is working in this direction.

These artifacts indicate that at SWU they value the presence of international students, including international graduate students, by providing quality programs for

international students' involvement into the campus community as well as the surrounding college community. This culture of inclusion of international students, in general, as full participants is an important indicator of the institution serving as a community of learners and learning for incoming and current students.

Inclusion of international students into the processes and assessment of internationalization efforts. The analysis of the questionnaire showed that international students, at both levels, are included in the processes and assessment of internationalization efforts at SWU. For example, SWU assesses the diversity of international students, the number of international students in general and the number of international graduate students, specifically. Among the activities that can provide opportunities for the institution to achieve its institutional goals of internationalization and for international graduate students to be integrated into the campus communities, SWU assesses its *internationalized curricula, study abroad experience for students, and activities on globalizing the campus*. Among the outcomes that imply the impacts of internationalization efforts on knowledge, attitudes, skills, and careers of students, including international students, SWU assesses the *global/intercultural competency of students and the globalized institutional community*. In the questionnaire, the CIEA indicated that evaluation of internationalization efforts in regards to international graduate students was not available. SWU does not assess the contributions specifically of international graduate students towards student learning outcomes, and the CIEA did not answer regarding assessing the contributions of international graduate students towards institutional learning outcomes, either.

The inclusion of international graduate students into the processes and assessment of internationalization efforts is an important indicator of the values the institution places in regards to international graduate students' enrollment and retention. SWU refers explicitly and implicitly to international students, at undergraduate and graduate levels, when they assess inputs, outputs and activities of internationalization efforts. This is a good indicator of valuing the presence of international students on campus, in general. However, one thing is missing in SWU's assessment strategies - evaluating the role international graduate students play in the internationalization processes, specifically, and what they leave behind after completing their studies and returning home.

Espoused Values and Beliefs

Reasons to recruit international graduate students. In responding to my question why it is important to recruit international graduate students at SWU, the CIEA mentioned two reasons. The first reason is to internationalize the college community and to diversify the campus population. CIEA stated that it is "important for us to internationalize our community and to have as many peoples representing our community here as possible. So, we have students for example coming from over 120 countries this year." The second reason is closely related with the first and implies providing a tremendous opportunity for local students to interact with people from around the world. She stated, "So, you know, obviously it's good for the students themselves. It's good for our students here, the community here." This finding suggests that at SWU there is a shared belief that international graduate students play a major role in diversifying the campus population and broadening community members' perspectives on multi-cultural and global issues.

Contributions international graduate students bring to the campus. The value of international graduate students, as the CIEA indicated, is based on their contribution to an institutional community on campus and beyond. She contests that the presence of international graduate students on campuses are believed to contribute significantly to the intellectual life of the institution and provide a setting for mutual learning experiences for local and international students first by bringing social and cultural interacting with other students on campus. The CIEA stated:

Our international graduate students are very engaged. They run cultural nights and Eve of Nations, and they're very much involved in campus life. So, I think that they contribute in many ways by getting involved in [institution's] cousins and host families program for international students.

Second, international graduate students contribute significantly to bringing new perspectives to the university community and local community. The Dean of the International Studies continued:

We have a lot of programming that connects international [graduate] students with local students at the university and with local families in the community, so they bring a whole new perspective and a tremendous ability. You know, not everybody can travel and see the rest of the world.

And finally, international graduate students, as the CIEA added, reach out beyond the college community, and have an impact on high school students:

If you have people from the rest of the world here locally, they can interact with students in high school even. We have what's called: *The international student speakers' bureau*. We take international [graduate] students... who volunteer to go to high schools and share their culture and information about their languages. I mean, those are tremendous, those are great opportunities. It's very valuable to then share that awareness and that information with people from around the community. It's just, it helps us learn and grow.

This finding indicates that at SWU there is a shared belief that international graduate students contribute significantly to internationalizing the college community and the

surrounding community by diversifying the campus population, by bringing new perspectives to various communities and by creating a setting for mutual learning experiences.

The inclusion of international graduate students into the campus community life and beyond. The importance of a sense of community is mentioned by the President of SWU and is listed in the Graduate College strategic plan as well. The President in his vision statement acknowledges that SWU has a “true sense of family” on campus and “a strong sense of community” (“Welcome to the [SWU]”, 2012). This sense of community/family is intensified through the Faculty-In-Residence program which helps “to foster faculty and students interaction and encourage intergenerational friendships.” He continues that campus members are part of “a university family” where each member respects and cares about each other. In the Graduate College, the strategic plan refers to the value of community and states that “a variety of college social events were implemented that seek to create a sense of community” (SWU’s Strategic Academic Plan, 2014).

During the interview, the Dean of the International Studies stated that a wide array of activities such as “friends to international students, [SWU] cousins, cultural nights, eve of nations, international bazaar”, which are offered throughout the year and are designed to establish relationships among international and domestic students and generally with members of the campus community, would also contribute to international students’ participation in a campus life at SWU. She stated:

We do have international student life, student life, and through student affairs they focus largely on domestic student life, on programs that combine our efforts and that capitalize on student activities going on. So, for example, on the big event, we have this annual event where it's kind of a day of service, and all groups come

out – domestic groups, international student groups – all come out and work together to clean out the campus, and plant trees, and whatever is going on for the day. So, there are a number of practices and activities within campus life that overlap and lead to this sense of community among the domestic students and international students.

International students, the CIEA argues, represent a big international community on campus. She states, “We do [have a big international community]... just shy of 2,000 international students and then more than 2,000 if you include their dependents.” This international community, the CIEA continues, is very visible and active on campus. She believes they are fully integrated into community life at SWU. Other events in which many international students attend include a community service project and the homecoming parade:

The big event is on a Saturday, and everyone comes and spends a whole day on campus doing community service. I mean, so homecoming... (there are things all year long that international students are included in that process) the homecoming parade... we have an entire international student contingent that comes every homecoming parade. They all carry their flags from their countries. It's, you know, they get the biggest cheers. They're very visible and very active on campus, and integrated into community life here.

Although the Dean of the International Studies considers that SWU is doing very well in connecting international students with the campus community, she also admits, “there are always things that can be done better.” Two of the things she suggested that need to be improved are better communication between different stakeholders and incorporation of different viewpoints. International students’ needs have to be taken into consideration while designing programs and support system for them. Some other things that SWU can do better, as indicted by the CIEA, are subsidizing housing for international students who do not have financial resources and place them with domestic students so they can share resources. She stated:

International students often want... less expensive housing, and so they tend to all live together in one particular place, [whereas] our domestic students are, you know, more likely to live closer to campus. So, there are some ways in which we could do a better job integrating. So, we tried doing some things. For example, students that are coming from abroad and don't have the financial resources... We can subsidize their housing, so that we can incorporate them more into the domestic student population in terms of living conditions. So, there are some things that we can do better. We've come a long way. I mean, it's incredible, really, what is happening here from what I've watched happened over the 15 years.

So, the institutional value of creating a strong sense of community is shared by the top leaders and is evident in the strategic documents. The inclusion of the international students, in general, into the community family is an important indicator of the value the top leadership places on creating the welcoming and engaging environment for international students' collaborations with other community members. The fact that the SWU CIEA did not refer specifically to international graduate students indicates that at SWU they place equal value on undergraduate and graduate students.

Underlying Assumptions

No differentiation between undergraduate and graduate students in regards to enrollment and measuring indicators. The first underlying assumption in regards to the organizational culture and the value SWU places on international graduate students is based on the fact that at SWU, they do not differentiate between undergraduate and graduate students in regards to enrollment and measuring indicators. This finding leads us to assume that an underlying assumption exists at SWU that both, undergraduate and graduate, international students have the same needs and, thus, they should be treated in the same way. However, research (Feinberg, 2006; Lauzon, 2011; McAlpine & Norton, 2006) suggests that graduate students have unique motivations to continue graduate education and, thus, have distinctive needs to meet their educational goals. For example,

graduate students require more flexibility in curricular (Adamson & Balie, 2012; Daloz, 1999; Lauzon, 2011), recognition of past experiences, and work-based learning already obtained (Adamson & Balie, 2012; Daloz, 1999; Ross-Gordon, 2003), and successful integration into the campus life (Ross-Gordon, 2003). Correspondently, the unique needs of international graduate students may not be always appropriately met at SWU.

Additionally, during the interview the CIEA added that at SWU they do not separate international undergraduate and graduate students in terms of measuring indicators. In general, they measure years, the types and number of students, where international students come from, and how they are performing academically in school. Yearly, the institution measures activities designed for integration of students, the kind of agreement and partnership the campus established with around the world.

Intension to assess the impact of international graduate students on internationalization efforts. Intentions speak to underlying assumptions and predict future behavior of an organization. Even though at SWU they do not evaluate the role international graduate students play in the internationalization efforts, the CIEA believes that assessing the impact of international graduate students on internationalization efforts is a valuable thing to consider in future for SWU. She stated:

I think it's a fine idea to assess the impact of international graduate students on campus internationalization. As far as doing it...I mean, I can imagine, you know, again using surveys and economic data and, you know, that sort of thing. It's something we haven't done, but I would think it would be a valuable thing to do.

The CIEA mentioned two obstacles in assessing the impact of international graduate students on internationalization efforts, namely time and resources:

Sometimes, it's not a matter of if you are inclined or have the will to do it. It's the time and resources. In any assessment program, it's time and resources. I wouldn't have any problem doing [it] – I think it's a good idea. It's just a matter

of... there are many things on the agenda... it's, you know, we just haven't gotten there, but I think we will.

This finding suggests that the challenge for SWU remains to find time and resources to create meaningful approaches in analyzing and understanding the impact of international graduate students on the achievement of internationalization efforts.

Summary

By analyzing organization culture in regards to international graduate students, I searched for the evidence of a value-added principle towards recruiting international graduate students, including them into the evaluation processes and integrating them into the campus community life. At the surface level, the artifacts suggest that at SWU they places specific emphasis on retention of international students in general by providing high quality programs for international students' involvement into the campus community and beyond. Additionally, international graduate students are explicitly and implicitly mentioned in performance indicators for assessing inputs, outputs and activities of internationalization efforts. However, one component that is missing in regards to evaluating the effectiveness of internationalization efforts is examining the long-term results (the impact) of international graduate students on internationalization efforts in general and on the international graduate students themselves, other learners on campus, and faculty, in specific.

By analyzing the espoused values and beliefs revealed by the CIEA, I found that at SWU there is a shared belief that international students, in general, play an integral role in internationalizing and globalizing the college and the neighboring community. This contribution is made by bringing diverse social and cultural interactions with other students on campus, by bringing new perspectives to members of various communities,

and by having an impact on the local community, including high school students. SWU created a welcoming and supportive environment for mutual learning experiences which gives a sense of community. The supportive environment for international students is guided by the vision of the top leaders and is reinforced by an effective leadership strategies focusing on purposeful planning, available resources, and ongoing evaluation processes.

Two underlying assumptions were found during the analysis of organization culture in regards to the value that SWU places on international graduate students. The first underlying assumption is that they do not yet find it important to differentiate between international undergraduate and graduate students in regards to enrollment and measuring indicators. Nevertheless, the research suggests that both groups of students have different expectations and needs and, thus, it is advisable that this assumption be revisited during evaluation processes. The next underlying assumption is related to the articulated intention of the CIEA, also known as the Dean of the College of International Studies, to conduct in the future the study on assessing the impact that international graduate students have on internationalization efforts. However, the institution needs at first to overcome two challenges such as finding time and resources for conducting such long-term results study.

Case Study of MWU1

MWU1: Organizational Culture and Internationalization Processes

Artifacts

Published demographic information. The visible product of the institutional efforts to serve local, national and global communities is presented by the demographic information of MWU1. MWU1 is a medium-sized Midwestern university. It is primarily

non-residential, a 4-year, selective, post baccalaureate comprehensive institution with larger master programs (Carnegie Foundation, 2010). Total student enrollment for the 2012-2013 academic year was close to 7,500. Graduate program enrollments included about 1,200 students and international graduate students totals approximately 500. The percentage of international graduate students to total graduate students was 38.7%, and to total students 6.2%. MWU1 offers over 50 graduate programs and has an annual operating budget about \$40 million. MWU1's students can participate in studying abroad in more than 20 countries on five continents. MWU1 is ranked as one of the top Midwestern comprehensive regional universities in the master's category (U.S. News and World Report, 2013). So, the published demographic information indicates that MWU1 is making significant progress towards serving its local and international community by offering a good variety of graduate programs that are appealing for international students. MWU1 is making big strides by admitting almost 40% of its graduate student enrollment to international students.

Organizational structure of international education and global initiatives.

Centralized internationalization is evident at MWU1 and is represented by the office of International Programs and Services. This office was created after the institution received the Paul Simon Award for Campus Internationalization and is charged with implementation of internationalization efforts throughout the campus and the surrounding community. The Office of International Programs and Services includes: international students, intensive English program, study abroad, and global programs.

Several initiatives were created to promote international and global education for both, undergraduate and graduate, students at MWU1. One of them is Global Leadership

Institute (GLI) which is “a series of internationally-focused leadership seminars.” The goals of this initiative are: “to develop a global leadership perspective, to communicate and receive information effectively in domestic and international settings, to address issues of social concern and examine solutions for position change, and to attend international activities on campus and in the community” (“Global Leadership Institute”, 2014). In general, GLI “provides students an opportunity to develop awareness, knowledge, and skills required to live successfully among diverse populations” (“Global Leadership Institute”, 2014).

Another initiative is creating Business and International Education Program through a grant process. The purposes of this program are “to internationalize the business curriculum and to enhance international business knowledge and expertise for the region” (“Project Abstract”, 2014). Some of the program objectives are: strengthening faculty/student development for internationalization, expanding international business outreach programs to local communities, and developing international business programs in the targeted strategic areas of Central Asia and Russia.

One more initiative initiated at MWU1 is the International Knowledge and Experience Certificate (IKE) which includes three components: academic (two semesters of foreign language and three courses in different disciplines with international focus), study abroad component (any credit-bearing approved study abroad experience) and co-curriculum component (attending internationally focused events on/outside the campus, participating in international programs on campus). To receive this certificate, students have to complete two out of these three components.

The next initiative is Peace Corps Prep Program which is designed to teach and provide students with volunteering experience. Students take various courses “relevant to the Peace Corps program areas of education, environment, health, or business” (“Global Programs”, 2013). Students can also choose among the varieties of enhancement activities, such as “relevant long term volunteer experiences, service learning abroad, internships, and student teaching or practicum experiences” (“Global Programs”, 2013). These programs indicate that centralized internationalization structure of international education leads to the existence of strong leadership which is further responsible for designing and implementing global initiatives with aim to internationalize and globalize the campus community. These programs also provide tangible evidence of organizational and curricular structures in place to support internationalization.

Profile of the leader of MWU1’s international education. The interviewed CIEA at MWU1 serves as a Director of the Office of International Programs and Services. She is in charge of MWU1’s recruitment and admission of international students, services section, study abroad section, and the intensive English department. She also leads all internationalization efforts established in the campus community. The Director of the Office of International Programs and Services has been in this position since spring 2012 but prior to that she spent one year as the interim director of the office. She reports to the Associate Vice President of Enrollment Management and Student Success. This finding suggests that decisions upon internationalization processes at MWU1 are done at the middle level, the Director Level, and are mostly under the jurisdiction of one office. This leads us to the conclusion that internationalization processes might not always be very visible across the campus.

As a professional in the field of International Education, the Director of the Office of International Programs and Services is the member of the Association of International Educators (NAFSA). She also participates in other professional development opportunities that support her current administrative positions for example, the Summer Institute for Cultural communication (SICC) and the Education USA Forum. The CIEA has three degrees in different areas: bachelor's degree in psychology, master's degree in education, and doctoral degree in human resource studies. Both, the master's and the Ph.D., focused on international students and international education. She has spent seven years working in higher education. She teaches a two-credit transition course for newly accepted international students. Besides this course, the Director gives presentations to staff and faculty on intercultural education and communication tips on working with international students. This transition course is part of the larger initiative for graduate student retention. The CIEA stated, "It's proven that in the first year, if you are able to help students become more involved... help them... give them that support network [so] that they will likely finish their degree as opposed to dropping out if they don't have these support services in place." The findings of these artifacts suggest that the existence of the centralized leadership in international education has a positive impact on making decisions towards internationalizing and globalizing the campus. Professional and academic experiences of the leader responsible for the implementation of internationalization efforts on campus will help us in understanding the shared beliefs and underlying assumptions expressed by the leader during the interview process.

Organizational culture of assessment and/or measurement. Institutions of adult and higher education have started to examine the value of their internationalization

efforts, and MWU1 is one of them. MWU1 assesses and/or measures inputs, outputs, activities, and outcomes of internationalization efforts as per Deardorff, Thorndike Pysarchik, and Yun's (2009) logic model. This institution measures several inputs that support internationalization efforts: diversity of study abroad options and international students, number of scholarships for international students, and number of workshops for faculty and staff on globalizing the campus. The CIEA indicated that MWU1 measures two types of activities that provide opportunities to achieve MWU1's institutional goals of internationalization. These are: number of study abroad experiences for students and activities on globalizing the campus. As for the outputs, this institution assesses or measures the number of international students in general, the number of international graduate students in specific, and the number of students participating in study abroad programs. The Director of the Office of International Programs and Services indicated that MWU1 also assesses two outcomes of internationalization efforts, namely global/intercultural competency of students and global/intercultural competency of staff. Evaluation of internationalization efforts is conducted at MWU1 for self-evaluation which is an internal exercise used for mapping and assessing activities within an institution. These data suggest that MWU1 is responsive to a culture of assessment and is in the process of making proactive steps in evaluating the value of their internationalization efforts.

Espoused Beliefs and Values

Published strategic documents. The published strategic documents such as the mission statement, goals, and objectives, which are listed in the strategic plan of the institution, send a message about the key priorities used by the institution in relation to

internationalization efforts, and refer to the institutional values. MWU1's Strategic Plan was first adopted in 2007, and was reaffirmed in 2010 under the leadership of the current President. MWU1's Strategic Plan guides the institution "in its goals and initiatives through the next four years" ("Strategic Plan 2007-2015", 2014). In the mission statement it states that MWU1 "seeks to promote a broad and interactive international perspective" ("Strategic Plan 2007-2015", 2014). Among the values that related to international/global education, those most noticeable are: the "richness created by exposure to diverse people, cultures, and thought", and "leadership in the state, nation and world to improve the quality of life for all" ("Strategic Plan 2007-2015", 2014). In the vision statement, MWU1 has a general declaration that it will be a learning-centered institution while pursuing "excellence in teaching and learning, discovery and engagement." Some of the institutional strengths mentioned in the strategic plan are: "international campus culture", "faculty and staff recognition at the state, national and international level" and "commitment to developing a campus culture of assessment" ("Strategic Plan 2007-2015", 2014). The university's strategic plan encompasses six major goals which are generally focused on improving the campus, the lives and education of students. This finding indicates that top leadership at MWU1 acknowledged the importance of having a clear plan for the institution's direction which led to re-opening the university's strategic planning process. Some of the accomplishments of MWU1 have been creating an international campus culture and high quality of work of institutional members such as faculty and staff who received international recognition for their work. However, the role that students, both domestic and international, play in this process cannot be deciphered from these data.

Evaluation of progress report. Evaluation reports on strategic initiatives initiated in the institution are important indicators of the progress the institution is making towards achieving its goals as defined in the strategic plan. MWU1 has recently established “a campus culture of assessment and accountability that supports strategic planning” (“About [MWU1]”, 2013). The Assessment Committee, which was newly established, consists of campus members from various departments and is charged with providing “ongoing data, information and recommendation on all aspects of student learning” (“Assessment Committee”, 2014). The committee will predominantly focus “on assessment of student learning within the framework of the six general education goals” (“Assessment Committee”, 2014). These goals are: student learning within the major, the assessment of learning within all student support services, and the assessment of the learning environment. The committee will also “assess student engagement with the institution and student satisfaction with the university as it relates to student learning” (“Assessment Committee”, 2014). The annual report, with recommendation for issues to consider that affect strategic planning, will be presented to the University Strategic Planning Council. The existence of evaluation reports on strategic initiatives suggests that MWU1 is working towards increasing the quality of education by creating the culture of accountability and assessment.

Defining the concept of internationalization efforts. The Director of the Office of International Programs and Services shared a belief that internationalization has many definitions and that “it can be tailored depending on your researches and your needs, and what you have available.” The CIEA continued that internationalization can also take different shapes and forms depending on “what college you're in or what office you're in,

and what's going on.” For example, in the Office of International Programs and Services, administrators are working on providing services to international students who are on campus and helping domestic students who plan to study abroad. She stated:

Helping [international students] succeed along with letting them know if they have questions about housing, about how to pay their bills, you know, keeping them in status immigration wise... making sure they are academically successful... those sorts of services... we help students in our intensive English program.. They don't have the English language proficiency. We need to help them get to that language level, so they can do their degree seeking programs... We also help students study abroad if they are interested in going to another country.

Since internationalization has many definitions, the CIEA believes that “not just the international office, not just study abroad has to take a stake in” but all departments in the university “should think of ways to add to help internationalize” the campus. Therefore, on a larger scale, she concluded internationalization means “getting different people and offices on campus understanding the importance of internationalization.”

These findings suggest that MWU1 values specific and contextualized support for international students and domestic students as a part of their internationalization strategies. For MWU1 remains the challenge to advance international and global perspectives in all aspects of education across all offices and department of the institution.

Importance of internationalization for MWU1. The CIEA stated that internationalization is very important for MWU1 in general because of the campus location and demographic specifics. Since MWU1 is located at the central part of the country and the majority of students do not leave this area, the Director of the Office of International Programs and Services believes that internationalization initiatives will

bring in opportunities to see something different and to bring in international community to the campus. She stated:

Most of the students here, not including our international students, have not really left this area. Some of them come in from half an hour away from towns that are even smaller than here. Some of them come from an hour away. We do have a few that are out of state, but some of [that] out-of-state is like 6 or 7 miles away, you know, so, they're crossing over... So, I would say a large part of our student population hasn't had the opportunity to see something different, to go anywhere else. But also, they might not even know or recognize why because this is all that they know, you know, so 'why do I need to know about going somewhere else? What do I need to know about China, Brazil or what-not?' And so, I feel that this is very important for our institution in general because of where we're located and also the demographic area.

The CIEA maintains that a majority, 87% of the student population at MWU1 is Caucasian and the remaining percentage of the population is from the international students and domestic minorities. Not surprisingly, she believes that if it were not for the campus initiatives that the institution is implementing on internationalizing and globalizing the campus, "this area would not learn about other parts of the world or even be able to meet people from other parts of the world." Therefore, internationalization initiatives, the CIEA re-emphasizes, help MWU1's students learn about different parts of the world and make it possible to meet people from other countries and cultures.

MWU1, besides offering global education to its students, also helps "educate the community members to learn about other parts of the world as well." She concluded:

If we were in California or New York, you know, in other places... the demographics are different and so naturally you might be learning about [other parts of the world] because you're hearing Spanish, Chinese or reading it on the streets, but that's not the case here. So, that's why I feel, especially in this area, internationalization is very important.

So, the espoused beliefs about why internationalization is important for MWU1 include the opportunity of globalizing the campus and the surrounding community by bringing

varied perspectives on national and international issues to prepare students to be citizens of the world. These values were born out of necessity given the central US location and demographics of the institution's students.

Key areas in deciding upon internationalization strategies. To my question asking which key areas MWU1 deliberates when deciding upon internationalization efforts, the Director of the Office of International Programs and Service mentioned two of the most relevant. The first one was to find and build academic partnerships or exchange programs with institutions in other parts of the world, so that students can have cross-cultural exchanges through academic programs. She explained:

Is there a way that in the summer, or maybe for a semester... if we had some students here [who could] go and learn about auto technology, like in India, or would they [would] be able to learn more about automotive in China?... So, are there some ways where students can get that international experience while working towards their degree somewhere else? So, that's point that I feel that we have.

The second key area, the CIEA indicated, is related to study abroad programs, namely making study abroad more affordable:

I mentioned before that sometimes some of the students never really left [their] area or really have the desire or see the need to go. So, how can we help to encourage them to see the importance of that? So this is one way. Possibly in the future we can really make that a part of the curriculum and have that curriculum integration.

The CIEA supported her argument by giving an example from the College of Business.

She stated:

Any student, who is majoring in international business, [is] required to go on a study abroad trip. And that's fantastic because they're in international business. But what if someone is in math or someone's in art... they're not required. So, I'd like to see us move towards that, to see that as parts of other majors that have that experience.

Thus, the espoused strategies mentioned by the CIEA in regards to the key areas in deciding upon internationalization efforts at MWU1 are providing opportunities for cross-cultural learning, increasing partnership agreements between institutions in other parts of the world, and making study abroad programs more affordable for students to participate.

The impact/legacy of the Senator Paul Simon award. The CIEA believes that the legacy of the Senator Paul Simon Award is bringing to light the importance of international education at MWU1 through reorganization of the Office of International Programs and Services, and through offering new international programs. This prestigious award, she summarized:

[we] validated a lot of things that are going on here that maybe people don't recognize being something that's needed. But being recognized for doing these things show like 'oh, wow, we do need the international office, and that's great to have these other programs and other exchanges'. That's what I would say reminded and also brought to light that these services are needed. People are doing them because if they weren't needed than you wouldn't be recognized for doing a good job.

We can see that the Paul Simon Award was a driver for additional attention and resources at MWU1 by leadership and hence for the inclusion of global initiatives in the strategic plan with further reorganization of international education organizational structures. The CIEA believes that the Office of International Programs and Services is doing a lot of work toward continuing internationalization of the campus and the next step for MWU1 is to align and integrate their espoused value systems/strategies/goals into the institutional culture across the institution.

Underlying Assumptions

Shared assumptions about measuring results. Schein (2010) asserts that IHEs have to develop shared understandings of their ultimate survival problems, and one of these shared assumptions is about measuring results and correlations mechanisms. The Director of the Office of International Programs and Services stated the Assessment Committee, which was recently created from a cohort of administrators from different offices and departments on campus, is working on deciding what to assess, how to measure, and what to do when corrections are needed in regards to the programs running in the institution. She stated:

People in the cohort come from different offices and departments on campuses – for example, out of the international office, maybe out of the health center, out of campus activities, out of recruitment, out of the office of student diversity, etc. And as a part of this cohort, we will decide ‘what is one thing we want to assess and see how is it working or not?’ And we’ll go through the process of doing that and then develop a 3 year plan where it will be assessed again.

On a smaller scale, the CIEA added, separate departments do their own assessment and measurement of the existing programs. She gave an example of one program, the Global Leadership Institute, which was initiated in the Office of International Programs and Services:

So, I had just finished for our office assessing one of our programs which is called Global Leadership Institute, and for short I will just refer to it as GLI, but the GLI was created in 2011 and what it is – we have half American and half international students, where they're learning about being a leader in relation to a global context. And so, what I was doing for the assessment for our office – was trying to see if a student participated in this [program]...did it help [to] add to their global awareness and also develop their leadership skills?

One of the programs that the Office of International Programs and Services is planning to assess is a study abroad program called the International Knowledge Experience (IKE).

Students who complete the program receive International Knowledge Experience

certificates. The CIEA stated that they want to assess if they are able to see through participation in IKE program and going through certification process that students actually “are more sensitive to different cultures” and that “their cultural awareness [was] heightened.” The office is also trying to assess some individual programs in their Intensive English Program that they have out there as well.

So, on a smaller scale the Office of the International Programs and Services has come to consensus about what needs to be measured in regards to internationalization efforts. However, on a larger scale, the institutional level, the Assessment Committee is only currently working on coming to consensus regarding what to measure, how to measure it, and what to do when changes need to be implemented. Only after developing shared assumptions about measuring results and adjustments mechanism, will MWU1 be fully prepared to deal with challenging created by an external environment.

The Office of International Programs and Services is primarily responsible for internationalization efforts. Another underlying assumption is that even though MWU1 is the recipient of the Paul Simon Award for Campus Internationalization, the institution still relies heavily on the Office of International Programs and Services to be primarily responsible for internationalization efforts rather than internationalization being embedded across all colleges and offices throughout the institution. The CIEA feels that some of the colleges are not as committed to internationalization as others. She stated, “all of us... not just the international office, not just study abroad, have to take a stake in that and in their own way [do] what’s best for their department and also the university as a whole.” This statement also indicates that there is a sense of exasperation that the Office of International Programs and Services is being fully saddled with

internationalization; however, she recognizes that for successful internationalization, this has to be approached systematically by all offices and departments across the university.

Internationalization in teaching, the CIEA stated, raises questions about curriculum and international experience of faculty namely, *“what are some of the faculty doing in their classes to help teach about international and global affairs so that [increasing] global awareness?”*, *“Are they going to conferences overseas?”* It also raises questions, the CIEA continues, about making globalized students by encouraging them to study abroad: *“do we have some matriculation agreements in place or do we have some exchange partners where they can learn about technology in India? Or can they learn about technology in Brazil?”* These data indicate that the CIEA is questioning whether faculty are/will be true partners in internationalization regarding both curriculum and their own professional experiences, including presenting at international conferences, while indicating that in some cases they are not. All this leads us to the conclusion that the organizational culture of MWU1 assumes that internationalization is accomplished without widespread ownership, action, and accountability toward this mission and vision. Since MWU1’s assessment committee is only in its infancy, it could be an essential time for leadership, including the CIEA, to connect very strongly their espoused values to the workings of this committee in order to help institutionalize internationalization rather than via a one-office show.

Summary

Internationalization is one of the key components of MWU1’s organizational culture. At the surface level, the value that MWU1 plays on internationalization efforts was evident through: (1) the published demographic information which indicates a strong

emphasis that the institution is making to support graduate education, (2) the establishment of the centralized leadership in international education, (3) offering global initiatives in promoting international and global education, and (4) formation of the Assessment Committee whose goal is the creation of the culture of assessment and evaluating the value of the institution's internationalization efforts. The reorganization of the international education office with strong leadership was the effect of receiving the Senator Paul Simon Award for Comprehensive Internationalization and was supported by the global vision of the MWU1's President.

Several findings were made in reference to the institution's espoused values and beliefs regarding internationalization efforts. First, the published strategic plan communicates a goal of creating an international campus culture and the establishment of a culture of accountability which is based on evaluating the progress the institution is making towards achieving its goal. Second, internationalization of higher education is mostly based on valuing specific and contextualized support for international students and domestic students as a part of their internationalization strategies. And challenge remains to infusing and advancing international/global perspectives in all aspects of education at MWU1. Third, the importance of internationalization for MWU1 is based on its central location (which may not be particularly attractive for international students) and the specific demographic of students (the majority of student population is Caucasian). And finally, the key areas in deciding upon internationalization strategies are providing opportunities for cross-cultural learning through increasing partnership agreements between institutions in other parts of the world and creating more opportunities for study abroad programs.

To get the deeper understanding of MWU1's organizational culture in regards to the value they place on the internationalization process, I searched for underlying assumptions that might be evident in the statements made by the CIEA during the interview process. The most evident one is that at MWU1, they are working towards developing their shared assumptions about measuring results and adjustment instruments. The Assessment Committee, which has been recently established, is working towards finding the consensus to such important questions as: what must be achieved, what to measure, how to measure it, and what correction instruments to implement, if needed, to deal effectively with external problems. Another underlying assumption is that the institution relies heavily on one office to be primarily responsible for internationalization efforts which lead to the conclusion that internationalization at MWU1 is accomplished without widespread action and accountability toward its mission and vision. Since MWU1's assessment committee is working on its early stages, leadership at MWU1 might take proactive actions to link the espoused values to the mechanisms of this committee in order to spread institutionalization of internationalization across all colleges and offices throughout the institution.

MWU1: Organizational Culture and International Graduate Students

Artifacts

Recruitment actions. The document analysis of the Strategic Plan showed that international students are not explicitly mentioned in it. Under the goal of the "enhance learner success", they generally refer to all students stating "manage enrollment growth" which includes recruitment and retention. This finding may suggest that recruitment of international students is not high priority for MWU1. However, the results from the questionnaire revealed that at MWU1 they do use different strategies for recruiting

international students, including international graduate students. These strategies are: (1) contracting international recruiting company/companies to recruit international students, (2) allocating travel funds for recruitment officers to recruit degree-seeking international students at the graduate level, and (3) offering scholarships for degree-seeking international students at the graduate level. MWU1's main target areas for recruitment are Brazil, India, Bangladesh and China.

One of the ways to know whether international students are immersed into the new educational system is having a monitoring system in practice. On the questionnaire, MWU1 revealed that they did not monitor the academic success of graduate students, including international graduate students. Since monitoring of the academic success of international graduate students is one of the important components of retention efforts (Ashby, 2007; Lotkowski, Robbins, & Noeth, 2004), not enough emphasis has been placed on it at MWU1. The findings also suggest that there is a discrepancy between the strategic document and the actual actions taken at MWU1 to recruit international students, in general. To demonstrate that recruitment and retention of international students, both undergraduate and graduate, are of the highest priorities in enhancing the learners' success on campus, these areas should be explicitly addressed in the strategic document.

Programming supporting international graduate students' integration. The analysis of the completed questionnaire and the document analysis showed that besides international/global initiatives that were mentioned above, several programs were designed at MWU1 to support international graduate students' integration into the campus life. Two of them are:

- [Campus] Pals – a volunteering program of pairing new international students with an American student. This program helps new international students with their transition to the university and local community. It creates a unique chance to learn about other languages and cultures.
- The friendship family program - domestic volunteers entertain international students in the homes and “include them in family activities such as: picnics, concerts, school meetings, sightseeing, family reunions, and other events” (“International Programs and Services”, 2013).

The Director of the Office of International Programs and Services considered social integrations of international graduate students with campus community members as relatively good. One of the actions listed by the CIEA to improve the strategies for social integration of international graduate students with the domestic students and the campus community was encouraging more local families to become involved with international students. These artifacts indicate that at MWU1 they value the presence of international graduate students by providing a variety of programs to involve these students into the campus and local communities. The existence of a culture of inclusion and participation creates a welcoming environment for mutual learning and sharing of knowledge among newcomers and old-timers.

Inclusion of international graduate students into the processes and assessment of internationalization efforts. The analysis of the questionnaire showed that MWU1 assesses mostly the number and diversity of international students, including international graduate students. MWU1 also assesses activities on globalizing the campus that provide opportunities to achieve MWU1’s institutional goals of

internationalization where international graduate students might have indirect impact.

Among the outcomes assessed by MWU1 that might imply indirect impacts of international graduate students on knowledge, attitudes, and skills of institutional community members, are *global/intercultural competencies of students and staff*.

However, the CIEA indicated that MWU1 does not formally assess the contribution of international graduate students towards students learning outcomes.

During the interview, the Director of the Office of International Programs and Services concluded that on the larger scale MWU1 uses the same performance indicators in regards to international students as any other institution does - to improve the marketing efforts in the institution and to increase enrollment of international students across all programs. She stated:

We have to see how our marketing efforts work with recruiting international students: where we are seeing the trends, where our international students are coming from... Are they coming from Brazil? Are they coming from China? Are they coming from Vietnam? If they are, what majors are they coming from? We can better assess, what does [MWU1] have that other students or countries would like? So, should we invest more time in those countries or should we go somewhere else?

These findings suggest that MWU1 is in the process of deciding what indicators to use in regards to international students in general and international graduate students, specifically. Assessing the inputs and outputs of international graduate students are good indicators of showing the value MWU1 places on their presence on campus.

Nevertheless, these indicators are mostly related with the marketing efforts of the institution and do not provide the institution with the broader understanding of the role international graduate students may play in the internationalization processes besides their presence on the campus.

Espoused Beliefs and Values

Recruitment and contributions of international graduate students. To my question, *why it is important to recruit international graduate students*, the Director of the Office of International Programs and Services provided two reasons. The first one is related to new dimensions international graduate students add to the course material and to conversations in a classroom setting. She stated:

When you are getting your masters, it's very specific... With your undergraduate degree... you are studying kind of a lot of things – even if you're majoring in psychology, you have a lot of general courses. But once you're already at the master's level – that this is what you want to study, this is where you're going to get that increased knowledge. And so, for any institution, I feel that people at the master's level are at that level because they want to go in that field. And so, when you want to go in that field and you have international students, who are also interested in that field, I think they add a new dimension to the material and to conversations that take place in the classroom. Because they're coming from their field of study back at home, and they're bringing that to the classroom.

The second reason, mentioned by the CIEA, and which is also related to in-classroom conversations is adding more depth and breadth to the conversations based on prior valuable experiences of these adult students:

Sometimes under the graduate program level a lot of these students have already worked, so they have actually already worked in the field. And I think when you have that experience it also adds more depth to conversations that take place because you have hands-on experience of what it's really like in the real world, not just something you read through books.

The CIEA concluded that in general international graduate students add more learning to the classroom curriculum and this learning is a valuable component of the educational program since it cannot be provided to students just from “reading it through the book.” Students learn about global issues and problems through personal experiences of international students, which they “maybe not even know that really existed because

[they] don't know anyone who's had that experience, but [they] can have someone who has that experience there, in the classroom.”

In general, the CIEA believes that international graduate students contribute in a number of ways to international experiences on campus. They bring new perspectives by interacting in and outside the classrooms and by sharing their cultural experiences with different campus members. She stated:

I also think to the individual people that they're working with, like if they have jobs on campus, not only in their classroom, interactions that they might have with people who are in the dining hall...who may have never met somebody from India, or met someone from Belarus, or wherever it may be. I think that that contributes a lot because sometimes some faculty in the classroom might have international students, but there are lots of people at the university that have to make the university go, you know, make it happen...

The CIEA gave the example of the Admissions Office which does not do any international recruitment but when international students work there, “cross-cultural exchange happens” between staff and other students who work there too. She continues that “on a larger scale outside of the classroom... just their presence and who they're interacting with also brings a lot to the institution.”

As graduate assistants, the Director of the Office of International Programs and Services added, international students also bring new research techniques or just different perspectives to the research. She stated:

I was giving the presentation and one of the faculty members has said that he has had a graduate assistant from India, and [the faculty] mentioned that he is from around here and he has a smaller worldview. And so having that exposure to a GA who was from India gave him that experience and also communication experience that he didn't really have ... he never had before, and I thought that was interesting.

The CIEA articulated the belief that international graduate students help campus community members be better educated about different identities, countries, and places

and help them in general increase their geographical knowledge about the world. She illustrated this with the following example:

Sometimes, if you haven't been in touch with a lot of Koreans, South Koreans, or Chinese, or Japanese, or Filipinos, or whichever you might say, you might clump them all together and be like 'oh they're all Asians', you know, what I mean. As opposed, you just made that comment when I asked you where you're from, and then you said, like, usually people don't know where the Ukraine is, but you just say it's near Russia. So, they're, like, 'oh, okay, Russia', but they're not like 'oh, wherever it is.' I think that that's very important because it's like having students come and when you learn about them you're like 'hey, this is South Korea, this is where my country is'. 'Hey, I'm from Japan, this is Japan'. It just doesn't clump everybody together. It helps to educate people about the different identities, the different countries, the different places that take place. "Oh, we are all from Asia then it's just one big place." So, I think that's important to when students are here in general, not only to educate their classmates, but, as I said, the community.

Besides educating campus community members, international graduate students are also invited to come and share their experiences with the local community during various international programming created at MWU1:

When we are educating the community, the [MWU1] community and the local community, about Taiwan, for example, we have an international gathering that's coming up in the beginning of April, and it is about Taiwan, and our Taiwanese students will present about their culture [and] also give a little food to give samples. And then, I feel that it's also helping because it brings a lot of our Taiwanese students together, but we will have that about several different countries. So, in February we had one about Russia. Actually on Saturday we had a food and culture fair which was lots of our students and groups together. So, there's lots of ways that students are helping to spread their knowledge of their country and also share their culture.

These findings suggest that at MWU1 there is a shared espoused belief that international graduate students contribute significantly to internationalizing and globalizing the college community and the local community by bringing new perspectives into in-classroom and outside classroom conversations, by increasing the institutional community members' knowledge about the world and different cultural identities, and by enriching research project with new techniques and/or different cultural perspectives.

The inclusion of international graduate students into the campus community life and beyond. The President of MWU1 in his message to the campus community described the atmosphere of the campus, as a true “family”. He said that it is a student-centered campus with “extensive student support services and outstanding life offerings”, and where “faculty and staff fully focus on the success of the students” (“Greeting from the President”, 2013).

The Director of the Office of International Programs and Services believed that MWU1 has deliberately worked on developing a true sense of community for international students by connecting them with the campus and local communities. One way of such connection is done through a credit transition course. This transition course, the CIEA stated, encourages students to participate in community service work as well.

So, for example, in the transition class I do have about four or five different members of the community who either work at parks and recreation [or] for some sort of mentor or friendship program for your children – maybe Big Brothers or Big Sisters... They will come in and talk with our international students to inform them of the ways they can become involved in the community, and also serve as a big brother or big sister, and also help at different community events. So, that, I think, is helping [to] inform an international community. And I think [it] is helpful because that also gets students into the community service side of it, but also [helps] recognize, like, ‘wow volunteering is not only fun, but I can meet new people and feel more a part of the community by doing some of these things’.

Another component that relates to the sense of a true community, the CIEA added, is that at the MWU1 campus they have very supportive community organizations and also community members who express their desire to help international students. She supported her statement in the following passage:

For example, there is a very nice man [who] works out of campus Christians and he has a bicycle program he has set up for students. So, basically, what happens is when students come they pay 35 dollars as a deposit and they'll get a bicycle that they can use for the duration that they are here 2 years, 4 years, 5 years. And when they return the bicycle they will get 35 dollars back. And so, that's like a

good bridge of showing like...working with the university, with the community to try and provide a service for those students. And I also think the students are, like, 'wow, that's a really nice relationship to have'.

Community members who are interested in learning about students from different countries, the CIEA added, have the opportunity to be host families for them and “come with them to different outings during holidays... go shopping or whatever it maybe, but there [is] infrastructure in place to help make and create some of these relationships.”

International students also have supportive campus groups and local organizations. These organizations provide meal for international students during incoming student orientations and, thus, show that they do care about diverse groups of community members.

One more overlapping community of learning which wants to support international students at MWU1, as the Director of the Office of International Programs and Services stated, is a group formed of the wives of some faculty members who work in an Intense English Program (IEP). This group meets on Tuesdays and they support each other:

Usually those are, like, of other wives or dependents of other students, who are here, or other workers here, maybe their husband's a faculty member here, or [who] works as staff – and they will have a group together. And I think that addresses some of the graduate students at that level. But, again, that's just one thing and there is a lot more we could help with or cover...

As the CIEA states, building true communities and having the opportunities for participation in a variety of these communities on campus and beyond are possible because MWU1 is “a smaller knit community” who cares about its family members. The inclusion of these varieties of communities at MWU1 offers for international graduate

students a platform to be full participants in the campus life and beyond and exchange with knowledge and information with other community members.

Even though, MWU1 is offering various programming for collaboration and interaction, not all international graduate students participate in these activities. As the Director of the Office of International Programs and Services stated, it depends on the students' preferences and "on other responsibilities they might have outside of the classroom." She continued that this is a little bit challenging for adult students since "some of them come with their families and they need to go home" after the classes are over or after finishing their jobs on campus. But she added one thing "that is nice about adult students" is that when there are some big events on campus, these students "are coming with their whole family - so that's really cool too." Inviting family members of international graduate students to these types of events indicates that MWU1 values the family ties and that they treat families as equal members of the university community as well.

Some of the things that need to be improved to make international students as full members in a campus community, as mentioned by the CIEA, are orientation for F1's dependents and better programming for their integration into the campus life. She stated:

We do an orientation for new international students that come in, the actual F1 students that are coming in. But we don't have an orientation that's for the dependents, for the F2's. And I've been at other conferences and at bigger institutions, where they do something like that specifically for the dependents and for the F2's. And I would say especially at the graduate level we probably see more F2's, you know, that are coming in, the dependents that are coming in, but we don't have anything like that. They are more than welcome to be a part of what we're already having, but that's much geared to the new student that's coming in, but not one that just more so geared towards dependents. I've also heard that other institutions do special programming for some of the dependents. We have a programming that's open to everybody. So, if you bring your family, then that's fantastic, and we would love to share these activities with you. But I have heard

that sometimes [they] just do special programming for dependents, so everyone who's a dependent [will] be coming to this and inviting – that can be something we've done. Right now we don't have the capacity to do that and we're just trying to include everybody, regardless if you're a dependent or student here, in the different initiatives that we have. But I do think that this is a challenge that we do have or something that we are not addressing and I've heard that this is something that other schools are doing.

The institutional value of creating a strong sense of community for inclusion of all institutional community members, including international graduate students and their families, to be full participants in the campus community is shared by the president, the leader of international education and is evident in the strategic documents. Even though there are some things that might be improved, in general, MWU1 has created a meeting space for many cultures where valuable international, intercultural, and global learning can occur.

Underlying Assumptions

Intention to assess the impact of international graduate students on internationalization efforts. The deeper level of organization culture is the category of underlying assumptions. As Schein (2010) noted underlying assumptions can be difficult to delineate from leaders' statements since they are taken-for-granted beliefs, thoughts, and values of the organizational culture of the institution. Intention expressed by the leaders' testimonials is one of the indicators of the organization's future behavior. Even though at MWU1 they do not assess the impact of international graduate students on internationalization efforts, the Director of the Office of International Programs and Services thinks that it might be done in the near future. One of the obstacles for conducting such assessment is that this institution is still in the earliest stages of fully assessing internationalization processes. She stated:

I would say that right now we are definitely in the earlier stages of fully assessing... [for] the first time... a program or choosing something and doing it in depth. But as we finish this process there would be other things we will choose to assess. Out of the graduate school because our dean of graduating continuing studies is actually the one who's in charge of graduate admissions...and we just help to process the paperwork, the I-20. But he is in the process of trying to learn more and understand better the data and what impact [it has] of the international graduate students coming in, and why they are here... But we don't have anything in place, really. It's just that now that we're figuring out the resources we have, but nothing concrete of a way, like 'this is how we assess it all the time.' I would say that this is a current work-in-progress.

The CIEA is positive that might be possible in the next three to five years after they come up with some more concrete ways on what to evaluate annually, then they will be able to compare these data "back to the previous year and compare back to two years ago." This finding suggests that MWU1 is in the process of deciding what to pay attention to in regards to assessing the progress the institution has made towards internationalizing and globalizing the campus. One of the future actions that might take supporting their institutional culture of accountability and assessment is the assessment of impact international graduate students have had on internationalization processes.

Summary

By analyzing organization culture in regards to international graduate students, I sought the evidence of a value-added principle towards recruiting and retention of international graduate students, and including them into the evaluation processes of the institution as well as integrating them into inclusive communities of learning. At the surface level, the artifacts suggest that MWU1 places specific emphasis on retention of international graduate students, by providing a variety of programming with a purpose to integrate these students into the campus community and beyond. In addition to that, international graduate students are mentioned as performance indicators for assessing inputs and outputs of internationalization efforts. However, two things are missing in

regards to evaluating the effectiveness of internationalization efforts. First, international students, at the undergraduate and graduate levels, are not explicitly mentioned in the mission statement. Second, the impact that international graduate students have on internationalization efforts in general, and on institutional community members in specific, are not examined.

By analyzing the verbal indicators of institutional values as expressed by the leader of international education, I found that at MWU1 there are shared espoused values and beliefs that international graduate students significantly contribute to internationalizing and globalizing the college and the neighboring community. This contribution is made by bringing new perspectives into in-classroom and outside classroom conversations, by increasing the institutional community members' knowledge about the world issues and different cultural identities, and by enriching research projects with different cultural perspectives and new research techniques. MWU1 is also dedicated in creating a strong sense of community for inclusion of international students to be fully integrated into the campus life. These practices are supported by a shared global vision of the President and are evident in the strategic documents.

One underlying assumption was found during the analysis of the institutional culture in regards to the value that MWU1 plays in regards to international graduate students which is the intention to assess the impact of international graduate students on internationalization efforts. This finding suggests that MWU1 is in the process of deciding what to pay attention to in regards to assessing the progress they have made towards internationalizing and globalizing their campus. The CIEA is confident that in the next three to five years after the Assessment Committee comes to the consensus on

the concrete ways on what to evaluate annually, they might be able to compare these data with the previous year's data to find out the trends and understand the role international students play in internationalization processes. Since MWU1's assessment committee is only in its initial stages, it could be an opportune time for top leadership, including the leader in international education, to connect very strongly the espoused values in regards to international graduate students to the workings of this committee in order to help improve the quality of internationalization efforts.

Case Study of SEU

SEU: Organizational Culture and Internationalization Processes

Artifacts

Published demographic information. The first artifact of organizational culture that gives us a broader picture of institutional identity is the demographic information of the institution. SEU is a large Southeastern University. According to the Carnegie Foundation (2010), SEU is primarily residential, 4-year, more selective, comprehensive doctoral with medical/veterinary degree-granting institution with very high research activity. In 2012-2013 academic year, total student enrollment at SEU was approximately 30,000, graduate students enrollment was about 11,000 and the number of international graduate students was almost 1000. The percentage of international graduate students to total graduate students was 9.2%, and to total students 3.4%. SEU offers 112 masters' programs and 68 doctorate programs. Annual operating budget is about \$2 billion. SEU is one of the nations' best universities in academic quality, research, access, diversity, engagement and global presence (U.S. News & World Report, 2013). The profile of SEU indicates that this institution serves the campus community, the surrounding community, the state and the global communities by providing on campus residency for all

institutional members, by offering a great number and variety of graduate programs, and by creating opportunities for conducting domestic and international research projects.

Organizational structure of international education. One of the institutional efforts to strengthen its presence at a global arena was the establishment of [SEU] Global. [SEU] Global is responsible for the strategic execution of the university's internationalization objectives that are "to infuse a global dimension throughout the University's teaching, research and service activities, to deepen and broaden the [SEU's] global reach, and to enhance its global visibility" ("Mission, Vision, Values", 2014). [SEU] Global serves the entire campus community "by supporting, promoting and facilitating" the institution's global priorities. It also represents the institution in its work "to become a global resource and to bring a global vision and international engagement to the state, region and nation" ("About [SEU] Global", 2014).

The vision of [SEU] Global is in accordance with SEU's vision statement and implies strengthening the institution's presence in the global arena by recruiting top faculty members and students from around the world, by conducting research of global significance, by increasing the number of students participated in study abroad programs and other global experiential learning programs, and by increasing "the breadth and depth of global partnerships" ("Mission, Vision, Values", 2014). Three core values listed in [SEU] Global relates to preparing graduates for responsive citizenship, engaging campus community members in research that helps build global awareness and improve the quality of life worldwide , and establishing "mutually advantageous relationships" with leading global universities and institutes which leads to faculty exchanges, collaborative research and scholarship.

An intentional organizational structure which led to the establishment of [SEU] Global suggests the university's key priorities are internationalizing and globalizing the campus community by recruiting and retaining international students and faculty members, by strengthening global research capacity, by building global institutional partnerships, and by supporting on campus collaboration, engagement, and integration. These strategies are important for reaching the institutional vision of becoming a leading *global* university.

Profile of the leaders of SEU's international education. At SEU, I interviewed two CIEAs to get a full picture of the internationalization process at SEU due to the complexity of internationalization processes in this institution. The first one was the Director of Global Relations whose responsibilities include helping to manage the university's reputation among internal and external stakeholders through partnership support with the university's associates, with some foreign governments, and from external communications or global relations stand point. She stated:

I work to help increase the university's profile globally... [I] do that through media relations, through programming and exhibitions, and so forth. And then, also working together with our partners to help promote the activities that result from the partnership, as well as working with those partners to extend and broaden the partnerships further across campus... on our campus and on the partners' [campuses].

The Director of Global Relations has been in her current position for about three years, and she reports to the Chief International Officer. As a professional in the field of International Education, the Director of Global Relations belongs to NAFSA and AIEA and periodically attends their conferences. These conferences, as this CIEA stated, are "very helpful in providing networking opportunities, but more for the sake of being able to meet people you can bounce ideas off of, learn from." The Director of Global

Relations obtained an undergraduate degree in communications and master's degree in creative writing with a concentration in poetry. The central thread in her career has been communications. She has been in an academic environment for 13 years. Prior to starting in-house communications and handling communications and external relations for an academic institution, she worked in the newspaper industry and for a publishing house. She taught a writing course at her previous institution. But currently she does not hold an academic appointment. Nevertheless, she has intentions to teach in the near future. She stated:

I would say I have some hope that I will, at some point, teach again, and I have been in very early discussions about that. It wouldn't necessarily be directly related to international education, but we'll see...in writing, I think so, but potentially in professional writing. One of the responsibilities that I have is also as an advisor, co-advisor to [The State] Passport, which is an undergraduate magazine on the study abroad experience. And I had a prior experience as an editor in a magazine and writing for magazines, and so I think that may end up shaping into something... I really enjoy teaching, so we'll see.

The second CIEA has dual job titles: the Chief International Officer and the Executive Vice Provost. As the Chief International Officer, he is responsible for overseeing “the pan university expansion on global aspirations” and he has been in this position for three and a half years. As was previous CIEA, the current Chief International Officer is the member of AIEA. He also does work for the Collaborative on Academic Careers in Higher Education (COACHE).

The Chief International Officer has an undergraduate degree in biology and master's and doctoral degrees in sociology. Besides, he has obtained a Doctoral in Dental Science. He ran a center for children with facial birth defects and differences prior to obtaining a Ph.D. in sociology. He has spent 40 years working in higher education, and he holds the academic rank of Distinguished Full Professor. He has taught in the medical

school, the dental school and in the School of Public Health for many years. He had joint appointments in three schools and tenured appointments in two of them. Currently, he teaches one course on HIV and AIDS per year, and as he said “[he] love[s] teaching it.” He has guest talks in a variety of classes, as well.

The existence of this high level organizational reporting system within international education and, most importantly, having the Chief International Officer in charge of international education, indicates that decisions upon internationalization processes are made at the very highest level. Professional and academic experiences of the leaders responsible for the implementation of internationalization efforts on campus help us to understand deeper levels of organizational culture, the shared beliefs and underlying assumptions as were communicated by the leaders during the interview process.

Culture of assessment/measurement. IHEs are called to evaluate the effectiveness of their internationalization efforts. SEU assesses and/or measures inputs, outputs, and outcomes of internationalization efforts as per Deardorff, Thorndike Pysarchik, and Yun’s (2009) logic model. Among the inputs, they measure: (1) diversity of study abroad options, diversity of international students, and diversification of the sources of international contracts/grants, (2) number of grants for international students, international faculty and international research, (3) number of scholarships for international students, (4) number of workshops for faculty and staff on globalizing the campus, and (5) internal and external support for students engaged in study, research, and internships abroad and for faculty projects and activity abroad.

To achieve the institutional goals of internationalization of the campus, SEU provides opportunities and assesses several activities, such as number of study abroad experiences for students, number of international experiences for faculty and staff, internationalized curricula, and activities on globalizing the campus. As for the outputs, SEU assesses or measures the following types and numbers of participants/students/programs: (1) number of international students, in general, and international graduate students, specifically, (2) number of visiting and working foreign scholars, (3) number of students participating in study abroad programs, (4) number of international research projects and number of faculty involved in international research, (5) number of faculty who have been Fulbright scholars and number of Fulbright scholars from other countries, (6) number of faculty engaged in international teaching, (7) number of publications based on international research, (8) number of student studying foreign languages, and (9) number of institutional partnerships with internationally based institutions (e.g., Memoranda of Agreement, Memoranda of Understanding).

And finally, SEU measures the impact of outcomes of internationalization efforts on knowledge, attitudes, skills, careers, enhanced reputation, etc. These outcomes are: (1) global/intercultural competency of students, faculty, and staff, (2) foreign language(s) proficiency of students, (3) expanded career choices for students, (4) global workforce preparedness of students and faculty, (5) globalized institutional community, (6) institutional position in global rankings of higher education institutions, and (7) awards, prizes, recognition of institutional international activity. Evaluation of international efforts is conducted for three purposes: self-evaluation, benchmarking, and ranking. These data suggest that strong leadership at SEU has created the basis for the

development of defined and sustainable models for measuring and assessing the dynamic of institutional internationalization.

Espoused Beliefs and Values

Published strategic documents. The mission statement, vision, goals, and objectives listed in the strategic plan provide us the general understandings about the key priorities identified by the institution and refer us to its institutional values. The mission statement of SEU is “to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders” (“About [SEU]”, 2014). The mission statement is reinforced by the vision of the university - to become a leading global university that “prepares students for life in an interconnected world, helps [the state] and the nation succeed in a global economy, and addresses pressing international and regional problems through teaching and collaborative research among [university] faculty experts and students, and their partners around the world” (“Strategic Roadmap”, 2009)

To address the challenges of the globalized world and economy, the university developed the Strategic Roadmap for globalizing the campus several years ago. The Globalizing Roadmap had several purposes: (1) to formulate guiding principles for internationalization, (2) to recap key findings about the state’s “comparative strengths and challenges in the international arena”, and (3) to summarize “the priorities, strategies, timelines, and resources” that are needed to accomplish the institutional vision “of becoming a global leader in higher education” (“Strategic Roadmap”, 2009). Two major rationales for globalizing the campus were stated in the strategic plan: “an exemplary university” must be international due to the “global war for talent, ideas, and influence”,

and that many state's greatest opportunities and challenges have an international dimension. Therefore, SEU is working towards infusing the entire campus community "with more sophisticated global and intercultural perspectives."

The Strategic Plan also outlines some of the means the university is using to achieve broader global goals. These are: (1) "promoting, producing, and disseminating high-quality research" on important global issues to a variety of internal and external communities, (2) providing students with "the academic skills and tools and the cultural competencies" to compete successfully in an gradually interconnected world, (3) collaborating with "top-tier universities and research institutions" around the state, the nation, and the world, and (4) promoting among all of the institution's constituents "a deeper sense of global responsibility, stewardship, and citizenship" ("Strategic Roadmap", 2009). The Chancellor, during her installation address, emphasized that the University has a culture of "a rich, diverse community" and that the melting pot that is the state, America, and the world – "is going to grow quickly in the coming years" ("News & Messages", 2014). Therefore, she believed that students have to be education in such a way so that they feel "comfortable in the complex communities and workplaces that are their future" and the campus community has to be safe and welcoming as well. The finding of the published strategic documents indicates that SEU has a well-articulated plan to accomplish its vision of becoming a leading global university and to prepare students to be competitive in the workforce of the globalized world. This plan which is supported by strong leadership encompasses four major components such as hiring internationally oriented faculty, fostering international partnerships, enhancing global communication, and launching of strategic and global initiatives.

Evaluation reports on strategic plan and global initiatives. Four years after the Strategic Roadmap implementation, the university completed a progress report on assessing the progress achieved, reexamining comparative strengths and challenges, updating vision and reaffirming top global priorities for the next few years. According to this report, the university has made strong progress in the global arena. Some of the key areas of progress driven by the Global Roadmap are the following: (1) the university is among the fifty top-ranked global institutions as identified by the Times Higher Education Ranking of 200 World Universities, (2) faculty has significant international expertise, (3) the number of institutional partnerships around the globe has increased dramatically, (4) the establishment of Global Education Fund which aim is “to increase the number of internships, research fellowships/awards for students and faculty, to provide funding for foreign language instruction, and to create new globally-themes courses”, and (5) launching of Global Research Institute (“Progress Report”, 2012). The Global Research Institution (GRI) was envisioned as a platform for enhancing the university’s ability to address significant world problems and increasing the University’s visibility and reputation on a global scale. Several goals were assigned to GRI: drawing on interdisciplinary research expertise to deal with challenges facing the state and the world; attracting and engaging outstanding international faculty; extending the University mission of public service; and strengthening the University’s reputation on a global scale. These goals were delivered by establishing “a stimulating forum for the discovery and dissemination of new, policy-relevant ideas relating to important regional, national, and global issues” (“Progress Report”, 2012). Among the activities sponsored by the GRI are: lectures by distinguished speakers, numerous publications, a successful regional

conference, and monthly seminars on global issues. Another initiative was the launching of a Global Travel Registry for students, staff and faculty to help the institution reach campus family when necessary, wherever they are in the world. This initiative helps to build on-campus capacity to support globalization through collaboration.

The progress report also highlighted the future priorities that the institution needs to focus on to achieve its goals. As a result, SEU continues working on hiring and development of globally oriented faculty, enhancing the university's capacity for collaborative interdisciplinary global scholarship, creating new global partnerships, increasing the presence of international undergraduate students, enhancing opportunities to integrate international students in the campus life, and continue increasing the university's visibility with its global communications strategy. The existence of the progress report provides a clear message that SEU has a long established culture of accountability which is based on assessing the progress the institution has done in achieving its goals, reexamining its strengths and challenges, and endorsing top global priorities for the next years.

Defining the concept of internationalization of HE. The definition of internationalization varies across institutions and stakeholders and, in this section, two leaders in international education at SEU disclosed their shared beliefs on what the concept of internationalization of HE means to them. The Director of Global Studies defines the concept of internationalization of higher education based on the university's mission – teaching, research and service. As for teaching, she stated that internationalization is “about being able to integrate international, global and area specific themes in the curriculum and also in the cultural programming, and such that

students have access to.” The research agenda includes “celebrating the international work that our faculty are doing and accomplishing with their peers around the world.”

And the service work means not only seeing the work SEU is doing “as a benefit to others, benefit here domestically” but also serving the campus, the state and the global communities with whom they are partnering around the world. She stated:

I think from our [state’s] standpoint, our philosophy on globalization of the University is very much about building partnerships and developing long and enduring partnerships. We’re not interested in delocalizing our name, so you won’t find branch campuses, you won’t find us creating brick and mortar buildings around the world. That is very much not what we’re interested in, and I would say from a philosophical perspective, personally, I feel very aligned with that mission. I see that the international work that we should be doing and preparing our students to do – should be creating mutually advantageous outcomes, and not out [of a] kind of a colonial mentality of exporting our education, but working with other communities around the world and teaching our students to do that.

The Chief International Officer added one more component to the definition which is an understanding the world around us through interjecting international perspectives into college life:

Well, to me, it’s [about] taking into the account the vantage point of many different societies and cultures and [trying] to understand the world around us, and its issues. In particular, it’s [about] living in different traditions and vantage points that reflect different histories and different identities into a full of understanding of our music, science, healthcare ... The university is a broad [institution], but it creates much broader view of each of its diverse [stakeholders] to take into account an international perspective.

These findings show that internationalization is espoused as permeating the key components of SEU’s culture across teaching, research, and service. This espoused value relates to advancing global, international perspectives in all aspects of education at SEU and leads us to the conclusion that internationalization remains central to the mission statement of SEU.

Importance of internationalization for SEU. Both interviewed leaders agree that the importance of internationalization for SEU is the same as for any institution, that is, to help prepare students to be able to work in a globalized world and to be responsible global citizens. The Director of Global Relations stated:

Well, I think it's about being able to prepare our students to be able to work in a globalized world and succeed in a globalized world... That doesn't necessarily always translate into professional success, but being able to interact, engage, and be responsible global citizens... [and] to be able to have an understanding and appreciation of world cultures and diverse perspectives from a very concrete standpoint.

The Chief International Officer added that since we live in a global community, students must be educated about the world in which they live. He stated that “on the most vital level, I don’t think you are an educated person unless you understand the world around you... which increasingly is a global world. So, how could we educate students if we don’t expose them to that aspect?” He continued that for students to find employment after college, they need to understand the world “as the international global market.” In order to succeed in this century students need “to be able to participate in a global commerce” and they cannot do that without understanding “where [they] are in the world. It’s so fundamental. It’s SO fundamental.”

The Director of Global Relations mentioned that SEU has a deep tie to the state and that it is also institutional responsible before the state to prepare students as the critical thinkers:

We have a very deep value of service to the state, and our state over the past decades has been impacted by globalization, [like] so many communities have around the world, and being able to succeed globally means being able to prepare people both professionally, culturally, and personally [to become] critical thinkers and [to be] able to deal with and understand world issues. So, I think, our responsibility to the state is also a part of this mission.

The Chancellor, during her installation address, said that she was fortunate to be among some of the world's brightest and most passionate people "who have a drive to create, to teach, to learn, and to heal" ("News & Messages", 2014). She stated that the value of public education is to help build "a just, safe, more prosperous and sustainable world." She acknowledged that the university has the legacy of excellence and public service and must continue to involve students in "developing solutions for the most pressing contemporary challenges and develop them to be thinkers and doers." The Chancellor also believes that the University "can indeed be the leader in shaping the path for the great public university in America... to be the one that preserves excellence and innovation, access and affordability, a deep commitment to the state, and gathers strength to innovate and meet new challenges" ("News & Messages", 2014).

So, the espoused belief, as shared by the Director of Global Relations and the Chief International Office, and that is supported by the Chancellor as to 'why' internationalization is important for SEU, is helping to prepare students to be competent workforce in the increasingly interconnected global world and to prepare them to become responsible civic and global citizens. This espoused belief is also clearly stated in the above mentioned strategic plan.

Key areas in deciding upon internationalization strategies. SEU focuses on four key areas in deciding upon internationalization strategies. The first key area is building global research capacity, or as the Director of Global Relations stated "ability to do global research here and abroad." She provided an example:

So, we have started and applied think tank on campus called the Global Research Institute. Actually, it's in the building and it is working with researchers both on campus and bringing in fellows from off-campus around to convene around a

specific topic of some pressing global issues, such as food and food security, water and so forth.

Another key strategy is diversifying faculty and students' population on campus. SEU is actively working on "attracting the global faculty" (the Chief International Officer) and on hiring faculty who "are pursuing that international work" (the Director of Global Relations). Besides hiring international faculty, SEU is also working on increasing the number of international students (the Director of Global Relations), and is striving to be "the best possible host for our global students" (the Chief International Officer).

The next key area mentioned by the Director of Global Relations is "building the infrastructure and the networks on campus so that academic units can better support their own global priorities." She explains that building campus infrastructure implies:

Everything from building technology infrastructure that might allow for shared classroom space by web conferencing and so forth to having databases for international agreements and networks of colleagues who are program officers for international activities here in respective schools.

And the last priority of strategic engagement is "building strong enduring partnerships" (Director of Global Relations) which "allows [SEU] to have excellent collaborators" (Chief International Officer). And those areas, as indicated by the Chief International Officers, are "the fundamental, the biggest domains" for SEU.

Thus, the espoused beliefs mentioned by the CIEAs in regards to the key areas in deciding upon the internationalization efforts are the importance of building global research capacity, diversifying faculty and students' population on campus, building the infrastructure and the networks on campus for better support of academic departments' global priorities, and building strong lasting partnerships.

The impact/legacy of the Senator Paul Simon award. The legacy of this award, as both CIEAs consider, is that the strategic plan made the university a more global place.

The Director of Global Relations stated:

There was a global roadmap written about that time that provided a map for the future of the globalization of the campus at-large. Many of those goals have been, met and we are currently reevaluating what our next stage, what our next steps will be, reflecting on where we've come since then. I would say the legacy of it is a reality for any of the universities or the colleges that when the award is that they end up being watched to see how they will grow or not grow and how their global or international agenda and curricula and programs will continue to evolve as well. Here I think that we've met a lot of the goals that were set forth.

She further contested that creation of [SEU] Global is in many ways the evidence that was called for in that roadmap and the work that they are doing now. She continued that many academic global programs continue to come into existence. She stated:

We are launching our first master's degree in global studies and will have our first class coming this fall. Master's in global studies will bring in a class for about 12 students that [are] coming this fall. That's a new program that's targeted to students who want a professional degree... They will not typically be pursuing PhD anywhere beyond that they'll be going back into the workforce. Some of them might be early career to midcareer students. So, there are additional programs like that being developed and also we see growing interest in the programs that have been around or have been a little more mature... Our global studies major undergraduate degree, for example, has been one of the fastest-growing on campus. It has about hundred and fifty students in the major, so we continue to see momentum from our other programs in the professional schools as well.

The Chief International Officer agreed that the strategic road map is definitely how they have gotten to where SEU is now, and it makes the university to become a global meeting place for research, teaching and service work. He stated that "we have taken that, and I have made that a bible, and follow that map, and it takes us in a very good direction."

This CIEA also believes that for him as an immigrants' child, it has some personal value as well. He said:

I am an immigrants' child, the first generation American. My parents were from Germany – came during the Second World War. And, you know, my first language was not English. So, I have a little bit of that in my soul. That's ok, that's a good thing. I have a little taste of what it is all about. So, I would say, I was drawn to this. I worked with students – these are all photos of my students [I] took, working with me in Latin America. This came before the current job. And it leads where I started, actually – my roots. So, there were very good students, photographers actually. So, I would have to say, you know, for me there is a personal side to this, that is important. But that award – the road map is fantastic – it's what we used to move forward.

So, SEU received the Paul Simon Award for Campus Internationalization for the work they put in writing, namely, the strategic road map for their institution. This strategic road map explains how they get to where SEU is now. The formation of [SEU] Global at SEU and many other academic global programs and initiatives were the result of receiving the acknowledgement of their work and the dedication to their institutional vision of becoming a leading 'global' university. This finding also leads us to the conclusion that internationalization remains central to the mission statement of the institution and that internationalization processes have moved to different levels.

Underlying Assumptions

International perspectives are required for public higher education in the 21st century. The underlying assumption in regards to a public university, as expressed by the leaders at SEU, is that international perspectives are required for public higher education in the 21st century. Through strongly articulated vision and mission statements, organizational structure that titles the Executive Vice Provost with the responsibility and title of Chief International Officer, a road map focused on international education, support structures (including funding and services) in place to recruit international faculty and students, and enhanced growth in international programs and curricula, etc., all areas of university functions (teaching, research, and service) are infused with this assumption.

The value of public education is educating future leaders who are critical thinkers and who work towards solving regional, state and international problems through teaching and collaborative research practices. Moreover, continued examination of the long-term impact of internationalization efforts at SEU can inform the public whether their assumptions about global perspectives requirement of public education has been achieved, and most importantly, what needs to be changed in order to fulfill this requirement.

Summary

Internationalization is the strategic element of SEU's organizational culture. At the surface level, the value that SEU places on internationalization was first evident through the public demographic information which indicated that SEU is committed to serving the campus, regional, state, and global communities by offering a great number of graduate programs. Secondly, by creating opportunities for domestic and international research and by allocating funds to support internationalization processes on campus. One of the institutional efforts to strengthen its presence in the global arena was the establishment of [SEU] Global. And lastly, the existence of the position of the Chief International Officer designates that decisions upon internationalization processes are made at the very higher level and these processes are visible across all colleges and departments at SEU.

To understand the deeper meaning of the above-mentioned artifacts, I analyzed the espoused values and beliefs on internationalization education as indicated via the published strategic documents and as expressed by two leaders in international education, the Director of Global Relations and the Chief International Officer. Several findings

were made in reference to the institution's shared espoused values and beliefs regarding internationalization efforts. First, the strategic documents showed that SEU has a well-articulated strategic plan designed to accomplish its institutional vision of becoming a leading university at a global arena and to equip students with knowledge and skills necessary for surviving in a competitive world. This plan embraces four major mechanisms: hiring internationally oriented faculty, fostering international partnerships, enhancing global communication, and launching of strategic and global initiatives. Additionally, SEU has a long established culture of accountability (assessing the progress the institution has done in achieving its goals and recommending top global priorities for the next years) and assessment (evaluating the effectiveness of internationalization efforts). Second, the concept of internationalization relates to advancing global, international perspectives in all aspects of education at SEU and leads us to the conclusion that internationalization remains central to the mission statement of SEU. Third, the importance of internationalization for SEU is based on helping to prepare students to be competent in the increasingly interconnected global world and to prepare students to become responsible civic and global citizens. And finally, the key areas in supporting internationalization efforts are building global research capacity, diversifying faculty and students' population on campus, building the infrastructure and the networks on campus for better support of academic departments' global priorities, and building strong lasting partnerships.

To get the deeper understanding of SEU's organizational culture in regards to the value they place on the internationalization process in the institution, I searched for underlying assumptions that might be indicated through the statements made by the

leaders. The most evident underlying assumption at SEU is that international perspectives are required for public higher education in the 21st century. The value of public education is based on educating future leaders who are critical thinkers and who work towards solving regional, state and international problems through teaching and collaborative research practices. Only after examining the long-term impact of internationalization efforts, the data can tell public whether the requirement of public education is achieved at SEU, and what corrections mechanisms needs to be implemented to fulfill its requirement.

SEU: Organizational Culture and International Graduate Students

Artifacts

Recruitment actions. The document analysis and the findings from the questionnaire revealed that SEU is devoted to the recruitment of international students, both undergraduate and graduate, and providing a support system to integrate them into the campus community life. For example, SEU had qualitative goals for campus community members, including international graduate student enrollment for 2012-2013 academic year. Some of these goals were: development of academic and professional relationships with faculty and classmates; integration into the social and cultural experiences offered on campus and in the community; and involving faculty members, graduate students, and undergraduates in research, teaching, and engagement as components of the strategic partnerships. At the institutional level the following four actions have been taken by SEU to recruit international graduate students: conducting a recruitment strategy through their website, offering scholarships for degree-seeking international students at the graduate level, part-time graduate assistantship positions for

international graduate students, and tuition waiver for eligible international students. SEU does not have a specific part of the world in which to focus their recruitment strategies for international graduate students. Due to a strong reputation and high global ranking of SEU, there is great interest from international students from different countries and continents. The main criterion for the enrollment of international graduate students is high qualifications of the applicants. One of the ways to know whether international graduate students successfully adjusted into new educational system can be completed through the monitoring system. SEU monitors the academic success of international graduate students. Academic success is monitored by each specific department and information about academic failure of international students is sent to the Office of International Student and Scholar Services. Students in danger of academic ineligibility are counselled by international student advisors. And the monitoring system, according to the Director of Global Relations, is somewhat effective. This finding suggests that since SEU is the desired place to study for many international graduate students due to its highly-ranked programs and reputation, SEU does not need to invest substantially in recruiting these students. However, after the enrollment of the best and brightest international graduate students, SEU is paying much attention to retention strategies on making successful the international graduate students' experiences on campus.

Programming and supporting interactions. The analysis of the completed questionnaire and the document analysis of SEU showed that several programs were designed to help international students with their adjustment to the campus and surrounding communities. The three most highlighted are: (1) *International Friendship Program* which is designed to match an international student or a scholar with a local

family or individual for home visits, holiday celebrations, and in general enjoyable exchange of international friendships, (2) *International Coffee Hour*, this is a monthly social event which brings together international community members to chat about global engagement, and opportunities and challenges on campus, and (3) *Southern Culture Movie Series* which is designed as an entertaining introduction to the American South. All these showings are held in the Global Education Center.

The Director of Global Relations considered social integrations of international graduate students with campus community members as very good. However, she acknowledges that some of the strategies for social integration of international graduate students with the domestic students and campus community members still need to be improved. Some of these strategies are “to continue extend[ing] host family/friend program and further develop opportunities for international students to get to know domestic students through social events, peer mentoring programs, etc.”

These artifacts indicate that at SEU they value the presence of international students, in general, by providing a variety of programs for their immersion into the campus and local communities. This culture of inclusion of international students as full participants is one of the indicators of a culture that respects participation in a campus community and beyond, which might lead to mutual exchange of knowledge and learning among the campus community members.

Inclusion of international graduate students into the processes and assessment of internationalization efforts. The analysis of the questionnaire and additional information collected during the interview with two CIEAs showed that international graduate students are included in the processes and assessment of

internationalization efforts at SEU. The Chief International Officer contested that in terms of inputs, SEU counts the number of students, who they are, etc. In terms of outputs of internationalization efforts, he indicated, that international graduate students have the ability to expand the impact “by projecting [the impact] to the world stage.” He stated:

So, what are the outputs? The outputs that any other scientists will have - great publications, great funding and helping to solve the world’s problems - that is really important. But I think, especially for the students who come to us from other nations, they have the capacity to magnify this impact by projecting it to the world stage, not just to our national stage. And I think that is really important, so we embrace those students.

Among the activities that can provide opportunities for the institution to achieve its institutional goals of internationalization of the campus and for international graduate students to be integrated into the campus communities, SEU assesses its *internationalized curricula, international experiences for faculty and staff, and activities on globalizing the campus*. Among the outcomes that imply the impacts of internationalization efforts on knowledge, attitudes, skills, and careers of students, including international students, SEU assesses the *global/intercultural competency of students, faculty and staff, the globalized institutional community, awards, prizes, recognition of institutional international activities, and global workforce preparedness of students and faculty*. The Director of Global Relations added that Graduate School in combination with the Office of Institutional Research are assessing the students outcomes, and there “will be value in seeing those outcomes specifically related to our international students...” but she does not know whether SEU measures many subsets of students in terms of breaking them down demographically.

The Director of Global Relations further contested that at the departmental level, there is assessment of student learning outcomes, but they do not distinguish these outcomes between domestic and international students. The Office of International Student and Scholar also gathers some information upon, for example, student graduation exit, but she did not know whether “there's been a concerted effort at this point to try to capture that information.” She added that most of the reporting bodies asked them for information mostly related to employment rate, as a class at-large, and they do not necessarily “parsed out domestic versus international students.”

The inclusion of international graduate students into the processes and assessment of internationalization efforts is a vital indicator of the value SEU places on their presence on campus. SEU refers explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. However, what is missing in assessing the outcomes is evaluating the role international graduate students play in the internationalization processes in general and the impact they might have on the institutional community members' outcomes (increased knowledge, changed attitudes, etc.), specifically.

Espoused Values and Beliefs

Reasons to recruit international graduate students. To my question, *why it is important to recruit international graduate students*, the CIEAs presented two reasons. The Director of Global Relations stated that international graduate students will add new dimensions to academic content and to conversation in classrooms:

Well, they certainly bring a different perspective to the classroom and to their classmates and it's very important especially at the graduate level, where students are formulating the research agendas that truly end up influencing everything from policy to kind of mainstream culture and so forth. And, the more diverse

perspectives that can be brought to it, the more students can challenge one another in themselves to have a healthier range of perspectives and opinions represented in the work that's done.

The Chief International Officer added that international graduate students “are the academics and leaders of tomorrow”, and they “also infuse the campus with their worldview.” He continued:

Right now we have some 1,300 international students on the campus. So, they are graduate students and they are incredible. They bring their vantage points and their worldviews with them. They teach using that and then they go forward and reach the academy. So, on every level, it's just absolutely necessary and excellent.

He further stated, “Students who come here, they have a good experience, they tell their family, their schools and their friends. Sometimes they start websites. So, we have more applicants. We have a rich array of very fine applicants.” He contested that international students, at both levels, are best advocates for the institution and they are the best marketing agents, “I think students that have come here have a very good experience - they are just our best advocates. Our best marketers are our students and scholars who come to study and work here.”

Another institutional goal for SEU is to diversify the pool of applicants, not to focus on specific regions. The Chief International Officer opined:

I don't want [international students] to be only from one or two countries, which I see happening in some universities. They really have a program for Chinese students; it's not a global program. ... I want students from Africa, Europe, Latin American, Asia, but I don't want them from one place because that does not fulfill our needs.

This finding suggests that international graduate students play a significant role in enriching curriculum by adding new dimensions to in-class discussions and infusing international/global worldviews into the campus in general. International students,

including international graduate students, are best advocates for this institution, and the recruitment of potential applicants is mostly done through word-of-mouth.

Contributions international graduate students bring to the campus. As for the value of having international students on campus, the Director of Global Relations mentioned that besides bringing different perspectives, they also build strong international networks and strong potential for future research. She stated,

Well, I definitely think that's part of what they bring are very different experiences. I mean, that is also part of what's informing the different perspectives of course but then they're also able to support one another by building these strong international networks. Many of them will be returning to their own home countries to apply lessons they've learned here to their home communities and they will end up being able to continue to share what they've learned and are continuing to learn with like-minded individuals around the world.

The Chief International Officer added that some of SEU's best students come from abroad and they are outstanding students. He stated:

It's impressive and some of them come such big distances and, you know, of course they have to be able to really learn English well and for some of them - that's a job. We do not do a remedial training here for graduate students. They have to come in with enough English to be able to participate in the community and if not, then they have to get it somewhere [else]. But they won't get it here - that's not what we do. We treat them as... well, we actually asked them to have [scores on the Test of English as a Foreign Language] high enough so they can communicate effectively. So, we are pretty selective in that regard. The worst thing would be to bring people here and they would not be equipped to fully participate. That would be not kind to them. So, they might not see it in that way.

He continued that international graduate students are part of the institution's large research portfolio, and SEU values this contribution of international students to the campus prestige:

We have some very, very large research programs that are international. There are over 400 staff from this university working abroad, full-time staff. So, the university here has a very big funded research portfolio—we are seventh among the U.S. research universities in the amount of federal dollars from research that

we generate. So, our graduate students from abroad are a big part of that and we value that. And they are able to help us forge new relationships, but also they feed the idea that there is a world-class science and they represent that.

These findings suggest that at SEU there is a shared belief that international graduate students contribute significantly to building strong international networks and strong potential for future research as well contributing to the campus prestige on national and global levels.

The inclusion of international graduate students into the campus community life and beyond. For the Director of Global Relations, creating an international community on campus is about participation in programs and activities that SEU makes available to their students and faculty domestically and internationally. She stated:

So, our different campuses are partners with our partners' institutions and it's also about them being able to engage in the global opportunities that are here on campus ... whether it's attending some of the world-renowned performances that [SEU] performing arts is bringing to the stage here or lectures and cultural activities and art exhibitions and so forth.

She added that "there are many ways to be able to celebrate that kind of diversity on campus and also learn about other cultures" and she thinks that is an important part of "being able to fully participating in that community of learning from one another and sharing cultural heritage, experiences and knowledge, sets of knowledge that have been developed and other parts of the world."

The Director of Global Relations asserted that a true community goes beyond the campus:

There certainly is a community outside our physical border of the campus but the city is very integrated in the campus and it's also a community that's very welcoming of our international students. So, we have programs such as our host family and friend program, that invites international students into their homes where they're paired with local families - they don't live with the families; they live on campus and in their own housing - but the families invite them in for

birthdays, holidays, and dinner. They will drive the students to a doctor's appointment or to buy their sheets at Target or whatever, and they have an opportunity to learn from each other as well and to develop relationships that last for decades, and get passed down from generation to generation. And it's that kind of friendship and community building that is another outgrowth of what comes from people wanting to learn from one another as well here on campus.

The families that want to be part of this program, the CIEA continued, are mostly found through word-of-mouth and through social media such as websites, or families who just continue their long-term relationships with the campus:

We have some families that have been participating in it for about 15 years. I recently met one family that's been participating in it and it's so long that one of their children and her husband they are now hosting students. They will host one, sometimes two of them, at a time which it depends. Sometimes they're very specific where they want their student to come from. This family in particular they were not specific for a number of years. They get the student from wherever, then one of their children moved to China and it began that they wanted the Chinese student and they started visiting China. They went to visit a couple times when their children were living there and, when they were able to welcome the Chinese students in their home, the students were instinctively more comfortable when they knew this family connection that was being built to China. So that's the kind of thing that the university makes possible, so the community is also making it possible and so these students are coming here for academic reasons because they want professional success, personal success, wherever it means to them, but then it ends at building these important community ties.

The Chief International Officer expressed the belief that SEU is a community, and since "campus is our community," for students to manage their role in the community, "they have to be participants." He said that there are over 600 student organizations on the campus and their international students are involved in every aspect of campus life. The CIEA stressed that even the president of the student body in their institution is an international student. The Chief International Officer stated that he asked international students if they want to start an international student organization, he will help to fund the organization. But students replied that they did not need to have one because they are members of the student body, they are already represented by all kinds of student

organizations, and most importantly they did not want to separate themselves from the campus community – they wanted to be integrated into the life of the campus. He summarized, “So, they don’t want to start any international student organization. They said: ‘We are part of the community at large. We do not need to have a separate thing. We don’t feel separate - we feel embraced and happy [here]’.”

The Chief International Officer said that international graduate students are fully engaged in the life of campus, “everywhere I go I see international students - in musical performances, in dance and in lectures, in debates – they do everything. So, in the fullest of the community, they are integral.” He also added that there is a graduate student association on campus which includes both, domestic and international students, and so, he thinks that “international students are very, very intergraded into the campus.”

The Chief International Officer indicated that one of the reasons why international students choose to study at SEU is that they like the institutional philosophy which has been “a complete integration into the life of the campus, into the residential life and the cultural life the community life and academic life”:

[International students] are really embraced by the campus and they don’t feel, as a group, marginalized or separated at all. So, you hear only quite happy students and they go forward and they recruit for us. I have people contacting me all the time because they want to be our agents, but I tell them, “I don’t need an agent. What we need is - great students.”

He further added that the goal for international education is to “integrate those students into the community and not to separate them from the community.” He continued:

We don’t get any more money for having them from abroad than we would have for domestic students. We don’t charge them anymore and we treat them the same as they came from [in state]. I mean, we don’t have differentiation in tuition. We don’t have any international fees. We charge them out-of-state tuition which is still not so high, considering, compared to some other places.

This integration into the campus community is partly possible, as the Chief International Officer indicated, because of the residential campus status of the university:

Everybody lives here. It's not that this is a city, and they're going to be living somewhere else. There are apartments throughout the town, but nothing is very far and all the buses are free of charge. You just jump into the bus and go whenever you want to go. And, even if you live a mile away, you are very tightly drawn into the life of the campus.

This residential campus, the CIEA continued, gives the "college town feeling of a mixed [community] - so everyone who wants to can be fully engaged." Besides students, faculty members also live in the college town and this puts everyone in one community. He states, "The faculty lives here, students live here – we are all in one community. We see each other on the weekends walking our dogs, you know. So, it's that kind of things. So, to me it's what it takes to build this community you are talking about... here it is the college town, this is about being in the college." The Chief International Officer continued that, for him, community building is very important. He said:

So, it's a very different thing to build a community when that happens. In the evening when I want to invite [students] all back to the campus to do something, they will come. And we have theater programs, and music programs. We deliberately do some global performances because we want to make that happen. And - no problem.

The Chief International Officer observed that the culture of SEU community is celebratory, embracing everyone in the community:

It's more engaging. It's ... less about who is in and who is out. Everybody's in. And it's interesting, too, because, where I came [from] before here, they had an international house, where people lived from when they were international students and it was not a good thing. It was like a ghetto of international students. And we don't have [that]. And somebody came to me with a proposal and said, "We want to have an international dormitory," and I said to them, "No, they are going to have everybody in every dormitory." And when I see the international students I say to them, "What are you doing for Christmas? What are you doing for Thanksgiving? Are you going home with somebody? How do you spend your time?" And, when somebody says to me, "Oh, yeah, my roommate takes me

home to West Virginia” or “to a small town in North Carolina,” and I think, “Oh, that’s fantastic.” That’s the goal and I always ask them, “Who are your best friends? Are your best friends from your homeland?” And sometimes their best friends are international students not from their homeland. They say, “I made a friend with an African student, but I am from Korea.” I think, “Hurray, that’s wonderful.”

He continued that it “takes a community that celebrates a difference” to make the overarching of communities happen:

Not so many international students that they start to form the clusters with one another. As you know, as Ukrainian students only know other Ukrainian students, or Brazilian students only know Brazilian students, for instance. So, in some ways we are not as many. Like if you look at some California schools they have more international students. I am not sure it’s a bad thing. To me it might be [that] building the community is a good thing. This is something I spent a lot of time on. And I talk to students about it; “How can be welcoming and inclusive, and celebrate culture?” And I think we have moved a lot, we have done a lot. And we are going to do more. So, even simple little things like making sure that dormitories are open for holidays so students can stay if they need to - not a big deal, but a big deal if you don’t have a place to go.

The Chief International Officer noted it takes a deliberate effort to say, “Let’s make this happen.” SEU has a building built for global, international events. It is a meeting place for integration. He observed:

It is a beautiful home where we can have events and lectures, culture, music, and art. There is a big coffee shop - people come hang out, or just study there. Just tonight I am going there for a ... reception for students who are getting global awards but, you know, we have a place where we can do it. ... But this is not the only place and not everything can be done there - but it’s nice to have that. It is very green [in] style. It recycles water, and does also solar things. It’s that kind of building. It’s a great building. It’s been a blessing because it allows the programs to take off.

The Director of Global Relations also mentioned that the students, who choose this institution, often mention that come to study here because of the respect they have for their peer students. She said:

We hear often that our students come to [SEU], we would love to say that they come here for the faculty and the resources, but they are really coming here

because of the respect that they have for their peer students and they recognize that they will be among students like them. ... They want to meet and network with these like-minded individuals.

The Chief International Officer concludes that all these components of SEU culture have the positive impact on the graduation rate of the students. He stated, “Our retention rate for international students is fantastic. Almost 100% graduation rates – this is fantastic.”

Although the Director of Global Relations believes that SEU is doing very well in connecting international students, in general, with the campus community, she also admits that “there is always some room for improvement.” First of all, SEU needs more funding for international students for offering more scholarships at both levels. At the graduate level, the CIEA continues, funding depends upon departments, what they have available. The second area of improvement, according to the Director of Global Relations, is looking for the ways to get more exchange and visiting students, so they are “able to introduce more of those different perspectives in the classroom but that is a challenge that we face...” And one more area, outside of what was mentioned, is giving more support for students who work as teaching assistants (TAs) and have some language barriers. She said:

It is a decentralized approach to how departments handle it, including their international students. So, I’m now thinking more on the graduate level. Some of them have very regularized ways of bringing in their international students, and scholars, for that matter, into their homes. So, maybe the chair of the department has a cookout at the beginning of the semester and invites them and encourages other faculty to have these international students or scholars for dinner, and so forth. And some departments may actually pair an incoming international student with a faculty member - not necessarily for a formal mentoring program, but for a way to building family [ties], yeah, socializing. And others are not quite so advanced, so that’s all done on a department-by-department basis. So, ... I would say from the highest levels there is a spirit of inclusion and celebrating international students.

These findings suggest that SEU has a strong sense of a community. The institutional value of creating a true sense of community for inclusion all institutional community members, including international graduate students, as full participants is shared by the Chancellor and the leaders in international education and is evident in the strategic documents of the University.

Underlying Assumptions

International students need to be fully equipped with the language skills. The first underlying assumption in regards to the organizational culture and the value SEU places on international graduate students is based on the fact that international graduate students need to be fully equipped with language skills before coming to study at SEU. This assumption led to the situation that at SEU there is no language remedial program for international students to improve their language skills. However, the Director of Global Relations acknowledges that international students who work as Teaching Assistants (TAs) face some unique challenges which are related to language skills or language barriers. The Director of Global Relations stated that this is one area where SEU “underserves the international students who might need more support from us and being able to overcome those challenges.” She thinks that might have a little bit of effect on the undergraduate students who may not behave with the greatest maturity in dealing with those kinds of language challenges:

So, then you have the undergrad who’s potentially not been exposed to different accents or breaking down sentence structures that weren’t quite accurate, translating them if you will. And then you have the TA who’s also new to teaching those struggling with that issue and trying to adapt socially, academically, and professionally and dealing with these students who isn’t being patient enough. And we don’t always have the resource structures in place to provide that TA with enough support or the student with enough support in that area. We have a writing center. It’s a wonderful writing center and they do

provide support. And our TA can turn to them, too. But we don't have an ESL program or a language-training program that can help the TA enough through those kinds of challenges. And we do hear often enough from some of our graduate students and from the faculty about these kinds of challenges. And I think it's an area that we could improve.

This program issue, the CIEA continues, is closely related to institutional barriers as “we're not able to meet to help improve the situation for them and then that can create some level of discomfort.” She continued:

It's hard sometimes for students to listen to their classmates to begin with and kind of shake up their perspectives based on what they're hearing, [so] I think the more different ... perspectives that they hear [are] such an important part of shaping their [own] long-term perspective. And, when language is a barrier between the students, it becomes that much more challenging and can be isolating on both sides. And I would like for the long term for us to be able to do more to support in that area.

This finding indicates that the university's requirement for international graduate students to be fully equipped with English language skills prior to coming to study at SEU has actually resulted in some language barriers for effective communication between domestic students and international graduate students who work as TAs. The establishment of a language remedial program for international students might be one of the strategies to face this language challenge.

Assessing the impact of international graduate students on internationalization efforts is a complex issue. The underlying assumption for not conducting the assessment on the impact of international graduate students on internationalization efforts, as articulated by the Chief International Officer, is that this kind of assessment is a complex one, and it is hard to get a specific impact due to several reasons. First of all, international graduate students as being part of the teaching community at SEU teach the undergraduate students and therefore, “they have immediate

impact on the students.” Beyond the teaching impact, international graduate students participate in scientific collaborations “that result from international graduate students that either go back to their homeland or go forward in their careers and work in different nations – it’s profound and deep.” The Chief International Officer summed up that the impact of the international graduate students is “not only in the classroom but also in the laboratories and the sciences – and the collaboration that results.”

The Chief International Officer further posited that the things that their institution looks at such as employment, how long it takes people to finish their degrees, publication rates, grants – those are “really not great measures of the impact but they are ‘a measure’ of the impact.” He continued:

I am afraid that these simple measures do not really capture the bigger matter, you know, which is the [outcome] of the international understandings and teams, and collaborations—those are really important.

The Chief International Officer emphasizes that SEU has good measures but “that is just never enough”, and they work on introducing better measures to see the impact of internationalization efforts on campus.

One of the obstacles to assess the impact of international graduate students on internationalization efforts, as indicated by the Director of Global Relations, is that there is a significant technology gap in supporting the international office:

We don’t have dedicated technology support, so data capture is a challenge, as well as data analysis, so that is probably a challenge that we face internally. ... Within the university at large, there probably is some capacity to be able to do that but it does happen at very decentralized levels so our academic departments, our area study centers, center for global initiatives and so forth, are looking at the outcomes of their students. But again [they] do not always look at international students. They are also looking at what they consider their audience - their students - and it’s a blend of domestic [and] international students, you know. So, they’re looking at those outcomes for their students, the ones that they’re prioritizing in a sense, and it’s not limited to just international students. In that

case all the students have international interests, but they are a blend of international and domestic.

As for the variety of ways that institutions might assess the impact of international students on internationalization efforts, the Director of Global Relations listed two. The first is quantitative, that is the number of publications with faculty and other graduate students:

I think, in an ideal world, we might be able to see where they're publishing with faculty and other graduate students and so forth and actually be able to have quantifiable ways of seeing that kind of activity and impact.

The second is qualitative, and might involve tracking what cultural activities, lectures, events international graduate students are coordinating, participating in, or contributing to:

Beyond that, I think there are also qualitative ways to consider the contributions are that they are making to campus ... Looking at the kinds of cultural activities, lectures and events, and so forth ... They are coordinating, leading, participating in or attending, and contributing to [these activities].

The underlying assumption that assessing the impact of international graduate students on internationalization efforts is a complex issue has valid justifications. However, without investigating the contributions of international graduate students bring in achieving specific institutional outcomes of internationalization beyond their simple presence on campus, it will be hard to rationalize the full potential of international graduate students to the overall internationalization of the institutional community. Moreover, assessing the impact of international graduate students on internationalization efforts will inform stakeholders about the quality of internationalization efforts, in general.

Summary

By analyzing SEU's organization culture in regards to international graduate students, I examined, through document analysis and the completed questionnaire, the evidence of a value-added principle towards recruiting and retaining of international graduate students, and inclusion them into the evaluation processes in the institution as well as integrating them into the campus life and beyond. At the surface level, the artifacts suggest that SEU does not need to invest much in recruiting international graduate students due to its great reputation and global ranking. However, SEU is paying much attention to improving retention strategies for successful campus experiences of international students, at both levels, and providing programming for creating a culture of inclusion for international graduate students. Additionally, SEU refers explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. Yet, one thing that is missing in measuring the outcomes is assessing the role international graduate students play in internationalization processes, in general, and in impacting the institutional community members' outcomes, specifically.

By analyzing the espoused values and beliefs revealed by the CIEA, I found that at SEU there is a shared belief that international graduate students play a substantial role in enriching curriculum and adding new dimensions to in-classroom discussions as well as infusing international/global worldviews into the campus in general. Additionally, international graduate students are best advocates for this institution and the recruitment of potential applicants is mostly done through word-of-mouth. As a result, there is a shared espoused belief that international graduate students contribute significantly to the

campus growing prestige at the national and global levels, and bringing strong international networks and strong potential for future research. SEU has created a strong sense of a community for inclusion all institutional community members, including international graduate students, to be full participants in the campus life and beyond. This institutional value of a culture of participation is shared by the Chancellor and the leaders in international education and is evident in the strategic documents of the University.

Two underlying assumptions were found during the analysis of an organization culture in regards to the value that SEU places on international graduate students' presence on their campus. The first underlying assumption is that international graduate students need to be fully equipped with language skills before coming to study at SEU. This assumption led to the situation that at SEU there is no language remedial program for international students to improve their language skills. The second underlying assumption is that assessing the impact of international graduate students on internationalization efforts is a complex issue. Although this assumption has valid intentions, but without investigating the contributions of international graduate students bring in achieving specific institutional outcomes of internationalization beyond their simple presence on campus, it will be hard to justify the full potential of international graduate students' contribution to the overall internationalization process of the institutional community. Additionally, assessing the impact of international graduate students on internationalization efforts will inform public about the quality of internationalization efforts, in general.

Case Study of MWU2

MWU2: Organizational Culture and Internationalization Processes

Artifacts

Published demographic information. An artifact that provides the public with the institutional identity is the published demographic information of the institution. MWU2 is a large Midwestern university located in the Great Lakes Region. It is primarily residential, a 4-year, more selective, comprehensive doctoral with medical/veterinary degree-granting institution with very high research activity (Carnegie Foundation, 2010). Total student enrolled in the 2012-2013 academic year was closed to 40,000 followed by slightly more than 8,000 graduate student enrollment and slightly more than 3,500 international graduate students. Percentage of international graduate students to total graduate students was 43.9%, and to total students 9.4%. MWU2 offers more than 100 graduate programs in various disciplines. Annual operating budget is approaching \$2 billion system-wide. According to the Times Higher Education and QS World University Rankings (2014), MWU2 is one of the nation's leading public research universities. The profile of MWU2 suggests that this institution is dedicated to serve the campus community, the regional, the state and the global community by creating a culture of inclusion through on-campus residency status, by offering a great number and variety of graduate programs, and by increasing opportunities for conducting national and international research projects.

International/global education department. The Office of International Programs "is dedicated to the development of educational opportunities, research, and other services essential" (International Programs, 2014) to the university's ability to perform its mission and to the university's aspiration to be among the top-ranked research

universities in the world. In this office, there are several staff members that oversee international programs, international students and scholars, and study abroad. The Office of International Students and Scholars (ISS) is committed to the internationalization of the university by providing appropriate services and support systems international members of the university and various departments and offices. ISS strives for enhancing the academic, cultural, and social experiences of international students and scholars “through knowledge and expertise in recruitment, admissions, immigration, advising, and cross-cultural programming” (ISS Office, 2014). ISS staff is responsible for international undergraduate admissions, whereas the office of the Graduate Admission under the Graduate School is responsible for international graduate students’ recruitment and admission processes. The artifact of centralized leadership in the Office of International Programs suggests the existence of an organizational structure that can implement and support opportunities for internationalization efforts taking place on campus and abroad.

Profile of the leaders of MWU2’s international education. At MWU2, I interviewed two CIEAs to get a bigger picture of internationalization processes taking place on campus and abroad. The first administrator is the Director of Graduate Admissions. She oversees all the applications and admissions processing in the central Graduate School office as well as any recruitment marketing outreach, such as websites and publications, and is involved in recruitment travels. This CIEA has been in her current position since last year and she reports to the Associate Dean of the Graduate School. As a professional in the field of Graduate International Education, the Director of Graduate Admissions belongs to professional associations that support her current administrative positions. She is a member of the National Association of the Graduate

Admissions Professionals (NAGAP), National Organization for Enrollment Management at the Graduate Level, and the Association of International Educators (NAFSA). For the conferences she usually tries to rotate among the different ones every few years. She has also attended some national association marketing meetings, for example, the American Marketing Association. She stated, “Community institutional colleges which are just basically our peer institutions get together and talk about best practices and I attended some meetings with them.” The Director of Graduate Admissions has her bachelor’s and master’s degrees in animal science and her Ph.D. is in Education, more specifically, in agricultural education. However, her dissertation was on educational psychology. Although the Director of Graduate Admissions has been working seven years in an academic environment, she does not have an academic appointment.

The second CIEA has dual job titles: the Director of International Students and Scholars Office (ISSO) and the Associate Dean of International Programs. His primary responsibility, which falls under the Office of International Students and Scholars, includes immigration services and international undergraduate recruitment and admissions for MWU2, and he has been in this position for three years. His secondary responsibilities include serving in various capacities and divisions of International Programs. He reports to the Dean of International Programs.

The Director of International Students and Scholars/Associate Dean of International Programs is a member of NAFSA. He also attends the AIEA Annual Conference. This CIEA has a bachelor’s degree in secondary education, his master’s degree in ESL and applied linguistics and his doctoral degree in history and philosophy

of education. He has spent 35 years working in higher education. He had worked in previous institutions as an adjunct faculty.

The findings of the existence of high level organizational reporting system within international education area indicates that decisions about internationalization processes are made at the middle to top levels. Recruitment and retention strategies for international graduate students are divided between two offices – the Graduate Admissions and the International Students and Scholars. These artifacts alone do not explain how well the coordination among these offices is realized, therefore this information was further revealed during the interview process with two CIEAs.

Organizational culture of assessment/measurement. The document analysis of the strategic plan showed that MWU2, as an organization, has a culture of assessment which is based on comparing itself with two sets of peer institutions (public aspirant peers and large public institutions) for the purpose of benchmarking to assess the progress and compare its national and international competitiveness. Some of the inputs measures are: SAT scores and high school rank of admitted students, student admission/yield for enrollment, graduate student stipend level by discipline, student financial aid disbursement, endowment value, and student-to-faculty ratio. The output measures include: graduate student time to degree, national and international rankings, Ph.D. degrees granted per year, graduate career placement, sponsored program awards/expenditures/activities, etc. These data suggest that MWU2's aspiration to be among the top-ranked research universities in the world, which is supported by a strong leadership, has created the foundation for the development of sustainable models for measuring and assessing the dynamic of institutional internationalization.

Espoused Values and Beliefs

Published strategic documents. The published strategic documents that disclose the institutional values and key priorities in regards to internationalization are the mission statement, vision, goals, and objectives as listed in the strategic plan of the institution.

The former President of the University wrote in the forward to the strategic plan that a new strategic plan, which is “focused on people, programs, and partnerships”, is designed to place the university “among the few, great, global research universities” ([MWU2’s] Strategic Plan, 2008). This Strategic Plan is grounded “in diverse perspectives...and has emerged from the broad [the university] community”, and is developed to equip “students with the global credentials they need for success and leadership in the 21st century.”

Overall, the plan resulted in “a new culture of working together with cooperation and collaboration” and is committed to people. The mission of MWU2 is to serve diverse populations of the state, the nation, and the world “through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge” ([MWU2’s] Strategic Plan, 2008). The vision of the institution is “to set the pace for new interdisciplinary synergies that serve citizens worldwide with profound scientific, technological, social, and humanitarian impact on advancing societal prosperity and quality of life” ([MWU2’s] Strategic Plan, 2008).

The plan has three strategic goals: cultivating “intellectual, professional, and personal development” of learners to prepare them “for life and careers in a dynamic, global society”, advancing the boundaries of knowledge and innovate technologies to deal with world challenges and problems directed “to serve humanity, and improve the quality of life around the world”, and addressing ‘the critical needs of society, and

catalyz[ing] economic development and entrepreneurship consistent with a public research university of the 21st century with global impact” ([MWU2’s] Strategic Plan, 2008). To reach the university’s vision, the following key priorities were established for student success at MWU2: increasing recruitment of excellent students, developing a plan to ensure diversity of the student body, and enhancing experiential learning opportunities. Some of the key priorities for national/global presence are: ensuring, through curricular and programmatic opportunities, that “all students can have global credentials”, seeking strategic global partnerships and becoming “national role model for global partnerships with impact”, embracing alumni worldwide “in assisting with recruiting, mentoring, sponsoring students, sharing best practices with administrators and faculty, building and extending partnerships globally” ([MWU2’s] Strategic Plan, 2008).

The current President of MWU2 stated that one of the University's strongest traditions is that “of constant innovation, of continuous improvement, of steadily striving to build ‘one brick higher’” (Office of the President, 2014). The successful implementation of ten strategic initiatives, the President continued, will stamp the university as “a global leader in areas that we believe fit our historic land-grant mission, and matter most to the society of today.” The President concludes that MWU2 “should resolve to be second to none in developing mentoring programs, more learning communities, and utilizing the new tools of ‘learning analytics’ to assist current students and to be better prepared to help future students do well” (Office of the President, 2014).

The artifacts presented in the form of the published strategic documents clearly indicate an organizational culture that, at least, from the leadership standpoint, feels strongly about international educational and internationalization of the campus

experience. The findings indicates that MWU2 has a well-articulated plan that is designed to place the university among the great global research universities and is developed to equip students with the global credentials to succeed in the 21st century. The key priorities established for student success at MWU2 are increasing recruitment of excellent students, developing a plan to ensure diversity of student body, and enhancing experiential learning opportunities.

Organizational structure in regards to following the strategic plan outline.

The university strategic plan is an overall framework for each college, school, academic and non-academic units which are authorized to develop their own strategic plans by demonstrating consistency with the university strategic plan. Since one of the CIEAs at this campus is housed in the Graduate School, I analyzed the Graduate School's Strategic plan. One part of the Graduate School's mission statement relates to global education and asserts a goal to "raise awareness of the importance of graduate education in meeting the economic, technological, and societal needs of [the state], the nation, and the world" (The Graduate School 2010-2015 Strategic Plan, 2010). As well, a focus on "culturally rich and diverse population" is also a component of the Graduate School's vision. Specific to enrollment in the strategic plan is "attracting the most talented domestic and international students" and to "double the number of international students from Africa, Europe, and South America." The Graduate School 2010-2015 Strategic Plan states:

The majority of graduate students is enrolled in PhD programs and contributes directly to externally-supported research. Enrollment capacity at the PhD level is governed largely by external research and the accompanying graduate student assistantships. Consequently, one element of the plan to bolster enrollment includes increasing research support.

To achieve these goals, the Graduate School is utilizing many strategies, and one of these strategies is developing international partnerships with top-ranked institutions in Africa, Europe, and Central/South America. One more important initiative mentioned in the Graduate School strategic plan that relates to a support system for graduate students implies providing competitive support by “increasing endowment and annual gift funds for fellowships, assistantships, and travel support funds by 100 percent” (The Graduate School 2010-2015 Strategic Plan, 2010). Therefore, the main characteristic of MWU2’s organizational structure in regards to the strategic documents is that each institutional unit has to develop their own strategic plans following the outline of the university strategic plan. This structure creates a culture of accountability and consistency. Accordingly, the university mission and strategic plan is supported by the Graduate School’s strategic documents in the value and support of international education and international graduate students.

Evaluation reports on strategic (global) initiatives. Institutions periodically must complete evaluation reports to assess the progress the institution is making toward achieving its goals. The document analysis showed that comprehensive assessment of progress on the strategic plan is conducted every year at MWU2. Assessment includes the specifically defined metrics and benchmarks for peer comparisons as well. The culture of assessment and data-driven decisions also includes “annual assessment of funding investments vis-à-vis progress on critical benchmarks and metrics” ([MWU2’s] Strategic Plan, 2008). To demonstrate the transparency and commitment to accountability, annual progress reports are widely available “to the campus constituencies,

state/national/international audiences, and the public through forums, a Web site, and reports” ([MWU2’s] Strategic Plan, 2008).

Several global/international initiatives were implemented at MWU2 to provide cross-cultural experiences for students. One of the initiatives is Global Outreach. This global initiative provides “cultural, educational, service and social opportunities whereby international students will enhance their American educational experience and contribute to the globalization of [the university] and the greater community” ([MWU2’s] International Integration Initiative, 2014). Another initiative is the Multicultural integration Xchange (MIX). This is a presidential initiative “designed to assist undergraduate students in crossing cultural bridges in order to get to know other students from around the world”, and “to take risks to move out of their comfort zones to build relationships across domestic and international boundaries” ([MWU2’s] International Integration Initiative, 2014). These artifacts, the evaluation report and strategic initiatives, provide a vibrant message that MWU2 has a culture of accountability which is based on evaluating the progress the institution is making towards achieving its strategic goals and creating strategic and global initiatives to reach institution’s goals.

Defining the concept of internationalization of higher education. Since the definition of internationalization varies across institutions and stakeholders, disclosing the espoused beliefs and values of two CIEAs on this concept provide us with a picture of where the institution stands in terms of internationalization. The Director of ISSO defined internationalization of higher education as “the infusion of the international perspectives and international experiences into the life of the institution and the outcomes of the

institution.” The Director of Graduate Admissions added to this definition - giving global experience for all students as a part of their education:

One [definition] is that international experience that students get as a part of their education. So, we have students that come to [MWU2] and we want them to have global experience because more and more we live in a global economy; the world is shrinking. I know these are such cliché terms, but it is so true.

These interactions, the Director of Graduate Admissions continued, prepare students for the workforce:

So, we want our students to interact with people from around the world because, when they are out there on the employee front, they’re going to be interacting with people from around the world and having that cultural understanding helps these connections. I think this makes their jobs so much easier and it makes them even more beneficial to employ - whoever they are working with.

These international experiences with other students also broaden students’ professional networks and will help them in their careers. She pointed out:

At any time, students are able to connect with other students, you know, friends or have colleagues - it leads to different places around the world. And that allows them to have that broader network and again it kind of helps them in their career.

The Director of ISSO indicated that education itself is changing and is becoming more global. He explained:

Education itself is becoming more international, in the sense that people are traveling more; they are engaging more [in] conferences around the world. They are looking at ways to increase the understanding of peoples’ cross-cultures. So, that’s what I think education itself is - becoming more international. And, if you think about the makeups of academic profiles ... there is a greater diversity among faculty at the university as [compared with] a generation ago.

And this changing in education affects the population of students and scholars on campus. The Director of ISSO continued,

One aspect is diversifying the campus with respect to the population of students and scholars on campus. So, internationalizing by having international students physically present and international scholars physically present on campus. That is one part of the internationalization.

These findings show that the espoused values as shared by the leaders of international education upon the concept of internationalization of HE include infusing the international/global perspectives into the life of the institution in general and giving international, global experience for all students as a part of their education, specifically, and the outcomes of public education. This institution believes that international/global interactions prepare students to be competitive workforce, broaden students' professional networks and eventually help them be successful in their careers. Since education itself is becoming more global, it affects the population of students and scholars on campus in the way that the institutional community members are becoming more diverse as well.

Importance of internationalization for MWU2. The Director of Graduate Admissions provided two reasons that internationalization is important for MWU2. The first is to help students, both domestic and international, have broad global experiences and connections in order to be prepared for the workforce. She stated:

We want our students to have that global connection. And also we have a lot of international students here ... We have been ranked number one or two for the last several years for the number of international students that we have on campus. And so it's a very large percent of our population. And so not only do we want our domestic students to have that global experience, we want international students who are coming from outside [to] also have both positive experiences here in our campus and here in our country, but also for them to get that global experiences as well. We want them to interact with people from other countries, not just those of us from the United States. So, we want that really broad global experience for our students and have them to engage with each other. And, really, the underlying reason for that primarily is for students to be better prepared when they go to the workforce ...

The second reason is based on the liberal arts perspectives. The Director of Graduate Admissions states that "having those interactions just broaden horizon and changes the

ways we think and anytime you can get people thinking about different things – it's a very positive thing that going to help this educational experience.”

The Director of ISSO added one more importance which is the recruitment of the best and brightest students, faculty and scholars from around the world to make MWU2 be the best institution:

[MWU2] is very focused on its role as the leading academic institution particularly in the STEM disciplines. So, [MWU2] is very interested in attracting the best and brightest students and the best and brightest researchers and faculty. And [MWU2] generally, I think, sees “the best” as meaning from the global perspective, not from the American perspective. So, internationalizing is very important to [MWU2] to ensure that it's the best institution it can be. And that it does the best research it can do. And there is a working assumption and working belief that sometimes the best students, or the best researchers or the best faculty are not from the United States. Therefore, we need to recruit and be known internationally in order to attract the people that will make [MWU2] the best school possible.

The Director of ISSO continued that in general, he thinks, there is a shared belief among the universities that without global experiences and awareness students would not be prepared to responsive citizens and critical thinkers:

And I think generally, in [MWU2], there is a belief that is shared by other universities that is that, without the international perspective, without international awareness, global thinking then you will have incomplete thinking. We don't teach well, we don't do research well, if we don't have global perspectives. So, internationalizing is important for that reason.

So, the espoused beliefs, as shared by the Director of Graduate Admissions and the Director of ISSO on why internationalization is important for MWU2 are based on preparing students to be competitive workforce though exposing them to new ideas and perspectives and by broadening their global experiences and connections, and the recruitment of the best and brightest students, faculty and scholars from around the world to make MWU2 be the best institution.

Key areas in deciding upon internationalization strategies. To my question asking which key areas MWU2 considers when deciding upon internationalization strategies, both CIEAs agreed that diversifying the international population by recruiting broadly and globally is one of the key areas. MWU2 is working to become a global campus. According to the Director of Graduate Admissions:

So, part of our strategic goals right now is to work on diversifying our international population. ... We want students to have these global interactions with people from around the world - not just two countries' exchange. We want to be really a global campus. And right now our population, our international population is very heavily from Asia. And so we are very specifically going to recruit students from South America, Africa, and Europe - to try to broaden that global base that we have and get more students from other countries on campus to be able to interact. So, that is something that we're very strategically going after to try to diversify our population. And not to reduce the number of students that we have from Asia, but to increase the number of students from other areas, so that we are giving to all of them that global experience.

The Director of ISSO added that recruiting globally is very important to MWU2 since they want to have a mix of applicants for faculty or research positions:

We have a diverse population as far as national, cultural backgrounds. One key strategy is to recruit broadly. So [MWU2's] brand makes it fairly well-known for job-seekers [and] I think fairly strong candidates for teaching or research positions are aware that [MWU2] is a good place to work. So, we don't have to try too hard to attract applications from those types of people. But if something should happen, or for some reason we stop getting applications for teaching or research positions from people coming from outside the United States, we will want to figure out why. And then we will fix that because we want a mix of applicants for position on campus. So, I guess what I am saying is recruiting globally is important.

He continued that MWU2 does not need to focus on faculty recruitment internationally; however, they do recruit very actively for diverse student body. He said:

We invest a fair amount of resources to trying to attract a diverse student body. And that is a little bit difficult because we don't give scholarships, and GPA requirements, I mean, it's pretty selective. And it's fairly difficult to get in and we don't have intensive English program: students have to have passing TOEFL [Test of English as a Foreign Language] scores, higher scores in order to be

admitted. So, without scholarships and very selective admissions as far as academic backgrounds and the requirement of English proficiency upfront—those three things together make it difficult to recruit international students. So, we have, we work harder on that... that's a strategy.

One more key area or strategy, the Director of ISSO affirmed, is designing programs and initiatives to help maximize the impact of the international population. This includes designing programs for interaction among international and domestic students, providing training and resources for faculty how to work with international students, and providing support for international student academic success and social orientation. He stated:

I try to get international and domestic students to interact and integrate - and that's a strategy ... Creating programs that would facilitate interactions and then providing resources for faculty to help faculty know how to teach classrooms that include international students. Providing resources, lessons, ideas, training - that's a strategy... Helping faculty be more interested in, aware of, and equipped for the challenge of making the most of having international students in classrooms. That's a strategy ... And programs are designed to help international students to succeed here, particularly orientation and matching programs - to give students the connection to the campus, so they feel comfortable, feel safe, so they are able to function well socially and academically - that's a strategy.

Thus, the espoused beliefs mentioned by the CIEAs in regards to key areas in deciding upon the internationalization efforts are diversifying the international population by recruiting broadly and globally and designing programs that would maximize the impact of this diverse international population on campus and the surrounding communities. This finding indicates that MWU2 values the presence of international graduate students on their campus as well as the impact that a diverse international population has on internationalizing and globalizing the campus. This shared value resulted in having a large international graduate population on campus which comprises almost 40% of all graduate students.

The legacy/impact of the Senator Paul Simon Award. The Director of Graduate Admissions stated that the legacy of the Senator Paul Simon Award is to continue internationalization and get to another level by looking at more formal programs to go and work abroad and developing dual or joint degrees. She stated, “I would say to continue internationalization, definitely one... So less than 10 years period, I think we kind of triple our international students, both undergraduate and graduate.”

Another part of that award is the recognition of the efforts that MWU2 has made up to that point. The CIEA said:

I think that more important than the award itself is what was being done that honored us with this award. There were intentional efforts going on, at that point in time, to internationalize the campus and I would say, if anything, those have gotten stronger since that award. You know, there are a lot of efforts as I mentioned to diversify the student population to continue to increase our international enrollment and there are a lot of programs and activities that are going on to help those students interact with each other, with domestic students and the community. And all of that is definitely helping our campus environment.

One of the relatively new things at the graduate level was starting to look at more formal degree programs that potentially have international, global contexts. She said:

So there [have] always been informal studying-abroad opportunities and research opportunities for our graduate students to go and work with other research groups around the world. And we have a lot of research collaborations that our individual professors overseeing that. But with the last couple of years there's been more interest in developing dual degrees or joint degrees. And that potentially opens the doors for us to collaborate with universities around the world and actually agree on closer or longer terms collaborations with these universities. So, I think that's another way to continue to internationalize the graduate level.

The Director of ISSO stated that this award gave some prestige, “some notarizing that comes with this award among other schools that are active in NAFSA or active in AIEA.”

However, he does not think that “it makes any difference for international students or

international scholars who are coming here – they have no idea when you asked them, ‘You know [MWU2] is a Paul Simon Award winner.’ ” He added:

Sometimes that attracts a lot of attention, certainly from some school from Asia- in the Middle East ranking is important, so that’s a help. I don’t think much of our growth and interest from abroad has been the result of winning the Paul Simon award. But this is a good award.

Thus, the legacy of receiving the Senator Paul Simon Award for MWU2 is based on continuation of the work the institution was doing for internationalizing the campus and getting to other levels, such as looking at more formal programs to go and work abroad and developing dual or joint degrees. Although the award might not have a direct impact on the increased number of international students, it definitely endorsed the work that MWU2 has done for campus internationalization. This finding also indicates that internationalization remains imperative to the mission statement of the institution and it has been moved to more advanced level.

Underlying Assumptions

Students would be better prepared for the workforce if they have global experience. The underlying reason for globalizing and internationalizing the campus is that students would be better prepared for their careers and would be more competitive workforce if they were exposed to global experiences while studying in IHEs. Every field, whether it is a local or global job market, has been affected by globalization. Hence, MWU2 believes that employees are looking for applicants who can understand and manage their work in a global era. The CIEAs added that without being engaged in global experiences, students will not be critical thinkers. They believe that jobs today require potential applicants to have had experience in problem-solving across boundaries

and culture, and knowledge of how to evaluate critically information from a comparative perspective.

Summary

Internationalization is a major component of MWU2's organizational culture. The value that MWU2 places on internationalization efforts was clearly evident at the surface level of MWU2's organizational culture and presented via the published data. The first artifact, the published demographic information, suggest that MWU2 is dedicated to serve the campus community, the regional, the state and the global community by offering on-campus residency for all campus community members, by offering a great number and variety of graduate programs, and by increasing opportunities for conducting national and international research projects. The next artifact, the establishment of centralized leadership in the Office of International Programs suggests the existence of dedicated leadership to these efforts. The high level organizational reporting system within the international education area indicates that decisions about internationalization processes are made at the middle to high levels. Recruitment and retention strategies for international graduate students are divided between two offices – the Graduate Admissions and the International Students and Scholars.

In deeper understanding of the meaning of the written artifacts, I analyzed the published strategic documents and verbal indicators of institutional values as were articulated by two CIEAs: the Director of Graduate Admissions and the Director of ISSO. First, the strategic documents indicate that MWU2 has a well-articulated plan designed to place the university among the great global research universities and to equip students with the global credentials to succeed in the globalized world. Among the key priorities

listed at MWU2's Strategic Plan are: increasing recruitment of excellent students, developing a plan to ensure diversity of student body, and enhancing experiential learning opportunities. The next important component of MWU2's organizational culture is the requirement to follow the university strategic plan as an overall framework for each institutional unit. This finding suggests the existence of a culture of accountability and consistency. MWU2's culture of accountability is also evident in the evaluation report on strategic initiatives. Second, the espoused value upon the concept of internationalization of HE as shared by the leaders of international education is infusing the international/global perspectives into all aspect of the campus life and giving international, global experience for all students as a part of their education. These international/global interactions would prepare students to be competitive workforce, would broaden students' professional networks and would eventually help them be successful in their careers. Third, the importance of internationalization for MWU2 is based on exposing students to new ideas and perspectives and broadening their global experiences and connections, and the recruitment of the best and brightest students, faculty and scholars from around the world to make MWU2 the best institution. Fourth, one of the key areas in deciding upon the internationalization efforts is diversifying international population by recruiting broadly and globally. MWU2 does not need to recruit aggressively for faculty and research positions due to institution great ranking and popularity. However, they do recruit very actively for diverse student body. And finally, the legacy of receiving the Senator Paul Simon Award for MWU2 is based on the endorsement of the work that MWU2 has done for campus internationalization and bringing internationalization efforts to other levels, such developing dual or joint degrees.

To get the deepest understanding of MWU2's organizational culture in regards to the value they place on internationalization processes, I searched for underlying assumptions that might be indicated through the interview processes with the CIEAs. The underlying reason for globalizing and internationalizing the campus is that students are better prepared for their careers and more competitive in the workforce if they have been exposed to global experiences while studying in IHEs.

MWU2: Organizational Culture and International Graduate Students

Artifacts

Recruitment actions. The Office of Graduate Admissions under the Graduate School is responsible for recruitment of international graduate students. As mentioned earlier, the enrollment goals listed in the strategic plan of the Graduate School are “attracting the most talented domestic and international students” and to “double the number of international students from Africa, Europe, and South America” (The Graduate School 2010-2015 Strategic Plan, 2010). One of the strategies used to achieve these goals is developing international partnerships with top-ranked institutions in Africa, Europe, and Central/South America, offering fellowships and assistantships, and providing students with travel support funds by 100 percent.

The Director of Graduate Admissions mentioned during the interview that MWU2 does most of recruitment on itself and they use several different approaches. The first approach is accomplished at the departmental levels or faculty level by establishing relationships and research partnerships in different countries. She stated:

There are definitely a lot of research partnerships that go on and a lot of those are not done at the central office like where I am, but ... at the departmental level and even at the professors' level. They have colleagues that are working on similar research in different countries and so they have research partnerships ... and,

when they are traveling to those countries for research reasons then they are also recruiting students who are there. And sometimes they are recruiting students just for themselves; sometimes they are doing more broad-level presentations and interacting with people there, letting them know that we are interested in students for our campus. So, it's happening at that level.

At the central office, MWU2 does direct marketing outreach and they work with organization called "Education USA." The CIEA explains:

[Education USA] is part of the U.S. Department of State and their mission is to help students from around the world to apply for both undergraduate and graduate studies in the United States. And they have centers in more than 140 countries around the world with advisors there and we interact with some of them. So, we will send them information to share with students. I've given presentations on how to apply for graduate schools in the United States to their centers and they will broadcast it out to the students. They also will hold recruitment fairs ... for scholars. But we will travel to these countries and attend recruitment fairs and have their presence there and have students there to learn more about us. And those are trips that I have done personally. And when I do those trips I usually also talk with my colleagues around the university to find out what other connections do we have there. Do we have a professor who knows somebody at the university near there? And if so, then I will go and talk with them or I will try to set up presentations at the university where I go. I talk to students about applying to graduate school in the United States in general, but then specifically for our university if they are interested in the programs that we have. So, we got those.

At the central office, they also do electronic communication by using Graduate Record Examination (GRE) search service and other websites to advertise their institution. She said:

We will purchase lists through the GRE search service, so if students take the GRE, we will purchase their names and send out information for them to let them know about university ... And then there are just other websites where we list our information, other types of the lists that we get. And we tried just sending material out.

The current international students from the target countries also serve as Global Ambassadors of the University. When these students are traveling back to their countries,

they are encouraged to visit the university where they studied and share with the students or professors the promotional material about MWU2. She said:

The other thing that we started doing is our Global Ambassador Program, which is some of our current graduate students from some of these target countries that we are trying to increase the current number of students. And we work with them, so we've developed an international brochure that helped with different content. We are working on some different YouTube video from these students talking about what their experience has been like here. And we use them when they travel back to their homeland on vacation. We encourage them go back and visit their university and "Here are some materials you can take back home and give some presentations in some of your classes and talk to some of your former professors." So, we use our current students as well to have them encourage those who are behind them.

All institutional members are in some way, the Director of Graduate Admissions continues, involved in the marketing outreach. She said that that when the office has information about someone who is travelling abroad, they will give them material to take with them and share it with a person interested in studying at MWU2 or provide the Office of Graduate Admissions with contact information of interested individuals to follow with them.

In summary, MWU2 recruitment of international graduate students is a very high priority. All institutional members are in some way involved in marketing outreach. In general, the staff of Graduate Admissions is responsible for the recruitment and admission process of international graduate students. This finding indicates that MWU2 has a culture of participation. All institutional members (staff, faculty and students) work together towards reaching the Graduate School enrollment goals of attracting the most talented international graduate students and to double the number of international students from target areas.

Programming supporting interactions. The analysis of the completed questionnaire and the document analysis of MWU2 showed that several programs were designed at MWU2 to help international students, in general, to have smooth transitions into the campus, and to learn more about the campus life and the surrounding communities. These programs as listed at International Students and Scholars website (2014) are:

- International Friendship Program – this program is offered to new international students and provides the opportunity for them to meet and become friends with an American individual or family living in the surrounding campus area.
- Education Exchange Program Volunteer – this program matches requests for cultural presentations from local teachers and event organizers with interested international students and scholars and, thus, provides an opportunity for greater international awareness and cultural understanding for the surrounding community.
- [Outreach Program] – this program offers a variety of service projects for international students alongside domestic students and local community members. This volunteering program reflects three core values of the outreach programming such as “outreach, understanding, and teamwork”.
- Trip – this is a monthly program during which international students and scholars have the opportunity to explore the places of interest in the state and in surrounding states.

- Perspectives – this is informal, end-of-the-week class during which international students have an opportunity to explore “a variety of topics from events in the media, cultural values or adjusting to life in the U.S” and are also encouraged to share their perspective on the discussed topics.
- Orientation Volunteers – during this program, student volunteers help new international students with general orientation questions and issues such as housing, check-in, registration etc.
- International Student Ambassadors – this program is designed to help prospective students learn about the campus experiences, academic programs, and student life through e-mail communication, phone calls or meeting in person with current international students.

The Director of Graduate Admissions further stated that International Student Ambassadors, besides helping to bring new students to MWU2 campus, are also responsible for being a first-person contact for admitted students. She said:

We also use [International Student Ambassadors] very heavily for our admitted students. So, later in this process we know we have a couple of students that have been admitted from Brazil, for example. We have global ambassadors from Brazil; we will connect them all, so they can talk to each other and help them through the transition and encourage them to come ...

She further added that this informal mentorship sometimes results in friendship:

It's not a real formal mentorship but, you know, often it does develop into that. It is really more just initial contact to help them and someone from their own country that can talk about what a transition was looked like for them and get them connected. What we found is, you know, we start to get these groups that have formed because they help each other and even that initial contact maybe does not have a whole lot in common, but can at least be starting point to the direction and some different resources much more efficiently than we can do as a staff member. We may not have the same student perspective. So, it gives them a colleague that they can talk to and that is another thing that we are trying to do to help them.

One of the things that the Graduate College does to encourage interaction between international graduate students and other students is organizing receptions for incoming international students from target areas. The Director of Graduate Admissions said:

We have a staff reception for those students and this starts at this semester where any of our current students, primarily our Global Ambassadors, come and any of our students from the target area that we are recruiting in to get them to interact and talk to each other. And we found out to be very beneficial, students really enjoy that, because they tend to - and this is true regardless of their citizenship - really at the graduate level students get so much [involved] in their own laboratory and their own apartment because they are working so hard in their research - they often do not get out and talk to the students from the other departments. So, we have a couple of these events, where students can get together. And in this case it is a very global thing but it also gets them to talk with students from other departments. And it is interesting to see some of the connections that form there and how they find people they never knew who were two doors down or the next building over - they just never saw them.

The analyses of these artifacts suggest that MWU2 values the presence of international students, at both levels, by providing a variety of programs designed to help them to have a smooth transition to the American lifestyle and involve them in the campus and local communities. The inclusion of international students as full participants is an important symbol of a culture of participation and signals that the institution as a community of learners and learning is dedicated to facilitating the participation of both incoming (newcomers) and current (old-timers) students.

Inclusion of international graduate students into the processes and assessment of internationalization efforts. During the interview, the Director of Graduate Admissions stated that from the recruitment and the admission standpoint, MWU2 tracks application numbers, admission numbers and enrollment of graduate students, including international graduate students. Since one of MWU2's goals is diversification, their primary method of evaluation is assessing how many students they

are getting from different countries. At the departmental levels, she continues, there are some programs “to get international students interacting more with domestic students – whether it is a particular class or projects getting students to work together on different projects.”

The Director of the Office of International Students and Scholars stated that in ISSO they have statistics on various things like retention of international students and the assessment of various programs. He added that since institutions of higher education are called to evaluate the effectiveness of their internationalization efforts, most of the programs at MWU2 are evaluated in some way.

The specific attention on international graduate students in the processes and assessment of internationalization efforts is a vital indicator of the values MWU2 places on their presence on the campus. In accordance with the previous three cases, MWU2 refers explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. However, the information on assessing the role that international graduate students play in the internationalization process was not available.

Espoused Values and Beliefs

Contributions international graduate students bring to the campus. To my question asking why it is important to recruit international graduate students, the Director of Graduate Admissions responded that its importance was to internalize/globalize the college community and to diversify the campus population. She stated, “We have a large international population as we are working on that diversity of it and so we want our students to get these global experiences by interacting with people from other countries.” Both CIEAs agree that international graduate students contribute to globalizing campus

experiences in a number of ways. First of all, by sharing with their experiences, international students inform campus members about unique places, cultures and tradition in different countries. According to the Director of Graduate Admissions:

They bring their own cultural experience and background. I always joke with students, I love having meetings with like Global Ambassadors, or some other students, because I feel like I am travelling all over the world without having to even leave the campus. And I think we definitely have this experience.

Secondly, cultural festivals/initiatives that are forms of celebration of different cultures enrich not only the campus community but reach out beyond the campus. She said:

We do have friendship programs out in the community; we have Global Fest, which is a celebration of different cultures where a lot of our student organizations that are country specific go and have booths and they demonstrate different things, different types of food, different types of art and crafts, different types of dresses, dance, or music. And it's so enriching not only for our campus community, but for the entire surrounding community. Because a lot of those large groups are open to the public. ... We have people that are able to come and learn about other countries. So, it's just of extreme value, I think, not only to our students, but to the entire community, faculty, and so on.

International graduate students are also thought to bring strong international networks and strong potential for future research collaboration. The Director of ISSO noted:

International grad students bring diverse perspectives on the research, make the research better. So, if you got a mixed of the perspectives in a group of authors behind the study that is going to be more effective and it's also going to be cited more often. It's going to have more power, in many cases. So, having international graduate students here creates a potential for future research collaboration, for future connections, global connections - that strengthen both international and the American students to do their work later and to do well.

At the graduate levels, the Director of ISSO continued, students have cohesive groups since they may work in the same laboratory or are involved in the research under the same major professor. He said:

They have tremendous potential to get to know one another well and to think together, and to collaborate. And when they graduate they go different places but those networks are still there. So, given that internationally diverse research

efforts are better than model cultural ones. That network is the important product of having international graduate students in the program. It's not just what an American kid, an American grad student learns about China from the Chinese grad student in the same major and vice versa, it's much more than that, the long-term value of those connections. If both people stay in the field for a long time - it's pretty important.

The Director of ISSO emphasized the importance of networking and he added "make sure to network globally rather than limited to your own country" because "people think better, people are more creative, more likely to do something unique if they have those connections." He gave an example based on the social networking theory of

Gramawadeto to back up the importance of weak ties in networking:

So, you may have had a few classes with another grad student or you may have worked in the lab with another grad students and you became friends and then you did not see them for a while, but then you remember, "Oh, I want to do a research project in [Ukraine] - I should call Oleksandra because she was my friend in my Ph.D. program." So someone's potential to get outside of their local limitations, their local community is much greater if they have those loose weak ties outside. Because those are all potential immediate connections [and they] can be very fruitful in a lot of different ways. If you don't have them, your strong ties to your community, your family, and your friends locally dominate everything in your thinking inward. So, it's very important.

This CIEA added that some research works only on a global scale, and the networks that were developed among students will become later future collaborators or their colleagues.

He specified:

There is research that only work on a global scale. You know, you may want to replicate studies in different countries or in different environments or in different settings - they are going be able to do that because they have that professional network that they developed that they would never have had otherwise. And so, I think, there are some real benefits from very research academic perspective as well.

The Director of Graduate Admissions stated that besides networking, international graduate students bring to the research different techniques, different perspectives and make collaborators think outside the box. She stated:

I think when you have students working in laboratory or other setting on research projects - they are coming from very different backgrounds that there is some benefit there as well. Because a lot of researchers solving problems and thinking outside the box – you are at the very cutting edge of your field and you kind of discover something new that no one else has discovered before. And to do that, I would think, it would be really helpful to have people with different perspectives and different experiences talking through these problems because something that is so far out of your line of vision and just from your own background - somebody else may look at and immediately have totally different perspective that changes the way you look at it. And so, I think, international students bring that to the table as well, I mean, those different types of backgrounds, experiences and just different techniques, different research techniques, different laboratory techniques that they learned elsewhere that they bring here. So, that's the benefit at the graduate level in particular.

These findings suggest that at MWU2 there is a shared belief that international graduate students play a major role in diversifying the campus population and globalizing campus experiences in general. There is also the belief that international graduate students contribute significantly to enriching campus and local communities with knowledge about unique places and different cultures and traditions, taking along strong international networks and strong potential for future research collaboration, and bringing to the research different techniques and perspectives that push collaborators think outside the box. Besides, participating in research projects on campus, international graduate students make a significant contribution to the institutional prestige at the national and global levels.

The inclusion of international graduate students into the campus community life and beyond. The Director of ISSO views the international community as people who work in international education groups, and one of these groups is in the Office of International Students and Scholars. He said:

There is a community of [professionals] that provides immigration support to students, advising them on immigration issues. There is a community that works

together to admit international students, admit international undergrad students. There is a small community of people who recruits international students for us.

He further added that there are some people in the offices around the university who are focused specifically on serving international students,

We have counselors at the counselor center whose job is to serve international students, we have personnel and careers centers - whose job is to serve international students. We have got a residence hall [adviser] whose job is to create jobs programming for international students or to help them integrate. We have got people whose jobs are in the Office of International Programs to create programs and activities for international students to help them to get to know the community. So, we have different, different cohorts, I guess, on campus of people who are serving international students.

The Director of ISSO continued that there are community members on the campus whose job responsibilities, at least partially, focused on serving international students:

We have a number of people, like I said, in different units: housing, career services, counseling, advising, and academic advising across campus. Those people whose specific task is serving international students - those people do get together every couple of months on campus and talk about what's happening, talk about, you know, current issues, ideas for recruiting services [for] international students, improving the interactions and integration of international students with domestic students. So, we have people [for whom] either part of all their job descriptions are focused on international students.

The Director of Graduate Admissions added that Interdisciplinary Research Center is one that represents international community as well. She stated:

We have on our campus what we call a "Discover Park," which is an interdisciplinary research center and that is the place where different faculty members can reserve labs for interdisciplinary projects. And one of the rules of the center is that they have to [have] more than one department working on a project. And that is something that what we are seeing a larger push on in our university. I think generally, in academia, because people are recognizing that these complex global issues that we have are not something that can be solved within disciplinary boundaries ... sometimes we need somebody from the social sciences, somebody from engineering, and somebody from the hard sciences to work through these problems together. And I think that that model is going to help with some of these barriers that I see between cultural differences, because often you may have lab groups that form that are very culturally secluded as well.

When you start working together [on] the same projects that is breaking down those barriers and bring those people together.

Among the things that MWU2 is doing to include international graduate students into the campus community are interactions with faculty and staff. The Director of Graduate

Admissions stated:

I think part of the interaction with faculty and staff is pretty good. And I think there is that dimension as well on campus - we have a lot of international faculty and staff that work here as well. And I think that that's beneficial, it's one the draws that we have for our student population. It's because we have a culture that we are used to working with different individuals.

The Director of ISSO agreed that generally MWU2 is doing good job in including international students into the campus community. He said:

You know, I can always say that it could be done better but it's pretty good. We have three full-time people who are doing programming and supporting international students, actually three and a half - fairly-high ranking administrators who supervise these things. That's as far as the university is going - that is a very significant investment in programs. And then we have all these other positions across the university - advising, counseling, [the] career center, housing, and so on. We have those positions ... out across the university and that creates a very important, very significant group of people who support international students.

Both CIEAs stated that among the things that need to be improved remain better integration between international and domestic students, getting students out of their groups, and integration between different student organizations. According to the

Director of ISSO:

Like most universities, we struggle with how to get students out of their groups, how to get domestic, American students interested in international students, especially if you have a predominant group - people can get jaded towards that group and less interested about another person from that country. So, getting American students, motivating American students to interact with international students, motivating the international students to take the risks to interact with domestic students - that's probably the biggest struggle. Our goal overall on everything - that's our biggest struggle.

The Director of Graduate Admissions added that interaction between different student organizations remains a challenge for the university, as well:

We have different populations, and I am thinking about some of our student organizations, you know, we have student organizations from different countries or different ethnic groups, different regions of the world, that kind of come cluster together so that you are not getting that overlapping that we necessarily want. And I think people definitely develop friendships within their own groups more easily. And I think one of the things that we try and again - this is not a part that I am involved in, but I think a lot of people recognize - is ... getting those different groups to collaborate more and to interact with each other more. And I think that probably the biggest challenge that we have is - we have that great population and - how do we actually get everybody to interact with each other across the board? And so, I think, in our campus, that interaction is probably the most challenging. And I suspect this is true [on] a lot of campuses. So, setting up the environments that allow those interactions that anytime you have a research team that has people from different backgrounds on it - that is a very strong thing.

These findings suggest that MWU2 has created a strong sense of a community for inclusion the international students, in general, and international graduate students, in specific, to be full participants in the campus community. The challenge remains to increase the interactions between domestic and international students and overlapping academic and social communities of learning.

Underlying Assumptions

The value of international graduate students is not in question, no need to have the underlying reason for it. As for the assessment of the impact of international graduate students on internationalization efforts, both CIEAs, agreed that there should be really a need or incentive to do it. The CIEAs believe that there is an underlying assumption that permeates the organizational culture through the inherent value of having international graduate students on campus – interacting with students and faculty, providing new perspectives on research, etc. And since for MWU2 the value of a global environment/community is the starting point, the participants in the campus community

believe that assessing that value in regards to international graduate students is not relevant at this point. The Director of Graduate Admissions said:

I think, from my perspective, it is something that we value and so we are going to keep doing these programs and keep trying these things, and we don't necessary need data to have a reason ... because we inherently believe that having a global environment is important and that it is enriching to our campus, to our community, to our students who are here. And, so, I don't think we need proof of how enlightening and enriching it is. We believe in it, it's kind of our starting point - that it is enriching and therefore, going forward, what we can do to make it even better?

The Director of Graduate Admissions believes that the assessment of individual programs is very important in evaluating the impact of internationalization efforts. She states that they assess all their marketing and outreach efforts to see how effective they are, how they are recruiting students in this way, and if not successful, they divert their attention to other things. And, if the particular outreach works very well, they “may need to duplicate it in other ways too.” She continued that since it is a widely shared assumption at MWU2 that international graduate students are valuable, the institution can spend its time evaluating/assessing programs, strategies, initiatives in meaningful ways that support these students and their interactions rather than waste time trying to establish their value. The CIEA explained, “We definitely measure all types of things which play into the internationalization”, but since the underlying assumptions about the value of international graduate students is their starting point, they “don't assess that.”

The Director of ISSO added that “relatively good universities don't have any trouble in attracting international graduate students – they are pretty strong” and MWU2 admits about 15 percent of international graduate applicants from the overall applications. He continued:

We have hundreds and hundreds of applications for just a few places. So, you know, fairly strong institutions do not have to recruit and we do not have to make a case internally for the value of international students overall. I mean, to the institution you have grant money, departmental money, you have got faculty who need grad assistants who need doctoral students to advise - you have got a need of certain grad students and I think everyone, except for a very few, would say it is a good to have international students to mix and not just have American grad students - so everyone would agree with that. Someone would say we wouldn't have a program if we do not have international students - so the value of grad students is not in question.

He further contested that since the value of international graduate students is not something that they have to try to explain to anybody, the need "to measure their impact - maybe isn't so strong." "Everybody knows that they have a strong impact and it's important." However, he admits that it would be nice to have more nuances to understanding the value of the impact, especially if something goes wrong in regards to the decrease in the enrollment numbers:

But ... that nuance of understanding the problem would not change anything - we still get a lot of applications, we are about 40 percent or 42 percent international and in our grad programs. So, we really do not need to do much. If suddenly, the international enrollment in our grad programs fell, if we couldn't get any applications, it might mean the departments would have to think more about the recruitment or by investing in awards of fellowships or scholarships or assistantships and then maybe some of that data about or maybe some analysis of why they should make those investments will be valuable. But right now, for us, it's just not necessary. We have a lot of implications anyway - pretty good ones.

He described one of the ways to assess the impact and to see how international graduate students are contributing to the campus can be surveys of former graduate students:

But I can see a great potential for surveys later of our former graduate students to see what value they attach to, or what memories they have of, their interactions with international students who were in their programs. And vice versa, asking international students: "How valuable was it for you to study in the States as opposed to your own country? What connection do you still have to the campus of your study, and people you study with, your friends in the United States?" So, I can see that possibly being something that we might be [under]taking, but we are not doing right now, that I know of.

These findings signify that at MWU2 the value of international graduate students on globalizing the campus experiences is a starting point for the institution, and they do not see the need/incentive to conduct such assessment. Even though, the CIEAs do not see the need of assessing the impact international graduate students bring to the campus due to very high application and admission numbers of international graduate students, they confirm that conducting the surveys of the former graduate students will be a valuable thing to do in the future. Studies on students' memories of their interactions with the campus community members, on whether social interaction was valuable for them, and on whether they still have the connection with the students, faculty or staff - can convey to the public the long-term value attached to the campus experiences.

Summary

By analyzing MWU2's organization culture in regards to international graduate students, I examined, through document analysis and the completed questionnaire, the evidence of a value-added principle towards recruiting and retaining of international graduate students, and including them into the evaluation processes in the institution as well as integrating them into communities of learning. At the surface level, the artifacts suggest that at MWU2 recruitment of international graduate students is a very high priority and the staff of Graduate Admissions is responsible for recruitment and admission process of international graduate students. In general all institutional members (staff, faculty, current students from the target areas) who are travelling abroad are encouraged to promote marketing outreach for the institution. MWU2 also values the presence of international students, in general, by providing a variety of programs designed to help international students to have a smooth transition to the American

lifestyle and involve them into the campus and local communities. The inclusion of international graduate students as full participants in the campus community indicates the existence of a culture of participation which is based on serving incoming and current students. And finally, the inclusion of international graduate students into the processes and assessment of internationalization efforts is a vital indicator of the values MWU2 places on their presence on campus. MWU2 refers explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. However, the information on assessing the role international graduate students play in the internationalization process was not available.

By analyzing the verbal indicators of institutional values as were articulated during the interview processes with two CIEAs, I found that at MWU2 there is a shared belief that international graduate students play a major role in diversifying the campus population and globalizing campus experiences in general. There is also a shared belief that international graduate students contribute significantly to informing campus members about unique places, cultures and tradition in different countries, enriching campus and local communities with knowledge about different cultures through cultural festivals/initiatives, by bringing strong international networks and strong potential for future research collaboration, and by bringing to the research different techniques and perspectives. Although MWU2 has also created a strong sense of a community for inclusion the international students, in general, to be full participants in the campus community, the challenge remains to increase the interactions between domestic and international students and overlapping academic and social communities of learning.

One underlying assumption was found during the analysis of the institutional culture in regards to the value MWU2 places on international graduate students. The finding revealed that it is a widely shared assumption at this institution that international graduate students are valuable; therefore the institution does not see relevant at this point to assess their contribution on globalizing and internationalizing the campus. Meanwhile, the CIEAs believe it more valuable for them to spend time on evaluating/assessing programs, strategies, initiatives in meaningful ways that support international graduate students and their interactions. Nevertheless, the CIEAs acknowledged if for some reasons the number of the applications would be decreasing, then it would be necessary to research the possible obstacles and find solutions to fix them. The valuable things to do is conducting the surveys of the former graduate students and ask them about their memories of the interactions with campus and local communities, whether the experience was valuable for them, and whether they still have the connection with the campus community members. The findings of this kind of research can speak to the long-term value attached to the campus experiences and to the internationalization efforts in general.

Cross-Case Analysis

Organizational Culture and Internationalization

Artifacts

Organizational identity of four IHEs as demonstrated by their profiles. The cross-case analysis of the four IHEs showed that even though these institutions are located in different states, they have some similarities in their profiles. The profiles of all four IHEs suggest that all of them are dedicated to serve the campus, the regional, the state and the global communities by offering a variety of graduate programs, and by

creating opportunities for conducting domestic and international research projects. Moreover, three institutions (SEU, SWU and MWU2) have similarity in their published demographic information and ranking profiles. These institutions have created a culture of inclusion by offering on-campus residency for campus community members. They are large leading research universities with total students' enrollment ranged between 30,000 and 40,000 students and with total international graduate students' enrollment between 1,000 and 4,000 students. They also offer up to 200 graduate programs. In contrast to these three large research institutions, one institution (MWU1) is ranked as one of the top Midwestern comprehensive regional universities in the master's category with total student enrollment approaching 7,500 students with approximately 500 international graduate students. MWU1 offers over 50 graduate programs.

Centralized international education efforts. Centralized internationalization processes were evident in all four institutions. With a support from the presidents/chancellor, the departments of international/global education across the four institutions continue to work systematically to provide international opportunities for studying, teaching and research collaborations, relevant and engaging courses on campus, and exciting cultural activities on campus and with neighboring communities. By analyzing the mission statements and goals of the Departments/Offices of International and Global Education in the four institutions, I found two overarching themes, namely: (1) enhancing international/global awareness across the campus, surrounding community and the nation, and (2) enhancing opportunities of international students to integrate into the campus life.

Presidential leadership vision. The role of top leadership is critical for internationalization to succeed (Green, 2007). The cross-case analysis of the message statements given by the Presidents/Chancellor of these institutions showed that leadership at the highest levels are enthusiastic supporters of internationalization and consistently communicate a global vision to campus community members. Three major themes that arose from the analysis are: (1) advancing global perspectives in all aspects within their institutions, (2) commitment to innovation to improve life through education, and (3) a steadfast sense of family/community. Consequently, all four top administrators communicated a vision of the world without boundaries. They also view their campus as home, and their campus community as members of one family who value respect, support and integration of global diversity.

Sub-culture of CIEAs. Cross-case analyses provided insight into the variation of titles, reporting lines, and academic training, and years of experience working in higher education. First, each of the CIEAs held different titles (for example, Director of Graduate Admissions, Director of International Programs and Services, and Director of Global Relations), and some of them maintain dual responsibilities (the Dean of the College of International Studies/Vice Provost of International Programs, the Chief International Officer/Executive Vice Provost, and Director of the International Students and Scholars Office/Associate Dean of the International Programs). In general, the interviewed CIEAs have a broad level of involvement across a wide spectrum of international/global activities on their campus and beyond. Reporting lines also varied. They report to: Chancellor, Chief Executive Officer, Senior Vice President, Provost, Associate Vice President of Enrollment and Management and Student Success, and to the

Dean of International programs. The existence of a high level organizational reporting system within international education area indicates that internationalization processes are visible across the campus and decisions upon internationalization processes are made at the top levels.

As professionals in the field of International/Global Education, the interviewed CIEAs belong to several professional associations that support their current positions. Most of them are members of NAFSA (Association of International Educators) and AIEA (Association of International Education). The CIEAs indicated that they usually attend international education conferences once or twice per year.

Out of six, five CIEAs hold doctoral degrees. Academic disciplines within the undergraduate levels encompass a wide array of disciplines: political science, psychology, communication, biology, animal science and secondary science education. At the master's level, four CIEAs changed their fields of studies to ones of education, creative writing, sociology, and ESL/applied linguistics. Moving to the doctoral level, the field of education dominated: three CIEAs choose to study Education Human Resources Studies, Agricultural Education and History and Philosophy of Education. Although they have studied a variety of different academic areas, all mentioned that their focus was directly or indirectly related to international/global issues, affairs, or relations. This international experience was achieved mostly by travelling to different countries and by working with a diverse population on different campuses in the US as well as abroad.

The range of years that the CIEAs have spent working in higher education is from seven to 40. Two CIEAs have spent seven years; other two CIEAs – have more than 10 years experience, and the last two CIEAs – have worked in the academic environment for

more than 35 years. However, all six CIEAs have been in their current position for less than four years with two participants just being appointed to their current position roughly a year ago. Out of the six CIEAs, two participants hold academic ranks as full professor and one is also a Distinguished Full Professor. Both of them teach courses in their respected university and one teaches courses overseas as well. The courses are related to international relations and health issues. The other three participants, who do not hold academic ranks, taught courses in their previous institutions in the capacity of Adjunct Faculty, while one teaches “transition” course for international students.

Organizational culture of assessment/measurement. IHEs, as organizations, are called to evaluate the effectiveness of their internationalization efforts, and more precisely, examine the value of these efforts. Cross-case analyses suggest that strong leadership in all four IHEs has created the foundation for the development of defined and sustainable models for measuring and assessing the dynamic of institutional internationalization which following Deardorff, Thorndike Pysarchik, and Yun’s (2009) logic model includes inputs, outputs, and outcomes of internationalization efforts. Evaluation of internationalization efforts is mostly conducted for self-evaluation and benchmarking.

Espoused Beliefs and Values

Clear roadmaps for the future. Every strong institution has a plan for its future. Strategic plans are built on previous accomplishments and are the roadmaps for institutions guiding their goals and initiatives through the next few years. In considering the challenges facing the states in which the selected IHEs operate, the broad changes affecting higher education in general, and the institutions’ commitments to serving citizens of the state, the strategic plans of all four institutions generally focus on three

components: people, programs and partnerships. All four institutions have explicitly mentioned in their strategic documents the inclusion of international and/or global dimensions in their strategic documents. However, these strategic plans differ in the format and timelines. One institution (SWU) has a one year plan which is evaluated every year and is redesigned based on the needs. The other three institutions (MWU1, SWU and MWU2) have a time periods ranging from three to five years.

Common institutional goals. Four overarching institutional themes were identified across these four institutions through document analyses. These themes were found in institutional goals and include: (1) preparing students for life in an interconnected world; (2) helping the region and the nation succeed in a global economy; (3) diversifying the campus community; and (4) addressing international and regional problems through teaching and collaborative research among faculty, students, and their research partners around the world.

The document analysis of the strategic plans also showed strengths and opportunities within selected universities. The strengths of these institutions are a strong international/global campus culture which focuses on diverse cultures, campus community members and global partnerships/collaboration. This international/global vision is supported by a leadership vision by the Presidents/Chancellor as well as Chief International Offices. Of the key priorities in all four institutions is diversifying the student body further by increasing recruitment of excellent students, domestically and internationally.

Defining the concept of internationalization efforts. Cross-case analysis of findings from the interviews showed that an espoused value, as shared by all interviewed

CIEAs on the concept of internationalization, is advancing global/international perspectives in all aspects of education in these institutions. This espoused value upon the concept of internationalization is shared by top leadership in these institutions and is explicitly mentioned in the mission statements of the institutions. This leads us to the conclusion that internationalization remains central to the mission and vision of these institutions.

Importance of internationalization. The importance of internationalization for these institutions is based on their location, on the demographic characteristics of students and on the universities' goals of becoming global institutions. Cross-case analysis showed that two institutions (SWU and MWU1) are located in the central parts of the country which are not heavily affected by immigration, while in one institution (MWU1) the majority of the student population is Caucasian. Therefore, internationalizing and globalizing the campuses in these institutions will help diversify the campus population and will infuse varied cultural perspectives and global issues into campus life. The other two institutions (SEU and MWU2) are in an advantaged position in regards to their location: SEU is located in the southeastern part of USA and MWU2 in the northeastern one – both close to entry points in to the U.S. and which enjoy a community population that is relatively diverse already. Their overall goal is also to become one of the leading global institutions. So, the overall importance of internationalization for these institutions is to increase the university's global visibility and impact, as well as to help students to engage competently in the workforce of this interconnected global world and assist them to become responsible civic and global citizens.

Key areas in deciding upon internationalization strategies. The espoused belief mentioned by the CIEAs in regards to key areas in deciding upon the internationalization efforts in these institutions as related to their missions is building strong partnerships with institutions in other parts of the world for students to have cross-cultural exchanges through academic programs (MWU1, SWU) and for building research capacity (SEU, MWU2). While three institutions (SWU, SEU, MWU2) focus strategically on recruiting international students broadly, MWU1's key area is on increasing cross-cultural learning for domestic students by making study abroad programs more affordable. All four institutions focus on designing programs and initiatives that help engage international students with the campus community and maximize the impact of the international population, scholars and students, on globalizing and internationalizing the campus.

The impact/legacy of the Senator Paul Simon award. All CIEAs agreed that the value of the Senator Paul Simon Award for Campus Internationalization was based on the acknowledgement of the work their institutions had accomplished towards internationalizing and globalizing their campuses. Each institution has its unique legacy after receiving this award. Institutionalization of internationalization efforts at SWU led to the establishment of the College of International Studies. A reorganization of international education at MWU1 led to centralized internationalization. The formation of [SEU] Global and many other academic global programs and initiatives occurred at SEU. And, MWU2 developed more formal programs to study and work abroad and created dual or joint degrees with international institutions. Therefore, the impact of this award was bringing internationalization to more advanced level.

Underlying Assumptions

The third level of Schein' (2010) analysis of organizational culture is underlying assumptions. A theme across all four case studies is that there is an underlying assumption that when we have more international people on campus that interactions will occur – and these interactions, in and of themselves, will be educational for domestic students, and possibly faculty and staff. The CIEAs across all four campuses are providing information that strategically and explicitly suggests that just having a diverse international presence of undergraduate students, graduate students, and faculty is enough to provide cross-cultural learning and development, and to enhance global perspectives into the campus life.

Meanwhile, each institution has its own underlying assumptions related to its institution's organizational culture. At SWU, the underlying assumption regarding international education was described on the basis of the main components of international education: substance of knowledge and learning, creating and sharing knowledge about world issues and problems, and personal and public outcomes of internationalization efforts. At MWU1, the underlying assumption is that the Office of International Programs and Services should be primarily responsible for internationalization efforts rather than being embedded across all colleges and offices throughout the institution. The underlying assumption in regards to public university education, as expressed by the leaders at SEU, is that international perspectives are required for public higher education in the 21st century. The second underlying assumption which is closely connected with the first one is that SEU with its extensive work to institutionalize internationalization efforts now assumes that they are known as a

global university. And lastly, the underlying assumption at MWU2 is that students would be better prepared for the workforce if they have global experience.

These underlying assumptions point to the CIEAs' own professional and personal understandings about the value of international education that would not be possible to uncover without having an in-depth interview with leaders. And, as leaders in international education, these assumptions necessarily permeate the organizational culture through the artifacts and espoused values available for other researchers to view.

Organizational Culture and International Graduate Students

Artifacts

Recruitment actions and retention measures. One of the key areas in four institutions as mentioned in their strategic plans is the recruitment of international students, in general. Most institutions use the term 'international students' to refer to both, graduate and undergraduate, international students in relation to enrollment goals and recruitment strategies. Two institutions have specific qualitative goals for international students: diversifying the international student population (MWU2) and recruiting broadly (SEU). Two institutions have definite quantitative goals: to maintain the current number of international students and to increase the number each semester (MWU1) and to double the number of international students from target areas (MWU2). Three institutions referred to specific parts of the world for their recruitment strategies of international students. While MWU1's main target areas for recruitment are four countries (Brazil, India, Bangladesh and China), SWU's main target area is one country, China. In contrast to the previous two institutions whose recruitment efforts are focused on countries, MWU2's recruitment actions are broader and the institution targets international students from three continents - Africa, Europe and South America. SEU

does not have a specific part of the world that they focus their recruitment strategies for international graduate students due to their high number of international students' applications.

However, all four institutions conduct a recruitment strategy on campus through websites and allocate travel funds for officers to recruit degree-seeking international students at the graduate level. Two institutions (SWU and MWU1) also hire international recruiting companies to recruit international graduate students. They also offer competitive part-time assistantship positions for international graduate students, and scholarships and tuition waivers for eligible students. At MWU2, recruitment of international graduate students are done at three levels (institutional, departmental and student) and generally all institutional members who are travelling abroad are encouraged to take the promotional materials with them and share them with potential applicants.

Besides, working strategically on recruiting international students in general and international graduate students specifically, the selected institutions provide a variety of programs to help international students and scholars maximize their experiences during their studies on campus and in the United States. Even though the programs are differently titled across the institutions, they are all designed to help international students and their families feel more comfortable while they are at the campuses and to provide opportunities to meet people in a variety of environments. All these programs help to incorporate international students into American college life and expose members of the university and the local community to different cultures and ways of life. The existence of the variety of programming designed to help international students to have a smooth transition to the American lifestyle and involve them into the campus and local

communities indicates that all the institutions value the presence of international graduate students in their institutions. The inclusion of international graduate students as full participants is an important sign of the culture of participation and inclusion and signals that IHEs, as inclusive communities of learning, are dedicated to serving incoming (newcomers) and current (old-timers) students.

Inclusion of international graduate students into the processes and assessment of internationalization efforts. Cross-case analyses showed that international graduate students are included in the processes and assessment of internationalization efforts. These award-winning IHEs refer explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. Each of institutions assesses the diversity and the number of international students in general and international graduate students specifically. They also assess activities on globalizing the campus that provide opportunities to achieve institutional goals of internationalization where international graduate students might have indirect impact as well as global/intercultural competencies of students and staff. However, none of the institutions is assessing the role international graduate students play in internationalization processes in general nor in the ways they may have an impact on knowledge and attitudes of the institutional community members, specifically.

Espoused Beliefs and Values

Contributions international graduate students bring to the campus. Cross-case analyses showed that in all institutions there is a shared belief that international graduate students contribute significantly to internationalizing and globalizing the college community and the surrounding community by diversifying the campus population, by bringing new perspectives into in-classroom and outside classroom conversations, and by

increasing the institutional community members knowledge about the world and different cultural identities and traditions. Additionally, since international graduate students are very intensively involved in research projects, they contribute significantly to enriching research with new techniques and different cultural perspectives, building strong international networks and strong potential for future research, and contributing to the campus prestige on national and global levels.

The inclusion of international graduate students into the campus community and beyond. Cross-case analyses indicated that all four institutions have a strong sense of community which is shared by their top leaders. This is evident in the strategic documents of these institutions and is supported by programming designed to include international graduate students as full participants in the academic and local communities. All four institutions have worked to create welcoming and engaging environments for international graduate students' collaborations with campus community members, student organizations, and local community representatives. The challenge remains for these institutions to continue to increase these interactions among all members of the university and local community. Nevertheless, these IHEs, as educational organizations, remain a meeting space for many cultures where valuable international, intercultural, and global learnings can occur.

Underlying Assumptions

Cross-case analysis of underlying assumptions in regards to the value the four award-winning IHEs place on international graduate students imply that at these institutions the value of international graduate students is not in question – these students are valuable. However, there are nuances within this assumption. For example, at SWU, the underlying assumption is that there is no differentiation between undergraduate and

graduate students in regards to enrollment and measuring indicators, while at SEU they assume that international students need to be fully equipped with the language skills prior coming to the campus.

None of participating IHEs assesses the impact of international graduate students on internationalization efforts due to the following four reasons: (1) finding time and resource to create meaningful approaches to understanding the impact of international graduate students on the achievement of internationalization efforts (SWU), (2) still in the process of deciding what to evaluate (MWU1), (3) a complexity of this kind of assessment and significant technology gap that support international office (SEU), and (4) do not see the need for their institution to evaluate the impact of international graduate students on internationalization efforts at this point (MWU2). Nevertheless, three institutions think that it would be valuable thing to do in the future and the CIEAs from two institutions (SWU and MWU1) express their intention to conduct this kind of assessment in the near future.

Some of the ways to assess the impact of international graduate students on internationalization efforts as indicated by the CIEAs can be done through quantitative and qualitative studies. The quantitative studies might include the number of publications with faculty and other graduate students (SEU), collecting economic data (SWU), comparing evaluation data on internationalization data from current year back to the previous years to find out the trends and understand the role international graduate students play in internationalization processes (MWU1). The qualitative research might involve tracking in cultural activities, lectures, events international graduate students are coordinating, participating or contributing to (SEU), and sending the surveys to the

former graduate students by asking them about their memories of interactions with campus and local communities, whether the experiences were valuable for them, and whether they still have the connections with the campus community members (SWU and MWU2). So, this finding suggests that conducting research on the value international graduate students bring to internationalization efforts can speak to the long-term value attached to the campus experiences and to the internationalization efforts in general.

Chapter Summary

This chapter presented findings from four individual case-studies and cross-case analyses to respond to the third and fourth research questions. Organizational culture of each case was described through three levels of Schein's (2010) organizational culture analysis. The next chapter will discuss the findings of the study and will present recommendations for future practice and research related to the study.

CHAPTER VI

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter provides a brief review of the research study, discusses how the findings presented in chapters four and five relate and align to the conceptual and theoretical frameworks presented in chapter three and current literature on the research topic. It also includes the limitations of the study and discusses implications for policy and practice and recommendations for future research.

The literature review as described in detail in chapter two showed that relatively few studies exist that focus on the measurement/assessment of internationalization in higher education. Since there is increasing pressure on institutions to evaluate the effectiveness of their internationalization efforts, for many IHEs questions remain as to *what* and *how* to evaluate in internationalization (Deardoff, 2004a). The research (Deardorff, 2006; Engberg & Green, 2002) also indicated that IHEs primarily count the number of international students at undergraduate and graduate levels when measuring the effectiveness of their internationalization efforts. While international student enrollments are important to consider when assessing internationalization, having a large international community on campus does not in and of itself make the institution international (Harari, 1992) and does not necessary indicate achievement of meaningful outcomes of internationalization (Deardoff, 2006). Therefore, the purpose of this qualitative study was to fill the gap in literature by laying out different ways institutions of adult and higher education might evaluate their internationalization efforts in general, and in regards to international graduate students, in specific.

Overview of the Study

This study investigated the ways the Senator Paul Simon Award-winning institutions of higher education (IHEs) and the Chief International Education Administrators (CIEAs) from a subset of these award-winning institutions value the presence of international graduate students on their campuses, and the ways those values are indicated in the processes and assessment of internationalization efforts and the inclusion of international graduate students into the campus community life and beyond. Specifically, this study examined four key questions:

1. In what ways do the Senator Paul Simon Award-winning IHEs value the presence of international graduate students on their campuses?
2. What strategies are used by the award-winning IHEs to evaluate internationalization efforts?
 - a. How do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?
3. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions?
4. What do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses?
 - a. How are those values indicated in the processes and assessment of internationalization efforts?

b. How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?

As explained in detail in chapter three, this study employed a qualitative two-stage design. The first-stage of the design included a descriptive and informational questionnaire. An informational questionnaire was an appropriate choice for obtaining data from CIEAs about what is currently being done at their award-winning institutions in regards to measuring and assessing internationalization efforts and, specifically, how these institutions determine the impact of international graduate students on the effectiveness of their internationalization efforts. To get a holistic understanding of multiple measurements and assessment strategies being used by different IHEs, a multisite study approach was utilized during the first-stage process. Thirty-five of the Senator Paul Simon Award-winning institutions which offer graduate programs, including master's, doctoral and post-doctoral degrees were selected to participate in the study. To locate the CIEAs in the 35 selected IHEs, I utilized the networking method which was based on contacting via e-mails the presidents of the selected institutions and asking them to refer me to the campus leader in international education who would be knowledgeable and/or responsible for measuring and assessing internationalization efforts. Through the correspondence with the presidents of 35 selected award-winning IHEs, I got referrals to twenty CIEAs. Email correspondence was sent to these twenty CIEAs directing them to the website's link to complete the online 16-item questionnaire. Participants were also asked to indicate if they would be willing to participate in a subsequent in-depth interview. Out of 20 CIEAs who received the questionnaire, 10 completed the questionnaire and four agreed to participate in a subsequent interview.

The second-stage of the design included individual and cross-case study approach. In this stage of the study, four IHEs were further researched for individual and then cross-case study analyses to present an in-depth picture of what CIEAs value in regards to international graduate students and how these values are or are not included in the internationalization processes in these institutions. Three sources of data (the completed questionnaires, and subsequent interviews with a subset of questionnaire responders, and document analysis) were used in this stage. The questionnaire, completed by CIEAs during the first-stage process, gathered data on the measurement and assessment strategies being used in the sample, and the approaches used by these institutions to recruit, retain, and support the successful integration of international graduate students into the campus life. The subsequent interviews with the CIEAs from four different IHEs, who agreed to participate in interviews, helped me to gather additional in-depth, contextual information. These interviews assisted in identifying how the academic, political, and social contexts of an institutional community in internationalization are supported in these universities. The document analysis of the strategic documents of these four institutions provided further information about the ways these institutions value the presence of international graduate students on their campuses.

In this study I argue that IHEs have to function as inclusive communities of learning, meaning that they have to deliberately develop a true sense of a community that will promote and maximize learning (Lenning & Ebberts, 1999) for all community members (students, faculty and staff). I also contend that learning takes place in a participation framework which is mediated by the differences of perspectives among the participants and is distributed among participants (Lave & Wenger, 1991), and it occurs

in a variety of settings (Astin, 1993). This study is based on the interpretivist paradigm acknowledging that IHEs vary greatly in the organizational structures of their international education departments, in the ways in which they hold various programmatic components of internationalization processes, and in the variety of strategies they utilize to measure and assess their internationalization efforts. IHEs are also complex organizations with a diverse set of characteristics which have a strong impact on their organizational culture. The multiple realities of IHEs, such as organizational structure, processes, and leadership also influence their unique organizational culture. Correspondently, this study was framed by Schein's (2010) organizational culture and leadership theory to understand the internationalization efforts being undertaken in selected IHEs. More specifically, the organizational cultures of IHEs were analyzed based on three levels of Schein's analysis: artifacts, espoused beliefs and values, and basic underlying assumptions.

Discussion of Implications from the Questionnaire across 10 IHEs

The questionnaire gathered data on the approaches used by 10 award winning IHEs to recruit, retain, and support the successful integration of international graduate students into the campus life, and the measurement and assessment strategies being used in these institutions. The questionnaire answered the first two research questions.

Findings to Research Question #1

The following four findings emerged to my first research question, *in what ways do the Senator Paul Simon Award-winning IHEs value the presence of international graduate students on their campuses?*

Finding one - enrollment goals. The majority of participating IHEs do not have institutional-level quantitative or qualitative goals for international graduate students due to decentralized enrollment processes, meaning that each specific academic unit determines its goals and actions individually and that the university administration does not consider this information important to collect and analyze. Decentralization can be a preferred form of management when the organization is looking for ways to provide greater participation in organization decision making and to increase efficiency in management and governance (Kochen & Deutsch, 1973; McGinn & Welsh, 1999). However, in some cases of organizational structure of IHEs, the decentralized structure may lead to minimal coordination and communication among academic units, graduate admission offices, the offices of the international students and programs, and top administrators in regards to recruiting international graduate students. Research (Rogers, 2000) suggests that recruitment goals and outcomes need to be a coordinated effort at the institutional level and supported by top institutional leaders. This study's findings, considered through Schein's (2010) shared values about goals and means to achieve them, suggest that the majority of participating institutions do not have a common language, shared values, or concrete goals of enrollment of international students, or about the means by which these goals are to be met. Since IHEs exist in an ever-changing environment and they need to compete for the best and brightest international students, this study's findings in connection with previous research indicate that IHEs should consider formulating quantitative and/or qualitative goals for international student recruitment in their comprehensive strategic plans.

Finding two - recruitment strategies and retention actions. The majority of the award-winning IHEs were not actively involved in recruiting international graduate students. Less than half of these institutions had recruitment strategies such as conducting recruitment through institutional websites, allocating travel funds for recruitment officers, and hiring international recruiting companies. The majority relied upon word-of-mouth and institutional reputation to attract international students. This finding is concurrent with Becker and Kolster's (2012) study that found that in the US, international student recruitment is not primarily seen as the source for revenue and the driver for recruitment is mostly based on academic talent, that is, recruiting the best and brightest students. Research (Becker & Kolster, 2012; Özturgut, 2013) also suggests that there needs to be a national international student recruitment policy for institutions of higher education in the US, so that international students do not chose other countries, with better targeted recruitment measures, as their final educational destinations.

Most of these award-winning IHEs do offer some types of financial assistance to retain enrolled students. These strategies range from offering part-time graduate assistantships to providing scholarship for international graduate students, and to offering tuition waivers for eligible students. These findings are concurrent with Ozturgut's (2013) research stating that IHEs spend more time and efforts on retaining international students than on recruiting prospective international student at both levels.

Even though IHEs are competing for the best and brightest international students, the majority of participating institutions do not have a recruitment goal to target international students from specific countries. The most targeted area for recruitment remains Asia (4 IHEs) and the least – Europe (1 IHE). The literature (Becker & Kolster,

2012) supports this finding that China remains to be the targeted area for recruitment at the institutional level for many US universities.

Finding three - monitoring the academic successes of international graduate students. The vast majority of award-winning IHEs conduct regular monitoring of academic success of graduate students in general, however not at the institutional level. Monitoring is conducted by individual departments which track the progress that undergraduate and graduate students, including international graduate students, are making toward degree and achievement of program milestones. The literature (Parker, 2004; Sadhu, 1994) indicates that academic success of students is an essential component of the retention strategies and is closely associated with their ability to deal with the psychological stress as they adjust to new social, academic and cultural environments. Wilson (2007) adds that the role of high quality academic and support services influences students' successful integration into the campus life.

Only three institutions indicated that they monitor the academic success of international graduate students, specifically. However, these institutions also do not have a single reporting unit at the institutional level. Several units, including the graduate office, the international office, and academic departments work towards supporting of academic success of international graduate students. For example, the Graduate College, across all nine institutions, monitors GPAs each semester for all graduate students, time requirements for degree completion for all graduate students seeking degrees, records the results of all taken examinations as well as theses or dissertations credits. Academic departments notify the international office when international students are in danger of falling below a certain academic retention level, and these students are counseled by

international student advisors or counselors. This finding is concurrent with Colondres' work (2005) that argued that in the cases of inadequate academic level of international students, international counseling and advising services have to step in and help identify the issues related to the problem as well work on effective and timely solutions. Other researchers (Merriam, 2005; Wilson, 2007) acknowledged that the provision of high quality academic and support services to international students can involve changes in students' perspective, can equip students with the necessary skill levels and knowledge abilities required to meet the demands of the emerging world community, and, finally will help them to successfully complete their programs of study. However, Ozturgut's (2013) study found that the U.S. institutions of higher education are lacking the personal support for international students. Even though this study did not ask directly if participating institutions provide assistance to international students in regards to their personal issues, the finding of this study revealed the existence of a strong support system from counseling services and international offices in award-winning institution which might tie to a personal support system as well. As such, this finding slightly goes against Ozturgut's statement and suggests the existence of a high quality support system in the award-winning institutions for international students, including international graduate students.

These findings lead us to the conclusion that in most participating IHEs, that although they publicly champion the value they place on international graduates students, these values are not supported by institutional practices. This disconnection between values and institutional practices might be the impact of an existence of numerous internal stakeholders, including international graduate students, and/or a vast diversity of

academic departments. As monitoring is done by multiple institutional entities, it results sometimes in inefficient and ineffective resolution of academic issues those international students might encounter during their educational journey in a foreign educational system, and may have impact on their overall experiences. This leads us to the conclusion that there needs to be one institutional entity which would be responsible for overseeing the monitoring system of academic progress of international students, both undergraduate and graduate.

Finding four – extracurricular activities and social integration of international students. All participating IHEs recognize the importance of providing extracurricular activities for international students, at both levels, to help them to be fully integrated in the campus life and beyond. Among the extracurricular activities offered for international student integration with the campus community members (students, faculty, and staff), the most widely offered were: orientation for new international students, language partner programs, and international week and festivals. Less than half of these institutions also offer peer and faculty mentoring programs. Some programs were established in specific institutions. For example, one institution offers intercultural training workshops for international students, teaching and language training for TAs, and spouse programs for language learning and integration. Another institution mentioned inviting international graduate students to participate in lectures, conferences, symposia, art exhibitions, performances, etc. One more institution mentioned offering a cousins program and friends programs to integrate international students both, undergraduate and graduate, into the campus social life. An interaction with campus community members is a part of the on-going adjustment stage (Lin & Yi, 1997) for

international students. This finding reiterates Iwasaki's (2007) research that found that extracurricular activities help international students to adjust to living in the university and encourages them to become connected to the campus community and the surrounding communities.

A slight majority of participating IHEs considered the social integration of international students with domestic students as being very positive in general. However, the social interaction with faculty members is regarded as less encouraging. Research has shown (Iwasaki, 2007; Trice, 2005) that faculty and staff's ability to interact with international students in a variety of settings is a key element contributing to the satisfaction of international students and leading to their overall development processes. Born (2008) further asserted that by working, learning, and planning together, community members create together a learning community. Therefore, even in award-winning institutions, an area for opportunity is to work toward better communication, interaction and collaboration between international graduate students and faculty/staff.

These findings lead us to the conclusion that about half of the participating IHEs are building what Lave and Wenger (1991) called a learning culture for international students by providing a variety of extracurricular activities for their full participation into the campus community life and the surrounding community. This finding also points us to the underlying assumption that international graduate students should already desire to come to a campus and, since they actually came and enrolled, their integration with students, faculty, and staff is assumed through their mere presence and through advertising certain programs, events, and activities across the campus and beyond. One of the strategies mentioned by the respondents for improving social integration of

international graduate students with campus community members remains making this issue more evident at the institutional level, meaning that it should not be the sole responsibility of one international office/department but needs to be a university-wide approach to develop intervention strategies that would encourage interactions between domestic and international students. Table 6.1 describes the summary of major findings to research question #1.

Table 6.1.

Summary of Major Findings to Research Question #1

Enrollment goals	Recruitment strategies and retention actions	Monitoring the academic successes of international students	Extracurricular Activities and Social Integration of International Students
1. Most IHEs do not have institutional-level quantitative or qualitative goals for international graduate students due to decentralized enrollment processes	1. Most award-winning IHEs were not actively involved in recruiting international graduate students 2. The majority of these institutions relied upon word-of-mouth and institutional reputation 3. Most award-winning IHEs do offer some types of financial assistance to retain enrolled students 4. Most participating institutions do not have a recruitment goal to target international students from specific countries	1. Most award-winning IHEs conduct regular monitoring of international students' academic success, but not at the institutional level 2. Only three IHEs indicated that they monitor academic success of international graduate students specifically, but these institutions do not have a single reporting unit at the institutional level	1. All participating IHEs recognize the importance of providing extracurricular activities for international students, at both levels, to help them to be fully integrated in the campus life and beyond 2. Less than half of these institutions offer peer and faculty mentoring programs

Findings to Research Question #2

The following four findings emerged to research question two, *what strategies are used by the award-winning IHEs to evaluate internationalization efforts? And how do these award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students?*

Finding one – performance indicators and the purposes of indicator sets. All nine (one participant did not complete this section due to not receiving this information from the corresponding department) responding IHEs have shared beliefs and values regarding measuring results of their internationalization effort. However, the assessment strategies used to evaluate their internationalization efforts differ in types and number of measuring indicators and the purposes of indicator sets. Following Deardorff, Thorndike Pysarchik, and Yun's (2009) logic model for assessment of internationalization efforts, participants were asked to provide information on four performance indicators: inputs, activities, output, and outcomes. The findings show that (1) all nine respondents measure the diversity of study abroad options and the diversity of international students, (2) eight respondents indicated that their institutions measure activities on globalizing the campus, and (3) seven respondents measure internal and external support for students engaged in study, research, and internship abroad. These findings lead us to the conclusion that participating award-winning IHEs made a high level of investment to diversify the campus community and provide cross-cultural experiences for domestic students. This finding is in accordance with the research conducted by the American Council on Education (ACE) in 2012 which identified several areas that received the most attention

and resources recently and two of them were: expanding international student recruitment and staff, and strategic partnerships with overseas institutions.

Less attention was paid to cross-cultural and international experiences for other institutional members. Out of the nine respondents, seven indicated paying specific attention to developing internationalized curricula and supporting faculty and students in their endeavors to obtain Fulbright research grants. This connects with ACE's (2012) report that found that internationalizing the curriculum is one of the areas in international education that received attention recently among IHEs. Furthermore, out of the nine respondents, six measure grants for international research and workshops for faculty on globalizing the campus and only four respondents indicated measuring workshops for staff on globalizing the campus. Four CIEAs mentioned that creating opportunities for faculty international experiences are part of their institutional goals for internationalizing the campus. This finding suggests that participating award-winning IHEs appear to spend less attention devoted to infusing international and global perspectives throughout the teaching mission of higher education than they do to increase global research activities. And, even fewer efforts are made to train/develop faculty and staff specifically on internationalization of HE and to help staff increase their international experiences. Previous studies (Brewer, 2010; Hudzik & Sthohl, 2012; Green & Olson, 2003; Stohl, 2007) suggest since faculty are among the most powerful elements in internationalizing the campus (since they have control over the curriculum and conduct research alongside with international and domestic students), it is imperative to implement a variety of strategies to encourage a greater faculty commitment to internationalization and to provide funding and incentives for increasing their international experiences.

Fewer participating institutions, only six, assess the outcomes of internationalization efforts. The most cited outcomes were global/intercultural competency of students and institutional position in global rankings of higher education institutions. Four of the responding IHEs measure awards, prizes, recognition of institutional international activity and foreign language(s) proficiency of students and claim they have a globalized institutional community. However, the information about how exactly these institutions assess this globalized institutional community was often not disclosed during the questionnaire and was not identifiable through further document analysis. However, two CIEAs indicated that three outcomes -global/intercultural competency of faculty, expanded career choices for students, and the global workforce preparedness of students – were measured in their institutions indicating these aspects were believed to be an international institutional culture. The findings also showed that participating IHEs have a balanced approach of outcomes assessment which include both institutional and student outcomes. A lower number of measured outcomes by participating IHEs, compared with measured outputs, may be the result of difficulty in identifying what actions impacted institutional or student outcomes, since the outcomes are the result of many actions and it is hard to say what action caused it (Beerkens et al., 2010).

Three measurement tools were mentioned by nine of the respondents. All nine institutions measure and assess their internationalization activities for self-evaluation purposes, which confirms Beerkens et al.'s (2010) findings. Slightly more than half used benchmarking for assessing the quality of their internationalization efforts, and less than a half used measurement tools for ranking purposes. Classification was not selected by

any of the respondents. One respondent also added that their institution completed a multi-year study using the Intercultural Development Inventory. Other researchers (Birnbaum, 2000; de Wit; 2010) suggest that benchmarking is also a popular management tool for assessing the quality of internationalization efforts. However, the findings of this study established that the majority of the award-winning participating IHEs are not actively involved in benchmarking activities. Beerkens et al. (2010) also contested that due to the increased competition for the best and brightest students, institutions of higher education are pressed to develop indicators to profile themselves. However, the findings of this study showed that not all institutions are ready to provide the public with information on the quality of their education indicating that they either do not have an incentive to do so (Carey & Aldeman, 2008) or do not want to change their policy to reflect the current demand of a society.

Finding two – assessment specifically focused on international graduate students. International students were one of the most referenced regarding the inputs and outputs of internationalization efforts. This finding is concurrent with research (Deardorff, 2006; Engberg & Green, 2002) that suggest that IHEs most often count the number of international students at both levels, undergraduate and graduate, when measuring the effectiveness of their internationalization efforts. However in this study, international students, neither at the undergraduate nor graduate levels, were not explicitly mentioned as important indicators for assessing internationalization outcomes. Only one respondent acknowledged that international students, as members of the IHE's organizational culture, *may* have indirect impact on the outcomes of internationalization efforts.

To the sub-question regarding how award-winning IHEs evaluate their internationalization efforts specifically in regards to international graduate students, only three respondents indicated that their institutions have some measures in practice. These measures include: monitoring international graduate student participation through the admissions process, enrollment tracking and annual reviews with programs that enroll international graduate students, and the usage of a survey to assess the extent to which international students are satisfied with their experience. One respondent indicated that her institution assesses, in general, the contributions that graduate students make to the instructional, research, and service missions of the respective institution, but they do not divide these data further to international graduate students. These findings lead us to the conclusion that there is a discrepancy between the espoused values and beliefs of the institutions and the shared underlying assumptions across participating award-winning IHEs in regards to international graduate students. Most participating IHEs, despite their espoused beliefs that they value international graduate students, take for granted this value and are not actively engaged in finding out the ways in which international graduate students have impact (or not) in the internationalization efforts in their institutions. Table 6.2 provides a summary of major findings to research question #2.

Table 6.2.

Summary of Major Findings to Research Question #2

Performance Indicators (Inputs, Activities and Outputs)	Assessing the Outcomes of Internationalization Efforts and the Purposes of Indicator Sets	Assessment Specifically Focused on International Graduate Students
<p>1. All participating award-winning IHEs made a high level of investment to diversify the campus community and provide cross-cultural experiences for domestic students</p> <p>2. Less attention was paid to cross-cultural and international experiences for other institutional members</p>	<p>1. Fewer participating institutions assess the outcomes of internationalization efforts</p> <p>2. The most cited outcomes were global/intercultural competency of students institutional position in global rankings of higher education institutions</p> <p>3. Only four institutions measure awards, prizes, recognition of institutional international activity and foreign language(s) proficiency of students and claim they have a globalized institutional community</p> <p>4. Only two institutions measure global/intercultural competency of faculty, expanded career choices for students, and the global workforce preparedness of students</p> <p>5. Most institutions measure and assess their internationalization activities for self-evaluation purposes</p> <p>6. Slightly more than half used benchmarking for assessing the quality of their internationalization efforts and less than a half used measurement tools for ranking purposes</p>	<p>1. Only three respondents indicated that their institutions have some measures in practice. These measures include:</p> <ul style="list-style-type: none"> • monitoring international graduate student participation through the admissions process • enrollment tracking and annual reviews with programs that enroll international graduate students • the usage of a survey to assess the extent to which international students are satisfied with their experience <p>2. One respondent indicated that her institution assesses, in general, the contributions that graduate students make to the instructional, research, and service missions of the respective institution</p> <ul style="list-style-type: none"> • but they do not divide these data further to international graduate students

Discussion of Implications from Case Studies

The findings from the case studies answered the third and fourth research questions. The organizational culture of each case study was analyzed following Schein's (2010) three levels of analysis (artifacts, espoused beliefs and values, and basic underlying assumptions) and was based on three sources of data collection (the completed questionnaires, subsequent interviews with a subset of questionnaire responders, and document analysis).

Findings to Research Question #3

The following findings emerged to research question three, *what do the Chief International Education Administrators from a subset of award-winning IHEs value in regards to internationalization processes in their institutions?*

Findings related to the first level of organizational culture - artifacts. At the artifact level, each institution was analyzed through its organizational identity, organizational structure, message statements given by the Presidents/Chancellor of these institutions, profile of the leaders in international education, and organizational culture of assessment/measurement. Correspondently, the following five findings emerged. First, all four institutions have similar organizational identity, namely they are dedicated to serve the campus, the regional, the state and the global communities by offering a variety of graduate programs, and by creating opportunities for conducting domestic and international research projects. Three institutions share similarity in their published demographic information and ranking profiles. Second, centralized internationalization processes were evident in all four institutions. The departments of international/global education across the four institutions continue to work systematically to provide

international opportunities for studying, teaching and research collaborations, relevant and engaging courses on campus, and exciting cultural activities on campus and with neighboring communities. The mission statements and goals of these departments in the four institutions shared two overarching themes, (1) enhancing international/global awareness across the campus, surrounding community and the nation, and (2) enhancing opportunities of international students to integrate into the campus life. Third, the message statements given by the Presidents and the Chancellor of these institutions showed that leadership at the highest levels are enthusiastic supporters of internationalization and consistently communicate a global vision to campus community members. These top leaders have two themes in common: advancing global perspectives in all aspects within their institutions, commitment to innovation to improve life through education, and a dedicated sense of family/community. They view their campuses as home, and their campus community as members of one family who value respect, support and integration of global diversity. Fourth, the sub-culture of leaders in international education (CIEAs) exhibited a variation of titles, reporting lines, and academic training, and years of experience working in higher education. These administrators' leadership positions ranged from middle to top levels. And finally, strong leadership in all four IHEs has created the foundation for the development of defined and sustainable models for measuring and assessing the dynamic of institutional internationalization which following Deardorff, Thorndike Pysarchik, and Yun's (2009) logic model includes inputs, outputs, and outcomes of internationalization efforts. Evaluation of internationalization efforts is mostly conducted for self-evaluation and benchmarking.

These artifacts were easily located through the questionnaire, interview and document analyses. They offer a general picture of institutional culture but did not yet provide an insiders' understanding of these participating IHEs' institutional culture. Therefore, this finding supports Schein's (2010) argument that at the artifact level, organizational culture of the institution can be easily observed but very difficult to interpret. Researchers, Schein continued, cannot reconstruct the meanings of the artifact since their interpretations will be merely projections of their own feelings and reactions and not the insiders' understanding of their institutional culture.

Findings related to the second level of organizational culture - espoused beliefs and values. To understand the meaning of the artifacts more deeply, I interviewed the leaders in international education from four institutions. At the level of the espoused beliefs and values, organizational culture of each institution was analyzed through strategic documents, defining the concept of internationalization by interviewed CIEA(s), importance of internationalization for each institution, key areas in deciding upon internationalization in each institution and the impact of receiving the Paul Simon Award on each institution's further strategies with internationalization. Six findings emerged at this level. First and foremost, the strategic plans of all four institutions generally focus on three components: people, programs and partnerships. All four institutions have explicitly mentioned in their strategic documents the inclusion of international and/or global dimensions in their strategic documents, although these strategic plans differ in format and timelines. Second, these institutions have four common institutional goals: (1) preparing students for life in an interconnected world; (2) helping the region and the nation succeed in a global economy; (3) diversifying the campus community; and (4)

addressing international and regional problems through teaching and collaborative research among faculty, students, and their research partners around the world. The strength of these four institutions is a strong international/global campus culture which focuses on diverse cultures, campus community members and global partnerships/collaboration. The international/global vision of each institution is supported by a leadership vision of the presidents/chancellor as well as leaders in international education. Among the key priorities in all four institutions is diversifying the student body further by increasing recruitment of excellent students, domestically and internationally.

Third, the espoused value, as shared by all interviewed CIEAs on the concept of internationalization, is advancing global/international perspectives in all aspects of education in these institutions. This espoused value upon the concept of internationalization is shared by top leadership in these institutions and is explicitly mentioned in the mission statements of the institutions. This leads us to the conclusion that internationalization remains central to the mission and vision of these institutions. The next finding is that the importance of internationalization for these institutions is based on their location, on the demographic characteristics of students and on the universities' goals of three institutions of becoming global institutions. Institutions located in the central parts of the country are not heavily affected by immigration, and the majority of the student population in some institutions is Caucasian. Therefore, internationalizing and globalizing the campuses in these institutions will help diversify the campus population and will infuse varied cultural perspectives and global issues into campus life. For the institutions that are in an advantaged position in regards to their

location (for example, southeastern or northeastern parts of USA) and have a larger and diverse international population on their campuses and in their local communities, the overall importance of internationalization for these institutions is to increase the university's global visibility and impact, and to help students to engage competently in the workforce in this interconnected global world and assist them to become responsible civic and global citizens.

Fifth, the espoused belief mentioned by the CIEAs in regards to key areas in deciding upon internationalization efforts is building strong partnerships with institutions in other parts of the world for students to have cross-cultural exchanges through academic programs and for building research capacity. While three large research institutions focus strategically on recruiting international students broadly, the key area of the fourth institution is on increasing cross-cultural learning for domestic students by making study abroad programs more affordable. All four institutions focus on designing programs that help engage international students with the campus community and maximize their impact on globalizing and internationalizing the campus. And lastly, the impact of the Senator Paul Simon Award on these institutions was bringing internationalization to a more advanced level. There were intentional efforts going on at all institutions at that point of time to internationalize the campus, and those efforts have gotten stronger since that award.

By analyzing the espoused values and beliefs detailed in the strategic documents and presented by the CIEAs during the interview processes, I analyzed both written and verbal indicators of institutional values in regards to internationalization. Leadership, Schein (2010) argued, is the source of the beliefs and values that pushes an organization

to deal with its internal and external problems. In analyzing the espoused beliefs and values, I followed Schein's theory by distinguishing carefully among those statements that were congruent with the underlying assumptions, those that are part of the defined philosophy of the organization, and those that are only aspirations for the future. The six findings on the espoused beliefs and values, although disclosing a thorough understanding of the organizational culture within the four institutions, still left missing pieces to understanding these IHEs organizational cultures concerning internationalization completely. This is in accordance with Schein's theory that suggests, "espoused beliefs and values often leave large areas of behavior unexplained, leaving us with a feeling that we understand a piece of the culture but still do not have the culture as such in hand" (p. 27).

Findings related to the third level of organizational culture – basic underlying assumptions. The third level of Schein' (2010) analysis of organizational culture is underlying assumptions. A theme across all four case studies is that there is an underlying assumption that when we have more international people on campus that interactions will occur and these interactions will be educational for all institutional members, including domestic students. This finding is challenged by two assumptions found in the literature on study abroad experiences and on not adequately supporting programs for international students' integration. First, critics of study abroad and other mobility experiences often suggest that just simply traveling to another country without rigorous academic programming is not particularly valuable in the education of students. Yet, here, these CIEAs across all four campuses, are providing information that strategically and explicitly suggests that just having a diverse international presence

(scholars and students) is enough to provide cross-cultural learning and development and to enhance global perspectives into the campus life. Second, if one inherently believes that interactions in and of themselves are valuable and inherently educational, then universities must attend to ensuring international student integration support. And, the literature (Altbach, 2002; Schoorman, 2000; Siaya & Hayward, 2003; Skolnikoff, 1993) suggests that international students do not necessary integrate well and can often be isolated from domestic students and communities. The finding of this study suggests that four institutions are seriously working to improve interactions between domestic and international students. But other institutions, perhaps those who are likely more at the beginning stages of internationalization, may not be intentionally working to integrate international students on campus and will need to take more proactive actions to increase these interactions. Furthermore, the findings of this study also showed that there is a clear connection between these IHEs' mission statements that focus on *people*, *programs*, and *partnership* and the ways in which these missions and their related internationalization strategies align to work intentionally toward integration of international students with domestic students, faculty, staff, and the local community. This finding also speaks to inclusive communities of learning by stating that only through full participation in the campus community life international graduate students are engaged in the context of learning which eventually might lead to enriching their perspectives and/or transforming their identities. Therefore, other institutions that are not at the advanced level of their internationalization efforts might consider this finding as the next step in improving their internationalization efforts.

Meanwhile, each institution has its own underlying assumptions related to their institution organizational culture. At SWU, the first underlying assumption regarding international education has to do with substance of knowledge and learning about the world and requiring from students to be more culturally aware and capable of engaging with others from around the world in an intercultural way. Literature (Bloland, 2005; Burriss, 2006; Nguyen, 2010; Jiang, 2010) suggests that IHEs now function in the era of a postmodern world. The key role of postmodernist education is to train graduates for uncomfortable uncertainties and to teach them to survive in the competitive world (Nguyen, 2010). Higher education is considered a commodity in a world affected by competition among IHEs. The external force that drives this competition for the best students/faculty/staff and to become a leading institution at the national and global arena is “the global shift from manufacturing and service-based economies to knowledge-based economies” (Burriss, 2006, p. 39). One of the assumptions of this current postmodern education is that what people think to be knowledge really consists of unassuming constructs. Knowledge and information became principal commodities in the postmodern period, meaning that knowledge is produced in order to be sold and will be consumed in order to be “valorized in a new production” (Lyotard, 1984, p. 4). Therefore, the underlying assumption that international education is the fundamental base for the substance of knowledge and learning needs to be supported by well-articulated institutional practices and policies that are firmly rooted in ethics and quality of internationalization efforts.

The second underlying assumption at SWU is of creation of knowledge about the world issues, and sharing this knowledge with the rest of the world drives the need for

internationalization to be supported by all institutional members and requires allocation of funding for conducting international research projects. While promoting internationalization, institutions of higher education need not to sacrifice their institutional and national culture. Only then universities can become pioneering forces in the production of new knowledge to local, national, and global societies. The underlying assumptions about personal and public outcomes of internationalization efforts are critical to a relational understanding of person, world, activity and participation. IHEs as communities of learning and learners have to help institutional members to become full participants in the campus community life. Only through the full participation in the campus community life, institutional community members are engaged in the context of learning which eventually leads to enriching their perspectives, increasing knowledge about the world issues and developing skills to be productive members of the local and the world communities.

At MWU1, the underlying assumption is that the institution still relies heavily on one office, the Office of International Programs and Services, to be primarily responsible for internationalization efforts rather than being embedded across all colleges and offices throughout the institution. But, since the internationalization process is becoming more advanced in this institution, this assumption might be revisited in the near future. The underlying assumption in regards to public university as expressed by the leaders at SEU is that international perspectives are required for public higher education in the 21st century. The CIEAs added that without being engaged in global experiences, students will not be critical thinkers. They believe that jobs today require potential applicants to have had experience in problem-solving across boundaries and culture, and knowledge of

how to evaluate critically information from a comparative perspective. This belief is an impactful statement on organizational culture and higher education strategy. Since the goal of the university is to prepare students to live and work in the global society, institutions of higher education need to continue improving programs and strategies for cross-cultural experiences for students. The second underlying assumption which is closely connected with the first is that SEU, with its extensive work to institutionalize internationalization efforts, now assumes that they are known as a global university. This underlying assumption is supported by the artifacts, the espoused values and beliefs, and the expectations that the university does not need to advertise, market, or recruit international students at this point in their internationalization processes. Therefore, leaders who aspire to work to internationalize education need to be aware that the institutional aspiration of becoming a global university can be achieved only when this aspiration is aligned with their institutional artifacts and institutional espoused values and beliefs.

And lastly, the underlying assumption at MWU2 is that students would be better prepared for the workforce if they have global experience. Schein (2010) postulated that each organization faces two typical problems: adaptation to the external environment (globalized understandings of life, politics, economics, education; international mobility; competition for students), and integration of the internal processes to ensure the capacity to continue to survive and adapt (global/international research from faculty, international scholars/professors and visiting international scholars). Internationalization can be conceptualized as a requirement of IHEs to deal with these two challenges. The underlying reason for globalizing and internationalizing the campus is that students

would be better prepared for their careers and would be more competitive in the workforce if they were exposed to global experiences while studying in IHEs. The question remains, “how can IHEs support people, programs, and partnerships based on this underlying assumption?” Some IHEs have started to measure the outcomes of internationalization efforts on knowledge, attitudes, and skills of students. However, to know exactly whether students have become more competitive in the workforce and whether they were successful during the first years of their job appointments, a future study with alumni is needed to answer these questions.

These underlying assumptions point us to the CIEAs’ own professional and personal understandings about the value of international education that would not be possible to uncover without having an in-depth interview with leaders. As a result, for researchers who wish to investigate the organizational culture of a specific institution and/or institutions in regards to internationalization processes, it is necessary to look at the underlying assumptions as being expressed by the leaders in international education since these assumptions necessarily will permeate the organizational culture through the artifacts and espoused values available for others to view. Most importantly, these assumptions will provide the public with the full picture of organizational culture of institutions of higher education under research. Table 6.3 presents a summary of major findings related to research question #3.

Table 6.3.

Summary of Major Findings to Research Question #3

First Level of Organizational Culture - Artifacts	Second Level of Organizational Culture - Espoused Beliefs and Values	Third Level of Organizational Culture – Basic Underlying Assumptions
<p>1. Three IHEs share similarity in their published demographic information and ranking profiles</p> <p>2. Centralized internationalization processes were evident in all four institutions</p> <p>3. Two overarching themes across four institutions:</p> <ul style="list-style-type: none"> enhancing international/global awareness across the campus, surrounding community and the nation enhancing opportunities of international students to integrate into the campus life <p>4. The Presidents and the Chancellor are enthusiastic supporters of internationalization and consistently communicate a global vision to campus community members</p> <p>5. The sub-culture of leaders in international education (CIEAs) exhibited a variation of titles, reporting lines, and academic training, and years of experience working in HE</p>	<p>1. Four common institutional goals across four institutions:</p> <ul style="list-style-type: none"> preparing students for life in an interconnected world helping the region and the nation succeed in a global economy diversifying the campus community addressing international and regional problems through teaching and collaborative research among faculty, students, and their research partners around the world <p>2. The importance of internationalization for these institutions is based on their location, on the demographic characteristics of students and on the universities' goals of three institutions of becoming global institutions</p> <p>3. The espoused belief mentioned by the CIEAs in regards to key areas in deciding upon internationalization efforts is building strong partnerships with institutions in other parts of the world for students to have cross-cultural exchanges through academic programs and for building research capacity</p> <p>4. The impact of the Senator Paul Simon Award on these institutions was bringing internationalization to a more advanced level</p>	<p>A theme across all four case studies</p> <ul style="list-style-type: none"> there is an underlying assumption that when we have more international people on campus that interactions will occur and these interactions will be educational for all institutional members, including domestic students

Findings to Research Question #4

The following findings emerged to research question four, *what do the Chief International Education Administrators (CIEAs) from a subset of award-winning IHEs value in regards to international graduate students' enrollment on their campuses? And two sub-questions, how are those values indicated in the processes and assessment of internationalization efforts? How are those values indicated in the inclusion of international graduate students into the campus community life and beyond?*

Findings related to the first level of organizational culture – artifacts. At the artifact level, each institution was analyzed through recruitment actions and retention measures, and inclusion of international graduate students into the processes and assessment of internationalization efforts. Four findings occurred at this level. First, one of the key areas in four institutions as mentioned in their strategic plans is the recruitment of international students, in general. Most institutions use the term ‘international students’ to refer to both, graduate and undergraduate, international students in relation to enrollment goals and recruitment strategies. Two institutions have specific qualitative goals for international students: diversifying the international student population and recruiting broadly. Two institutions have definite quantitative goals: to maintain the current number of international students and to increase the number each semester and to double the number of international students from target areas. Three institutions referred to specific parts of the world for their recruitment strategies of international students. While one institution targets international students from three continents (Africa, Europe and South America), another institution’s target areas for recruitment are four countries

(Brazil, India, Bangladesh and China), and the third institution main target area is one country, China. The last, fourth institution, does not have a specific part of the world.

Second, in reference to international graduate students specifically, all four institutions conduct a recruitment strategy on campus through websites and allocate travel funds for officers to recruit degree-seeking international students at the graduate level. Two institutions also hire international recruiting companies to recruit international graduate students. They also offer competitive part-time assistantship positions for international graduate students, and scholarships and tuition waivers for eligible students. In one institution, recruitment of international graduate students are done at three levels (institutional, departmental and student) and generally all institutional members who are travelling abroad are encouraged to take promotional materials with them and share them with potential applicants.

Third, working strategically on recruiting international students in general and international graduate students specifically, the selected institutions provide a variety of programs to help international students and scholars maximize their experiences during their studies on campus and in the United States. Even though the programs are differently titled across the institutions, they are all designed to help international students, at both levels, and their families feel more comfortable while they are at the campuses and to provide opportunities to meet people in a variety of environments. The existence of the variety of programming designed to help international students to have a smooth transition to the American lifestyle and involve them into the campus and local communities indicates that all the institutions value the presence of international graduate students in their institutions. The inclusion of international graduate students as full

participants is an important sign of the culture of participation and inclusion and signals that these IHEs, as communities of learning and learners, are dedicated to serving incoming (newcomers) and current (old-timers) students.

And finally, international graduate students are included in the processes and assessment of internationalization efforts. These award-winning IHEs refer explicitly and implicitly to international graduate students when they assess inputs, outputs and activities of internationalization efforts. Each of institutions assesses the diversity and the number of international students in general and international graduate students specifically. They also assess activities on globalizing the campus that provide opportunities to achieve institutional goals of internationalization where international graduate students might have indirect impact as well as global/intercultural competencies of students and staff. These practices may be useful for aspiring universities to consider in promoting and further developing their own programs and process of internationalization. However, none of the institutions is assessing the role international graduate students play in the internationalization processes in general nor in the ways they may have an impact on the increased knowledge and changed attitudes of the institutional community members, specifically. Since this study found that leaders in international education have a shared belief that international graduate students contribute significantly to globalizing and internationalizing the campus community and beyond, and help to increase the prestige of the institution, it would be advisory to have some measurements in practice regarding these students' overall contributions. Furthermore, these assessments will inform the institution what needs to be changed in order to

improve the overall experiences of international graduate students, and, thus improve internationalization efforts in general.

Findings related to the second level of organizational culture - espoused beliefs and values. To understand the meaning of the artifacts more profoundly, I interviewed the leaders in international education from four institutions to find out what the espoused values and beliefs are in these institutions in regards to international graduate students. First and foremost, in all four institutions there is a shared belief that international graduate students contribute significantly to internationalizing and globalizing the college community and the surrounding community by diversifying the campus population, by bringing new perspectives into in-classroom and outside classroom conversations, and by increasing the institutional community members knowledge about the world and different cultural identities and traditions. This statement adds to the existing literature on contributions that international graduate students bring to the campus and also supports Wilkins's (2011) argument that institutions of higher education are gradually aware of the contributions of international students for their internationalization efforts. What this study adds new to the existing research perspectives is that since international graduate students are very intensively involved in research projects, they contribute significantly to enriching research with new techniques and different cultural perspectives, building strong international networks and strong potential for future research, and contributing to the campus prestige on national and global levels. In one institution, the CIEAs pointed out that international graduate students by participating on campus research teams, make the research better, more

effective and lead to greater prestige of the institution since this research may be cited more often.

Finally, all four institutions have worked to create welcoming and engaging environments for international graduate students' collaborations with campus community members, student organizations, and local community representatives. These institutions have a strong sense of community which is shared by their top leaders, is evident in the strategic documents of these institutions, and is supported by programming designed to include international graduate students as full participants in the academic and local communities of learning. The challenge remains for these institutions to continue to increase these interactions among all members of the university and local community which are concurrent with ACE's (2012) findings. Nevertheless, these IHEs, as educational organizations, remain a meeting space for many cultures where valuable international, intercultural, and global learnings can occur.

Findings related to the third level of organizational culture – basic underlying assumptions. The underlying assumption in regards to the value the four award-winning IHEs place on international graduate students disclosed that at these institutions the value of international graduate students is not in question – these students are valuable. Since the value of international graduate students is not questionable, for two award-winning institutions assessing what the participants in inclusive communities of learning believe the value to be is not relevant at this point. However, I would challenge this assumption since believing that international graduate students are valuable is not the same thing as assessing what that value is. Having this kind of assessment would communicate what is lacking in regards to increasing the services available for

international graduate students and, thus, increasing their overall experiences on campus and beyond, and would indicate what measures need to be incorporated in order to improve the internationalization efforts. The CIEAs in one institution mentioned that they prefer to devote their time on evaluating/assessing programs, strategies, initiatives in meaningful ways that support these students and their interactions rather than on establishing international graduate students' value. The question remains, "*why would this need to be one assessment or the other?*" Adding one more assessment instrument to the list of evaluation measures would increase the chances to take the best value from internationalization processes.

Two underlying assumptions were disclosed at two individual institutions. At one institution, the underlying assumption is that there is not differentiation between undergraduate and graduate international students in regards to enrollment and measuring indicators. This finding leads us to assume that both, undergraduate and graduate, international students have the same needs and, thus, they should be treated in the same way. However, research (Feinberg, 2006; Lauzon, 2011; McAlpine & Norton, 2006) suggests that graduate students have unique motivations to continue graduate education and, thus, have distinctive needs to meet their educational goals. For example, graduate students require more flexibility in curriculum (Adamson & Balie, 2012; Daloz, 1999; Lauzon, 2011), recognition of past experiences and work-based learning already obtained (Adamson & Balie, 2012; Daloz, 1999; Ross-Gordon, 2003), and successful integration into the campus life (Ross-Gordon, 2003). Correspondently, the unique needs of international graduate students may not be always appropriately met at these institutions. For example, during the interview the CIEA added that at her institution they do not

separate international undergraduate and graduate students in terms of measuring indicators. In general, they measure years, the types and number of students, where international students come from, and how they are performing academically in school. Yearly, the institution measures activities designed for integration of students, the kind of agreement and partnership the campus established with around the world. I would challenge the underlying assumption that international graduate and undergraduate students have the same needs and motivations to continue their post-secondary education, and therefore they need to be treated in the same way. Surveys sent to international students, both graduate and undergraduate, asking students whether their expectations were met – might lead to the change of this underlying assumption.

At another institution, they assume that international students need to be fully equipped with the language skills prior coming to the campus. Thus, they do not have an intensive English program, so students must have passing TOEFL scores, higher scores, in order to be admitted. This statement is elitist in thinking and no doubt limits the experiential and cultural backgrounds of their admitted students. This leads us to the conclusion that IHEs which do not provide intensive English programs for incoming international applicants do not acknowledge that international students might not have had the privileged upbringing that included English language instruction that is strong enough to pass the TOEFL prior to being admitted. But, by not considering applicants from parts of the world where English is not widely instructed to a level a fluency in childhood education, these institutions could potentially be leaving out (and marginalizing) large populations of learners. And, these practices could be denying essential perspectives in the aspirant global educational worldviews that are so highly

touted by these institutions. Therefore, it would be advisory to re-consider this underlying assumption and, possible, to open the door for educational opportunities for all international populations by instituting English language instruction programs for potential students (and families).

None of the participating IHEs assesses the impact of international graduate students on internationalization efforts. Several reasons were mentioned by the CIEAs: (1) it is difficult to allot time and resources to create meaningful approaches to understanding the impact of international graduate students on the achievement of internationalization efforts, (2) they are still in the process of deciding what to evaluate (3) there is a complexity of this kind of assessment and significant technology gap to support international offices and (4) they do not see the need for their institution to evaluate the impact of international graduate students on internationalization efforts at this point. Nevertheless, three institutions think that it would be a valuable thing to do in the future, and the CIEAs from two institutions expressed their intention to conduct this kind of assessment in the near future. One leader in international education admits that it would be nice to have more nuances to understanding the value of the impact, especially if something goes wrong in regards to a decrease in the enrollment numbers. This finding supports Schein's (2010) theory on organizational culture suggesting that being aware of the underlying assumptions existing in the organization and expressed by top leadership, we can predict future behavior of the institution. Therefore, to get a full understanding of the institutional culture, researchers need to search for data in the study that relate to implicit assumptions that guide institutional members' behavior and form the basis for practice.

The findings based on the third level of Schein's (2010) analysis of organizational culture supported the argument that the soul of culture lies in the patterns of basic underlying assumptions. Without analyzing basic underlying assumptions, we will not be able to interpret the artifacts correctly and understand the espoused values and beliefs of the organization. Culture as a set of basic underlying assumptions defines for leaders of an organization what to pay attention to and what things mean for the organization. It also requires from top leadership to reexamine taken-for granted assumptions and make changes, if needed, in strategies as well as in stable parts of cognitive structure, which Argyris and Schon (1996, p. 28) term "double - loop learning" or "frame breaking", to improve the current situation. Table 6.4 presents a summary of major findings related to question #4.

Table 6.4.

Summary of Major Findings to Research Question #4

First Level of Organizational Culture - Artifacts	Second Level of Organizational Culture - Espoused Beliefs and Values	Third Level of Organizational Culture – Basic Underlying Assumptions
<p>1. One of the key areas - the recruitment of international students</p> <p>2. Two institutions have specific qualitative goals for international students diversifying the international student population recruiting broadly</p> <p>3. Two institutions have definite quantitative goals to maintain the current number of international students and to increase the number each semester to double the number of international students from target areas</p> <p>3. Three institutions referred to specific parts of the world for their recruitment strategies of international students</p> <p>4. All four institutions provide a variety of programs to help international students and scholars maximize their experiences during their studies on campus and in the United State</p> <p>5. International graduate students are included in the processes and assessment of internationalization efforts (inputs and outputs)</p> <p>6. None of the institutions is assessing the role international graduate students play in the internationalization processes in general</p>	<p>1 There is a shared belief across four institutions that international graduate students contribute significantly to internationalizing and globalizing the college community and the surrounding community</p> <ul style="list-style-type: none"> • by diversifying the campus population • by bringing new perspectives into in-classroom and outside classroom conversations • by increasing the institutional community members knowledge about the world and different cultural identities and traditions <p>2. All four institutions have worked to create welcoming and engaging environments for international graduate students' collaborations with campus community members, student organizations, and local community representatives</p>	<p>1. The theme across four institutions is that the value of international graduate students is not in question</p> <ul style="list-style-type: none"> • for two institutions assessing what the participants in the inclusive community of learning believe the value to be is not relevant at this point • the CIEAs in one institution mentioned that they prefer to devote their time on evaluating/assessing programs, strategies, initiatives in meaningful ways that support these students and their interactions rather than on establishing international graduate students' value

Conclusion

The current study provides some insights into the organizational culture of award-winning IHEs in regards to internationalization processes, measurement and assessment of internationalization efforts, and inclusion of international graduate students into these processes. Since educational systems have recently become more global and international, this research indicates that IHEs take internationalization efforts to a more advanced level, that is, internalizing or institutionalizing internationalization in a variety of ways outlined in the findings. Here I offer several recommendations based on the previously mentioned findings from the questionnaire and from the case-studies that relate to the current literature and theoretical and conceptual frameworks.

Organizational Culture of IHEs

The findings of the questionnaire and four case-studies supported the arguments (Sporn, 1996, Schein, 2010) that IHEs are complex organizations and have complex organizational culture. Organizational culture of IHEs is impacted by institutional needs to adapt to the external environment and integration of the internal processes to ensure the capacity to continue to survive and adapt (Schein, 2010). The connection between leadership and culture was brightly evident in organizational cultures via four case-studies and supported Schein's (2010) argument that "culture is created, embedded, evolved, and ultimately manipulated by leaders" (p. 3). This study also supported Schein's argument that in order to have a complete understanding of an organizational culture, an institution needs to be studied at three levels (artifacts, espoused beliefs and values, and basic underlying assumptions). Institutions can be also analyzed as a set of interactions of subcultures operating within the larger context of the organizational culture. In the case of this study, the sub-culture was represented by the leaders in

international education who shared assumptions formed around their functional units of the organization and were based on shared roles, departments, location, etc. They also provided insight about their organization's underlying assumptions, gave us hints about future organizational behavior and form the basis for new practices.

This study also adds new insights to internationalization of IHEs through Schein's (2010) model. First and foremost, organizational culture of four IHEs was impacted by their institutions' needs to adapt to the external environment (to prepare a competitive workforce and to compete for the brightest students) by enhancing international/global awareness across the campus, surrounding community and the nation, and by enhancing opportunities of international students to integrate into the campus life and beyond. Since internationalization processes have become more advanced in these institutions, it also required certain changes made to their organizational culture. This resulted in establishment of a clear connection between these IHEs' mission statements that focus on *people, programs, and partnership* and the ways in which these missions and their related internationalization strategies align to work intentionally toward integration of international students with domestic students, faculty, staff, and the local community. Additionally, organizational culture in these four IHEs was also impacted by NAFFSA which notarized these institutions' efforts for comprehensive internationalization and awarded them with the Senator Paul Simon Award. This kind of acknowledgment has brought internationalization in these institutions to a more advanced level, and those efforts have gotten stronger since that award. And finally, this study suggested some steps on how to identify underlying assumptions of organizational culture. These steps are: (1) re-reading the transcripts of the interview data with the specific focus being paid

to identifying sets of rules and beliefs that the interviewer held about internationalization and which are regarded as unquestionably true, (2) looking across institutional documents and available reports to find the evidence that would justify or challenge the identified underlying assumptions, (3) connecting with literature and identifying new or nuanced assumptions at play in IHEs, and (4) peer member checking to validate the interpretation of the identified underlying assumptions.

Internationalization Processes

All of the responding IHEs have shared beliefs and values regarding measuring results of their internationalization effort. These award-winning institutions have made tremendous efforts on diversifying their campus community and providing cross-cultural experiences for domestic students. However, less attention is devoted to infusing international and global perspectives through the teaching mission and on training faculty and staff on increasing their international experiences and intercultural competencies.

All participating IHEs have measured inputs, activities, and the outputs of internationalization efforts, and slightly more than a half assessed the outcomes of internationalization efforts. These institutions also have a balanced approach of outcomes assessment which include both institutional and student outcomes. The lower number of measured outcomes by participating IHEs supported Beerkens et al.'s (2010) argument that institutions experience difficulties in identifying actions that impacted institutional or student outcomes since the outcomes are the result of many actions, and it is hard to say what action caused specific outcomes.

All nine institutions measure and assess their internationalization activities for self-evaluation purposes. Slightly more than half used benchmarking for assessing the

quality of their internationalization efforts, and less than half used measurement tools for ranking purposes. Classification was not selected by any of the respondents meaning that not all institutions are ready to provide the public with information on the quality of their international education.

International students were one of the most cited indicators in reference to inputs and outputs of internationalization efforts. However, they were not explicitly mentioned as important indicators for assessing internationalization outcomes. This finding is concurrent with research (Deardorff, 2006; Engberg & Green, 2002) that suggest that IHEs mostly count the number of international students at both levels, undergraduate and graduate, when measuring the effectiveness of their internationalization efforts.

International Graduate Students and the Creation of an Inclusive Community on Campus

The findings of the questionnaire showed that about half of the participating IHEs have created what Lave and Wenger (1991) called a learning culture for international graduate students by providing a variety of extracurricular activities for their full participation into the campus community life and the surrounding community. This also lead us to the underlying assumption that international graduate students should already desire to come to a campus and, since they actually do come and enroll, their integration with students, faculty, and staff is assumed through their mere presence and through advertising certain programs, events, and activities across the campus and beyond. However, this may or may not be the case as experienced by international graduate students on these campuses.

Many participating IHEs have shared beliefs that they value international graduate students, but the data suggest that they do not often evaluate their internationalization efforts in regards to international graduate students, thus, they are lacking the data on what to pay attention to in regards to improving both internationalization efforts and the experiences of these learners. In most participating IHEs the espoused values of international graduate students are not supported by institutional practices. Partially, this appears to be due to the numerous internal stakeholders, and, partially due to a diversity of academic departments and the de-centralized nature of organizational practices and structures.

In general, the questionnaire showed that there is a discrepancy between espoused values and beliefs and shared underlying assumptions across participating award-winning IHEs in regards to international graduate students. Most participating IHEs, despite of their espoused beliefs that they value international graduate students, take for granted the basic underlying assumption of this value and are not actively engaged in finding out the ways in which international graduate students have impact (or not) in the internationalization efforts in their institutions. Even though none of participating IHEs assesses the impact of international graduate students on internationalization efforts specifically, the findings of the case-studies disclosed that this assessment would be valuable and might be conducted in the near future by some institutions.

Limitations of the Study

Limitations of Multisite Case Research

This study was limited to the Senator Paul Simon award-winning IHEs. And, since different IHEs define internationalization differently and use different

strategies/instruments/methods in measuring and assessing internationalization efforts, the findings of this study cannot offer an exhaustive list about the ways IHEs can measure and assess internationalization efforts and the impact of international graduate students on internationalization efforts. Further studies are needed to include a larger pool of IHEs in U.S. and internationally.

Limitations of the Questionnaire Research

There were a few limitations to the questionnaire research. First, institutional responses were not random, thus the results of the study cannot be and should not be generalized across all other IHEs. Nevertheless, the findings can be regarded as benchmarks for other IHEs. Second, it is difficult to develop a valid and reliable questionnaire instrument which would be worded in such way to avoid bias. In this study, feedback from four CIEAs, who were not included in the participant pool, was received from the piloted questionnaire to have the instrument valid and reliable and to help guard against such bias. Third, there was no interviewer involvement in the web-based survey which might result in unclear questions left unexplained; likewise, respondents might not have understood survey instructions explicitly (Fowler, 2009). Therefore, a follow up email was sent to non-respondents reminding them to participate in the survey and to ask them whether they need clarification in answering the questions. And finally, since this questionnaire was intended to target only CIEAs and being aware of their busy work schedules, I had no control over timeliness of responses. In this case, follow up phone calls and emails were sent to non-participants.

Limitations of Interviews

Face-to-face interviews may also have some limitations. Yin (1994) mentioned four weaknesses of interviews: bias due to poor questions, response bias, incomplete recollection and reflexivity when interviewee expresses what interviewer wants to hear (p. 80). To avoid the weaknesses of the interviews, I tested the interview questions with some of those from my expert panel. I also sent the interview guide a week before the interview so that my participants had time to reflect on the questions.

Limitations of the Document Reviews

Document reviews may also include some limitations to the data analysis process in the form of low retrievability or blocked access to documents and biased selectivity (if collection is incomplete) (Tambascia, 2005). In this study, all of these issues were addressed. The strategic documents were publicly available as online documents. I also asked permission of CIEAs to grant me access to not easily accessible strategic documents, such as evaluation documents. In order to avoid biased selections, I tried to collect as many important strategic documents as possible and to help me to capture the bigger picture of what the key internationalization priorities were in the selected IHEs.

Delimitations of the Study

There were several delimitations of this study that defined the parameters of my investigation. First, community colleges and four-year institutions of higher education that do not offer graduate programs yet received the Paul Simon Award for Campus Internationalization were excluded. Even though I acknowledged that these institutions might have some great measurement/assessments in practice and might have a large number of international students, I tried to narrow this study only to institutions that

served international graduate students. Second, I included only the voices of administrators who are knowledgeable of or responsible for measuring and assessing internationalization efforts of the selected institutions as they were referred to me by the presidents of these institutions. Since internationalization processes are so complex in post-secondary institutions of higher education and there is no single title of administrator that is repeated in other institution, I anticipated that it would be difficult for me to locate these administrators on my own. Therefore, I utilized networking sample. This may be a limitation of this study as there may be others on these campuses who may have additional knowledge of internationalization and international graduate student inclusion. And finally, I decided not to include faculty and student perspectives in this study. I recognize that these voices can provide important perspectives on how internationalization processes are approached in these institutions, which should be topics of future research on internationalization.

Implications and Recommendations

The findings of this study yield recommendations for practice and further exploration on the topic of internationalization of higher education, measuring and assessing of internationalization efforts, and the impact of international students on these processes within higher education contexts.

Implications for Policy

This study found, with regard to measurement and assessment of internationalization initiatives and programs that even though all institutions measure inputs, outputs and activities of internationalization, not all of them are ready to inform the public about meaningful outcomes of their internationalization efforts. And none of these award-winning institutions measure the impact (long-term results) of

internationalization efforts. Several reasons were identified through the study findings: a lack of incentives to do those evaluations, being at the earlier stages of designing evaluation instruments, and requiring more time to change institutional policy to reflect current societal demand.

For institutions to achieve noteworthy outcomes of internationalization, there need to be carefully designed, multiple and interconnected incentives at the state and federal levels. Since institutions of higher education do not exist in isolation, and they are held accountable in one way or another through state governance, states need to create a stronger accountability system where funding would be connected to the quality of reporting data on internationalization efforts. A report from the educational sector in 2008 with the aim of evaluating state accountability systems for higher education found that states are collecting some specific information, ranging from research output to student engagement to economic impact; however, “no state is gathering *all* of the information that is potentially available, and few even come close” (Carey & Aldeman, 2008, p. 2). The report pointed out that best practices of a strong accountability system often exist in isolation, and only a few states track important outcomes. As for translating accountability data into a strong incentive for funding, the report found that only

Some states link funding levels with student outcomes, set specific performance goals for higher education leaders, and empower prospective students with information to use in choosing colleges. But most states simply gather accountability information and make it available without any clear plan for making it meaningful. (Carey & Aldeman, 2008, p. 2)

To make collected information meaningful, Carey and Alderman (2008) concluded, states need “to inject information about quality into existing processes that college decision-makers care about” (p. 21) through governance, strategic planning, transparency, and markets, and the like. I would contend that the Department of Education also needs to be held responsible for financially rewarding those states that have strong accountability systems making use of best practices, and those that track important institutional and student outcomes. Such a multiple-incentive accountability system would eventually lead to institutional policy changes to reflect the current demands of society, such as training people effectively for the workplace and educating them for global citizenship.

Additional federal funding is needed to support certain evaluative measures, such as the impact of international graduate students on the quality of internationalization. Since the findings of this study have supported that argument that international graduate students contribute significantly to globalization and internationalization of campuses, assessing the role played by international graduate students in internationalization will inform institutions about what they need to change to improve the overall experiences of this student population, and, thus, improve the quality of internationalization in general. Consequently, policy makers need to create a stronger accountability system which would require state and federal agencies to evaluate all learning outcomes, including institutional and student learning outcomes, and financially reward colleges and universities that excel.

Implications for Practice

It is important for administrators to use multiple performance indicators and different measurement tools in evaluating their internationalization efforts. IHEs which

are just at the earliest stages of their evaluation processes of internationalization efforts may follow the Deardorff, Thorndike Pysarchik, and Yun (2009) logic model for assessment. This model includes five components: 1) inputs (human, financial, and other resources needed to achieve goal); 2) activities (activities to provide opportunities to achieve the learning goal); 3) output (generally, types and numbers of participants); 4) outcomes (what participants know/think/and or feel as a result of participation in the learning activity); and 5) impact (longer term results). Even though there are no universal strategies for measuring and evaluating the internationalization activities and assessing their quality, institutions of higher education need to address the following things while deciding on appropriate measurement tools: the purpose of the toolbox, the type of indicators to be measured and assessed, the dimensions to be measured, the structure to be used, and the method of indicator justification.

Beerens et al. (2010) listed four measurement tools that can be used by IHEs to evaluate their internationalization efforts. These included: self-evaluation (an internal exercise used for mapping and assessing activities within an institution); benchmarking (an ongoing exercise in which an institution's internal processes are compared with peer institutions); classification (criteria for comparison are set by external parties and the comparative quality of the institution is provided to the public); and ranking (criteria for comparison are set by external parties and the comparative quality of institution is provided to the public). This study found that all institutions used measurement tools for self-evaluation purposes and majority of them - for benchmarking. Fewer award-winning institutions conducted evaluation for ranking purposes while none of them utilized classification as a measurement tool to evaluate internationalization efforts in their

institutions. Since indicators sets have been developed to help IHEs to get a better understanding of their internationalization efforts and provide the public with the quality of their internationalization efforts, it is important for administrators to use different measurement tools in evaluating their internationalization efforts.

Some of the ways to assess the impact of international graduate students on internationalization efforts as indicated by the CIEAs can be done through quantitative and qualitative studies. The quantitative studies might include the number of publications with faculty and other graduate students, collecting economic data, and comparing evaluation data on internationalization data from current year back to the previous years to find out the trends and understand the role international graduate students play in internationalization processes. The qualitative research might involve tracking cultural activities, lectures, events international graduate students are coordinating, participating or contributing to, and sending the surveys to the former graduate students by asking them about their memories of interactions with campus and local communities, whether the experiences were valuable for them, and whether they still have the connections with the campus community members. I would recommend that the Deans of Graduate School/College be responsible for carrying out this type of assessment. In this way there would be one coordinating department that gather and assess the data related to international graduate students. To sum up, the findings of this study advocate that conducting research on the value international graduate students bring to internationalization efforts can speak to the long-term value attached to the campus experiences and to the internationalization efforts in general.

Recommendations for Global Initiatives and Innovative Programs

Based on the questionnaire responses and the case studies findings, some global initiatives were identified across award-winning universities with the purposes to help globalize and internationalize their campuses. Below is the overview of some of these initiatives that other interested IHEs may follow during their implementation processes.

Generally, global initiatives implemented in award-winning institutions are divided into two categories. To the first category belong global initiatives that are designed to increase students' knowledge of the world's issues and different cultural perspectives. These initiatives combine academic context with service learning, volunteering work, and global online interactive community. One of the activities that leaders in international education can implement is offering a certificate program which might include three components: academic (two semesters of foreign language and three courses in different disciplines with international focus), study abroad component (any credit-bearing approved study abroad experience) and co-curriculum component (attending internationally focused events on/outside the campus, participating in international programs on campus). Another initiative might be Peace Corps Prep Program which would teach and provide students with volunteering experience. Students would take various courses relevant to these program areas of interest and would also choose among the varieties of enhancement activities (long term volunteer experiences, service learning abroad, internships, and student teaching or practicum experiences). One more initiative that might help to connect learners around the globe is online interactive learning community initiative. Students from a specific institution may enroll in several different courses, in a variety of academic areas. Global students, not enrolled students,

can also participate in online lectures, readings, discussion for free and without earning credit for participation. These courses would use interactive online learning resources (video lecture, tests, whiteboard etc.) that would allow students to share their notes and interact with other students throughout the course.

To the second category belong initiatives which would enhance the institution's ability to address the national and global problems and increase the institution's visibility in the global arena. One of such initiatives is creating a global research institute. Some of the goals of this research institute might be attracting and engaging outstanding international students/faculty/scholars, utilizing the interdisciplinary research expertise to deal with challenges facing the state, nation, and the world, and strengthening the institution's reputation on a global scale. This institute might sponsor such activities as lectures by distinguished speakers, interdisciplinary publications, conference presentations, and monthly seminars on global issues. Another initiative that might be of a great value to the leaders in international education is the establishment of a Global Travel Registry for students, staff and faculty. This initiative would help the institution reach campus family wherever they are in the world and would help to build on-campus capacity to support globalization through collaboration.

Based on the questionnaire responses and the case studies findings, some innovative programs were identified that award-winning universities have implemented to assist international students to have successful integration with the campus and surrounding community members. These programs would be particularly helpful for many of institutions who need to improve interactions on their campuses. Some of these programming are:

- *An International Student Speaker's Bureau Program* can be designed to promote global awareness among local schools and area community groups by involving international students' volunteers to speak and share about their home countries
- *Cousins Programs* create an opportunity for domestic students to be connected with international students from across the globe without having to even leave the campus
- *A Credit Transition Course* can be designed for new international students to be connected with community member and to learn a variety of ways they can be involved in the community
- *A Regional Culture Movie Series* can be designed as an entertaining introduction to different regions of the US
- *An International Coffee Hour* might be designed as a weekly or a monthly social event with the aim to bring together international community members to chat about global engagement and opportunities and challenges on campus
- *An Education Exchange Program Volunteer Program* matches requests for cultural presentations from local teachers and event organizers with interested international students and scholars and, thus, can provide an opportunity for greater international awareness and cultural understanding for the surrounding community
- *An Outreach Program* can be designed to offer a variety of service projects for international students alongside domestic students and local community members

- *Trip Programs* can be designed as monthly extra-curricular offerings during which international students and scholars have the opportunity to explore the places of interest in the state and in surrounding states
- *Perspectives Programs* can be designed as informal, end-of-the-week classes during which international students have an opportunity to explore a variety of topics and are also encouraged to share their perspective on the discussed topics
- *International Student Ambassadors* can be designed to help prospective students learn about the campus experiences, academic programs, and student life through e-mail communication, phone calls or meeting in person with current international students

Recommendations for Further Research

Questions and research areas that have been raised by this study that are recommended for further study include the following. First, this study was limited to the Senator Paul Simon Award-winning institutions of higher education. Similar studies could be replicated in using a larger pool of IHEs in the U.S. as well as internationally to find out what assessment and measurements tools are used in IHEs to evaluate the effectiveness of their internationalization efforts and whether they assess the contribution of international graduate students on their campuses, specifically.

Second, this study's main focus was on international graduate students. Therefore, the study was limited to award-winning institutions of higher education which offer graduate programs, including master's, doctoral and post-doctoral degrees. Since international students, in general, contribute to internationalizing and globalizing the

campus, similar studies could be conducted with all institutions that received the Senator Paul Simon Award for Campus Internationalization, including community and four-year postsecondary institutions.

And finally, a future study can be conducted with the focus mainly on one institution to get an in-depth understanding of the institutional culture in relations to the internationalization efforts and the value the institution places on international students, in general. In this case, it will be advisory to include perspectives of all community members (students, faculty and staff) on the internationalization process being undertaken in the institution.

Concluding Thoughts

A graduate experience is a new challenge for adult international students. For them to actively participate in campus community life, their needs must be acknowledged and satisfied. The successful integration of international graduate students into campus life can benefit not only the students, but also the institutional community in general when they interject their varied perspectives and experiences into discussions that take place both inside and outside the classroom, thus helping globalize the community of learning and learners.

While reflecting on the past 12 years that I have spent studying and working in three different American institutions of higher education in two states, I can definitely see recent positive in higher education with regards to expanding internationalization and especially to including international graduate students into the campus community.

The fact that all participating award-winning institutions recognized the importance of high-quality extracurricular activities for international students, at both graduate and undergraduate levels, to help them integrate fully into campus life and

beyond, is a first step in improving the quality of internationalization on campus. The next step will be finding out the ways in which international graduate students have an impact on internationalization in their institutions. That most administrators from case studies acknowledged the importance of such assessment, and some of them expressed their intention to conduct this kind of assessment in the near future, takes evaluation to a more advanced level.

Globalizing the campus community, as Trice (2005) contends, is a critical component of education for Americans who are being trained to work in the marketplace of the new millennium. And, since international graduate students have the potential to help IHEs to become global learning centers, measuring the impact of international graduate students on the effectiveness of internationalization will improve the quality of internationalization efforts, in general, and expand or improve services to international graduate students, in particular.

It is my hope that this study is not just an informational piece within the literature describing the current state of evaluation in selected award-winning intuitions of higher education, but ultimately will be a catalyst for institutional change, improving the quality of internationalization in post-secondary institutions by taking into consideration the depth of internationalization and including international graduate students in these processes. International graduate students are a key component that significantly contributes to globalizing and internationalizing the campus, and have the right to know that they are valuable and needed, not only due to the economic benefits they bring to the U.S. economy, but also because they bring cultural diversity to the campus, and the local and national communities.

APPENDIX SECTION

APPENDIX A

Email to the Presidents of IHEs who received the Senator Paul Simon Awards

Dear []:

My name is Oleksandra Sehin and I am a graduate student at Texas State University, pursuing a Ph.D. in Adult, Professional, and Community Education. As a recipient of the Senator Paul Simon Award for Comprehensive Internationalization [year] and the deep commitment of your institution to the internationalization process, I have chosen your institution to be featured in my doctoral research study on measuring and assessing internationalization efforts. Specifically, I am researching *Evaluating Internationalization Efforts in Select Award-Winning Institutions of Higher Education: Where are the International Graduate Students?* This study has been approved by the Institutional Review Board at Texas State University (IRB # EXP2013T2190). It is hoped that the results of this study will be helpful to higher education administrators in better utilizing measurement and assessment instruments regarding internationalization efforts. Your institution's participation in this study is very important.

In my doctoral study I will utilize multisite studies approach (thirty-seven award-winning IHEs are chosen to participate in the study) to get a holistic understanding of multiple measures and assessments being used by different higher education institutions in U.S. Chief Administrators in International Education will be asked to participate in this study by completing online survey. The questions will relate to international graduate students' participation in the campus social life and whether the institutions have measured the impact of international graduate students on internationalization efforts.

Dear [], I would appreciate if you could refer me to the administrator who is responsible for measuring and assessing internationalization strategies in your institution and who would be the best choice of your institution in completing the 16-item online questionnaire (the sample of the questionnaire is attached for your records). Your referral will be really of great importance for this research study.

Thank you and I look forward to hearing from you soon. I can be reached via email at os1024@txstate.edu or by phone (...)-(...)-(...).

Regards,

Oleksandra Sehin
Doctoral Instructional Assistant
School of Education - Adult, Professional, and Community Education

Texas State University
601 University Drive
San Marcos, Texas 78666-4684

APPENDIX B

Follow up email correspondence to Presidents of Institutions

Dear [President...]

On [], you received an email describing the purpose of my doctoral research study and asking you to refer me to the person who oversees international education in your institution and is competent in completing the questionnaire regarding measuring and assessing strategies being used in your institution in regards to international graduate students (the sample of the questionnaire is attached for your records). Your institution's participation in this study is very important and your referral is vital for the success of this research study. I would greatly appreciate your response regarding either your institution's participation or your referral at your earliest convenience.

If you have any questions about this research study and/or the questionnaire, please do not hesitate to contact me. I can be reached via email at os1024@txstate.edu or by phone at (...) (...) (...).

Thank you again for your participation in this doctoral study. I look forward to hearing from you soon.

Regards,

Oleksandra Sehin
Doctoral Instructional Assistant
School of Education - Adult, Professional, and Community Education
Texas State University - San Marcos
601 University Drive
San Marcos, Texas 78666-4684

APPENDIX C

Email to International Educators to Participate in a Study

Dear [International Educator]:

My name is Oleksandra Sehin and I am a graduate student at Texas State University, pursuing a Ph.D. in Adult, Professional, and Community Education. As a recipient of the Senator Paul Simon Award for Comprehensive Internationalization and the deep commitment of your institution to internationalization process, I have chosen your institution to be featured in my doctoral research study on measuring and assessing internationalization efforts. Specifically, I am researching *Evaluating Internationalization Efforts in Select Award-Winning Institutions of Higher Education: Where are the International Graduate Students?* This research will utilize a multisite studies approach, namely thirty-seven Senator Paul Simon award-winning institutions are chosen to participate in this research. Your participation is greatly appreciated for this study. It is hoped that the results of the findings will be helpful to higher education administrators in better utilizing measuring and assessment instruments specifically in regards to international graduate students.

Dear [], you were referred to me by [Dr.], the president of your institution, as the person who oversees international education in your institution and is competent in completing the questionnaire regarding measuring and assessing strategies being used in your institution in regards to international graduate students.

To participate in this study, I would ask you to complete 16-item online questionnaire that will take approximately 30-45 minutes to complete. Please also indicate at the end of the survey if you would be willing to participate in a follow-up interview. I know your time is very valuable. Your individual answers will be kept confidential and participation in the study is entirely voluntary. If you are personally unable to participate for any reasons in this research study, please let me know as soon as possible about someone else within your institution who you would recommend to participate from your institution in this research. If you decide to participate, please complete the online questionnaire within a two week period. You are free to withdraw at any time. Please click on the link below and you will be directed to the questionnaire:

<http://www.txstate.edu..>

This study has been approved by the Institutional Review Board at Texas State University-San Marcos. IRB approval number is EXP2013T2190. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Jon Lasser (512-245-3413 - lasser@txstate.edu) and to Becky Northcut, Director, Research Integrity & Compliance

(512-245-2314 - bnorthcut@txstate.edu). There are no risks or benefits involved in the study.

The purpose of this research has been explained to me and my participation is entirely voluntary. I understand that the research entails no risks and that my responses are not being recorded in any individually identifiable form. By completing the survey I am considering to participate in the study and have my data used by the researchers.

THIS PAGE MAY BE PRINTED AND KEPT BY EACH PARTICIPANT

I appreciate your help and willingness to participate in this doctoral study. Please do not hesitate to contact me at any time if you have questions or comments. I can be reached via email at os1024@txstate.edu or by phone at (...) (...) (...).

Sincerely,

Oleksandra Sehin
Doctoral Instructional Assistant
School of Education - Adult, Professional, and Community Education
Texas State University - San Marcos
601 University Drive
San Marcos, Texas 78666-4684

APPENDIX D

Follow up email correspondence to International Educators

Dear [international Educator]

I am following up regarding my previous e-mail which directed you to the 16-item online questionnaire. I know your time is very valuable. As an agent of your institution, it is vital for the success of this doctoral research study that I receive the completed questionnaire within a two week period, if possible. If you have any questions about the questionnaire or need clarification for questions, please do not hesitate to contact me. I can be reached via email at os1024@txstate.edu or by phone at (...) (...) (...).

Thank you again for your participation in this doctoral study. I look forward to hearing from you soon.

Regards,

Oleksandra Sehin
Doctoral Instructional Assistant
School of Education - Adult, Professional, and Community Education
Texas State University
601 University Drive
San Marcos, Texas 78666-4684

APPENDIX E

The Impact of International Graduate Students on Internationalization Efforts

Informational Questionnaire

This questionnaire was designed and is being distributed by Oleksandra Sehin, a doctoral candidate in Adult, Professional, and Community Education at Texas State University. The data collected will be used in her dissertation entitled *Evaluating Internationalization Efforts in Select Award-Winning Institutions of Higher Education: Where are the International Graduate Students?* It will take about 30 minutes to complete the questionnaire. Completion of this questionnaire is voluntary and responses are confidential and will be presented in aggregate format. Thank you in advance for your cooperation and assistance.

I. International Graduate Students' Enrollment Goals

1. Please indicate your institution
 - a. Your name:
 - b. Your position:
 - c. Your institution's name:
2. Please indicate in the table below what your institution's enrollment goals were, if any, for international graduate students in 2012-2013 academic year. In addition, please indicate the number of actually enrolled international graduate students for the same academic year in the appropriate boxes provided below.

International Graduate Students	Quantitative Enrollment Goals for 2012-2013 Academic Year	Actual Number of Enrolled Students for 2012-2013 Academic Year
Master's students		
Doctoral students		
Post-doctoral students		
Overall international graduate students		

3. Does your institution have qualitative goals for international graduate students?
 - a. Yes (*if yes, please explain*)
 - b. No

4. What actions has your institution taken to reach internationalization goals? *Circle all that apply.*

- a. Contracting an international recruiting company/companies to recruit international students
- b. Allocating travel funds for recruitment officers to recruit degree-seeking international students at the graduate level
- c. Conducting a recruitment strategy on campus through website
- d. Offering scholarships for degree-seeking international students at the graduate level
- e. Offering part-time graduate assistantship positions for international graduate students
- f. Offering tuition waiver for eligible international students
- g. Other (*Please explain*)

5. Is there a specific part of the world that your institution used recruitment strategies for international graduate students?

- a. Yes (*If yes, please explain*)
- b. No

II. International Graduate Students' Academic and Social Integration Strategies

6. Does your institution monitor the academic success of

A. graduate students, in general?

- a. Yes
- b. No (*If no, please skip Questions 7 & 8 and go to Question 9*)

B. international graduate students, in particular?

- c. Yes
- d. No (*If no, please skip Questions 7 & 8 and go to Question 9*)

7. How is the level of academic success of international graduate students monitored? *Please provide specific information.*

8. In your opinion, how effective is the monitoring system? *Circle only one answer.*

- a. Highly effective
- b. Somewhat effective
- c. Not very effective
- d. Highly ineffective
- e. Do not know/not sure

9. What extracurricular activities does your institution offer for international graduate students' integration with the campus community members (students, faculty, and staff)? *Circle all that apply.*

- a. Language partner programs
- b. Peer mentoring program
- c. Faculty mentoring program
- d. International festivals
- e. Meeting places for international graduate students to discuss international issues with domestic students
- f. Orientation for new international students
- g. International week
- h. Social events
- i. Other (*Please explain*)

10. With regard to extracurricular activities that are listed above, how would you rate

- a. Social integration of international graduate students with **domestic students**?
Circle one that applies.

Very Good	Good	Poor	Very Poor	Do not
know/not sure				
1	2	3	4	5

- b. Social integration of international graduate students with **faculty members**?
Circle one that applies.

Very Good	Good	Poor	Very Poor	Do not
know/not sure				
1	2	3	4	5

11. In your opinion, what actions need to be taken to improve the strategies for social integration of international graduate students with the domestic students and campus community members? *Please be as specific as possible.*

III. Measuring and Assessing Internationalization Efforts

12. Does your institution measure internationalization efforts? *Please circle one that applies.*

- a. Yes
- b. No (*If no, please skip Questions 13, 14, 15 and go to Question 16*)

13. Please indicate the ways your institution currently engages in the measurement process of internationalization efforts.

A. Which of the following inputs does your institution assess or measure (e.g. diversity of resources such as human, financial, policies, etc. available to support internationalization efforts)? *Please circle all that apply.*

- a. Diversity of study abroad options
- b. Diversity of international students
- c. Diversification of the sources of international contracts/grants
- d. Grants for international students
- e. Grants for international faculty
- f. Grants for international research
- g. Scholarships for international students
- h. Workshops for faculty on globalizing the campus
- i. Workshops for staff on globalizing the campus
- j. Internal and external support for students engaged in study, research, and internships abroad
- k. Internal and external support for faculty projects and activity abroad
- l. Other (*Please explain*)

B. Which of the following activities does your institution assess or measure (e.g. different types of activities to provide opportunities to achieve the

institutional goals of internationalization of the campus)? *Please circle all that apply.*

- a. Study abroad experience for students
- b. International experience for faculty
- c. International experience for staff
- d. Internationalized curricula
- e. Activities on globalizing the campus
- f. Fulbright research grants
- g. Other (*Please explain*)

C. Which of the following outputs does your institution assess or measure (e.g. types and numbers of participants/students/programs)? *Please circle all that apply.*

- a. Number of international students
- b. Number of international graduate students
- c. Number of visiting foreign scholars
- d. Number of working foreign scholars
- e. Number of students participating in study abroad programs
- f. Number of international research projects
- g. Number of faculty involved in international research
- h. Number of faculty who have been Fulbright scholars
- i. Number of Fulbright scholars from other countries
- j. Number of faculty engaged in international teaching
- k. Number of publications based on international research
- l. Number of students studying foreign languages
- m. Number of institutional partnerships with internationally based institutions (e.g., Memoranda of Agreement, Memoranda of Understanding)
- n. Other (*Please explain*)

D. Which of the following outcomes does your institution assess or measure (e.g. impacts on knowledge, attitudes, skills, careers, enhanced reputation, etc.)? *Please circle all that apply.*

- a. Global/intercultural competency of students
- b. Global/intercultural competency of faculty
- c. Global/intercultural competency of staff
- d. Foreign language(s) proficiency of students
- e. Foreign language(s) proficiency of faculty
- f. Expanded career choices for students
- g. Global workforce preparedness of students

- h. Global workforce preparedness of faculty
- i. Global workforce preparedness of staff
- j. Globalized institutional community
- k. Institutional position in global rankings of higher education institutions
- l. Awards, prizes, recognition of institutional international activity
- m. Other (*Please explain*)

14. Please indicate which of the following measurement tools your institution uses to evaluate internationalization efforts. *Please circle all that apply.*

- a. Self-evaluation (an internal exercise used for mapping and assessing activities within an institution)
- b. Benchmarking (an ongoing exercise in which institution's internal processes are compared with peer institutions)
- c. Classification (criteria for comparison are set by external parties and the comparative quality of institution is provided to the public)
- d. Ranking (criteria for comparison are set by external parties and the comparative quality of institution is provided to the public)
- e. Other (*Please explain*)

15. What measures, if any, are used to evaluate internationalization efforts, **specifically in regards to international graduate students?** *Please be as specific as possible.*

16. Does your institution assess the contribution of international graduate students towards

- A. student learning outcomes
 - a. Yes (*If yes, in what way? Please be as specific as possible*)
 - b. No
- B. institutional learning outcomes
 - a. Yes (*If yes, in what way? Please be as specific as possible*)
 - b. No

17. Would you be willing to participate in a follow-up interview?

- a. Yes (*If yes, please provide email and phone number along with the best time to be contacted*)
- b. No

APPENDIX F

Interview Questions with Chief International Education Administrators (CIEAs)

1. Background Information

CIEA as the Leader of International Education Unit/Office

- How long have you been at this institution?
- What is your current position?
- How long have been in your current role?
- What are your primary/secondary responsibilities in this position?
- Who do you report to?
- Can you tell me about your membership in professional associations that support your work?

CIEA as the Professional Individual

- Can you describe to me your educational background (degrees and academic discipline)?
- How many years have you been working in Higher Education?
- Do you hold some level of academic appointment? If yes, what courses do you teach? Are they related to enhancing International Education in your institution?

2. Internationalization of Higher Education

- How would you define the concept of internationalization of higher education?
- Why is internationalization important for your institution?
- What key areas does your institution consider when deciding upon internationalization strategies?

3. Evaluation of Internationalization Efforts

- As the campus' leader of internationalization efforts/CIEA, why do you feel it is important to recruit international graduate students?
 - As a follow-up to that question, what value do you feel international graduate students bring to your campus community?
- In your survey you indicated that your institution measures and/or assesses internationalization methods but not specifically in regards to international graduate students. Can you describe the way in which you go about measuring your internationalization efforts?
 - What are your thoughts about specifically assessing the impact of international graduate students on campus internationalization?
 - Can you talk with me about your thoughts as to why your university is not currently doing this?

- In what ways do you think international graduate students do contribute to the international experience at your institution? Why do you think so?

4. International Community of Learning

Institutions of higher education can be described as communities of learning and learners. I believe that only through full participation in the campus community life, members of campus community will be engaged in the context of learning which eventually leads to enriching their perspectives and developing or transforming their identities.

- Can you please define your understanding of an international community of learning on your campus?
- What does your institution do well with regard the inclusion of international graduate students into the campus community of learning?
- What does your institution struggle with/not do so well in including international graduate students into the campus community of learning? How are you all addressing these challenges?

5. The legacy of the Senate Paul Simon Award

- What would you say might be the legacy of the Senate Paul Simon Award for Campus Internationalization for your institution?

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