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SENIOR-LEVEL ADMINISTRATORS' LEADERSHIP IN INTERNATIONALIZING A PUBLIC RESEARCH UNIVERSITY IN THE MIDWEST: A CASE STUDY

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SENIOR-LEVEL ADMINISTRATORS' LEADERSHIP IN INTERNATIONALIZING
A PUBLIC RESEARCH UNIVERSITY IN THE MIDWEST: A CASE STUDY

by

Sylvia S. Jons

A THESIS

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SENIOR-LEVEL ADMINISTRATORS' LEADERSHIP IN INTERNATIONALIZING
A PUBLIC RESEARCH UNIVERSITY IN THE MIDWEST: A CASE STUDY

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University of Nebraska, 2012

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The importance of the internationalization of higher education is well documented, however there is little research that focuses on senior level administrators and their pursuit in developing an internationalization strategy. Internationalization as defined by Knight (2004) is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”. This case study addressed this pursuit and examined the process that university top-level administrators use in internationalizing a public research university in the Midwest. A case study is the appropriate qualitative research method because it explored senior-level administrators pursuit of internationalization within a bounded system, the Midwest University System.

Overall data collection was two-fold. Semi-structured interviews served as primary data for analysis while secondary data included public document analysis. The case study provided institutions and senior-level administrators insight into strategies for internationalization of higher education. The study's findings were three-fold. First, important leadership qualities among senior leaders were identified. Second, strategic qualities in developing an internationalization plan were recognized. Third, a case study focused on the internationalization process of a large Midwest public research university

provided a deeper understanding into the struggles, approaches, and successes of senior leadership in their global engagement efforts.

Benefits to the participants included the ability to shed light on leadership approaches, challenges, strategies, and issues top level administrators face as they internationalize their university. Such questions may foster further dialogue on the direction and strategy of internationalization within the university system. Overall, the study is beneficial and significant to other universities and administrators in their global engagement efforts and provides additional knowledge to the internationalization of higher education field of research.

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Chapter 1

Introduction

Context

Internationalization of higher education is a dynamic process that cultivates global competency, talent development, and innovation. Knight (2004) defines internationalization as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”. While there is no single plan for internationalization, it is important to begin to understand the distinctly different internationalization approaches. Nations have approached internationalization differently. Australia through a highly centralized process with active government support and the U.S. through a multi-polar, independent and only loosely associated internationalization effort. Within the United States there are a plethora of distinct institutional approaches to internationalization and these are important to recognize and understand to identify best practices, failures, and successes of the internationalization of our universities.

Throughout the world, leaders within universities and governments have established internationalization as a main priority, and institutions within the United States can develop a significant understanding when they examine the internationalization strategies and the leadership role of senior level administrators in internationalizing similar peer universities within the United States.

The United States must rise to meet the challenge to internationalize U.S. universities for their students, communities, institutions, and the nation (NASULGC, 2004). Students must understand the global context of the world to be competitive and

institutions must create opportunities for significant meaningful experiences and coursework that adequately prepares them for their future. Students in the United States fall behind in most indicators of international knowledge, awareness, and competence.

A National Geographic-Roper (2006) report of geographic knowledge of 510 young Americans between the ages of 18-24, found that these young adults demonstrated a narrow understanding of the world and could answer about half (54%) of all questions correctly and six in ten (63%) could not identify Iraq on a map of the Middle East nor could they speak a foreign language. Most alarming was that half believed that it was “important but not absolutely necessary” to be able to speak a foreign language (47%) or to be able to identify where countries in the news are located (50%) (National Geographic-Roper, 2006). Furthermore, while 70 percent of the public agreed that study abroad should be encouraged or required (Riedinger, Silver, & Brook, 2002), only fourteen percent of U.S. undergraduates pursuing bachelor’s degrees studied abroad in 2009-2010 academic year (Institute of International Education, 2011). Those who studied abroad tend to be white, female, middle class, and chose European or English-language destinations (Green & Olson, 2003).

The call to internationalize universities has been heard throughout the world. While Europe, Korea, and Japan struggle with low fertility rates, China and India search for innovative ways to ensure educational opportunities for all of their citizens. It is this search for and development of both domestic and international talent that has become a main priority of every nation. American graduates in the U.S. higher education system may be unprepared for an increasingly global future. Senior-level administrators at U.S

institutions of higher learning must lead the charge and develop an institution-wide strategic approach to campus internationalization.

Purpose of Study

The purpose of this study was to develop an understanding of the leadership and directional efforts expressed by Senior-Level Administrators in the internationalization of a Midwest university.

Significance of Study

The world is now increasingly interconnected, interdependent, and competitive. Research on the importance of the internationalization of higher education has shown that the challenge to internationalize universities has never been more urgent (Altbach, Riesbery & Rumbley, 2010; Knight, 2004). Literature on internationalization of higher education tends to focus on the history of internationalization and its relationship to globalization, international students' experiences, or patterns of their mobility (Marginson, 2006), and specific national policy influence on internationalizing higher education systems and economic benefits (Elliott, 1998).

Much less is known about senior-level leadership efforts to internationalize a university. Literature on management or leadership of internationalizing a university was primarily white papers or briefing memos, based on national association or international council recommendations. Few were developed as part of a research design and study. Although there is some literature on the internationalization of higher education, there is a need for more research on senior level administrators pursuit in internationalizing their university. This research will contribute to the current literature by providing a clearer

picture of internationalization strategies of senior-level administrators at a public research university in the United States.

Participants Studied

Using purposive sampling, the researcher chose four particular individuals because of their positions and influence in internationalization policy at the university. They were also chosen because they were known on campus to be both informative and knowledgeable on the topic. In addition, criteria for selection of the participants was based on job description, experience, background, discipline, title, and prevalence in the review of public documents. All four administrators held senior-level positions and doctoral degrees, and all were key players in the global engagement efforts at Midwest University.

Access to the participants was gained by contacting their support staff to schedule an interview and explained the purpose of the interview. Potential participants were contacted by the primary researcher to see if they were interested in participating. With their consent, interviews were scheduled. A letter of purpose and the interview protocol was sent one week prior to the interview to the prospective participants.

The *Letter of Purpose* (See Appendix I) provided a brief overview of the proposed research study and the *Interview Protocol* (See Appendix II) included the general questions that served to guide the interview. All interviews were taped and were transcribed by the primary researcher. Semi-structured interviews took place for a duration of no more than one hour. There was one interview per participant and member checking was employed, as participants' transcriptions were sent to corresponding

participants to verify that researcher transcriptions were an accurate reflection of participants' answers.

Research Questions

There was one central research question that guided this study: How do Senior-Level Administrators lead and direct their university's internationalization process? From this central question, a number of sub-questions were also addressed:

1. What does it mean to Senior-Level Administrators to internationalize their university?
2. What are Senior-Level Administrators strategies in internationalizing their university?
3. What barriers do Senior-Level Administrators encounter when internationalizing their university?
4. How do Senior-Level Administrators perceive the importance of internationalization of their institution?
5. How does being in the Midwest affect the internationalization efforts of Senior-Level Administrators?
6. How do Senior-Level Administrators prioritize global engagement efforts at their university?

Positioning Myself

I am a Korean American woman passionate about the internationalization of higher education. I hold a bias and assumption that internationalization is important and a positive thing for all universities around the world. I am a graduate student pursuing my Masters degree in Higher Education Administration program, with a focus on the global

engagement of universities at the University of Nebraska-Lincoln, and I will graduate in May 2012.

Defining Key Terms

The following definitions are provided to aid the reader in understanding the terms used in this study:

Case study methodology: Merriam (2009) defined a case study as “an in-depth description and analysis of a bounded system” (p. 40). Case study methodology was also selected because it “investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (Yin, 2003).

Internationalization of higher education: Knight (1994) defined internationalization as “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (p. 3). In this definition, some assumptions are made of the institution itself. Most importantly, that the university’s primary mission is linked to teaching, research, and service to society, which is not the case for all institutions, e.g. community colleges or some liberal arts colleges. For the purposes of this study, conducted at a public research university with missions aligned with Knight’s definition, the definition is fitting.

Midwest University: In any research study it is important to protect the identity of the university being researched. The university in this case study will be referred to as Midwest University for such identity purposes.

Summary

My research question, How do Senior-Level Administrators lead and direct their university's internationalization process, will be the focus of the following chapters. Chapter 2 highlights current research surrounding the internationalization of higher education, the history of internationalization, globalization and internationalization, motivations and rationales to internationalize, internationalization strategy, processes, and categories, and leadership of an internationalization strategy. The third chapter focuses on methodology used in the research. Chapter 4 presents results and evaluation of research project including an honest evaluation. The last chapter will include an overview of my research project and findings, a summary of contributions to internationalization of higher education body of research, and suggestions for further research.

Chapter 2

Literature Review

Internationalization in the Literature

Internationalization as a concept has become more prevalent and increasingly discussed in literature. Scholars have provided various broad conceptualizations for internationalization (Knight, 2004; Van Damme, 2001; Teichler, 2004; Goddard, 2006; Maringe & Foskett, 2010).

Internationalization of higher education has an array of various meanings that demonstrates the relatively modern origins of the term, in addition to the complex individualized context and process from which institutions and countries throughout the world use it. One of the leading scholars in higher education internationalization research has defined the term as, “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (Knight, 1994, p. 3). While this definition is fitting for this thesis as it focuses on a public research university with a similar mission, the definition assumes specifics about the identity of the institution itself. It assumes that the university’s primary mission is linked to teaching, research, and service to society and this is not the case for all institutions, e.g. community colleges or some liberal arts colleges. In 2004, Knight revised her definition of internationalization of higher education to be more inclusive. This definition is now commonly accepted among scholars: “Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11).

Other scholars concentrated on various approaches when defining internationalization in higher education. Some conceptualized it in a broader sense pointing toward institutional, regional, and national motivations and policy. Van Damme (2001) viewed internationalization conceptually as enhancing the current quality of higher education within the global labor market. Goddard (2006) emphasized that internationalization serves to ensure universities remain competitive through an entrepreneurial model that suggest universities are now business entities. Others focused on specific institutional activities critical to internationalization of higher education. Teichler (2004) pointed toward partnership development as a major component of internationalization, while Fielden (2008) stressed increasing student mobility and recruitment as a critical element of internationalization.

A common aspect among the various definitions was the focus on universities increasing the international dimension in all aspects of their system. Knight (1994), Qiang (2003), and Van der Wende (2001) agreed that in order for internationalization to be successful and sustainable, it must be fully integrated into all activities and policies within the university. Though internationalization contains various concepts and definitions, internationalization was defined for this study “as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 3).

Rise of Internationalization in the United States

The internationalization of higher education was a key characteristic of the first decade of the twenty-first century (Weber et al., 2008). In the 1980’s America turned its focus to strategic internationalization plans at university campuses that coincided with the

establishment and growth of various international education associations prominent today. Looking abroad and becoming international grew from a convergence of many events that together brought internationalization to the forefront of U.S. priorities and interest. At the end of World War II, the U.S. realized the increasing international challenges in competitiveness and competition for intellectual and economic power. The AASCU (American Association of State Colleges and Universities) recognized the urgency of internationalization and in 1975 wrote a policy statement, "*The International Responsibility of Higher Education*," which addressed the need for a commitment to internationalization and international education in our universities.

The United States government also realized the need to internationalize education. In 1979, President Carter appointed a President's Commission on Foreign Language and International Studies to conduct a study that ended with a report, "*Strength through Wisdom: A Critique of U.S. Capability*". The study was significant because it brought internationalization as an agenda item for American colleges and universities and provided recommendations for programming, policy, and funding opportunities. The report called to attention, our '*educational neglect*' at a critical time when "*America's position in the world has changed radically...powerful competitors challenge our military and economic position.... The United States is no longer the only major center of scientific and technological progress...*" and ended by stressing, "*The future belongs to nations that are wise as well as strong*" (p. 145).

Additionally, in 1980, Congressman Paul Simon's book, *The Tongue-Tied American: Confronting the Foreign Language Crisis*, criticized the lack of foreign language in the United States. Around the same time, The Council on Learning issued a

report (by ETS), titled “*College Students Knowledge and Beliefs: A Survey of Global Understanding*,” which detailed the lack of global awareness and understanding among university students in the United States. This promoted the need to strengthen global components in college curriculum. Furthermore, in 1982 the American Council on Education published an open call to action report, “*What We Don’t Know Can Hurt Us: The Shortfall in International Competence*,” which influenced the National Assembly on Foreign Language and International Studies in Higher Education (under sponsorship of Association of American Colleges and ten other education associations) to “consider the ways to help colleges and universities strengthen their academic programs in foreign languages and international studies” (p. 32). A culmination of the actions above resulted in the formation or growth of national organizations focused on internationalization or significant international efforts. These organizations included the Institute of International Education (IIE), Council on International Educational Exchange (CIEE), Association of International Educators (NAFSA), American Association of State Colleges and Universities (AASCU), Association of International Education Administrators (AIEA), and Association of Public and Land-grant Universities (APLU).

National policy furthered the internationalization of higher education and developed education as an international service industry. Internationalization as a concept in higher education became formalized in the 1980’s through the General Agreement on Trade Services (GATS), which aimed to open up the trade of goods and services including higher education. GATS specifically addressed education. The GATS agreement defined higher education as an international service industry that was to regulate through the marketplace and through international trade agreements (Bassett,

2006). GATS provided a liberalized trade policy where internationalization as a term developed into an important aspect in higher education facilitating competition and economic prosperity among universities throughout the world. **Internationalization and Globalization**

As globalization grew, higher education institutions worldwide responded reactively and proactively by internationalizing their campuses. Globalization and internationalization were often used interchangeably but are different concepts. Forest and Altbach (2006) provided contrasting definitions of both. Globalization encompasses, “the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world (p. 123).

Internationalization focuses on “specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization” (p. 123).

Many scholars believed that the concepts globalization and internationalization are mutually reinforcing (Maringe & Foskett, 2010). Globalization’s political, economic, ideological, and cultural dimensions influenced the response of universities to focus on internationalization and greater international involvement (Altbach, 2006; Steger, 2003). Internationalization in higher education was generally understood by most scholars as integrating an international or intercultural dimension into the teaching, research, and service mission of post secondary institutions (Knight, 2004; De Wit, 1997; Scott, 2000; Teichler, 1996).

The key distinction between the two concepts was the idea of control. Globalization is beyond the control of any one actor or set of actors and includes the

growing international labor market for college graduates, scholars, and scientists, the increasing presence of international interdependent research, the use of English as the lingua franca, and all aspects of information technology (Altbach & Knight, 2010).

Internationalization is a strategy by which societies and institutions have control of and therefore actors strategically respond to the demands made by globalization to prepare globally engaged citizens.

Motivations and Rationales to Internationalize

The motivation for universities to engage in internationalization has been complex. Knight (2006) and Qiang (2003) agreed in the identification of four broad rationales for internationalization in higher education: political, economic, socio-cultural, and academic. Political rationale related to national security issues, stability, and peace. Economic rationale was aimed at developing human capital to meet market demands and stay competitive, and increasing the income of an institution by attracting students to its home institution. Academic rationale was linked to Knight's earlier definition of internationalization in that the goal is to encourage and increase international standards and quality of teaching, research, and service. The socio-cultural rationale was focused on the understanding that internationalization should understand and value the culture and language abroad, emphasizing foreign language acquisition and respecting diversity.

Specific motivations for universities to internationalize have been discussed in the literature. Scott (2005) considered university motivation of internationalization by focusing on the underlying positions that are adopted: economic, cultural, and stewardship. Capturing a capital share of the international higher education market for monetary reasons motivates the economic position of a university. The cultural position

of a university is focused on developing an international campus and experience between international and national cultures. The final motivation is a guardianship role, where universities view themselves as acting as a guardian for other countries and education systems and actors.

Fielden (2006) identified three motivations for universities to internationalize:

1. Preparing students who are globally minded and competitive in the global market.
2. Focusing on enhancing research and academic expertise to contribute and address global problems (water, food, education, and health, for example) and solutions. This is done through developing international collaborative relationships with universities, governments, and businesses.
3. Promoting students international awareness of understanding and developing value global issues.

Internationalization Strategy, Categories, and Processes

Many universities have developed an internationalization strategy. In a case study surveying 31 institutions, Childress (2009) found that internationalization plans existed at 71% of the institutions. There can be a large discrepancy between the international strategy and the reality of implementation and action; however, it is still important to understand common themes among strategies for university internationalization (Backman, 1984; Ellingboe, 1998; Green & Olson, 2003). There is not a large degree of research on this, as most articles are white papers written by international education organizations such as NAFSA and ACE. The following will summarize the research reported in the literature.

Development of an internationalization plan has been an important step in advancing the internationalization of an institution. As Childress indicated, “Internationalization plans are higher education institutions’ written commitment to internationalization” (Childress, 2009, p. 291). An internationalization plan should be specific and inclusive. An internationalization plan “provides direction, expresses institutional commitment, and may define the particular goals of internationalization for an institution” (Knight, 1994, p. 8). Ultimately an international plan can “advance institutional goals for internationalization by expressing institutional commitment, defining institutional goals, informing stakeholders’ participation, as well as informing and stimulating stakeholder involvement in internationalization initiatives” (Childress, 2009, p. 291).

Internal and external forces have influenced the development of an international strategy. Davies (1992) designed a framework to conceptualize the internal and external elements. Internal elements included university mission, traditions and self-image, assessment of strengths and weaknesses in programs, personnel, and finance and organizational leadership and structure. External elements included external perceptions of image and identity, evaluation of trends and opportunities in international marketplace, and assessment of competitive situation. These elements worked to influence the way in which the international strategy is developed at an institution.

Location of international efforts can serve as way to distinguish and clarify international strategies. Knight (2003) distinguished the location of focused activity in the internationalization strategy and practice as a key commonality and recognized the difference between ‘internationalization at home’ and ‘internationalization abroad’.

Changes within the university and state characterize internationalization at home, while changes “offshore” characterize internationalization abroad.

Foskett (2008) provided insight by articulating five general themes that arise in internationalization strategic documents:

1. Aim to develop an inclusive international environment on the home campus to attract, retain, and meet the international student and scholar community.
2. Understanding that international perspective must be incorporated into the entire curriculum to develop global citizens who are competitive in the economy.
3. Acknowledge that internationalization is about excellence in quality of the institution and ability to develop meaningful partnerships abroad.
4. For research-specific universities, engage internationally in activity that highlights and furthers their research expertise and strong academic fields.
5. Know that internationalization includes and contributes to political, economic, social, technological and academic developments at home and abroad.

Developing and implementing an internationalization strategy is important.

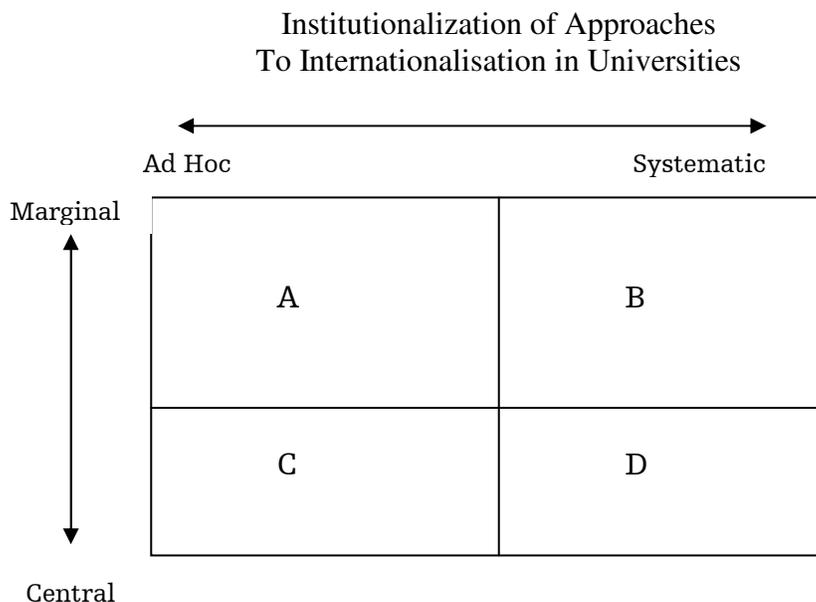
Knight (1994) developed an internationalization cycle of six stages that indicated the progression of institutions as they develop and implement an internationalization strategy. She presented this cycle as a sequenced progression through the six stages, which may not be the reality for some institutions. The six stages in the cycle included (1) awareness, (2) commitment, (3) planning, (4) operationalization, (5) review, and (6) reinforcement (Knight, 1994).

The categories or stages of internationalization at a university have been discussed among some scholars in the literature. Middlehurst and Woodfield (2007) attempted to articulate the stages in the development of an internationalized university. Other scholars developed various categories of university internationalization. Knight and De Wit (2005) proposed two categories of approaches that higher education institutions should focus on in developing their internationalization strategy. Program strategies should be created by the institution and establish an international culture and visible international focused activities and opportunities on campus. Organizational strategies should focus on developing an internal infrastructure that supports the internationalizing efforts and that provides both operational and personnel support. Organizational strategies are not as visible. Developing categories and processes for institutional internationalization is complex, which is reflected by the lack of literature prevalent on this topic.

Middlehurst and Woodfield (2007) identified a three-stage process in the development of an internationalized university. The first phase is internal activity, where the university has unrelated and unconnected international activities and lacks a centralized strategy or financial support for specific efforts. The next phase is international strategy coordination and some alignment in global engagement efforts. In this stage a university has developed a strategy to coordinate its efforts and is beginning to align activities and priorities in a coordinated mutually reinforcing manner. The final stage is when an internationalization strategic plan has been developed and there are significant efforts to encourage and integrate activities across the system and amongst administration, faculty, staff, and students.

Davies (1990) developed a model that details four distinct ways in which institutionalization of internationalization is viewed by various universities. Davies model examined university commitments to internationalization through two dimensions. The first dimension focused on the management and administrative approach at a university with a continuum from ad hoc to highly systematic. The second examined the importance placed on international activity institutionalization and priority, ranging from marginal to central.

Davies model is below.



Source: Davies, in Blok, ed., 1995, p. 16

Figure 1. Institutionalization of approaches to Internationalization in universities.

- A. Ad Hoc-Marginal universities view internationalization as an ad-hoc activity and most movement is sporadic. University global engagement efforts abroad

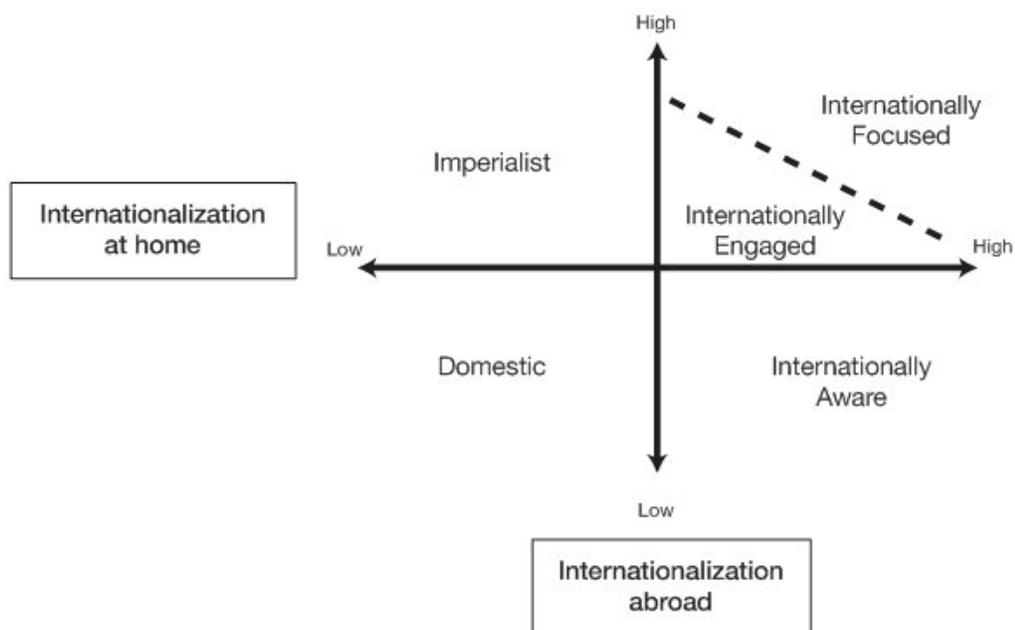
are arranged by individual faculty, and long-term meaningful relationships and activities are marginal;

- B. Systemic-Marginal universities are organized and focused on specific initiatives that increase the expertise and niche of the university. Costs are realistic and the amount of international business is minor. There are a small number of international partnerships but the ones that exist are meaningful and functional;
- C. Universities that fall in the Ad Hoc-Central category have considerable amount of international activity and have strong international business relationships, which is seen in various categories that cross multiple constituents. International projects are done by compliance, not necessarily by choice, cost is unconventional, and there are a large number of institutional partnerships, with only a margin being operational;
- D. Finally, Central—Systematic universities have developed multifaceted international activities that are reinforcing and meaningful and are engrained into the deeper university mission. International collaborative agreements exist both domestically and internationally, policy is regularly reviewed and readjusted, financial commitment adequately exists, and support to engage internationally is seen in various forms and at different levels.

Foskett (2010) developed a model that placed universities into four various university categories of internationalization strategy. This model is a two by two matrix building on Knight's focus of international activity, internationalization at home and internationalization abroad, with a spectrum from low engagement to high engagement

(Figure 2). The four categories are: Domestic Universities, Imperialist Universities, Internationally Aware Universities, and Internationally Engaged Universities. Additionally there is a sub-category within Internationally Engaged universities called Internationally Focused Universities.

Foskett's model is below:



Source: Foskett (2010)

Figure 2. A model of university internationalization strategies.

Domestic Universities have low international engagement at home and low international engagement abroad. These institutions tend to focus on regional and institutional issues, have a small investment in marketing, and their mission does not reflect an international mindset or focus. Imperialist Universities are focused on high engagement in international activity abroad; however, they have low engagement in international activity at home. They focus their effort on marketing and recruiting

international students, but have not yet developed support services to assist those students once they are at the institution. Imperialist institutions are focused on capitalizing on the economic benefits of growing and attracting more international students to their campus. Imperialist universities treat the university like a business, and students as consumers.

Internationally Aware Universities have low engagement abroad, but high engagement on internationalization at home. Many of the universities in this category are actively focused on creating an institutional culture and organization that is globally aware and focused. However, these universities have not created meaningful partnerships with universities abroad, nor do they allocate financial resources to recruit and attract international students.

Internationally Engaged Universities are highly engaged on an international scale both at home and abroad. They have developed international partnerships abroad and have dedicated resources to attract and market to international students. They have created important services at home to serve their international student population. Another important aspect of Internationally Engaged Universities is that the global mindset is reflected in academic course curriculum and faculties are encouraged to conduct research and teach abroad. The sub-category of Internationally Focused Universities is the ultimate goal for most universities. Internationally Engaged Focused are hyper-engaged abroad and home. Their efforts are reflected in a transformational organizational and cultural change in mindset, curriculum, priority, and focus.

Leadership in Internationalization

Few research studies have looked into the leadership role in the internationalization of higher education. APLU's (2004) white paper articulated the

presidential role in internationalizing the university, while Moats-Gallagher's (2004) manuscript detailed five organizational units that should be present and are intertwined in the management of internationalizing a university: Central International Office, Internationalization Team, External Internationalization team, International Coordinating Council, and the Governing board.

Maringe and Foskett (2010) identified five key organizational and operational features in 'internationally engaged' universities: 1. President or Chancellor has a well-articulated vision of what it means to be an international university. 2. Another senior leader in the university must share the vision and be responsible for overseeing the operation of the vision. 3. The president/chancellor and senior leader regularly discusses the progress of the vision, strategy, and actively seek the involvement and input from other colleagues. Colleagues should come from all aspects of the university including academic, administrative, staff, and governance (board of regents). 4. Each of the key functional areas (teaching, research, academic units, service) have incorporated an international dimension into their key strategic documents. 5. Resources are apparent and available for international activities that reach beyond recruitment to providing funding for support staff to participate in international exchanges and academic conference attendance.

Conclusion

While some literature has focused on internationalization of higher education, few scholars have focused specifically on the senior leadership role in internationalizing a university. Even less research has focused on universities in the Midwest region. The current literature has provided an understanding of the history of internationalization,

various definitions of the term itself, and compared globalization with internationalization. A few models have pointed toward institutional categories of internationalization, however more research is needed to confirm such models. Even more apparent is the lack of research on international strategy and leadership in the internationalization process.

Chapter 3

Methodology

Purpose Statement

The purpose of this study was to develop an understanding of the leadership and directional efforts expressed by Senior-Level Administrators in the internationalization of a large public research university.

Research Questions

There was one central research question that guided this study: How do Senior-Level Administrators lead and direct their university's internationalization process? From this central question, a number of sub-questions were also addressed:

1. What does it mean to Senior-Level Administrators to internationalize their university?
2. What are Senior-Level Administrators strategies in internationalizing their university?
3. What barriers do Senior-Level Administrators encounter when internationalizing their university?
4. How do Senior-Level Administrators perceive the importance of internationalization of their institution?
5. How does being in the Midwest affect the internationalization efforts of Senior-Level Administrators?
6. How do Senior-Level Administrators prioritize global engagement efforts at their university?

Rationale for a Qualitative Design

A qualitative design was chosen for this study because it is fitting to the special characteristics of qualitative study (Creswell, 2007; Merriam, 2009; Stake, 2010). Specifically, the ontological characteristics of qualitative study in which the researcher should embrace the multiple realities of participants, and intentionally report these multiple realities by using multiple quotes based on the words of the participants to show and present different perspectives of the participants (Creswell, 2007).

Additionally, the overarching epistemological and worldview of a qualitative design is most fitting to this study. Epistemologically, researchers want to develop a deep understanding of the meanings of participants through in-depth descriptions and researcher observation of participant (Creswell, 2007). In addition, researchers should try to situate themselves as close as possible with their participants within the field, minimizing the distance between them and those being studied (Guba & Lincoln, 1988).

With this general understanding, qualitative design was most fitting for this research study on exploring and understanding senior-level administrators leadership in internationalizing their university. Through in-depth semi structured interviews, I was able to develop an understanding of the multiple realities of the participants, which has provided both in-depth descriptions and direct quotes resulting in overarching themes. These themes emerged among the different realities and provided insight and understanding into how one goes about internationalizing a university.

Rationale for Design Type -- Case Study

Case Study is similar to other forms of qualitative methods, in that they all search for meaning and understanding, the researcher is the primary investigator for both data

collection and data analysis, and this results in very rich descriptions (Merriam, 2009). Case Study was chosen in particular because of its methodological approach within qualitative inquiry, which allowed in-depth data collection involving multiple sources of information in a bounded system, Midwest University. Having a clearly defined bounded system, is extremely important in any case study; it is important that “one particular program or particular classroom of learners (a bounded system) would be the unit of analysis” (Merriam, 2009).

According to Yin (2008), “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p. 18). Adhering to this process definition, this case study’s central phenomenon is administrators’ position in internationalization, and the bounded system is an institution of higher education. Another way to strengthen the assertion, that a case study is the best approach for this study, is provided by Merriam (2009) who stated that criteria for a case study must involve a limited number of people involved (p. 41). In this research, there were a finite number of people who could be involved, as it was specifically interested in senior level administrators at the Midwest University. Even if the participant group was enlarged to all personnel who work on internationalization at Midwest University, there were still a finite number of participants.

Beyond the bounded system, there are special characteristics of a case study that are specifically fitting to this research project: particularistic, descriptive, and heuristic (Merriam, 2009). A case study is particularistic if it focuses ‘on a particular situation, event, program, or phenomenon’ (Merriam, 2009). The intrinsic value of this research

project was focused on an institutional self-study of senior level administrators' internationalization efforts. Additionally, a Case Study must be descriptive of the phenomenon, providing a rich description of that which is being studied.

Finally, a case study should be heuristic, in that it brings to the reader new understanding or knowledge of what is being studied. Because there is little qualitative research on the process of internationalization, this project should bring forth insight and knowledge on the role of senior level administrators. It could also prove helpful to both institutions and senior-level administrators by providing strategies for internationalization of higher education. New leadership approaches, challenges, strategies, and issues top-level administrators face as they internationalize their university may also provide additional insight.

Ethical Considerations

Participants agreed to participate and signed an *Informed Consent* (See Appendix D) prior to the interview. All participants are at least 19 years of age. Informed consent was obtained through the completion of an informed consent form outlining the purpose, procedures, risks, benefits, and ability to withdraw from the study. The informed consent form was brought to the interview and was reviewed with the participant at the outset of the interview. In addition, prior to the interview, the researcher sent the prospective participant a letter explaining the purpose for the study and attached the interview protocol. English is the language used throughout this entire research project.

The primary researcher transcribed all of the interviews. Two copies of transcriptions were kept for coding purposes. Both sets of transcriptions were stored in separate locations in locked offices and placed inside locked secure file cabinets.

Participants had the option to use a pseudonym. Field notes, interview protocol, audio tapes/files, transcriptions and any additional material provided by the participants were maintained for five years in a secure locked file cabinet in the primary researchers' home office. Two copies of transcriptions were kept for coding purposes. The additional sets of back up transcriptions were stored in a locked file cabinet located in the office of the primary investigators' adviser. The transcriptions were printed on color-coded paper, where a color was assigned to each participant. Access to the information was restricted solely to the main researcher and her faculty adviser.

Sampling Selection

Using purposive sampling, the researcher chose four particular individuals because of their positions and influence in internationalization policy at the university. They were also chosen because they were known on campus to be both informative and knowledgeable on the topic. In addition, criteria for selection of the participants was based on job description, experience, background, discipline, title, and prevalence in the review of public documents. All four administrators held senior-level positions and doctoral degrees, and all were key players in the global engagement efforts at Midwest University.

Access to the participants was gained by contacting their support staff to schedule an interview and explained the purpose of the interview. Potential participants were contacted by the primary researcher to see if they were interested in participating. With their consent, interviews were scheduled. A letter of purpose and the interview protocol was sent one week prior to the interview to the prospective participants.

The *Letter of Purpose* (See Appendix I) provided a brief overview of the proposed research study and the *Interview Protocol* (See Appendix II) included the general questions that served to guide the interview. All interviews were taped and were transcribed by the primary researcher. Semi-structured interviews took place for the duration of no more than one hour. There was one interview per participant and member checking was employed, as participants' transcriptions were sent to corresponding participants to verify that researcher transcriptions were

Prior to the interview, the researcher spoke with participants about the study and developed a quick outline titled, *Prior to the Interview* (See Appendix C). The researcher brought this paper to all the interviews to remember to address all of the important considerations before conducting the official interview (*See Appendix C*). There were two additional sources of data collection. The first included the primary researcher's observation/field notes gathered while conducting the interview with the potential participant. Prior to the interview, the researcher jotted down notes on how she was feeling that day to jog her memory of her state of mind the day of the interview. In addition, during the interviews, the researcher took observational notes, on participants' body language and overall feeling of emotional commitment. After the interview, the researcher documented how she thought the interviews had gone and any additional information witnessed during the interview that was important to note. The second included reviewing public documents including the institution's internationalization plan, institutional and departmental mission statements, International Program Advisory Council documents, internationalization task force meeting minutes, and annual reports.

Data Collection Procedures

Research took place in the offices of senior level administrators at Midwest University, which assured privacy and quiet. Prior to any research conducted, Institutional Review Board (IRB) approval was granted to myself for this study. Participants of both sexes/genders were recruited, with two male and two female senior level administrators. Creswell (2007) suggested that in case study research, he would not use more than four or five case studies in a single study, which would provide ‘ample opportunity to identify themes of the cases as well as conduct cross-case theme analysis’ (p. 34).

The project provided institutions and senior-level administrators insight into strategies for the internationalization of higher education. Benefits to the participants included the ability to shed light on leadership approaches, challenges, strategies, and issues top level administrators face as they internationalize their university. Such questions may foster further dialogue on the direction and strategy of internationalization within the university system. Results from this study were shared with participants, which may be of direct benefit to them. Overall the project will be beneficial to other universities and administrators in their global engagement efforts and add additional knowledge to the internationalization of higher education field of research.

There were no foreseeable risks to the participants, the researchers, or the university for this study. However, because participants are of high profile, extra precautions were taken to uphold confidentiality including pseudonyms, highly secured data storage, and conversations with adviser in non-public areas. In addition, the researcher included information to support services at Midwest University.

The records of this study were kept highly confidential. At the time of the interview data collection process, participants were identifiable. During the interview, participants chose a pseudonym and in all reporting, a senior level administrator 'pseudonym' will be used. If participants chose not to select a pseudonym, the primary investigator assigned them one. The list of pseudonyms, field notes, interview protocol, audio tapes/files, transcriptions, and any additional material provided by the participants were to be maintained for five years in a secure locked file cabinet in the primary researchers' home office. Only the rank of administrators was used in the research, which was also kept in a secure locked file cabinet in the primary researchers home office with all of the other secure documents. The primary researcher transcribed interviews and access to the information was restricted solely to the main researcher and her faculty adviser. All files were destroyed after the five-year period.

Participation in this study was entirely voluntary. All participants were free to withdraw from completing the interview at any time. If they decided to withdraw prior, during, or post interview, any data collected was not used in this study. They were also free to skip any questions that they felt unable to answer or uncomfortable answering.

Analysis of Data

Interview data, observation notes, and public documents were gathered and organized into a 'Case Study database' (Yin, 2008). This database included all major information that was used in developing the analysis of the case and the final case study report. Basic data analysis took place through category construction, which was developed using open coding (Creswell, 2007; Merriam, 2009; Stake, 2010). Examining

the first piece of data, whether it was an interview transcription, observation note, or public document, the researcher thoroughly read the document, jotted down comments, underlined words, and posed observations or questions next to any data that she believed to be important. In particular, the researcher looked for data that addressed her research questions, but also was open to any data that seemed relevant to the study.

After reviewing the data, the researcher revisited her notes (codes) taken in the margins of the document and began to group and sort them by overall category. Through Axial Coding (Corbin & Strauss, 2007) the researcher developed a list of groupings developed in basic open coding, and constructed by her interpretations and reflections of the data. This list was lengthy, but was narrowed as the researcher continued data analysis and comparison of data. She then moved on to the next set of data (interview transcription, observation note, or public document) and scanned it in open coding and axial coding just as the researcher did with the first document, forming a separate list of groupings for the second set of data. She then compared both lists and combined them into a master list of common concepts and recurring groupings. The researcher essentially looked for patterns that corresponded between categories (Creswell, 2007). She continued this process of open coding, axial coding, forming a list, and comparison for recurring groupings/themes with all of her data.

After the initial set of categories, the researcher began to sort through data, and formulate categories that held across one or more the interviews or field notes (Merriam, 2009). These categories transformed throughout this refining and revising process, and this working list of categories/subcategories was assigned individual category file folders. In these file folders, relevant category data was physically cut (from paper) and placed

into the folder with the original data code, notes on data, participants name, and any other important information. This allowed the researcher to review the data and verify themes and categories.

The construction of categories was a lengthy process that involved a balance of inductive and deductive mode of analysis (Merriam, 2009). Comparing and analyzing all of the various data served to strengthen, dismiss, or clarify each of the initial categories. In finalizing categories, the researcher adhered to Guba and Lincoln's (1981) suggestions in developing categories: pay attention to frequency of topic in data, know that audience may be preferential towards certain categories, categories may be unique and stand out, and categories may provide insight into another inquiry or problem (p. 95).

Delimitations

1. This study was delimited to a small number of senior leaders at one large public research university in the Midwest who were purposefully selected because of their position and influence in internationalization policy at that university. Additionally, they were chosen based on job description, experience, background, discipline, title and prevalence in the review of public documents.
2. This study was delimited to administrators who held senior level positions and doctoral degrees and did not extend interviews to mid-level professionals who may have been more active in the day-to-day operations of internationalization.
3. This study was delimited to four participants who fit the above criteria.

Limitations

There were a number of limitations in this study that are important to address. The survey tool was a limitation because research on internationalization is understudied so this project like similar studies lacks a standard interview protocol that has established validity and reliability as a survey tool. Also, the researcher experience was a limitation of the study. This is the second research project completed by the primary researcher so there is a lack of in-depth practical knowledge and experience with qualitative research methods.

Strengths

The strengths of any study also need to be recognized. A strength of this study is that it is focused on internationalization. Research on internationalization is understudied, so this project served to add much needed insight and knowledge into a lacking under researched field of inquiry. Furthermore, the location of the study is a strength because not many studies on internationalization are located at a large, public, research institution in the Midwest. Finally, a strength of this study is that it focuses on university senior leaders, because few studies on internationalization look at the role senior level administrators' play in leading the global engagement of their institution.

Benefits and Risks of Study

The project will give both institutions and senior-level administrators insight into strategies for internationalization of higher education. Benefits to the participants included the ability to shed light on leadership approaches, challenges, strategies, and issues top level administrators face as they internationalize their university. Such questions may foster further dialogue on the direction and strategy of internationalization

within the university system. Results from this study were shared with participants, which may be of direct benefit to them. Overall the project is beneficial to other universities and administrators in their global engagement efforts and adds additional knowledge to the internationalization of higher education field of research. There are no foreseeable risks to the participants, the researchers, or the university for this study. However, because participants are of high profile, extra precautions were taken to uphold confidentiality including pseudonyms, highly secure data storage, and conversations' with adviser in non-public areas.

Chapter 4

Results

The purpose of this study was to develop an understanding of the leadership and directional efforts expressed by Senior-Level Administrators in the internationalization of a large Midwest public research university. Interviews, following the methodology discussed in the previous chapter, were used to answer this question. In this chapter, the researcher analyzed the responses from the individual interviews and used them to develop broad categories and highlight the themes that arose in this study.

The following themes represent participant responses to issues surrounding their role in internationalizing a Midwest public research university. The themes are grouped into two broad categories: Leadership among Senior Administrators, and Qualities of an International Strategy approach.

Within each category, three themes arose (see Table 1). In the first category, Leadership among Senior Administrators, three themes arose. 1. Personal and Professional Commitment 2. Talk the Talk and Walk the Walk (Advocate and Act) 3. Focused Vision. In the second category, Qualities of an International Strategy, three themes arose. 1. You Can't be Everywhere and Everything to the World 2. Internationalization is a Process 3. Communication is key.

Table 1

Categories and Themes of Internationalization at Midwest University

Broad Categories	Themes
Leadership Among Senior Administrators Charged with Internationalizing University	Personal and Professional Commitment Talk the Talk and Walk the Walk (Advocate and Act) Focused Vision
Qualities of an International Strategy Approach	You Can't be Everywhere in and Everything to the World Internationalization is a Process Communication is Key

Leadership among Senior Administrators

Three themes emerged as common leadership characteristics among senior leaders at Midwest University. The themes are: Personal and Professional Commitment, Talk the Talk and Walk the Walk (Advocate and Act), and Focused Vision. The first theme Personal and Professional Commitment, highlights senior leaders dedication to international engagement of their university on both a personal and professional level.

The participants expressed a *Personal investment* in internationalization and global engagement of university. *Personal Investment* is not addressed in the literature. The participants' personal investment stemmed from having international experiences as a child, an undergraduate, and a young faculty member. One senior leader spoke about developing his personal commitment when he was in sixth grade after beginning to learn French. He went on to become fluent in the language and joined the Peace Corps out of college where he was stationed in Afghanistan. "My fate was sealed. I was forever changed by having lived abroad, learned another language fluently, immersed myself in

another culture... I think that persuaded me to see how essential it was. That's where my commitment to internationalization was born."

Another senior leader cited her undergraduate experience and degree choice as the birth of witnessing the importance of college education having no physical boundaries. Studying Agriculture and Natural Resources, she recalled having courses with faculty and students from around the world and majoring in a field, wheat breeding, which relied on mutual collaboration and support with countries all over the world. "Getting my college education and post-education in a science where there were no national boundaries – I mean the information flowed freely and you really depended on your colleagues in other places." Another senior leader spoke to her experiences as an assistant faculty member where she had projects in Turkey and Kazakhstan and also taught at a university in Russia. The senior leaders spoke to early internationally related life experiences where they developed an appreciation and commitment for internationalization and this common characteristic provided an insight into understanding why internationalization is an important priority to the senior leaders at Midwest University. Current literature does not address personal commitment or the way in which early international experiences have shaped senior leaders personal commitment to the internationalization of a university

Personal commitment from senior leaders provided the foundation and mindset for their professional commitment to internationalize their university. All senior leaders interviewed expressed Professional Commitment to the internationalization of Midwest University. As NASULGC's white paper proposed, senior leadership commitment is highly important to the successful internationalization of any university. The participants

in this study articulated three sub-themes of professional commitment. The notions of a dedicated team, sustained leadership, and articulating the importance of internationalization, recurred throughout all of the interviews.

Having a dedicated team who shares your commitment is important. The team at Midwest University consisted of senior leaders who served in critical offices across the institution and organizational structure. The importance of having a dedicated team with senior-representation from all units in the university is addressed by Moats-Gallagher (2004) and Foskett and Maringe (2010). Allocating senior level positions and specific people to focus on an initiative illustrates commitment and priority. The participants in this case study came from different areas of importance across Midwest University: Office of the Chancellor (James), Office of Research (Ashley), Office of Academic Affairs (Robert), and Office of Agriculture and Natural Resources (Karen). All are senior leaders charged with institutionalizing internationalization at Midwest University.

James spoke about the importance of having people invested in internationalizing the university: “You have to have good people who share the vision that you want and work hard to get there. And I’ve got good people and a team that I think we coalesce around a set of ideas we have...” Robert spoke about the importance of having a committed team by noting, “I think for anything important to happen it takes a village. And each of the villagers has their own talents, perspectives, approaches – I think one of my strengths as an administrator is I like to collaborate. I like to bring people together and help them accomplish something. I like to problem solve. So as one of the villagers in the internationalization effort, that’s what I bring.”

Beyond creating a dedicated team, the time in position of senior leaders was discussed. Participants articulated that much of the success of Midwest University has come from having senior leaders who have been in their respective positions for over nine years. Time in position is not addressed in current leadership literature on internationalization, but was revealed to be important to participants in this study. Senior leaders pointed to the significance of senior leaders in respective positions over time having been able to build a vision, articulate goals, and develop international relationships through sustained leadership. Ashley expressed this by noting,

I personally believe that Midwest University is in such good shape because our chancellor and vice chancellor has been here for almost ten years. You know people think you go for four years in a position like that and then you build your resume and go on to the next higher one – well that can't really get you very far a lot of times. We have a *sustained commitment* to certain things and its kept going and I think that's made a huge difference for us. I think that kind of leadership is somewhat rare these days and were fortunate to have it.

James elaborated on Ashley's point by explaining, "We've been able to sustain it (internationalization) for a long period of time because we've been in place, we've been a pretty stable group of administrators." Both senior leaders felt that sustained individual commitment was critical for successful international efforts at Midwest University.

A professional commitment based in understanding the importance of internationalization for students, faculty, and the institution was a common sub-theme among the participants interviewed. Senior leaders spoke about preparing students for a global world and expressed the critical role of universities to contribute. Robert expressed this when he said,

"I think about the world in which our undergraduates live in, the world they will live in, the world their inheriting, a kind of global competency is going to be essential and

I think we are under-educating them if we don't help them develop that global competency...its going to be essential in their lives in increasingly important ways." .

The importance of students understanding the larger world context and preparing them for a borderless world was further expressed by James when he said, "It's (internationalization) central to creating the right undergraduate education since undergraduates will be working in a very globalized economy so they have to be familiar with it...its part of the world in which we live." Statements from Robert and James supported Fielden's (2006) Model of Motivation for Universities to Internationalize, where Fielden found that preparing students who are globally minded and competitive in the job market and promoting students international awareness of understanding and valuing global issues were two of the three motivations of universities to internationalize.

Not mentioned in the literature was the importance of internationalization for students attending college in specific areas in the United States. Ashley spoke to the importance of internationalization for students at Midwest University, "...I think its especially important for universities, and especially for a university such as ours, located in the middle of a large land mass and it takes some effort to get to another country, so I think it's more important that our students and faculty become internationalized."

Senior leaders interviewed demonstrated professional commitment to the importance of internationalization built on preparing students for a global arena, recognizing the larger world context, and understanding that it was particularly important for Midwest University because of the location.

Personal Commitment based on international experience and Professional Commitment focused on developing a dedicated team, sustained leadership, and

understanding internationalization's importance is the first of three themes among the senior leaders charged with internationalizing the university at Midwest University.

Another theme that was common among senior leaders was the need to Walk the Walk and Talk the Talk. In other words, Advocate and Act. Generally, all participants believed that in order for internationalization to succeed at Midwest University, they had to publicly speak about internationalization while also setting the example. Karen explained, "I think first and foremost, it's really hard to convince other people to do things you haven't done as a faculty member. My travels have taken me to 22 countries." Furthermore, James built on this by stating, "I have to be actively seen engaged in international activities. I mean you just can't sit back here and say everybody ought to go and run around the world and you just sit here – I mean that doesn't work that way.

Ashley spoke of her admiration of the example set by the senior leaders at Midwest University noting, "I think that President NAME, Chancellor NAME, and Vice Chancellor NAME have all been just exemplary leaders because they do not hesitate to go to other countries and talk about our university and do everything it takes to forge the partnership that starts it." Demonstrating how he walks the walk, Robert pointed to physical artifacts in his office, "I've got a bunch of photographs on the wall from Afghanistan. I have a picture of me in Afghanistan with a camel, I have plates from two Chinese universities, I have some pewter things from Malaysian universities, I have a teacup from China, I have Buddhas -- I think that's one of the ways I signal to people that I have a commitment to the world. While the other senior leaders did not directly mention physical artifacts, when I interviewed them, items from around the globe were displayed in all offices. Senior leaders thought that not only should they express the

importance of internationalization, but also that it was important for them to publicly show their own commitment through both action and artifacts.

Beyond Walking the Walk, through international travel, research, and global artifacts, Talking the Talk was just as important. Participants spoke to the importance of publicly voicing the importance of internationalization and to the importance of putting it on the university agenda and keeping it there. James stated, “I think if you say something enough times and people pay attention, you start to build a culture that includes this as an important enterprise.” Robert expressed the importance of articulating internationalization as a priority when speaking at public forums noting, “It takes people like Chancellor NAME, saying in the state of the university address or through his work or actions that internationalization is important.”

Ashley described the value of communicating the significance of global engagement internationally and locally: “You have to articulate it and you have to make people see the importance of the idea and of the work you can do. And what it will do for not only internationally but what it will do for people here in the state. It has to be both things.” Ashley’s insight takes into consideration Midwest University, as a public research university, founded as a land-grant institution. Talking the Talk involves not only doing so within your institution, but also expressing the benefits to those within your state.

Publicly expressing internationalization as important was a key characteristic among the senior leaders. Participants also spoke in depth on the importance of communication among and to specific constituents, which will be discussed later in

international strategies. Senior leaders engaged in internationalization efforts demonstrated the need to both Walk the Walk and Talk the Talk in order to be successful.

The third theme prevalent among senior leaders building an internationalization strategy was developing a Focused Vision. Two sub themes emerged in having a Focused Vision -- understanding the institution, and addressing reality.

Participants held a focused vision for the internationalization of Midwest University that formulated through a deep understanding of their institution's purpose and mission. Consideration of internal institutional factors including university mission and purpose were noted by Davies (1992) as an important influence in the development of an international strategy. Senior leaders expressed that the internationalization vision had to take into account the historical agriculture-based focus of the institution, its commitment to provide accessible and affordable education opportunities, its responsibility to the citizens of its state, and its broad university mission consisting of teaching, research, and service. Knight's earlier definition of internationalization is fitting to Midwest University, "the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution" (Knight, 1997, p. 29).

Midwest University has a strong agricultural background and is located in a state that is a large exporter of food. Leaders understood the influence that agriculture plays in the state and knew that this was important to acknowledge when developing a focused vision. Both James and Ashley mentioned the influence that agricultural has on Midwest University's history of international engagement speaking to exporting food and products

globally. Senior leaders understood the necessity to build a focused vision that highlighted our uniqueness and strength in agriculture.

Karen demonstrated this stating, “What makes us unique is the fact that we look at the preponderance of agriculture in this state and just the tremendous impact that we have in supplying the world food...so you look at a state that has around one-third of its jobs related directly to agriculture and whose cash receipts are so heavily dependent on the health of the agriculture economy.” Understanding the key role agriculture plays in the university and the state aided senior leaders in developing a focused vision.

Midwest University’s student population was primarily made up of in-state residents. Senior leaders expressed the importance of creating a focused vision that acknowledges the background of their student population. Ashley expressed this stating, “I think for many students it’s (international experience) intimidating, a lot of our students come from very small towns and rural areas – and it’s amazing how they can take to the experience of going to other countries and they love it.” James highlighted the necessity to understand students background by stating, “Well I think we need to understand that the majority of the Midwest University students come here from STATE, probably have not already had a international experience, so one has to do some thing to make the barriers to working internationally less, things like we opened up a passport office so that students don’t have to figure out where to get a passport.” Ashley and James’ consideration of the student population when developing a focused vision was based on increasing international visibility and helping them overcome initial intimidation.

Beyond understanding the background of students and the state, Ashley felt that a focused vision must also acknowledge faculty background and international engagement. “Although we have a lot of international faculty, the bulk of our faculty are domestic U.S. citizens, born and raised here. We also have a lot of faculty who have made their entire careers here at Midwest University and some of them might not be that comfortable going to new places.” Senior Leaders with a focused vision articulated the importance and their insight into Midwest University’s mission, purpose, and background.

Addressing Reality was common among senior leaders and seen as necessary in order to develop a focused vision. An element of addressing reality is understanding the mission, purpose, and background of Midwest University. Additionally, Addressing Reality focuses on admitting challenges and barriers of internationalizing the university. In order to form a focused vision, senior leaders need to address reality by articulating obstacles to internationalization at their university. At Midwest University, participants expressed student, faculty, and institutional barriers to internationalize.

Institutional barriers to internationalization were seen in competing priorities at the institution, lack of resources, and communication. Senior leaders acknowledged that internationalization was not the only focus of their administration. James recognized this stating, “This is not the only thing we are trying to do. We have several initiatives.” Literature has suggested that internationalization should not be a competing priority but should be fully integrated into all activities and policies at the institution (Knight, 2007). It is clear that while participants agreed competing priorities to be a specific barrier, they viewed the long-term approach to overcome them differently. For example, Karen believed that the priorities did not need to compete against one another saying, “The

challenges have to do with competing initiatives on campus. What I'm trying to figure out is how can these be not competing... I don't see these initiatives as in the long term as competing, I see them as highly complimentary."

Like many universities today, Midwest University's current economic climate inhibited widespread focus of human and financial capital. Lack of financial resources was recognized among senior leaders as an institutional barrier. James spoke about financial resources as an obstacle when he said, "The challenges are in many ways resource driven. It's one thing to build a relationship with a foreign university, its another to figure out how to fund and grow the relationship."

Barriers to internationalization by faculty were also important for senior leaders to address reality. Participants addressed challenges of getting faculty to spend time in other countries, incentives for them to do so, and also competing for faculty time and attention. Speaking to the competing priorities of faculty, Robert stated, "Almost everybody at the university is already fully engaged and committed. Maybe not to internationalization, but to their research, to their teaching, to their students, to their disciplinary area, to their community service work, to their families, and so you compete will all that when you try to draw attention to this (internationalization)."

Senior leaders also expressed frustration with the idiosyncratic nature of international partnerships and study abroad programs. Karen said, "My concern over the years is that I have looked at international...if it was just the faculty member that had a relationship with another institution, that's not a sustainable relationship. The individual leaves, that relationship is broken." Similar to relationships, Robert focused on his frustration with study abroad programs. He stated, "Particularly study abroad, its not

coordinated or planful or strategic so that kids can predict and plan. We rely on faculty to step forward and say, well I'm willing to take a group here next summer, students can't plan or predict." Building relationships and planning study abroad programs that are based on faculty interest and time was a clearly identified barrier for internationalization at Midwest University.

At Midwest University, senior leaders thought that amongst students, there is a general lack of awareness that international experience is important. Robert expressed this, "I think the biggest obstacle is simply lack of experience...sometimes a lack of awareness that it is really important for them. A lot of our kids have a strong vocational focus. They think of this education as preparing them for a specific job and don't always understand that wider preparation is important...they don't know necessarily that they need to be globally competent, its not that they are anti-that, I think its just a lack of awareness." Senior leaders were able to develop a focused vision because they understood their institution and the barriers to internationalizing.

All participants at Midwest University held a Focused Vision for internationalization however, they did not hold a *shared* Focused Vision. As found by Knight (1993), Qiang (2003), and Van der Wende (1996), in order for internationalization to be successful and sustainable, it must be fully integrated into all activities and policies within the university. Such activities include developing an international strategy that is practical, applicable, and actionable. Two of the participants interviewed in this study co-chaired an effort to develop a recommended international strategy at Midwest University. They viewed the success of the international strategy document very differently. Karen held a positive outlook on the document and felt that it

was the ultimate “utopia.” Faculty, students, and administrators, including several college deans, served on the committee and developed the document. James the other co-chair felt that ultimately it was unsuccessful. He pointed specifically to articulating benchmarks and said, “Ultimately the committee wasn’t up to it.” He spoke of the lack of weekly meetings as being a main reason the committee was not successful.

Furthermore, the two co-chairs held differing opinions on the state of the document. Karen noted, “It’s been delivered to the senior administrator team (SAT) and it’s up to them. Until we get the nod from them, I don’t know that we can do much...” James, however believed the document to be approved stating, “Well the vision and outcomes have been officially approved by the Chancellor and SAT, you know so that’s technically – those are the visions and outcomes for international programming for our campus – but I would say that is only technically true, in terms of real life very few people know its up there – it doesn’t inform action – it’s not a living, breathing document. We let it slip.”

Middlehurst’s (2006) three-stage process in the development of an internationalized university would most likely put Midwest University in between the first and second stage. In the first phase, the university has unrelated and unconnected international activities and lacks a centralized strategy or financial support for specific efforts, while in the second phase a university has developed a strategy to coordinate its efforts and is beginning to align activities and priorities in a coordinated mutually reinforcing manner.

Individual senior leaders at Midwest University held a focused vision for internationalization at Midwest University, but it was not a formalized shared vision nor

was it apparent in any strategic document. As Karen, the co-chair of the committee that developed the international strategy noted, “I would be very excited about a very focused vision. One that helps me understand what will it look like if we are successful, rather than activities. What will the impact be?” Senior leaders at Midwest University were currently developing a strategy to coordinate their efforts and align activities, but Midwest University was still engaged in various approaches to internationalization with no coordinated formalized approach or vision. All participants understood Midwest University’s mission and purpose and many agreed on the institutional opportunities and barriers as they addressed reality in internationalizing their university. As indicated in Middlehurst and Woodfield’s (2007) model, in order to continue to the second stage in developing an internationalized institution, Midwest University needed to gather the various focused visions and to develop a shared strategy and approach.

The three themes that emerged as common traits among the Senior Leaders at Midwest University embody important desired characteristics of Senior Leaders who are engaged in the global engagement of a university. Senior leaders should have a Personal and Professional Commitment, they should Talk the Talk and Walk the Walk (Advocate and Act), and they must have a Focused Vision. They also provide an understanding of larger institutional issues at Midwest University that were and were not recognized by individual senior leadership. There is a clear lack of communication and formalized shared vision strategy among Senior-leaders at Midwest University. The confusion between the co-chairs on the stage of the international strategy document served as evidence of the lack of coordination and communication among senior leaders at Midwest University; however, the qualities of personal and professional commitment and

recognition of both advocacy and action are significant were necessary for the senior leaders' future success in internationalization.

Qualities of an International Strategy Approach

Understanding the pursuit of building an international strategy and integrating global engagement into the university is the other broad category prevalent in this study. Three overarching themes emerged from the interviews: You can't be everywhere in and everything to the world, Internationalization is a process, and Communication is key.

The first theme, "You can't be everywhere in and everything to the World" addresses building an international strategy by prioritizing and recognizing institutional strengths, and focusing efforts on specific initiatives. When developing an international strategy, senior leaders articulated the importance of recognizing institutional strengths and developing a focus on those areas of expertise in order to successfully engage globally. Leaders understood that in order for the institution to forge meaningful partnerships, they had to identify the areas in which the institution is a leader. Recognizing this illustrates Midwest University senior leadership's consideration of Davies (1992) external forces that influence the development of an international strategy. Recognizing institutional strengths where the institution can develop an expertise niche in the marketplace takes into consideration external forces of evaluation of opportunities in the marketplace and assessment of a competitive situation.

Senior leaders at Midwest University believed that recognizing and prioritizing strengths was instrumental in developing a strategy for global engagement. Senior leaders understood the institutional areas of strength and expressed determination to build upon

them. Furthermore, senior leaders spoke about the various levels of international engagement, as an individual and as an institution. As one senior leader noted,

I think international engagement by a university comes in a lot of different ways. I mean our faculty -- many of our faculty have had long international relationships partnering with faculty at other institutions and those are fine. We try to be as supportive as we can of these. Then there's another level in which the institution itself engages in international activity and we've tried to focus in a few areas that relate to our strengths, relate to the importance of our location, relate to some that builds on relationships we already have, cause you can't be everywhere in the world.

Understanding that an institution can't be everywhere in the world is important in developing an international strategy. Robert expressed the strength that focusing efforts in specific areas of the world brings to an institution. "We might be more powerful if we focused our efforts. If we adopted regions of the world and said, for the next amount of time we want to focus our efforts here -- now I'm looking at study abroad requests that are coming in... there all over the place."

Identifying strengths that are unique and of global concern are critical to developing an international strategy and key to finding adequate funding. As one participant noted, "We were aspiring to something big that nobody else was doing precisely...it catches the imagination of people who have funding and they want to make that happen." This approach reiterates Fielden's (2006) final motivation for universities to internationalize: Enhancing research and academic expertise to contribute and address global problems and solutions and concentrating on institutional strengths and setting them as a priority. Midwest University has successfully engaged in *specific initiatives* addressing global problems and highlighting institutional strengths as priorities.

In developing an international strategy, it is critical to understand that an institution can't be everything to the world. At Midwest University, recognizing and

creating specific initiatives built on institutional strengths and on immediate global issues had brought significant success for the institution. Of one such initiative focused on water and food security, Ashley stated,

We were lucky that we had this idea at a time when food security has once again become a major world focus...I think we were just at the right time and the right place with a great idea and our commitment has been to become a real player in that arena and make the university a player through the institute...If you have a really good idea and its something that's important globally, its really easy to get people to get committed to it.

Another important theme in developing an international strategy is recognizing that internationalization is a process. As Knight's (2004) definition stated, "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (2004).

Undoubtedly, international engagement of universities is becoming an important agenda item influenced in a large part by globalization (Altbach, 2008). Midwest University has engaged internationally since the 1950's, when they helped establish a university in Turkey as part of a contract with the Federal government. However, senior leaders acknowledged that it has not been a priority of the institution under the previous senior level administration and just in the past ten years has once again become an institutional priority.

Developing an international strategy needs to be a continuing process. Knight's (1994) six-stage internationalization cycle indicating the progression of institutions as they develop and implement an internationalization strategy supports this. Certain initiatives, programs, and relationships may prove to be unsuccessful or to not be worth continued effort. Reexamination must occur on a regular basis. At Midwest University, a

group of administrators, college deans, faculty, and students came together to develop a strategic plan for internationalizing the institution. Though the status of the document was unclear, the two co-chairs of the group did agree that the action plan was a process that must be re-examined. Robert, a co-chair noted, “its not a strict one-way linear process – you have to constantly loop back and re-engage people, re-examine your vision, re-examine your outcomes...” Internationalization must be seen as a process that articulates strategy, priority, and action but ultimately is continued.

Recognizing that internationalization is a process, senior leaders must stay determined throughout the process. Persistence, enthusiasm, and strong will was most evident in the interviews and was demonstrated in the excitement reflected in both tone and body language of participants. Institutionalizing internationalization takes time, and both determination and belief are crucial. Participants spoke to their belief that internationalization was not a fad, that they believed in their vision and the leadership of other senior leaders, and that part of their role as a senior leader was to remind others of that vision. It is important to remember that there is not a clearly articulated vision for internationalization at Midwest University. However, participants spoke to focus, patience, and determination in their efforts to internationalize Midwest University.

Ashley acknowledged this by noting,

You can't give up because something doesn't work out right away... Persistence, the thing of oh this isn't working out do we keep doing it – it does take time, it takes a lot of time to really get things going so I think it easy to become discouraged and think its not working and sometimes it wont work sometimes its just not a good fit but I think we have been really fortunate in that we have seen results and it just take a while to build, its like anything your building, it takes a while...I think tenacity and persistence is an often overlooked trait in administration.

Robert spoke about being the cheerleader for initiatives and reminding people of the excitement and benefits of the engaging globally. Karen furthered the importance of remaining determined and enthusiastic when she said, “It’s also being the point person who is enthusiastic, who asks about their (faculty) involvement when we get to unit planning sessions each year, and who says it does have a value.” Participants demonstrated their dedication and belief in Midwest University’s internationalization by being patient and enthusiastic and by reminding others of the larger picture.

Internationalization efforts need to be both global and local. When viewing internationalization as a process, Knight (2003) distinguished two areas of focus as important when recognizing international activities and interest. Knight’s model categorized activities and interest into Internationalization at home, and Internationalization abroad (2003). An institution must focus its internationalization efforts both at home and abroad. That you can’t be everything to the world also means that you can’t be everything at home – to the institution and its constituents. Finding specific opportunities to develop global awareness at home is as important as developing partnerships abroad. At Midwest University, at home efforts were starting to formalize into aspects of the institution, for the most part through academic curriculum-based initiatives.

At Midwest University, Robert contributed to developing a general undergraduate education reform that provided ten student learning outcomes. If a course meets one of the outcomes, it is listed so that students understand why they are taking the course. One of the outcomes is, ‘Exhibit global awareness or knowledge of human diversity through analysis of an issue.’ It is requirement for all undergraduates to take courses that fulfill

every student-learning outcome in order to graduate. Building requirements like this is a prime example of developing internationalization at home.

Karen noted a specific college's effort in providing opportunities that are internationally focused and pointed toward courses and a minor in international studies, which was created to further students' interest in global issues. Midwest University also developed certificates and degree programs that focused on international affairs and has several institutes that are global in nature. These efforts are examples of specific actions taken that support the internationalization process at Midwest University.

One of the five themes that arise in internationalization strategic documents is the aim to develop an inclusive international environment on the home campus to attract, retain, and meet the needs of the international student and scholar community (Foskett, 2008b). The participants did not mention activities and efforts to develop an inclusive international environment at home.

Internationalization as a process in large part is transforming the institutions culture and environment. Robert talked about the best way in which to approach this, "transformation is almost always, if its most effective person to person. The way you transform an institution is in part about transforming individuals within the institution and that starts to change the culture." James build on this by noting, "We are trying to get people to think about the international world and to be a player in international issues in addition to local issues, and just try to open people's eyes to the potential of the academic enterprise across a global platform." Changing the perception of people within an institution is a large part of changing the culture and must be considered as a key component in developing an international strategy. Transformation as part of the process

in developing an international strategy, a change in culture, is widely understood as necessary when internationalizing a university.

The third theme that emerged in developing an international strategy was the recognition that communication is key. Robert acknowledged the challenge of communication at Midwest University by pointing to the diversity, the size, and the decentralized nature of the institution. The organizational structure of the university itself can be a significant obstacle to internationalization (Aigner, Nelson, & Stimpfl, 1992). Senior leaders pointed to communicating successful institutional international initiatives and to providing opportunities for university constituents to communicate with senior-leaders as two approaches to combat the organizational decentralized nature of Midwest University.

Communicating successful international initiatives as part of developing an international strategy is important. James articulated the importance of communication by stating, “I think you have to have some visible successes and I think we’ve had some of those.” Communicating success is important to promote the university and Karen spoke to this by stating, “I think that what we’re talking about is pretty infectious and for them to share successes we’ll see that this will start to percolate in ways we want it to percolate...a university is about ideas and sometimes some ideas get in front of others and some ideas die on the vine. This is not going to be one of them.”

Providing opportunities for the university to communicate with senior-leaders is also essential when developing an international strategy. It is important to build open communication among faculty, students, administration, and staff when developing an international strategy. Robert noted, “I think you have to pull together a group of people

who are broadly representative of the university. You have to get them to articulate a vision and outcomes and then an action plan for attaining those outcomes...you have to communicate with the broader campus and provide them opportunities to engage you and inform your work and you have to sell what you are doing to the campus.” Beyond formalized opportunities, open communication should be institutionalized as part of the university approach to engaging constituents in being a part of the international strategy.

Providing communication channels for faculty and college deans is also important when developing an international strategy. Ashley pointed to an interdisciplinary international initiative that was successful in communicating the international initiative and reaching out to faculty. Initially, key faculty were brought in to meet with key administrators to gain peoples input and enlist ideas. To reach the broader faculty, eight meetings were held on various campuses to make it more inclusive and show that communication and ideas were welcome. Ashley noted, “That’s worked really well. I think we need to do even more of that. It has to be a continued effort to reach out to people...”

Senior leaders at Midwest University understood that communication of successful international initiatives and keeping internationalization on the agenda was important for developing an international strategy and a globally engaged university. They also believed that communication was key for building opportunities for two-way dialogue between themselves and other university entities. Communication among the senior-leaders, however, was not specifically addressed.

The findings in this study emerged as two overarching categories and five themes that highlight international engagement strategies and characteristics of senior leaders instrumental in internationalizing their university.

Chapter 5

Discussion

Summary of Findings

Senior level leaders at Midwest University shared leadership qualities and common strategies for developing an internationalization plan. The study's findings were three-fold.

1. Important leadership qualities among senior leaders were identified.
2. Strategic qualities in developing an internationalization plan were recognized.
3. A case study focused on the internationalization process of a large Midwest public research university provided a deeper understanding into the struggles, approaches, and successes of senior leadership in their global engagement efforts.

Leadership qualities of senior level administrators focused on the internationalization of a university are not discussed in the literature. This study found that a personal and professional commitment to internationalization was common among all participants. Furthermore, it also revealed that a common leadership quality among the senior administrators was leading the university through Advocating and Action. Talk the Talk and Walk the Walk or Advocate and Act was an important leadership quality that was shared by all of the participants. This theme stresses the importance of publicly advocating the importance of internationalization for the students, the faculty, the staff, the state, and the institution. Finally, all of the leaders held a Focused Vision, however it became clear that a shared formalized focused vision was not prevalent at Midwest University.

Common strategies for developing an international plan were also found. Three overarching themes in the strategies emerged from interviewing senior leaders at Midwest University. They were: You can't be everywhere in and everything to the world, Internationalization is a process, and Communication is key. Focusing on specific strategies and countries of interest was important for developing an international strategy. Furthermore, recognizing internationalization as a process and not as the end goal was found to be important in developing an international strategy. Finally, communicating successful international efforts and providing opportunities for open dialogue among senior leaders and university constituents were considered critical in developing an international strategy.

Davies (1990) and Foskett (2010) models are key in understanding the way in which Midwest University views the institutionalization of internationalization and the category most fitting to Midwest University's current international strategy. Taking into account both the characteristics of the senior leaders and the strategies for developing an international plan provides us with a better understanding of Midwest University within both models.

Davies (1990) model details four distinct ways in which universities view the institutionalization of internationalization. Midwest University falls in between Ad Hoc Marginal category and Systemic Marginal Category. Ad Hoc Marginal universities view that view internationalization as an ad-hoc activity and most movement is sporadic. Individual faculty coordinate international activities and long-term meaningful relationships and actions are marginal. Systemic Marginal universities are organized and focused on specific initiatives that increase the expertise and niche of the university.

Costs are realistic and the amount of international business is minor. There are a small number of international partnerships, but the ones that exist are meaningful and functional

University senior leaders at Midwest University addressed reality and spoke to the current decentralization of international activity and how most global engagement efforts are seen as Ad-Hoc. However, they also talked about their desire to focus efforts on specific institutional strengths as it tied to Midwest University's mission, location, and agriculture background. They have had some success in doing this, including the development of an institute that focuses on Midwest University's expertise in water and food security and another international institute focused on early childhood education. While most international activities at Midwest University are seen as ad-hoc, senior leaders, faculty, and college deans are significantly focused on more systemic efforts that integrate internationalization throughout the university. Midwest University has recognized the importance of developing strategic international partnerships based on areas of expertise that are sustainable beyond individual faculty. However, the reality is that Midwest University is only beginning to identify institutional areas of expertise and develop strategic long term partnerships. Most fitting placement of Midwest University within Davies models is the Ad-Hoc Marginal category, however they have aspirations and have taken action to move toward the Systemic Marginal category. Both of these constitute the lower end of the four categories in Davies Model.

Foskett (2010) model places universities into four categories based on internationalization strategy. Midwest University falls into the Domestic University category. Domestic Universities have low international engagement at home and low

international engagement abroad. These institutions tend to focus on regional and institutional issues, have a small investment in marketing, and their mission does not reflect an international mindset or focus. At Midwest University, the focus has been on regional and institutional issues with low international engagement at home and abroad. The mission of the university does not reflect an international focus; however, a medium investment has been contributed to marketing efforts. Midwest University has some characteristics of an Imperialist University, as it has yet to develop support services to assist international students once they are at the institution and is focusing more on increasing international engagement abroad. Both of these categories constitute the lower end of the five categories in the model of university internationalization strategies.

In both models, Midwest University is in the initial categories of internationalization, and this is evidence of the complexities of institutionalizing an international strategy in a large public research university. Midwest University and senior leadership have recognized the importance of developing an international strategy and have identified specific approaches to achieve this. Other similar institutions can learn from Midwest University and utilize the models developed by Davies (1990) and Foskett (2010) to better understand and develop or revise an international strategy for their own institution.

Significance of Study

This study provides insight into the leadership qualities of senior level administrators and the approaches they take in internationalizing their university. It also provides a case study of a large public research university and its efforts to internationalize. It provides an understanding of how leadership relates to senior

administrators and internationalization efforts. The findings of such leadership qualities point to the importance of leaders holding a personal and professional commitment to internationalization. Much of the personal commitment was developed early on in the senior leaders' careers, where they had a transformational international experience, that proved significant in developing their personal and professional dedication to international engagement. Furthermore, participants held a professional commitment to internationalization that transformed into creating a dedicated team focused on global engagement, developing sustained leadership in place that provided long-term focus, and articulating the importance of internationalization to the university community, the state, and abroad.

This study also found that senior leaders engaged in internationalization at a university must both Advocate and Act. Senior leaders must be seen and heard through their actions and their words. This translates into senior leaders dedicating time by setting the example and traveling abroad to develop meaningful relationships with universities and prove that they are committed to internationalization. This type of activity falls into Foskett's (2010) model of internationalization strategies, where senior leaders are engaged in internationalization activities both at home and abroad. Furthermore, senior leaders must be advocates for internationalization. It must consistently be on the university agenda, in the university news, and spoken about by senior leaders in various public meetings, presentations, and events.

Finally, this study points to senior leaders having a focused vision of internationalization at their university. This is possible when senior administrators understand their institution's mission and purpose. They use this understanding to address

reality and admit to the barriers and challenges of internationalizing their institution. Such barriers can be related to students, faculty, and the institution itself. At Midwest University, institutional barriers found were competing priorities, lack of resources, and communication. With a focused vision, senior administrators must develop and agree on that vision, believe in that vision, and stay committed and determined to the success of that vision. The key element of having a focused vision is a shared formalized focused vision that is communicated and integrated throughout the institution. This is lacking at Midwest University.

This study also found common strategies for international engagement of a university. The theme, 'You can't be everywhere in and everything to the world', is critical for institutions and senior leaders. Senior administrators must recognize that while acknowledging obstacles, mission, and institutional purpose is important, focusing on strategic areas of expertise and countries where mutually beneficial long-term relationships can be built is essential. Findings from this theme point to institutions being successful if they identify strengths that are both unique and of global concern. While funding is an obstacle for most institutions, the study found that when institutions are focused on specific areas of expertise that address global concerns, funding is not as difficult to come by.

Furthermore, when building an international strategy, institutions and senior leaders must recognize that internationalization is a process. This process is part of the strategy and should be built in when developing an international plan. Leaders must constantly re-evaluate, re-engage, and re-examine the vision and outcomes of the plan. This is useful in building a strategy because it provides the institution the opportunity to

focus on specific initiatives and goals, while understanding that some may prove to be unsuccessful. However, determination through a focused vision balances the understanding of a strategy when it is a process and there is room to re-evaluate and re-focus. Benchmarks are important; however, flexibility and evaluation are just as crucial. Understanding an internationalization to be a process and not the end goal encourages continued growth and leaves opportunity for unexpected developments and new initiatives.

Finally, when developing an international strategy, a major quality is that communication is key. Senior leaders must involve the university community and external players the opportunity to provide insight and knowledge on the strategy itself. Communication the constituents that their voice is important, providing opportunities for two-way communication when developing the plan, presenting international successes, and consistently articulating internationalization as important must be included when developing a strategy.

Implications for Future Research

This study provided groundwork for future research to be conducted on shared leadership qualities of senior leaders and common strategies for developing an international plan. It also provided insight into the internationalization process of a large public research university in the Midwest and the challenges that arise when developing an international agenda at this type of institution. Future research should provide further insight into the leadership qualities of senior administrators focused on global engagement. It should also provide insight into the various university internationalization approaches and strategies. Furthermore, it should compare the internationalization

process of similar and different types of institutions. Qualitative and quantitative research methods can serve to enhance future research on these topics.

Research conducted on leadership qualities found among senior administrators focused on global engagement efforts is seldom found in the literature on internationalization of institutions. Further research is needed. Specifically, there is a need for more research that examines the president or chancellor leadership qualities and role in internationalizing institutions in the United States and throughout the world. Furthermore, research could look into leadership qualities of senior leaders and compare institutional type (public vs. private), kind (community, two-year, four-year), size, purpose and mission, and student and faculty demographic.

Research on qualities considered when developing an international strategy is also needed. Current literature on international strategy focuses on the strategy or institution itself and models have been developed that categorize internationalization of institutions. However, few studies examine how institutions develop such a strategy and this information is just as important. Universities throughout the world are internationalizing, and literature based on research should be available that guides institutions on what is important to consider when developing an international strategy.

Research should be conducted in a similar case study approach at different and similar institutions in the United States and abroad. An internationalization strategy and approach is going to be different based on the mission, size, focus, areas of expertise, location, and whether the institution is private or public. Comparative research focused on how international strategies are similar and different based on the types and mission of

the institution will provide further insight into the internationalization of higher education.

Implication for Practice

This study provides unique insight for senior level administrators and for universities interested in internationalizing their institution. Specifically, it serves to benefit senior leaders who are located at an institution and universities themselves in the Midwest, are public, have a research-focused mission, and are a land grant institution. Those charged with internationalizing their institution should take some specific findings of this study into consideration when building a successful international strategy.

Focusing efforts on the institutional strengths is important for universities to consider when building a global engagement strategy. Recognizing the areas in which the institution can be a world expert can focus the priorities of the institution, build the reputation of the university, enhance institutional attractiveness (partnership building), increase university international presence, and attract international students and scholars based in those areas of strength. Furthermore, identifying and developing an international strategy that focuses on areas of strength and countries of interest will provide clarity and direction for students, faculty, and staff at the institution.

Midwest University has yet to develop a focused global engagement strategy. Senior leaders are in the process of doing so; however, the international strategy document that Robert believes to be approved has not been communicated so there is a lack of clarity, direction, consensus, and vision.

Institutions must also understand internationalization is a process and not a goal. “Internationalization at the national, sector, and institutional levels is defined as the

process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” provides institutions with an appropriate definition that can serve to strengthen viewing internationalization as a process (Knight, 2004, p. 11). Institutions that develop an international strategy keeping this definition in mind will be able to create a plan that has the opportunity to grow, evolve, and continually reassessed.

Universities must communicate and engage their constituents continuously. For internationalization to succeed, the university needs to have support from faculty, staff, and students. Faculty, in particular, must be acknowledged and rewarded for significant international activity so such activity is encouraged in both tenure and promotion. Public land grant institutions must also involve the citizens within the state. Providing forums, opportunities, and committees that encourage constituent involvement and input will aid the university in developing a successful international strategy. Furthermore, communication of successful international partnerships, programs, and the importance of internationalization should be a focus of the institution when developing a strategy.

Finally, institutions must conduct research that examines the successful strategies and approaches that similar institutions have taken in their efforts to internationalize. They must also understand their current reality and be realistic in the development and assessment of their own international strategy. Both Foskett (2010) and Davies (1990) models can be useful in assessing the current institutional approach to internationalization and establishing future goals.

The findings from this study articulated the importance of focusing on areas and countries of strength, viewing internationalization as a continued process, and

communicating among and to constituents when developing an international strategy.

While these three themes are not the perfect formula for building an internationalization plan, they do serve as important strategies for institutions and senior administrators to consider when internationalizing their university.

Conclusion

Senior level leaders in this study shared leadership qualities and common strategies for developing an international plan. Throughout the world, leaders within universities and governments have established internationalization as a main priority, and institutions within the United States can develop a significant understanding when they examine the internationalization strategies and the leadership role of senior level administrators in internationalizing similar peer universities within the United States. Research on the importance of the internationalization of higher education has shown that the challenge to internationalize universities has never been more urgent (Altbach, 2010; Riesberry Rumbley, 2010; Knight, 2004).

The study's findings were three-fold. First, they pointed to important leadership qualities among senior administrators. Second, they articulated strategic qualities in developing an internationalization plan. Finally, they shed light on the multifaceted internationalization process of a large Midwest public research university, providing a deeper understanding into struggles and successes of leadership and the institution in their global engagement efforts.

The study provides a meaningful insight into qualities of senior leadership who are focused on internationalizing a university. It also provides institutions with specific strategies to consider when creating an internationalization strategy. There is not a

significant amount of research that focuses on senior leadership of internationalization or strategies to consider when developing an internationalization plan. This study signifies the importance of further research in both areas and gives insight into the internationalization of a public research university in the Midwest.

American graduates in the U.S. higher education system may be unprepared for an increasingly global future. Senior-level administrators at U.S institutions of higher learning must lead the charge and develop an institution-wide strategic approach to campus internationalization. This study provides institutions with new insight into the senior leaders and institution charged with preparing our students and universities for a borderless world and for developing world-class institutions that are competitive, focused, and internationally engaged.

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Appendix A

Letter of Purpose

Date

Dear 'Senior-Level Administrator':

I am conducting a qualitative study on the leadership and directional efforts expressed by senior-level administrators in internationalizing a university. The title of the study is: *Senior-Level Administrators' Leadership in Internationalizing a Public Research University in the Midwest: A case study.*

I would like to interview you as a participant for this research study. You were selected as a possible participant because you are a senior level administrator at the Midwest University and are directly involved in internationalization efforts at this institution. I have included a brief overview of the purpose for this study as well as the interview protocol. I hope that you will agree to be a participant for the study.

The overall purpose of this project is to develop an understanding of the leadership and directional efforts expressed by senior-level administrators in the internationalization of a university. The importance of internationalization of higher education is well documented, however there is little research that focuses in on senior level administrators' efforts in developing an internationalization plan for their campus. By conducting interviews, I hope to shed light on the strategies that university top-level administrators' utilize in developing an internationalization plan. Specifically, where and why they choose to focus or prioritize certain issues and how that creates an internationalization plan that is fitting to Midwest University's institutional culture, environment, and future global aspirations.

I believe that the project will give both institutions and senior-level administrators insight into leadership and directional strategies for internationalization of higher education. Additionally, extra precautions will be taken to uphold confidentiality including pseudonyms, highly secure data storage, and conversations with adviser in non-public areas.

Thank you for taking the time to read over this letter. If you have any questions, please contact me at 402-601-3919 or Sylvia.jons@gmail.com. . You may also contact my primary adviser Dr. Deb Mullen at 402-472-5426 or at dmullen1@unl.edu.

Best regards,

Sylvia Jons

Educational Administration Program

Appendix B

Interview Protocol

Date: _____

Location: _____

Participant Pseudonym: _____

Interview Protocol
*Senior-Level Administrators Leadership in
Internationalizing a Public Research University in the Midwest: A case study*

1. Why has internationalization been an Emerging theme of your/this administration?

2. *Internationalization cannot succeed without a deep personal commitment from the president and senior level administration/faculty.* What is your commitment to internationalization?

3. *At the heart of any international vision is the idea of transformation – our students, faculty, and institution will be changed and empowered to contribute to our global future.*
What does that transformation look like to you?

4. What does it mean to lead the charge for internationalization? How do you approach such a challenge?

5. What are key steps you believe are important in taking to move this from an idea into an international action plan?

6. What are the *principal* desired outcome(s) of your university's engagement in international research and development activity? How do you measure those outcome(s)?

Appendix C

Prior to the Interview

Sylvia Jons
Graduate student in Educational Administration program

To start off, I would like to thank you for taking time out of your afternoon to meet with me.

I am here today to interview you in regards to Midwest University's internationalization strategy, in particular your own leadership as instrumental in international activities here on campus.

The overall purpose of this study is to develop an understanding of the leadership and directional efforts expressed by senior-level administrators in the internationalization of a university.

As a current graduate student, I am personally invested in internationalizing our university, as it is critically important for both our students and our institution. I am passionate in internationalization/global engagement of universities.

I hope that this research may prove beneficial to the university and I would be happy to share all results from this project.

The interview should not last longer than one hour total.

Now I'm sure you are familiar with Informed Consent, however I will give you a few minutes to look this over and ask any questions prior to signing it. I have brought an additional copy that you may keep for further reference, if you have any questions later on. After this, we will begin.

Appendix D

Informed Consent

Informed Consent Form
*Senior-Level Administrators' Leadership in
Internationalizing a Public Research University in the Midwest: A case study*

I am conducting a qualitative study on the leadership and directional efforts expressed by senior-level administrators in internationalizing a university. I invite you to participate in this research. You were selected as a possible participant because you are a senior level administrator at the Midwest University and are directly involved in internationalization efforts at Midwest University. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Sylvia Jons in conjunction with her adviser Dr. Deb Mullen as a Master's thesis project.

Purpose of the study:

The purpose of this study is to develop an understanding of the leadership and direction efforts expressed by senior-level administrators in the internationalization of a university. The importance of internationalization of higher education is well documented, however there is little research that focuses in on senior level administrators' efforts in developing an internationalization plan for their campus. This case study examines the approach that university top-level administrators' utilize in developing an internationalization strategic plan at a research-intensive Midwest university. Specifically, where and why they choose to focus or prioritize certain issues and how that creates an internationalization plan that is fitting to Midwest University's institutional culture, environment, and future global aspirations.

Purposeful sampling was chosen, as it will provide the best information to this research study. Selection of particularly informative or useful participants will provide the research study with an information-rich case that will be studied in-depth.

Procedures:

If you agree to be in this study, I will ask you to do the following things:

1. Participate in a semi-structured 1-hour interview conducted in your office and taped with an audio device.
2. After the interview is transcribed, read over the transcription of your interview, and verify accuracy of the transcription or make changes when necessary.

Benefits and Risks of participating in the Study:

The project will give both institutions and senior-level administrators insight into strategies for internationalization of higher education. Benefits to the participants include the ability to shed light on leadership approaches, challenges, strategies, and issues top level administrators face as they internationalize their university. Such questions may

foster further dialogue on the direction and strategy of internationalization within the university system. Results from this study will be shared with participants, which may be of direct benefit to them. Overall the project will also be beneficial to other universities and administrators in their global engagement efforts and add additional knowledge to the internationalization of higher education field of research. There are no foreseeable risks to the participants, researchers or the university for this study. However, because participants are of high profile, extra precautions will be taken to uphold confidentiality including pseudonyms, highly secure data storage, and conversations' with adviser in non-public areas.

Confidentiality:

The records of this study will be kept highly confidential. The Midwest University will not be identified in any of the reports, however the following will be used: 'Midwest University.' Participants will be given the option to choose their own pseudonym for the purpose of this study. If participants choose not to select a pseudonym, the primary investigator will assign them one. Listed on this informed consent will be the participants name and pseudonym, however on the interview protocol, the participants will only be listed by their pseudonym. Because of the high profile of the participants, this is done in order to uphold the highest participant confidentiality throughout the research study. The list of pseudonyms, field notes, interview protocol, audio tapes/files, transcriptions and any additional material provided by the participants will be maintained for five years in a secure locked file cabinet in the primary researchers' home office. Two copies of transcriptions will be kept for coding purposes. The additional set of back up transcriptions' will be stored in a locked file cabinet located in the office of the primary investigators' adviser. The transcriptions will be printed on color-coded paper, where a color will be assigned to each participant. Interviews will be transcribed by the primary researcher or by a transcriber who has read, agreed, and signed a confidentiality statement. Access to the information will be restricted solely to the main researcher and her faculty adviser. All files will be destroyed after a 5-year period.

Voluntary Nature of the Study:

Your participation in this study is entirely voluntary. If you decide to participate, know that you are free to withdraw from completing the interview at any time. Should you decide to withdraw prior, during, or post interview, any data collected will not be used in this study. In addition, such decision to withdraw will not harm any current or future relationship with the researchers or the Midwest University. You are also free to skip any questions that you feel unable to answer or uncomfortable answering.

Contacts and Questions

My name is Sylvia Jons. If you have questions later, you may contact me at XXX-XXX-XXXX or Sylvia.jons@gmail.com. You may also contact my primary adviser Dr. Deb Mullen at XXX-XXX-XXXX or at dmullen1@unl.edu. You may also contact the University of Nebraska-Lincoln's Institutional Review Board at 402-472-6965 with any questions or concerns.

You will be given a copy of this form to keep for your records.

Statement of Consent:

You are voluntarily making a decision whether or not to participate in this research. Your signature certifies that you have decided to participate having read and understood the information presented.

Signature of Study Participant

Date

Print Name of Study Participant

Pseudonym

Signature of Researcher

Date

Appendix E

IRB Approval and Extension

August 23, 2010

Sylvia Jons
Department of Educational Administration
7130 Cedar Creek Cir Lincoln, NE 68516

Debra Mullen
Department of Educational Administration
239 MABL, UNL, 68588-0234

IRB Number: 20100811114 EX
Project ID: 11114
Project Title: Senior-Level Administrators' Leadership in Internationalizing a Midwest University: A case study

Dear Sylvia:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study based on the information provided. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as Exempt Category 2.

You are authorized to implement this study as of the Date of Final Approval: 08/23/2010. This approval is Valid Until: 07/28/2011.

1. The approved informed consent form has been uploaded to NUgrant (file with - Approved.pdf in the file name). Please use this form to distribute to participants. If you need to make changes to the informed consent form, please submit the revised form to the IRB for review and approval prior to using it.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- * Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems), which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- * Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- * Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- * Any breach in confidentiality or compromise in data privacy related to the subject or others; or

* Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,

Becky R. Freeman, CIP
for the IRB

Ms. Jons,

Thank you. This project has been extended through June 1, 2012.
IRB Approval #: 20100811114 E
Project ID: 11114

Jessica
Research Compliance Services