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A Leading University with International Reach: Internationalization at Western Kentucky University

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A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH:
INTERNATIONALIZATION AT WESTERN KENTUCKY UNIVERSITY

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A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH:
INTERNATIONALIZATION AT WESTERN KENTUCKY UNIVERSITY

Date Recommended _____ 9/14/16

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I dedicate this dissertation to my beautiful wife and daughter, Anna and Violet. I love

you both more than you will ever know and more than I will ever be able to express.

Anna, I have no doubt that I could not have completed this project without your love and

support. Everything I do, I do for and because of you. Violet, you can't read this yet, but

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holding your hand, with a proud smile on my face.

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Directed by: Barbara Burch, Brian Meredith, and Ann Mead

Education Leadership Doctoral Program   Western Kentucky University

Internationalization has become a central feature of American universities and has continued to grow in importance as administrators, teachers, and students desire to take advantage of the multitude of benefits (academic, social/cultural, economic, and political) successful internationalization can offer. Several studies have been conducted on internationalization in higher education, but research is needed that seeks to understand internationalization on an institutional level, i.e., the commonly accepted practices used to internationalize a university, the various rationales used to justify internationalization, and the common challenges associated with internationalization.

The goal of this phenomenological study is to examine the process of implementing internationalization at Western Kentucky University (WKU) in order to highlight the actions taken to internationalize an American university and to describe the challenges that can be associated with these efforts. Five major themes are explored to develop a better understanding of internationalization: approaches, rationales, challenges, solutions to challenges, and indicators of successful internationalization. Knight's (2004) framework was used to code and analyze the approaches and rationales used at WKU, and the three remaining categories were analyzed independently. Eleven subjects agreed to participate in the study, and each agreed to a semi-structured face-to-face interview. Participants played a key role in the creation, organization, or implementation of internationalization since 2006, when *international reach* was added to the university's

vision statement, indicating a renewed focus on international initiatives.

A host of key findings are identified from the research relating to each of the five primary research questions/categories. The patterns and themes found in the study focus on internationalization at WKU and the special issues presented by the university's contextual situation as it relates to implementing international initiatives. The study also reveals a considerable amount of information about the unique perspectives of upper-level administrators about internationalization as it continues to grow in importance, the complexity of implementing a university-wide change on such a large scale, and the nature and character of balanced, comprehensive internationalization.

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

According to the Institute of International Education's (IIE) Open Doors Report (2015), the number of international students studying in the United States increased by 8% in 2014, totaling 974,926 students; 2015 marked the ninth consecutive year of growth. IIE's research demonstrates that internationalization has become a key component of higher education in America and will only continue to grow in importance in the coming years. International students and programs have become fixtures of universities and colleges in the United States and have caused the higher education industry to experience an immense change over the last several decades.

The purpose and scope of higher education have gradually shifted over the years to include global themes, with internationalization playing a large role in growth of higher education. This will undoubtedly continue to be a primary factor in the sustainability of higher education in America in the years to come. The importance and prevalence of internationalization in American universities is reflected in the fact that studies dating back to the mid 1990s have suggested that most colleges and university included the word *international* in their mission statements (Schoorman, 1999).

Internationalization, the integration of international programs and students into higher education, has fundamentally changed the character of higher education in America. Mok and Welch (2003) stated, "The evolution of globalization and of the

knowledge society has led to systematic and institutional changes in higher education

systems, and has required universities to adapt their character and functions to meet

complex societal demands and expectations" (p. 287). Mok and Welch referred to the

process of internationalization at institutions of higher education in the United States,

focusing on the way in which that process forced universities to adapt and change.

Universities generally are eager to facilitate the necessary changes due to the many

benefits provided by internationalization; it not only creates a measure of diversity

contributing to the overall experience and quality of education, but it also helps create

political partnerships, economically sustains a university or region, and develops global

citizens. The goals and outcomes of internationalization are many, but an understanding

of the history, process, and implementation of internationalization is more difficult to

grasp.

Therefore, this study uses Knight's (2004) conceptual framework outlining

approaches and rationales of internationalization to analyze the organization and

implementation of a university's international initiatives. The purpose of the study is to

develop a better understanding of that which universities do to internationalize the

campus community, to understand the reasoning and logic that has made

internationalization a priority on college campuses, and to identify challenges of the

internationalization process. Knight identified six approaches to internationalization

(activity, outcomes, rationale, process, at home, and abroad/cross border) and four

rationales (social/cultural, political, economic, and academic). She theorized that a

university's international plan must conceptually be balanced and comprehensive,

strategically implementing elements from each approach and rationale. If a university

excessively depends upon one approach or rationale, the success rate of

internationalization will decrease. Knight opined, "It is a useful and revealing exercise to analyze whether the dominant approach being used is consistent and complementary to the rationales and values driving the efforts to internationalize" (p. 21). This study uses Knight's theorem to examine and to analyze perceptions of internationalization at a specific university, Western Kentucky University, and attempts to analyze and compare approaches and rationales and to identify challenges as understood by those responsible for creating, organizing, and implementing the initiatives used to internationalize the campus community.

Emergence and Importance of Internationalization

Globalization undoubtedly played a prominent role in the growth of higher education in America. Knight (2015) defined globalization as "The flow of technology, economy, knowledge, people, values, and ideas…across borders" (p. 3). Robertson (2015) defined globalization as "a concept [that] refers to both the compression of the world and the intensification of consciousness of the world as a whole" (p. 86). Both definitions describe the modern tendency of people and cultures, once separated, as interacting more than ever before; this trend led directly to the internationalization of higher education in America. Globalization represents a larger trend of which the internationalization of higher education is only a part. Globalization has fueled internationalization and has created a worldwide demand for access to higher education in America. Altbach, Reisberg, and Rumbley (2009) argued that the mass demand for higher education transformed and expanded its goals, and the response to this demand gave rise to post-industrial economies, the rise of the service industry, and the rise of the knowledge community. They described a scenario in which the pressing need and desire for higher education was fed by the increased rate of globalization. Globalization and

internationalization are distinct and separate phenomena, but they cannot be separated. These trends are inextricably linked. Globalization is a primary cause of internationalization in higher education; because America played a lead role in globalization, it also led the way in the development and evolution of internationalization in higher education.

The internationalization of higher education in America can be traced back to the mid 20th century. The road leading to this really began after World War II when veterans were granted financial assistance to attend college via the GI Bill of Rights. Gumport, Iannozzi, Shaman, and Zemsky (1997) argued that post-World War II America ushered in a series of changing conditions that forced a response from higher education to better meet the needs of the populous. They wrote, "The 1950s also saw an expansion of the middle class, increasing family wealth, and the rapid development of suburban areas…. Upward social and economic mobility and overall national economic growth continued, causing a general increase in demand for higher education" (p. 2). Gumpot et al. further claimed that social and political changes, in addition to economic factors, played a significant role in the expansion of higher education.

The Civil Rights and Women's Rights Movements opened the door and provided access to higher education to a new population of American students. Minorities began enrolling in mass for the first time, eventually leading to an increase in demand for higher education. Universities opening their doors to minorities provided individuals from all backgrounds an opportunity to better their lives through education, and these opportunities were soon pursued by students from all over the globe, not only American, domestic minorities. The demand for higher education began in America, but it is not exclusively an American experience; as globalization via communication and

technological developments created additional access for more populations, the demand

for higher education soon became a global phenomenon. The increased demand and

subsequent growth in enrollment has been commonly referred to as massification.

America remains the most desirable location for international students wishing to

study in the west (*The Guardian*, 2014). One factor that has made America popular

among international students is that the United Sates played a vital role in globalization,

and, as a result, pioneered the response of institutions of higher education to

massification and, thus, internationalization (Altbach, Reisberg, & Rumbley 2009).

Altbach, Reisberg, and Rumbley showed the manner in which the mass demand for

higher education fundamentally changed industry. Thy stated, "Initially, higher

education systems struggled to cope with demand…. During the past decade, systems

have begun to wrestle with the implications of diversity and to consider which subgroups

are still not being included and appropriately served" (p. 2). They described one

fundamental problem experienced by universities in internationalizing the student

population: the inability to adequately integrate foreign populations into the student body.

Their statement reaffirmed the idea that internationalization often is misunderstood and

misapplied. At the very least, it often is not fully implemented successfully, and more

research should be conducted to consider the rationales (why), and approaches (what)

used by universities when attempting to implement an international plan. Such an

understanding could help the implementation of internationalization to be more

successful and efficient.

Universities in America have responded to a growing international demand for

education in the United States by developing a system of internationalization that

encapsulates both domestic and international students. These institutions use many

rationales to internationalize the campus community; however, they have different priorities for the reason the do so. Lewin (2012), in an article for the *New York Times*, described that universities rely on international students who are willing to pay a high price to attend American universities. He argued that "internationalization is the key to the future" (p. 1) of higher education in America, and international enrollment is increasing across the country as universities rely more on international students to balance their budgets. The economic benefits of internationalization have become even more prominent in recent years due to a decrease in domestic enrollment and federal and state funding.

The decline in student enrollment at domestic universities has caused concern for administrators and officials, and international students are increasingly becoming an answer for these concerns. A lower student enrollment at the university leads to budget cuts and financial loses that can be both detrimental to the goals of a university and extremely difficult to overcome. Domestic enrollment has steadily declined over the last several years. Korn (2014), writing in *The Wall Street Journal*, demonstrated that student enrollment decreased by 1.3% during Fall 2014. She wrote, "It is the third straight year of declining enrollment at U.S. postsecondary institutions, after student populations spiked due to an increasing number of high school graduates and more adults looking to strengthen their resumes during the recession" (p. 1).

Echoing Korn's observations in a recent article from InsideHigherEd.com, Fain (2014) referenced a recent study conducted by the National Student Clearinghouse Research Center, which found that overall enrollment decreased 0.8% from Spring 2013 to Spring 2014. Fain noted, "Overall enrollment this spring is down 0.8 percent compared to a year ago. That slide follows two years of previous declines [in] the

clearinghouse identified. The loss of students peaked last spring with a 2.3 percent

decrease" (p. 1). Decreased enrollment has forced university officials to seek other

financial sources to maintain budgets. Many universities rely on international students,

currently experiencing a prolonged period of enrollment growth, as a means of

supplementing dwindling sources of revenue.

However, recruiting international students represents only a part of the increased

focus and importance universities and colleges place on internationalization. That which

universities do to internationalize the student population can be as important as the reason

they do so, and the approaches used to internationalize can assume many forms.

Universities internally create more programs to internationalize domestic students. Study

abroad and study away programs are examples of such initiatives. Externally, university

budgets include more money for recruiting international students and for developing

international partnerships. Universities also can teach faculty and staff to be more aware

of cultural differences and can provide a wide array of culturally sensitive student

services to accommodate a more international student body. These are only a few

examples of the approaches a university may use when internationalizing the student

population.

Many different strategies are available for universities when developing an

international plan. Urban and Palmer (2014) argued that international students are

fundamental resources of internationalization and should serve as the primary focus of

their attempts. Gopal (2011) emphasized the importance of faculty in order to

internationalize a campus successfully. She studied the preparation of faculty in order to

teach effectively and to prepare students to be global citizens. Roberts and Dunworth

(2012) suggested that student services plays a vital role in successful internationalization.

They gauged its success based on the perceptions of students and faculty of various services available for international students, but each of these studies represented a different focus and strategy used to implement an international plan. Knight (2004) argued that universities use one or some combination of rationales and approaches to internationalization, and WKU certainly is no exception.

In 2006, WKU in Bowling Green, KY celebrated its centennial anniversary. Coinciding with this celebration, the president changed the university's vision statement to reflect the school's emphasis on internationalization. The new statement combined domestic and international goals and symbolized an increased focus on the university becoming more global. The vision statement retrieved from WKU's website (2015) reads, "A Leading American University with International Reach." The university's mission statement and statement of purpose also suggest a focus on internationalization. The mission statement cites that the university "prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society." Similarly, the statement of purpose notes that WKU "is engaged in internationally acclaimed student-and-learning-centered academic programs." Clearly, WKU believes that internationalization is a part of its responsibility as a university, and an in-depth examination is merited regarding WKU's international plan and its implementation over the last decade based on Knight's (2004) conceptual framework.

Conceptual Framework

Internationalization, with all of its obvious political, economic, academic, and social-cultural benefits (Zolfaghari, Sabran, & Zolfaghari, 2009), has bordered on evolving into a universal component for institutions of higher education in America. Most, if not all, universities attempt to internationalize their campuses in some form, and

all engage in some combination of recruitment, faculty preparation, or the availability of student services, among others, to internationalize the campus community. Knight's (2004) conceptual framework provided a means to analyze a university's international plan by clearly defining rationales, strategies, and approaches used when internationalizing the student population.

Knight's (2004) framework defined six approaches and four rationales that encapsulate universities' attempts to internationalize: activity, outcomes, rationales, process, at home, and abroad (cross border). Knight wrote,

> An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work towards implementing internationalization. An approach is not fixed. Approaches change during different periods of development. In many cases, countries or institutions believe that they are using different approaches at the same time, or they believe that they are in a transition period from one approach to another. There is no right approach. (p. 18)

Analyzing a university's approach to internationalization can assist the university in better understanding that which should occur next. Knight's framework allowed officials the opportunity to develop a more cohesive and comprehensive international plan.

Approaches involve a reasoning or logic, and Knight certainly took this into account as well. She developed four rationales in her framework, so approaches and rationales could be examined side by side. To truly understand the approaches that have been used, the logic and reasoning for choosing that approach must be understood. Knight's four rationales were social/cultural, political, economic, and academic, and her framework provides some structure and organization to the internationalization process.

This study codes and analyzes data retrieved from individuals heavily involved in the internationalization process at WKU in order to understand the process and rationale for doing so.

The Problem Defined

Researchers have identified several gaps in the literature and problems that hinder a more complete understanding of internationalization and successful implementation techniques. The following problems provide an explanation of the source of the study's research questions and purpose, as well as establishes its significance. They establish a foundation from which the current study is based and help explain its contribution to the field.

Internationalization Widely Misunderstood

Internationalization has become a fixture in universities globally and has become a major and lasting trend for institutions in America. However, often it is misunderstood and misinterpreted in both its application and purpose. Altbach (2015) indicated that a better conceptual understanding of internationalization is necessary in order to determine the effect of internationalization and globalization on higher education, suggesting that even the simple definitions of these terms often are mistaken. Similarly, Knight (2015) suggested that internationalization is largely misunderstood. She stated, "However, because of internationalization's high profile it is now used to describe anything and everything remotely linked to worldwide, intercultural, global, or international. In short, it is a catchall phrase and losing its meaning and direction" (p. 14). The confusion can lead to half-hearted or misguided efforts to internationalize a student population. Knight outlined five myths caused by a lack of clarity and suggested that individuals planning and instituting an international plan often make assumptions about that which constitutes

internationalization. These decision makers must possess a cohesive and consistent

understanding of internationalization in order to ensure their plans stay on track and fully

integrates international goals into all aspects of the university. Unfortunately, a deficit

exists in the literature regarding whether key decision makers have a common

understanding of the purpose of internationalization.

Eddy et al. (2013) echoed Knight's (2015) and Altbach's (2015) beliefs on the

dangers of a lack of understanding on the results of internationalization and suggested

that different interpretations among the decision makers decrease the institutional

commitment to internationalization. They noted, "Familiar too is the gap between the

rhetoric about internationalization and the institutional commitment to it, which is

disheartening to those faculty and staff who soldier on in spite of their lack of

institutional support" (p. 48). Internationalization is commonly misconstrued and

misinterpreted; the results of this confusion result in a general failure to fully implement

an international plan. Thus, research is needed to determine whether the primary

decision makers have a consistent understanding of internationalization and its

implementation. This can be directly related to the plan's success.

Institutional Plans for Internationalization

Much discussion has occurred among scholars and researchers regarding the

theory and concepts of internationalization; however, relatively little research has been

conducted regarding specific plans or outlines used when internationalizing the student

population. Childress (2009) argued that the fundamental structure of institutions of

higher education in America prohibits the development and implementation of a

comprehensive and coordinated plan. Departments and schools included in the university

often work independently of one another, and internationalization requires

comprehensive cooperation and effort. Due to this fractured relationship, Childress believed that international plans are crucial aspects of a successful attempt at internationalization if they can organize and encourage cooperation among all sectors of the university.

An international plan can exist in the form of mission statements, vision statements, implementation initiatives, or any written confirmation of commitment to internationalization. Childress (2009) explained, "Thus, such plans 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" (p. 291). A general lack of knowledge exists concerning the way in which institutions of higher education in America develop and monitor these plans. Childress also claimed that little is known about different types of international plans and their importance to the success of internationalization currently in use in American universities. However, despite the lack of research on the use or development of these plans, many scholars have believed that international plans are of vital importance in the internationalization process. Childress also stressed that there must be a strong commitment to the international plan among those implementing the plan.

Knight (1994) claimed that "the commitment and support of senior leadership, faculty, and staff" (p. 7) was an integral and foundational aspect of any effort of internationalization and often was expressed via an international plan. Knight created an internationalization cycle to describe the most common strategy used by universities and colleges. The first two steps in the cycle are awareness and commitment. An international plan represents an attempt by the primary decision makers to raise the

awareness of internationalization among administration, faculty, staff, and students. Coordination and commitment are central aspects and principles in the process, and more research should be conducted in order to better understand the internationalization process.

Lack of Internationalization Evaluation of American Universities

Much research has been conducted on internationalization theory and practice; however, relatively few comprehensive studies have examined all the aspects of the internationalization process at a specific university. Evaluations of internationalization do exist, but little research has been conducted using these evaluations. Further, many of the studies attempting to paint a comprehensive picture of a university's internationalization process have focused on international universities. To the researcher's knowledge, few studies have examined a specific type of American university (based on location, Carnegie classification, size, urban vs. rural, or other classification) and its internationalization process, and few have made conclusions or suggestions that could be beneficial to other similar universities.

Universities approach internationalization in various ways (Knight, 2015), which strengthens the need for a comprehensive examination of a university's internationalization process. Once all steps in the process are identified and analyzed, an evaluation can occur to determine the quality and success of that effort. Thus, more research is needed on program evaluation efforts and utilizing these evaluations more efficaciously.

Internationalization at Western Kentucky University

No comprehensive study has been performed on the steps and measures used to internationalize WKU's student population subsequent to officials making a significant

effort to increase its international footprint. Thus, a better understanding of WKU's

international plan will allow the university to evaluate the internationalization process

more effectively. A complete and thorough investigation into WKU's efforts will shed

more light on the in which those responsible for the process defined and understood

internationalization and described the international plan developed during the process,

detailing the many ideas and programs that combined to create international reach.

Additionally, a better understanding of previous approaches regarding

internationalization can lead to improved planning and organization in the future.

Purpose

This study brings together the issues listed in the Problem Defined section above

and seeks to produce a more comprehensive understanding of the details of

internationalization at an American university. Internationalization is a commonly

misunderstood process, and this study examines different decision makers' definitions

and understanding of the internationalization process. The study also focuses on

describing and analyzing an international plan, a subject often omitted from research.

Finally, the study provides WKU with the means to analyze the progress of

internationalization since 2006. In sum, the research will help develop a better

understanding of the reason universities seek to internationalize the student population,

their methods, and the measures that have proved most effective in the

internationalization of the student population.

Thus, the purpose of this study is to understand and describe internationalization

based on Knight's (2004) framework as implemented at WKU. The analysis is

quantitative and guided by a theoretical framework (Knight, 2004) in order to explore the

approach and rationale used by the elite, decision-making group that planned, organized,

and implemented WKU's internationalization process. Additionally, the study collects and analyzes perceptions of key challenges faced during the internationalization process, indicators signaling successful internationalization, and potential solutions that could lead to a more comprehensive process. The data will be collected via semi-structured interviews and will be analyzed using interpretive phenomenological techniques and coded based on Knight's framework. Ultimately, the study seeks to answer the following central research question: What steps or actions did WKU undertake to internationalize its student population since 2006?

Research Questions

Much literature has outlined the importance and processes involved with internationalization and different approaches used by universities in their efforts to add an international dimension to the student population. However, internationalization is commonly misunderstood and much confusion exists as to its purpose and definition. Additionally, a gap exists in the literature concerning types of international plans and their role and effectiveness in the internationalization process. More information about these topics is needed in order to develop new and better ways to evaluate the internationalization process, specifically from the point of view of one university. The following research questions are used to examine the way in which WKU has internationalized its student population according to Knight's framework.

1. What were the perceptions of the decision makers regarding internationalization at Western Kentucky University:
   a. What was the impetus that led to the first work in the area?
   b. What are the steps or phases through which the program has progressed?

     c.   What are current priorities and goals?

     d.   How have priorities and goals changed over time?

     e.   What is the organization hierarchy of the program with reference to university administrative structure and faculty governance?

     f.   What are the benefits of the program for:

       i.   The university?

      ii.   Students?

     iii.   Faculty?

     iv.   National standing?

      v.   Regional standing?

2. What were the challenges of successful implementation of internationalization?

3. What strategies were used to combat these challenges?

4. How did Western Kentucky University's internationalization efforts fit into Knight's (2004) conceptual framework regarding:

     a.   Approaches to internationalization?

     b.   Rationales for internationalization?

5. What measures were taken to evaluate Western Kentucky University's internationalization efforts, and what suggestions for further evaluation can be made?

Significance of the Study

This study clarifies a university's efforts to internationalize its student population, providing a unique perspective from the elite decision-making group of the manner in which an international plan is developed and implemented; it identifies specific

approaches and rationales used during the internationalization process. Additionally, the

study examines challenges faced by universities during this process, and several aspects

represent contributions to the field. The identification of these approaches, rationales,

and challenges will help universities in identifying areas of strength and weakness in their

internationalization efforts in order to improve their overall success of the efforts.

First, the study contributes to the field by providing clarification of the definition

of internationalization on an institutional level. The terms *internationalization* and

globalization often are misunderstood and misapplied; this study determines the extent to

which different stakeholders in the process understand and interpret internationalization.

Discovering whether stakeholders have different interpretations of the purpose and role

of internationalization will allow the university to create a more cohesive and consistent

message, thus increasing the success of the process.

Second, this study investigates the impact of an international plan on the overall

success of internationalization and provides insight into the way a plan is created and

implemented. Relatively little research has been conducted on the structure and outline

of specific international plans. This study addresses that issue in detail by interviewing

those who create and implement the plan. This knowledge will contribute to the field by

providing a unique perspective of internationalization and detailed information of

international plans previously lacking in the research.

Third, while several possible types of evaluations measure the effectiveness of an

internationalization campaign, relatively little research exists that has examined all

aspects of the internationalization process at a particular university. This study provides

a means for universities to evaluate their efforts by analyzing and coding the perspectives

of the decision-making group based on Knight's (2004) conceptual framework. It allows

all facets of a university's internationalization to be examined simultaneously, thus providing data on the holistic process. Knight's framework serves as a tool to determine the approaches and rationales a university can use to internationalize its student population. Understanding a university's efforts and reasons regarding internationalization, when combined with a thorough knowledge of challenges that arose during the process, will contribute to the future success of internationalization in higher education.

Fourth, WKU has not conducted a thorough investigation into the creation, implementation, and success of the international plan. This study provides it, or any university, with the information needed to identify areas requiring more work to strengthen its internationalization efforts. Thus, the study will be of particular interest to WKU, as it provides a means of reflection and assessment for a major aspect of its strategic plan. As such, the study will be useful and relevant to other universities seeking to assess and analyze their implementation of internationalization, as well as the individuals within a university seeking to create an initial international plan.

Limitations of the Study

Several limitations affected this study. While none greatly altered the outcomes or findings, they should be acknowledged in order to understand the qualifications. Further, these limitations may explain some potential outliers in the data that could have skewed the results. It is the researcher's belief that these limitations do not hinder the study from being both efficacious and generalizable.

First, the researcher associates and works with the university in question as a member of an integral aspect of the university's international plan. The researcher also teaches several classes per year as an adjunct. An explicit effort was made to remove all

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evidence of bias or partiality from the study. Further, the researcher has personal

relationships and is familiar with many of the subjects interviewed. The university and

participants were chosen due to of the accessibility and conveyance they provided, in

addition to their firsthand knowledge of internationalization at WKU.

Second, as a result of these personal relationships, the participants may have been

reticent to give true or honest accounts of WKU's international plan and its effectiveness.

Some members of the dissertation committee were included as participants in the study as

they were active members in the decision-making process when WKU increased its focus

on internationalization. While this fact is acknowledged, it is recognized by the

researcher that the inclusion of these personal connections can shape the understanding

and confidence of the research.

Third, as the study is part of a larger research agenda, it provides greater depth

and insight by narrowing the scope, focusing on interviews with the key decision makers

and implementers of WKU's international plan. Thus, the study is not comprehensive

and needs further research to be used to its fullest potential. Any recommendations or

suggestions concerning the international plan require more research of alternate sources

of data, particularly document analysis, and a wider spectrum of role groups, as well as

those involved in the internationalization effort at WKU who occupy different strata of

the organization.

Definitions of Terms

Internationalization: "The process of integrating an international, intercultural, or

global dimension into the purpose, functions, or delivery of postsecondary education"

(Knight, 2015, p. 2).

Globalization: "The flow of technology, economy, knowledge, people, values,

and ideas across borders" (Knight, 2015, p. 3).

*Massification: "*Growing demand for higher education caused be increased access to higher education" (Altbach et al., 2009, p. 5).

Institute of International Education (IIE): "IIE is a private not-for-profit leader in the international exchange of people and ideas. In collaboration with governments, foundations and other sponsors, IIE creates programs of study and training for students, educators and professionals from all sectors" (http://www.iie.org/en/Who-We-Are, 2065).

Interpretive Phenomenological Analysis (IPA): "A research method that breaks from the current, more psychological understanding of phenomenology and approaches research from a more sociological frame of reference." Believing individuals were a part of the world in which they lived, Heidegger developed IPA with the assumption that it is not possible to separate the individual from his/her environment. Thus, IPA allows for a more social understanding of a given phenomenon (Aspers, 2010, p. 217).

Summary

Internationalization has become a permanent fixture in American higher education and will more likely become more important for higher education in the years to come. Universities must take the time to reflect on the international plan created and implemented to facilitate the internationalization process. Knight's (2004) theoretical framework provides the means to conduct such reflection by clearly outlining different approaches and rationales often used during the internationalization process. A reflection of this nature has not been conducted at WKU. The study not only helps in developing a better and more thorough understanding of the progress made during internationalization, but it also can provide other universities with a method to accomplish the same.

What steps has WKU taken in internationalizing its student population, and how do these steps correlate with Knight's (2004) conceptual framework for detailing the way universities implement their international plan? Several problems prohibit an easy answer to these questions. Among other issues, internationalization is commonly misunderstood and misapplied by elite decision makers. Also, analyzing the research on international plans and internationalization theory provides a foundation for understanding internationalization as it has been conducted at WKU.

The current study supplements current research by analyzing a specific international plan and by providing a means to evaluate the plan. This chapter established the research context and provided a broad overview of the study, detailed in the chapters that follow. The central research question captures that effort: What steps or actions did Western Kentucky University undertake to internationalize its student population since 2006? Chapter II provides a literature review detailing the research and writings on the historical context of internationalization, internationalization theory, international plans and their application, and relevant background on WKU.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This qualitative study examines the creation and implementation of Western

Kentucky University's international plan using Knight's (2004) theoretical framework.

The author conducted a series of interviews with a sample of the individuals involved in

the international plan subsequent to 2006 when WKU renewed its emphasis on

internationalization; these data are analyzed using phenomenological techniques and

coded to determine the approaches and rationales used during the internationalization

process, in addition to challenges, solutions, and indicators of success. The goal is to

learn more about a university's approach and implementation of international initiatives.

It also seeks to identify areas that can be improved or adjusted in order to maximize the

potential of internationalization at WKU. The focus of this study is local but could be

utilized by other universities to enhance their international plans and to come to a better

understanding of that which is required to be successful in implementing

internationalization.

This study utilized several procedures and methods to identify existing research

necessary to provide background on internationalization. The researcher began by

conducting a search on a variety of databases including, but not limited to, Jstor,

Proquest, and ERIC. *Internationalization in higher education*, *internationalization*

theory, globalization, and international plans in higher education are examples of terms

used to gather the initial research. Knight's (2004) works and reference lists were extensively examined to identify other authors and studies conducted in the field. Additionally, a further search for other studies citing Knight in the reference list was conducted with Google Scholar and the assistance of the research staff at the WKU library. Finally, the library staff at WKU was consulted to find other empirical studies relevant to the current research.

The current literature on internationalization is extensive; various studies have focused on internationalization and the political, social, and economic benefits it produces in different sectors. Internationalization's role and development in higher education also has been described in detail in recent years; however, relatively little research exists that has described and analyzed specific international plans and the way in which universities implement these plans. Therefore, more research is required better to understand these issues. This chapter includes not only current literature on internationalization, but also it reviews both relevant and similar studies that rely on Knight's (2004) framework or that attempt to measure similar goals as those of WKU in terms of internationalization.

<center>**Internationalization**</center>

Understanding internationalization as it specifically relates to higher education is a monumental task, yet it is essential if developing or implementing an international plan at an institution of higher education. The concept certainly carries different connotations depending upon the relevant field of context (i.e., business, technology, or politics); the field of higher education is no exception. Many definitions and understandings of internationalization exist in the literature, and it is essential to understand these definitions and their relationship to higher education. Many definitions originate from

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specific goals or reasons for internationalization. Officials tasked with creating or

implementing an internationalization process often correlate their understanding or

definition of internationalization with a specific goal of internationalization. Therefore,

both definitions and rationales must be examined in order to gain clarity on

internationalization in higher education which results in from an understanding of the

variety of definitions of internationalization and of the differences between

internationalization and globalization.

Definitions

Many definitions of internationalization exist, and it is important to categorize

them in order to gain a more comprehensive and thorough understanding of

internationalization as it relates to the international efforts conducted at Western

Kentucky University. Internationalization has become a key component of higher

education in the United States during the 20th century, and Knight (2015) argued that the

definition of internationalization has been varied and controversial. Zolfaghari et al.

(2009) argued that the definition largely "depends on the stakeholder groups,

government, private sector, institution, faculty member, academic discipline and student"

(p. 2). Thus, internationalization as a general concept applicable to all institutions has

been largely misunderstood. In attempting to develop a new definition of

internationalization, Knight wrote,

> A challenging part of developing a definition is taking into account its application
>
> to many different countries, cultures, and education systems…. At issue is not
>
> developing a universal definition but rather ensuring that the meaning is
>
> appropriate for a broad range of contexts and countries of the world. Thus it is
>
> important that a definition does not specify the rationales, benefits, outcomes,

actors, actors, or stakeholders of internationalization as these elements vary across

nations and from institution to institution. The critical point is that the

international dimension relates to all aspects of education and the role that it plays

in society. (p. 2)

Indeed, Knight's reflection and criticism on previous definitions showed that many relied

on institutional or specific needs to create a definition rather than focusing on one that is

broad and more widely applicable definition.

Many examples exist of such specific definitions. Rudzki (1995) defined

internationalization as "a long-term strategic policy for the establishment of overseas

links for the purposes of student mobility, staff development and curriculum

development" (p. 1). However, he attempted to connect internationalization with a

specific strategic management model. Rudzki openly admitted that internationalization is

understood in his work due to his familiarity with the model, thus leading to a potentially

skewed and excessively specific definition of internationalization. Similarly, Hunter,

White, and Godbey (2006) and Leask (2001) associated internationalization in terms of

global competency. They understood internationalization as a means for universities or

institutions to become more competent in a global market. Again, their understanding

was much more specific to the particular research questions they addressed, rather than to

the field as a whole. This trend also can be seen in the way in which studies approach

internationalization of specific disciplines or in specific countries (Allen & Ogilvie, 2004;

Harman, 2004; Horie, 2002; Huang, 2006; Jowi, 2009; Kreber, 2009; Yang, 2002).

Knight's (2015) definition of internationalization is widely accepted in the field of

international research and serves as an appropriate foundation from which to understand

Western Kentucky University's efforts to internationalize the campus community.

Knight's definition is: "…the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 1). Zolfaghari et al. (2009) surmised that Knight's definition is widely accepted and applicable because it places emphasis on the process and the way it fits into the three key missions of universities: teaching, research, and service. Truly, many studies rely on and use Knight's definition to serve as a framework for the research (Altbach et al., 2009; Horn, Hendel, & Fry, 2007; McBurnie & Ziguras, 2006; Mohrman, Ma, & Baker, 2008; Qiang, 2003; Robertson, 2015; Zolfaghari, et al., 2009).

Knight's (2015) definition is not without some criticism. Critiquing an earlier version of Knight's definition, Qiang (2003) argued that it lacked a description of the ultimate goal involved in the process of internationalization. Similarly, Hawawini (2011) suggested that Knight's definition "… defines the process too narrowly by emphasizing the ability of an institution to introduce an international dimension into an existing structure and mode of operation, be it the student body, curriculum, or faculty teaching and research activities" (p. 5). Qiang cited definitions including a universal purpose of internationalization in higher education, such as one from van der Wende (1997), as a more complete definition. Van der Wende's definition included a reference to a common purpose of internationalization. She stated, "… such internationalization is not merely an aim of itself, but an important resource in the development of higher education towards, first of all, a system in line with international standards; secondly, one open and responsive to its global environment" (p. 250). However, Knight purposefully kept her definition free of a specific goal or purpose, realizing each nation, institution, or individual responsible for internationalization could have different goals in mind. This generic applicability makes Knight's definition appealing for use in analyzing an

institution's international initiatives.

Knight (2015) divided her definition into three sections and offered an explanation of each section's contribution to the overall understanding of internationalization. The first important concept is that it should be viewed as a process. She noted, "The term process denotes an evolutionary or developmental quality to the concept" (p. 2). Internationalization occurs over a period of time and is not an isolated event or effort. Rather, it must consist of a series of processes that can be utilized and evaluated to measure progress. Knight also mentioned that the action of creating inputs and outputs was intentionally omitted from the definition in order to maintain generalizability. Groups inevitably have different goals and create various measures to achieve these goals. The most important aspect is that all stakeholders undergo some type of similar process during internationalization.

The second section of Knight's (2015) definition arose from the mention of three terms used in conjunction with one another: international, intercultural, and global dimensions. By using these terms, Knight suggested that the process of internationalization in higher education must include a sense of cooperation and partnership between nations and a diversity of cultures, institutions, and communities. She stated, "There three terms complement each other and together depict the richness in the breadth and depth of internationalization" (p. 3).

Finally, Knight (2015) described the importance of distributing the ideology and practice of internationalization into all facets of life and work in higher education. Her definition identified purpose, function, and delivery as the main areas of focus to be integrated in order to successfully internationalize a university. She explained:

Purpose refers to the overall role and objectives that higher education has for a

country or the mission of an institution. Function refers to the primary elements

or tasks that characterize a national postsecondary system or individual

institutions. Usually these include teaching, research, and service to society.

Delivery is a narrower concept. It refers to the offering of education courses and

programs either domestically or in other countries. (p. 3)

Zolfaghari et al. (2009) also pointed out these three distinct aspects of Knight's definition

and argued that the generalizability of the definition results in it being widely accepted in

the field. It "…does not specify the reasons, benefits, outcomes, actors, activities, and

stakeholder of internationalization" (p. 2). It is ideal for framing a study of rationales and

approaches of internationalization of a specific university as a multitude of opinions,

rationales, plans, and approaches to the process could exist by those organizing and

implementing the international plan.

Differentiation from Globalization

A common misconception about internationalization is that it equates to or is

similar to globalization (Altbach, 2004; Altbach & Knight, 2007; Cantwell &

Maldonado-Maldonado, 2009; Enders, 2004; Knight, 2015). Altbach and Knight (2007)

agreed with the idea that globalization and internationalization are related but are greatly

different. They succinctly described the difference between the two phenomena:

"Globalization is the context of economic and academic trends that are part of the reality

of the 21st century. Internationalization includes the policies and practices undertaken by

academic systems and institutions - and even individuals - to cope with the global

academic environment" (p. 290). As Knight (2015) pointed out, internationalization

deals primarily with postsecondary education, but globalization is not limited to such

fields. Rather, globalization is the broader trend of a shrinking world in which

internationalization is a result or consequence. Certainly, a better understanding of the differences between globalization and internationalization is necessary in order to understand the limitations placed on the current research.

Knight (1999) argued, "Globalization can be thought of as the catalyst while internationalization is the response, albeit a response in a proactive way" (p. 14). Years later, Knight (2015) created a definition for globalization that allowed both internationalization and globalization to be understood as a dynamic relationship between two separate concepts. She opined, "For the purposes of this discussion a nonideological definition of globalization is adopted: the flow of technology, economy, knowledge, people, values and ideas…across borders" (p. 3). She framed globalization in a much broader context than internationalization; globalization does not center on the world of education, but rather is a process affecting international and postsecondary education: "Internationalization is changing the world of education and globalization is changing the world of internationalization" (p. 3).

Many studies have been conducted that detail the effect of globalization on higher education (Mitchell, Neilson, & Batie, 2011; Morey, 2004; Nielson, 2011; Scott, 2000). Scott (2000) argued that globalization is one of the most important challenges facing colleges and its universities to date. He suggested that globalization is much more than simply a higher form of internationalization and suggested that these two phenomena are opposed. Mitchell et al. (2001) studied the manner in which globalization transformed the faculty labor market in community colleges in the United States. Nielsen focused on administrators, faculty, and students in a common department and their interpretation of globalization as it related to their respective field. Morey (2004) connected globalization with the increase in for-profit higher education, largely arguing that globalization spurred

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changes in technology and communication, which in turn altered the needs of adult

learners. While discussing the growth of for-profit higher education, she claimed, "Thus,

emerging technologies and changing market mechanisms are stimulating new

opportunities for for-profit education and training organizations" (p. 134). These studies

speak to the effects of globalization on higher education, but they do not describe in

sufficient detail the relationship between globalization and internationalization.

Stromquist (2007) and Mitchell and Neilson (2012) provided excellent summations of the

relationship between these concepts, which serve as a foundation on which

internationalization at WKU can be better understood.

Stromquist (2007) viewed internationalization as a response to globalization. She

reported that internationalization, the response of universities to globalization, caused

institutions of higher education in America to experience a fundamental shift in ideology

toward a business-oriented model of operations. She explored two main ideas in her

work. The first was that globalization, through technological innovations and a greater

capacity for communication and partnership, gives rise to new economic and social

dynamics, thus creating a variety of social and organizational consequences. The second

developed the idea that globalization influences schools and universities to act more as

businesses than institutions of education, which historically function different than most

businesses.

Stromquist (2007) used case study methods to analyze her main questions and

focused on one private university on America's west coast. She concluded, "Dynamics

linked to economic and technological features of globalization have led to university

responses known collectively as internationalization" (p. 100). She proved that

internationalization is a response to globalization through the following chain of

evidence. First, the university under review significantly shifted focus to recruit more international students and faculty. Second, she found a significant shift in strategies of governance, curriculum, and admission criteria to include international elements. Third, Stromquist witnessed a growth in highly reputable faculty and staff, an indication of increased student applicants. There also was an increase in administrative positions in internationalization centers on strategic planning and administrative cooperation. Finally, she determined that the increased international focus led to additional tension and dissociation between teaching and research responsibilities, as more part-time faculty were needed to accommodate a growing international student body. In sum, Stromquist concluded that her observations represented a shift in the ideology of institutions of higher education. This new ideology, which Stromquist identified as internationalization, is a response to issues of globalization and can be proved by the evolution of universities into more business-like institutions.

Mitchell and Neilsen (2012) also spent a considerable amount of time analyzing the relationship between globalization and internationalization. They emphasized that the meanings of these concepts have become muddled and confused. Mitchell and Neilsen desired to emphasize the differences between globalization and internationalization in order to better understand the change occurring in universities and colleges during the 21st century. They referenced Knight's (1999) comments on globalization as a catalyst for internationalization but also took issue with the consequence of believing internationalization to be a result, rather than a cause, of globalization. They wrote, "…internationalization can be… thought of as a leading variable, encouraging and facilitating globalization, not just a response variable describing how institutions respond to the presence of globalization in the spheres of economics, politics, culture and social

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interactions" (p. 4). With this basic premise in mind, the authors described a revolution of globalization made possible through technological advances in transportation and communication. Further, they described two dimensions that defined globalization as it relates to and differs from internationalization.

The first dimension of globalization described by Mitchell and Neilsen (2012) was "typically used either to characterize international spatial awareness or to highlight a transformation in the processes of interaction among individuals and groups" (p. 5). Mitchell and Neilson argued that institutions of higher education serve as the center of interaction as described in the first dimension of globalization. As a result, they viewed internationalization, a characteristic and process unique to institutions of higher education, as an impetus for globalization. Advances in transportation largely cause the spatial dimension involved in this understanding of globalization, while the second dimension can be traced to advances in communication.

The second dimension described by Mitchell and Neilsen (2012) was a view based on the process of interaction. They noted, "From this process view, globalization is defined as the practice of growing social interaction and connectivity among people around the world, creating economic, social, cultural, political, environmental, scientific, and technological interdependence" (p. 5). This view is the more commonly accepted understanding of globalization (Altbach & Teichler, 2001; Gideens, 1994; Morrow & Torres, 2000; Rizvi, 2004; Spring, 2008). Once again, Mitchell and Neilson suggested that institutions of higher education serve as centers of the communication of ideas and information, leading to the conclusion that internationalization is a cause of globalization.

The thrust of the argument by Mitchell and Neilsen (2012) argument involves differentiating between globalization and internationalization, but they stressed

internationalization and the actions of institutions of higher education as an impetus for globalization. Nevertheless, they emphasized the importance of recognizing the differences between these two phenomena. They suggested that the relationship between globalization and internationalization is akin to the relationship between yin and yang in Chinese philosophy; these two forces work together to "…transform the self-understanding and organization activities of both research universities and community colleges…globalization and internationalization operate together to create a global interdependence in economics, politics, and culture" (p. 18). Ultimately, "Internationalization is seen as something higher education institutions do while globalization is something that is happening to them" (p. 3). They are distinctly different yet inseparable when considering their role in institutions of higher education.

Rationales of Internationalization

Understanding the way in which internationalization relates to and differs from globalization provides a solid foundation for understanding the reason internationalization has become an important characteristic in successful institutions in higher education. Some argued that internationalization is a result of globalization (Knight, 1999), while others emphasized a more symbiotic relationship (Mitchell & Neilson, 2012). The vast majority of scholars have agreed, however, that internationalization is a phenomenon unique to higher education and will continue to grow in importance. Many theories and explanations exist explaining the reason internationalization has become important. Hser (2005) argued that internationalization in education is essential due to its in role national security and world peace. If domestic and international students are exposed to more cultures and become more globally conscience during their time at a university, a greater part of the world's population will

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possess a sense of global citizenship. Internationalization also has undeniable financial benefits. Altbach and Knight (2007) described the difference between traditional internationalism in higher education and that which is driven by profit. They defined traditional internationalization as providing cultural perspective and international experiences mostly for domestic students. However, they also argued that universities are turning more toward profit-driven internationalization that focuses primarily on the recruitment of international students.

Altbach and Knight (2007) surmised that while uncertainties may affect the pace of internationalization, its growth as a central force in higher education remains strong. They focused on the nature and character of modern internationalization and suggested several motivating factors used by universities when deciding to internationalize the campus community. They stated, "We are at a crossroads – today's emerging programs and practices must ensure that international higher education benefits the public and not simply be a profit center" (p. 304). The Altbach and Knight study discussed the nature of internationalization and touched on two broad categories of rationales for internationalization: profit and a more generic benefit to the public.

Knight and De Wit (1995) categorized rationales for internationalization into two broad areas: economic/political and cultural/educational. This division is generally accepted, although others have been more specific and have separated these rationales into four groups: economic, political, educational, and cultural (Ollikaninen, 1996; van der Wende, 1997). Callan (2000) added a fifth category, which he simply called "negative" (p. 17), referring to fear of being left behind competitively, or the fear of not doing something that most, if not all, other institutions are doing. De Wit (2002) also relied on the division of four broad categories when describing several motivating factors

for internationalization. Knight (2004) argued that these four categories remain useful in analyzing and evaluating internationalization, but she pointed out that "significant changes in nature and priority within each category need to be highlighted" (p. 21) in order that a better and more specific understanding of the rationales of internationalization can be understood. She used De Wit's four groups but added a category describing rationales of emerging importance at both the national and institutional levels. These categories serve as a sufficient means of understanding the reason internationalization is becoming more relevant in American higher education.

The political benefits and rationales of internationalization are many and perhaps can be exemplified through an understanding of EducationUSA, a network of advising centers supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs. These centers facilitate millions of international students each year in finding accurate and comprehensive information about U.S. colleges and universities. EducationUSA (2012) "…strives to foster mutual understanding between the people of the United States and the people of other countries," in additional to working with advisors and students to bolster international student enrollment in American universities. EducationUSA has been instrumental in solidifying educational relationships and agreements between the United States and other countries, and these agreements are certainly centered in political rationales.

Hall (2012) focused on the relationship between the United States and Saudi Arabia to demonstrate the political reasoning behind the State Department's attempts to promote higher education. He first asserted that "…the government's greatest impact on supporting international enrollments in the U.S. is the various alliances and agreements the federal government manages to establish with other governments and organizations

from countries interested in American education" (p. 3). He insinuated that America leverages opportunities to expand access to American education by increasing access of education to international students through specific diplomatic agreements with countries. The largest of the agreements, both in terms of student enrollment and political consequences, is the King Abdullah Scholarship Program (KASP) formed between the United States and Saudi Arabia in 2005. Hall pointed out that the scholarship has a drastic impact on both countries: "This agreement has meant 22.7 billion dollars for American higher education and has promises of not only helping American colleges overcome their ever-present budget deficits, but also to change the culture and society of Saudi Arabia" (p. 4). While this serves as only one example of potential political rationales of internationalization, it exemplifies the benefits of internationalization to American colleges and universities, to the American government, and to foreign countries. Urban and Palmer (2014) suggested that developing the communicative capacity and global awareness of both domestic and international students will help them deal with later foreign policy issues and national security concerns. Politically, it is better to educate students of these issues now to enable them to develop the experience and ability to solve these issues as they arise.

The aspect of soft power also should be considered when discussing political rationales of internationalization. Soft power, according to Nye (2004), "…is the ability to get what you want through attraction rather than coercion or payments" (p. 34). Altbach and Peterson (2008) stated, "Ultimately, the concept of public diplomacy, which consists of engaging, informing, and influencing citizens of other countries, is the same as … soft power" (p. 37). Therefore, when considered within the context of soft power, higher education can be a means of international diplomacy and influence. Students

educated in the United States can be influenced or instilled with western ideas and values and can have the opportunity to observe these ideals in action. Eventually, they take that new attitude back to their home countries. Certainly, America's recent influx of Saudi students has afforded it some influence in the Middle East.

Trilokekar (2010) analyzed the contributions made by the Canadian government to internationalization in higher education as it relates to soft power. Via an extensive policy analysis focusing on the relationship between government policy and the internationalization of higher education, he found that Canada has regressed in its use of internationalization as a source of soft power, writing, "Ironically for a country that established a bold and a unique international vision, one observes an alignment with broader global approaches that result in a narrowing of vision, a focus on more short rather than long term objectives and a limited engagement of dialog to promote both international development assistance and international cultural (educational) relations…as our nation's soft power" (p. 145). Trilokekar's findings are important as they it suggest that internationalization is key to a country's soft power and, thus, influence. Conversely, a country's soft power is key to developing a unified and strong approach to internationalization at the institutional level. In another study, Tilokekar (2015) argued that internationalization policy is shaped and influenced by federal policy. The political implications and benefits of internationalization are quite large, requiring government to play some type of role. Further, the economic benefits of internationalization cause governments to be more active and engaged in this area.

The economic rationales for internationalization are both impressive and staggering. Many studies have been conducted highlighting the economic benefits of different aspects of internationalization to American colleges and universities (IIE, 2015;

Lewin, 2012; NAFSA, 2015). These studies, among others, largely identify two

fundamental economic benefits of internationalization. The first produces an immensely

beneficial effect on local economies. International students bring billions of dollars into

the U.S. economy every year and support and supplement university budgets. Ilieva,

Beck, and Waterstone (2014) reported that institutions rely on internationalization to

provide a university with economic stability. The economic impact of these international

students cannot be overlooked. The NAFSA (2015) International Student Economic

Value Report suggested that international students in America supported 340,000 jobs

and contributed $26.8 billion to the U.S. economy. The report also suggested that

international students play a key role in contributing to the academic and cultural quality

of American education. Universities rely on these students to make up for revenue lost

from a decrease in domestic enrollment and a decline in federal funding.

The second economic rationale in American higher education results from a more

global perspective. Altbach (2015) contended that a revolution was occurring in terms of

the role of internationalization in higher education. He stated, "Education is becoming an

internationally traded commodity… to be purchased by a consumer in order to build a

'skill set' to be used in the marketplace or a product to be bought and sold…" (p. 2).

Brandenburg and De Wit (2011) also suggested that higher education is becoming a

commodity to be bought and sold. Alberts (2007) suggested that international talent will

be a key characteristic of economic growth of the United States, and it can be assumed

that the same principle can be applied on a global scale. International talent, consisting

of an educated and modern population, will play a key role in the economic future of all

countries. Hazen and Alberts (2006) echoed the sentiment that American education

prepares a global workforce.

Crossman and Clarke (2010) studied the effect of international experience on the employability of graduates. They conducted a qualitative study investigating the perceptions of employers, academics, and students regarding the value of international experiences in terms of employability post-graduation. They wrote, "Within this context [increased internationalization over last 20 years] employers have begun to recognize the importance of recruiting personnel with knowledge and understanding of cultural issues, as well as the capacity to manage international relationships and a culturally diverse workforce" (p. 599). The researchers used interviews and a questionnaire to mine data from 45 participants, which were equally distributed between the three population groups. They did not, however, make a distinction between these three groups in their findings, choosing instead to treat employers, academics, and students as one group. They found an overwhelming consensus regarding the value of international experience in terms of employability. They noted, "…the main benefits of international experience included the potential for networking, the opportunity for experiential learning, additional language acquisition, and finally the development of soft skills" (p. 607). The importance of the development of cultural sensitivity and understanding was one of the key findings in their study. Businesses and industries are becoming increasingly global in nature, and graduates from institutions of higher education require the skills, understanding, and sensitivity to work with individuals from around the world. One benefit and rationale of internationalization is to instill these traits and talents in students in order to prepare them professionally.

Urban and Palmer (2014) argued that many students choose to study in the United States for the future economic impact education can have in their lives. They said, "The decision to study in the United States is primarily driven by students' expectation to

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improve their future career opportunities and obtain experience that will eventually lead to employment either in the United States, their home countries, or internationally" (p. 2). They went on to task universities with the responsibility of preparing students "…for careers in the global economy" (p. 3). From an economic perspective, many benefits and rationales exist for internationalization, both on a local and global scale.

The cultural and educational rationales prompting universities and colleges to internationalize their campuses are as diverse as they are important. Once again, rationales have both internal and external roots. Locally, Knight (2015) contended, "The two most important benefits identified by higher education institutions are more internationally oriented staff/students and improved academic quality" (p. 9). Other studies have echoed the sentiment that academic quality is a major rationale for internationalization. Nguyen, Vickers, Ly, and Dong (2016) asserted that internationalization is needed to maintain international education standards and institutional educational reputations. Jibeen and Khan (2015) suggested that international relations and partnerships between universities are no longer adequate unless appropriate measures are taken to ensure that academic quality for both institutions is addressed. Hazelkorn (2011) focused on institutional academic rankings and their effect on internationalization both on the front and back ends of the spectrum. He examined the reason rankings can be a paradox for universities. International students choose to attend highly ranked universities, but the amount and quality of a university's international students often play a factor in institutional ranking.

Kahn and Agnew (2015) suggested that the changing nature of education toward an inclusion of more global concepts has benefits both to faculty and students. They contended that this changing nature of the delivery of education produces a means to

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naturally internationalize higher education. They wrote:

> It is important that higher education leadership creates institutional cultures that
> are responsive to global forces and provides the diverse learning experiences
> needed for today's workforce and civic life. Global learning requires strategies
> and pedagogies built around collaborations, plurality, interconnections, networks,
> and engagement with the world. (p. 9)

Kahn and Agnew demonstrated the way in which global learning is actively changing the
approach of institutions to educate students to function and succeed in the modern world.
They focused on the nature of global learning and its role in higher education.
Interestingly, they showed that internationalization produces global learning, which
changes the way knowledge is both produced and taught. Internationalization seeks to
improve the quality of the educational experience, both academically and socially, for all.
Further, internationalization is at the tip of the spear in the changing nature of American
institutions of higher education. As these colleges and universities evolve to
accommodate a modern world, creating a better educated and cultured student body
remains a central goal and responsibility of the internationalization process.

Cultural rationales represent the final of the four basic rationales of Knight (2004)
and De Wit (2002). Institutions' cultural rationales for internationalization generally
involve two major areas of concern: developing cultural sensitivity and preparing
students for life in an increasingly global world, whether it be professional or social.
Both of these content areas share a common outcome, the development of global citizens.
The concept of global citizenry is important in modern society. Rhoads and Szelenyi
(2011) described the negative consequences of cultures and nations that have an "us and
them" mentality. They remarked, "Conceptions of 'us' and 'them' historically have been

embedded in cultural differences linked to geography, religion, ethnicity, race, and nationality" (p. 2). They provided several examples of this mentality posing devastating consequences. The enslavement of Africans was a race-based distinction, as was Hitler's treatment of the Jews during the years leading up to and including World War II. The rationale behind the development of global citizens is to raise awareness and sensitivity of other cultures in order to create a sense of citizenship and community among individuals from around the world.

Rhoads and Szelenty (2011) believed developing global citizens to be a fundamental responsibility of the university. They argued:

> We see the idea of citizenship, and what constitutes citizenship, as key to understanding today's world and the growing influence of globalization. Furthermore, we believe universities have a central role to play in challenging the foundations of us-versus-them thought and in forging a social conscience for society… Accordingly, universities have an obligation to use their knowledge capacities to advance social life and to better the human condition. Just as we have used our sharpest mind to advance science and technology, we must do the same in terms of advancing global relations. Hence, we see the lives of students and faculty as a key context for exploring the possibility of more innovative and expansive conceptions of citizenship. (pp. 7-8)

Understanding cultural differences is simply the first step in accepting and working with individuals from a multitude of backgrounds. University campuses provide a common forum and serve as a melting pot for students from around the globe in which to grow and to develop alongside one another. Universities are uniquely suited; they have an obligation to do everything possible to facilitate the development of global citizens.

Horn et al. (2011) attempted to identify the extent to which internationalization can be an indicator of international civic engagement, which they referred to as the development of global citizenship. Their quantitative study collected data from 120 universities regarding the number of students studying abroad, the percentage of international students on campus, and international education requirements. They desired to determine whether this information could predict international volunteerism, an indicator of global citizenship. They stated, "A central feature of active global citizenship is a sense of personal accountability for the welfare of all humans that guides attempts to address social and environmental problems" (p. 162). Horn et al. used a multiple linear regression to examine and identify the relationships between internationalization and international volunteerism, and they found that study abroad rates significantly predicted international volunteerism: "This suggests that study abroad is an effective intervention for fostering development within the domains of global citizenship" (p. 169). Other indicators of internationalization, internationalizing curriculum and the recruitment of international students, showed a positive correlation in terms of fostering global citizenship.

Ultimately, all of these rationales (political, economic, educational, and cultural) exist simultaneously within a single institution, creating expectations and goals for the stakeholders. Whether the rationale to internationalize the campus community is political, economic, educational, or cultural, one cannot arrive at a clear perception of whether the efforts to internationalize were successful until an understanding is developed of the benefits internationalization was intended to produce. For this reason, all rationales should be considered when evaluating the process of internationalization at a specific institution. Knight (2015) suggested:

All in all, the rationales driving internationalization vary from institution to

institution, from stakeholder to stakeholder, and from country to country.

Differing and competing rationales contribute to both the complexity of the

international dimension of education and the substantial contributions that

internationalization makes to higher education and the role it plays in society. (p.

5)

When considering rationales, it remains important to focus on the values giving meaning

to each. Knight noted that these values "…give shape and meaning to the rationales and

expected outcomes…" (p. 5) regarding internationalization. Clarity of international

values and goals allows for a clearer understanding of objectives and policies created and

developed by universities to accomplish internationalization.

Internationalization in Higher Education

Knight (2015) suggested that the term *internationalization* has been used for

centuries in the political and governmental sectors. She argued that internationalization

only recently has been used to refer to higher education, increasing significantly in use

beginning in the 1980's. Knight added, "Prior to this time, international education was

the favored term and still is in some countries" (p. 2). One important result from

Knight's analysis on the evolution of the use and understanding of internationalization is

that international elements have been a part of higher education for many years. In order

to understand the way and reason that internationalization has evolved to become a

crucial component of higher education, it is important to consider its historical roots. De

Wit (2002) asserted:

It is nonetheless important to relate the generally acknowledged focus on the

internationalization of higher education in today's world to the original roots of

the university, and to place the present developments in historical perspective.

Only in this way is it possible to identify the specific character of the

internationalization of higher education as currently encountered. (p. 3)

Thus, a discussion of the historical context of higher education will explain that

internationalization in higher education has expanded in scope and importance over the

years and will develop a foundation on which current issues, challenges, and trends of

internationalization can be better understood.

Historical Context

The concept that higher education has been involved internationally for centuries

is widely regarded, but universities truly began to embrace the concept of international

education in the 18th and 19th centuries. Altbach (1998) suggested that the university is

one of the only institutions in the history of the world that has consistently been

international. He stated, "With its roots in medieval Europe, the modern university is at

the center of an inter-national knowledge system that encompasses technology,

communications, and culture" (p. 347). Kerr, Gade, and Kawaoka (1994) similarly

believed that colleges and universities are inherently universal, writing "universities are,

by nature of their commitment to advancing universal knowledge, essential international

institutions…" (p. 6). However, some disagreement exists concerning the origin of

international elements in higher education. Many have argued (de Wit, 2002;

Hammerstein, 1996; Neave, 1997; Scott, 1998) that the original universities of the

Middle Ages were fundamentally nationalistic, rather than international, and universities

did not place importance on international elements until the 18th and 19th centuries, a

period in which the creation and expansion of universities flourished.

De Wit and Merkx (2012) reported that medieval universities "had a clearly

national orientation and function" (p. 43). Nevertheless, they showed that universities

consisted of international elements in large part due to the religious nature of these

universities, which often attracted international pilgrims from across the known world.

de Ridder-Symoens (cited in De Wit & Merkx, 1992) wrote, "[Pilgrims] were the

university students and professors. Their pilgrimage (pereginatio) were not to Christ's or

a saint's tomb, but to a university city where they hoped to find learning, friends, and

leisure" (pp. 43-44). Interestingly, the mobility of these pilgrims resembles the mobility

of students, both international and domestic, in American universities today. de Ridder-

Symoens demonstrated these similarities:

> The use of Latin as a common language, and of a uniform program of
>
> study and system of examinations, enabled itinerant students to continue their
>
> studies in one 'studium' after another, and ensured recognition of their degrees
>
> throughout Christendom. Besides their academic knowledge they took home with
>
> them a host of new experiences, ideas, opinions, and political principals and
>
> views. (pp. 302-303)

If one were to switch *Latin* for English, and Christendom to the broader modern world,

the description would sound very similar to that which students gain from

internationalization in the 21st century.

De Wit and Merkx (2012) described internationalization in higher education

during the 18th and 19th centuries as having three main characteristics: dissemination of

research, individual mobility of students, and export of higher education systems. These

three characteristics, while existing prior to the 18th century, certainly became

fundamental characteristics and responsibilities of universities during this time. Indeed,

they remain fundamental today. De Wit and Merkx echoed this argument, writing

"Although much of the research in that period had a national focus and interest, the international exchange of ideas and information through seminars, conferences, and publications has remained a constant feature of international scholarly contact" (pp. 45-46). Similarly, De Wit (2002) noted that most academics consider international contacts in research as a fundamental principle and purpose of internationalization.

Peter Scott (1998) also asserted that internationalization in higher education began to appear during the 18th and 19th centuries. He surmised that the export of higher education was the first main form of internationalization of higher education in America continuing into the 20th century. During this crucial time of the development of higher education in America, many universities borrowed philosophies and structures on the nature of a university directly from European models (primarily British and German models). De Wit (2002) argued that this exportation demonstrated the relationship between globalization and internationalization as it concerns higher education. As trade and capital increasingly moved from nation to nation, the exchange of ideas and philosophies in education moved as well. De Wit referred to this "a primitive form of globalization of higher education" (p. 8).

Higher education during the period spanning from the Renaissance to the beginning of the 20th century appeared very different than today. Nevertheless, international elements, primarily consisting of the mobility of students, the export of academic systems from Europe to America, and cooperation and exchange in academic research, paved the way for internationalization to flourish during the 20th century in the United States.

Several key events in early 20th century America signaled the development of internationalization in higher education. De Wit (2002) noted the creation of the Institute

of International Education (IIE) in 1919 to be among the most important of these markers. The very first IIE Report (1920) noted that internationalization in higher education would prove to be fundamental in preventing future wars. It stated:

> The outbreak of the Great War found most Americans, even of the intelligent class, unfamiliar with many of the problems brought to the surface by it. Americans had devoted themselves almost exclusively to the development of the great resources of their country and had pursued a policy of comparative indifference to foreign affairs. This was not conducive to the development of the 'international mind,' so necessary to a sympathetic understanding of the problems and difficulties of other peoples. (p. 1)

The desire for peace and mutual understanding between peoples and cultures after World War I is another key indicator. Both of these, among others, paved the way for the two main factors affecting international educational exchange: the creation of UNESCO and the Fulbright Act. De Wit asserted that the creation of these institutions primarily relied on political and cultural rationales, yet the goals of these programs were to increase awareness and peace through education. Further, they were fundamental in changing the way in which universities considered international education. They encouraged collaboration and an exchange of peoples and ideas.

World War II changed the nature of higher education in America nearly overnight. The United States suddenly found itself as the leader and rebuilder of broken nations. America became the most powerful country in the world, and internationalization in American universities quickly became more and more important, evolving along with America's changing role in the world (De Wit & Merkx, 2012). De Wit and Merkx (2012) contended that America was forced into an undesirable position

following the bombing of Pearl Harbor; the country was about to enter a war fighting on two fronts but "lacked the foreign area competence to do so" (p. 50). The government began to utilize resources in higher education in order to increase the capacity of the military to face these challenges. They hired university faculty for their language and area-specific expertise. They also established the Army Specialized Training Program to educate officers in universities to develop the needed skills for the war. These are only a few examples of the way in which World War II shifted focus of American higher education to solve global problems. After the war, this focus would continue; indeed, it would thrive.

The Fulbright Act of 1946 played a key role in the growth of internationalization in American higher education following World War II. At its simplest, the Fulbright Act served as an exchange program between American and European institutions of higher education. This increased both student and academic mobility, increased international collaboration of research, and helped the export of academic systems, symbolizing an expansion of the three characteristics reported by De Wit and Merkx (2012) of internationalization of higher education during the 18th and 19th centuries. They stated,

> By sending faculty and graduate students to foreign countries and receiving faculty and students from those countries, the Fulbright program established personal networks and stimulated interest in overseas research. It also familiarized Americans with foreign universities and foreigners with American universities. (p. 50)

Higher education in Europe struggled while the continent rebuilt physically, emotionally, and socially, but education in America thrived. As the American infrastructure grew and developed and America assumed its place as the political power of the West, students

from other countries began to arrive in the country for advanced studies. America became a global leader in education during these years. It increased the focus on internationalization in higher education during this time in no small part due to the main power of the east, the Soviet Union.

Post-war America consisted of nation and, thus, higher education building, which progressed in large part due to the Cold War. Duderstadt (2009) argued that the American government had a social contract with American universities, acknowledging the need to educate American society. This social contract dates back to early American history with legislation such as the Federal Ordinance of 1785, which defined the role of public universities and expressed the need to educate a young country. The social contract was extended a century later with the Morrill Acts of 1862 and 1890, which provided land grants to encourage states to create and sustain public universities. The Morrill Acts also began to broaden access to working class citizens, another key factor in the growth of internationalization in American higher education. Subsequent to World War II, the federal government once more renewed this social contract with such legislation as the GI Bill, the Higher Education Acts, and financial aid programs.

When confronted with the Cold War, Duderstadt (2009) reported that the social contract once again needed to be renewed, and internationalization played a key role in this renewal. He wrote, "The evolution of the research university, the national laboratories, the interstate highway system, the telecommunications systems and airports, and the space program were stimulated by concerns about the arms race and competition with the Communist bloc" (p. 19). The federal government increased access, funding, and focus on higher education, which resulted in an increased focus on internationalization. Bringing foreign students into American universities, sending

American students and faculty to study across the globe, and the creation of cultural sensitivity and awareness programs helped America to cement its role as a global power. De Wit (2002) reported,

> Both powers [America and the Soviet Union] had clear political reasons to promote international educational exchange and cooperation: to gain a better understanding of the rest of the world and to maintain and even expand their spheres of influence. Together with diplomacy, development aid, and cultural exchange, international exchange and cooperation in higher education became an important tool to reach these objectives. (p. 11)

De Wit and Merkx echoed the sentiment that internationalization and higher education boomed during the Cold War, particularly during the Eisenhower administration, stating, "All these initiatives [National Defense Education Act and Title VI] indicate that higher education was considered an instrument in the Cold War. At the same time, they stimulated the internationalization of higher education in the United States" (p. 52).

The end of the Cold War largely introduced the modern era of higher education in America. The late 20th century began an era that would break down cultural and regional barriers more effectively than in the past. Childress (2010) argued that the constant technological advances, such as the growth and development of the internet, have erased barriers that existed in commerce. She suggested:

> Collectively, these changes require the development of knowledge and skills necessary to adapt and lead in a world with expanding intercultural interactions and decreasing monoculture dimensions. Higher education institutions serve critical roles in this process as they develop knowledge systems, and contemporary knowledge systems are increasingly international. (p. 1)

Internationalization in the post-Cold War era largely has been a response to the advancements made culturally and technologically, but the growth seen in recent years certainly can be attributed to other factors as well.

Childress (2010) mentioned the importance of global events and rapidly changing demographics as other key stimuli of internationalization in higher education. She suggested that events, "… such as September 11th and the War on Terror" (p. 1) have demonstrated the importance of international knowledge for national security and global peace. The rapidly changing demographics on a local, regional, and national scale have increased the importance of cultural understanding and sensitivity. The responsibility to instill these values and ethics in Americans has fallen largely on the shoulders of institutions of higher education. The role of internationalization as a response to global events has been consistent over the last one hundred years. American leaders looked to higher education during and after both World Wars to alleviate growing concerns affecting an increasingly global world. As a result, internationalization has become a pillar in the American higher education community.

International elements have become fixtures of higher education and will continue to grow in importance over the coming years. Scott (2005) asserted that the international growth in demand for higher education "will be the principal driver in changes in the nature of universities in the new millennium" (p. 93). Certainly, the growth and development of internationalization in American higher education is complex and detailed, but a basic understanding of the history and evolution of the American education system is essential in understanding its significance. The importance of internationalization in higher education can be expressed in many ways: enrollment, study abroad statistics, number of international faculty, and economic impact, among

others. The following section addresses documenting the importance of internationalization as it relates to higher education in America.

Evaluating Progress and Success of Internationalization

Evaluating the progress and success of internationalization at a university can be challenging. Many of the perceived goals, to include developing global sensitivity and awareness among the students, increasing the quality and diversity of education, creating global citizens, and preparing students to work in a more global society, are arguably subjective and qualitative in nature, making accurate and informative evaluation difficult to achieve. However, some aspects of internationalization can be reduced to a more objective and quantitative level; e.g., the growth in the enrollment of international students, the growth in domestic students studying abroad, the number of international faculty, the number of national scholarship recipients, and the amount and type of cultural events occurring on a university campus are measures that can help gauge the effectiveness and success of international initiatives.

Weiss (1998) defined evaluation as "the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means contributing to the improvement of the program or policy" (p. 4). When applied to internationalization, this indicates that an institution must have objectives, priorities, and goals clearly stated in order to truly assess the effectiveness of processes of internationalization. Only via thorough and extensive evaluation can an international plan be deemed successful. Thus, the importance of the evaluation of internationalization, particularly considering the increasing dependence of colleges and universities on internationalization, cannot be sufficiently expressed enough. Knight

(2001) emphasized the importance of monitoring the progress of internationalization, writing:

> There seems to be a myth accompanying the great leap forward in the internationalization of colleges and universities. There is a perception that the more international a university is, the better it is and the higher quality its programs are. Of course, we want to believe and ensure that the international dimension of teaching/learning, research, and service is enhancing the quality of education, but do we have a way to prove it? (p. 233)

Moreover, quality assurance is becoming more important in the arena of higher education. The quality of higher education in America has come under attack in recent years due to steadily growing student debt and tuition costs. These issues, combined with a struggling economy, have forced students and parents to ensure that a college degree is worth the money they pay. Glenn (2011) argued that the quality of education may be changing, but universities continue to provide students with the means to succeed. Increased attention on internationalization in recent years has drawn similar scrutiny concerning its worth and quality.

Knight and De Wit (1999) stressed the importance of tracking internationalization as it is becoming more important to American universities. Woodhouse (1999) echoed these sentiments, claiming that quality assurance is essential in order to show the appropriate rate of return from an increased investment in internationalization. He reported,

> Many governments, believing a large corps of highly educated people is essential for the prosperity of society, are committing a large percentage of the public funds to higher education... With increased funds comes an increased concern on the

part of the government to be reassured on three counts. Firstly…are their

objectives appropriate? Secondly… are the higher education institutions

operating efficiently? Thirdly... are they operating effectively? (p. 29)

These three criteria form the root of international evaluations.

Van Der Wende and Westerheijden (2001) noted that the link between quality

assurance and internationalization was missing until recently, arguing that the two

phenomena evolved parallel to one another, rather than intersecting. They wrote:

The explanation for this situation can be found in the rather marginal character of

internationalization, which for a long time focused mainly on the mobility of

limited numbers of students and staff, and the purely national basis and focus of

quality assurance approaches and systems. (p. 233)

Many methods of approaches to quality assurance and evaluation of internationalization

exist, but they all share one commonality: the belief that evaluation and scrutiny can

improve internationalization and help institutions reach their goals, both domestic and

abroad.

Deardorff and van Gaalen (2012) warned of relying only on outcome indicators;

i.e., the number of international students enrolled, the number of domestic students

studying abroad, the number of institutional agreements or partnerships, or the economic

impact of international students. They felt these factors should not be left out; rather,

they recommended using output and impact indicators. Impact indicators include

measuring and assessing student learning outcomes, enhancement of the quality of

education and employability, and other outcomes that "…address the central goals of

higher education, as results of internationalization" (p. 167). They further showed that

student learning outcomes, often containing international elements, are driven by state

legislatures, accrediting bodies, and federal granting agencies. As a result, assessment and evaluation are key in order to prove the university is providing the academic, cultural, and economic benefits of internationalization. These assessments sometimes occur within a university's Quality Enhancement Plan (QEP), which is directly tied to student academic outcomes. These plans provide a natural and seamless method to assess some aspects of internationalization.

The three evaluation types are representative of assessments used for internationalization. The first, Knight's (2001) Tracking Measures Chart, is a framework designed to track specific goals and measures. The second method (IQR) is a more extensive process of evaluation that combines an in-house self-assessment with an external peer review. This is similar to accreditation processes but remains specific for internationalization. Finally, some methods of evaluation, such as the ISO 9000, use existing models of quality assurance not specific to internationalization or education. These models can be broadly applied to measure quality assurance in a variety of fields: business, government, education, etc.

Knight (2001) provided a complete guide to assessing internationalization by focusing on the creation and measurement of tracking measures. These measures were "…defined as a measure that tracks the progress and quality of an internationalization element or strategy towards achieving a desired objective or target" (p. 235). She provided three sets of suggested tracking measures, or goals, universities should use when tracking internationalization. The first focuses on faculty/staff involvement. The second set addresses the amount and quality of international agreements. The third addresses student academic measures. Knight's framework of evaluation clearly considered both the output and impact factors that are crucial to effective

internationalization evaluation (Deardorff & Galen, 2012). Each set of measurements is broken down into measureable, clear, and consistent units. The first of Knight's sets, faculty and staff involvement, tracks the number of faculty and staff participating in international institutional exchange agreements and the number of visiting international faculty and staff collaborating with domestic personnel. Both are easy to measure and are clear, concise, and simple methods of evaluating a specific goal of internationalization.

Another beneficial aspect of Knight's (2001) evaluation method consists of a rubric that can be used to quantify the data. Knight's internationalization tracking measures chart not only measures the success of internationalization initiatives, but also it can identify areas of weakness. She argued, "The chart ensures that objectives and targets are explicitly stated and the level of achievement measured. The purpose… is to collect information that can be used to analyze what kinds of improvements are necessary, desirable, and feasible" (p. 237).

Table 1 shows the chart with descriptions of the information to be included and assessed.

Table 1

Internationalization Tracking Measures Chart

Time Period:		Date to Date			
Elements/Strategies	Tracking Measure	Objective or Target Quantitative or qualitative	Progress Quantitative Measure Actual number or Yes/No	Progress Qualitative Measure Degree of Progress 0/1/2/3	Quality Qualitative Measure Level of Quality A/B/C/D
Column One Elements refer to the major components or strategies of an institution's overall plan for internationalization. They can be organizational strategies or program strategies	**Column Two** A tracking measure is the tool used to assess a particular aspect of the element or strategy.	**Column Three** A clearly stated objective or target is a prerequisite to assessing progress and quality. The objective or target can be expressed in narrative or numerical terms.	**Column Four** This column provides the current level of achievement either in numerical terms or in a few cases with a yes/no response.	**Column Five** A judgement on the level of progress is stated in this column. This is critical to identifying areas where improvement is required.	**Column Six** The level of excellence or amount of improvement needed to fully achieve the stated objective or target is included in this column.
Legend	Progress:	0 – none	1 Low	2 Medium	3 High
	Quality:	A-Needs significant improvement	B-Needs some improvement	C- Adequate	D-Excellent

Note. Adapted from "Monitoring the quality and progress of internationalization,". By J. Knight, 2001, *Journal of Studies in International Education, 5*(3), p. 236.

Knight (2001) provided a very practical way with which to track objectives. Her

chart begins with a large priority or goal of internationalization. That goal can be broken

into tracking measures, which in turn are defined by their specific objectives. This

organization allows for an effective measuring of a specific goal. Knight also suggested

that the Internationalization Tracking Measures Chart can be a piece of a larger

evaluation model; e.g., the Internationalization Quality Review Process (IQRP), the Global Alliance for Transnational Education (GATE), and the ISO 9000 exercise serve as models for evaluating internationalization of which Knight's framework could play a part.

According to Knight and de Wit (1999), the IQRP was created by the Academic Cooperation Association (ACA), Institutional Management in Higher Education (IMHE), and the Organisation for Economic Cooperation and Development (OECD) and strove to "…help individual institutions of higher education to assess and enhance the quality of their international dimensions according to their own stated aims and objectives" (p. 3). It was one of the first instruments created to measure internationalization. The metric was revised in 2001 by the American Council of Education (ACE) in order to incorporate a five-point scale (Green, 2005). IQRP used a framework that includes both internal self-assessment and external peer review. The self-assessment team is tasked with analyzing international initiatives throughout the university. In order to accomplish this self-analysis, they must collect data, build profiles of key players or departments, and describe any procedures currently used to facilitate progress. Knight and De Wit legitimized this dual approach to evaluation stating, "The self-assessment report should give an adequate profile of the institution, reflecting its particular directions, priorities and effectiveness of its operations, and is aimed at giving directions for improvement and change" (p. 52). This critical analysis, particularly when combined with the peer review analysis, provides a detailed description of the university's perception of its efforts toward internationalization.

The peer review process provides a more objective view. The review team consists of individuals containing significant experience in international education but not

at the university under review. These reviewers receive a copy of the self-assessment prior to their visit to the university, which guides their evaluation. Their main objectives are to determine whether the international goals are clearly formulated; the translation of goals into curriculum, research, and service functions of the university; the way in which the institution monitors internationalization; and the institution's ability to change in order to improve internationalization. The peer review team then delivers its results to senior officials at the university and makes suggestions for improvement.

The IQRP is similar to many existing accrediting processes in higher education, which is an excellent procedure for considering about the results of an IQR evaluation; universities choose to be audited and examined in order to receive accreditation of their internationalization. Although no official accrediting body exists for internationalization, the processes are similar and can drastically help universities improve their efforts. Another similar approach to the evaluation of internationalization was created by the Global Alliance for Transnational Education (GATE). According to van der Wende and Westerheijden (2001), GATE focused on the delivery of quality education across borders, while the IQR focused on internationalization on a university campus. GATE issued certificates to universities in Europe to indicate a successful internationalization program.

ISO is an additional tool used to evaluate a university's internationalization. ISO was not created specifically for the purpose of assessing internationalization; rather, it was designed to measure the quality of processes within an organization, regardless of the purpose or intent of those processes (Guler, Guillen, & Macpherson, 2002). Allur, Heras-Saizarbitoria, and Casadesus (2014) argued that the ISO standards have been applied to many industries, business, finance, and government; higher education certainly is no exception. Their analysis showed the spreading influence and importance of the ISO

standards and even suggested that companies and industries feel pressured to adopt the

ISO standards. Dotong and Laguador (2015) also showed that quality assurance models,

particularly the ISO 9001, are used to measure the extent to which international

mechanisms meet the expectations of the external market. Chen, Wang, Tsay, and Hsiao

(2013) applied the principles of ISO to higher education in Taiwan. They asserted:

> ISO 9004 [a more recent metric than the ISO 9000] is a sustainable quality
>
> management approach to managing for the sustained success of an organization.
>
> ISO 9004 emphasizes an organization's sustained success by…reaching a balance
>
> between customer satisfaction and the needs and expectations of the other
>
> stakeholders in the long term. (p. 359)

The analysis of recruiting methods using ISO's standards represent precisely the

emerging trend of connecting internationalization with quality assurance models.

Other methods of evaluating an institution's internationalization efforts exist, and

countries and universities across the globe have increased their efforts to effectively

evaluate internationalization. Gao (2015) described the creation of new evaluation

metrics in the United Kingdom in 2007, the Netherlands in 2007 (Organization for

International Cooperation in Higher Education), Germany in 2006 (the Center for Higher

Education Development) and again in 2010 (German Academic Exchange Service),

Japan in 2005, and Europe as a whole in 2010 (Indicators for the Mapping and Profiling

Internationalization [IMPI]). Nevertheless, the three types of evaluation described

represent broad categories that occur in higher education today. Knight's (2001)

template analyzed specific initiatives and tracked progress toward specific goals. Other

evaluation methods, such as the IQRP, evaluate the international plan or program as a

whole. It attempts to view the complete picture through self-evaluation and an outside

examination team to judge the effectiveness and success of international efforts. The IQRP is specifically designed to evaluate internationalization in institutions of higher education; other quality assurance models, however, are more generic and can be applied to any administrative or business initiative. ISO is representative of a broad, generic quality assurance model that can also be used to evaluate internationalization.

These three categories of evaluation will continue to be tweaked, adjusted, and, most important, utilized as universities continue to rely on and build upon international initiatives. Gao (2015) stressed the importance of discovering new, more efficient ways to track and measure international progress. Gao wrote, "It is not just about more internationalization, but better internationalization" (p. 183). Gao is not alone in the determination that proper evaluation will lead to more effective internationalization (de Wit, 2011; Dewey & Duff, 2009; Knight, 2008). As internationalization continues to play a prominent and vital role in higher education in the United States, it will become more important that institutions find the means to appropriately and effectively evaluate internationalization. Evaluating the process and progress of internationalization helps to identify potential challenges of successful implementation. Understanding the nature of these challenges is essential in determining the best methods in successfully overcoming these challenges.

Challenges of Internationalization in Higher Education

The increasing international presence on university and college campuses in America has experienced challenges and issues. While internationalization is not a new phenomenon, its significance and importance is relatively new, and the flurry to incorporate international initiatives on university campuses has proved to be full of difficulty and resistance. Developing an understanding of the nature and origin of some

of the more common problems encountered will lead to more proficient capability to solve these problems as they arise on an individual or institutional basis. Challenges affecting internationalization can largely be broken down largely into four basic groups: academic, political, economic, and social/cultural.

Academically, one of the greatest challenges of internationalization is successfully incorporating international objectives into the curricula. Brustein (2007) discussed successfully internationalizing the academic portions of a university: "If the training of globally competent graduates is accepted as one of the chief goals of our system of higher education, our curricula will have to be redesigned to ensure that outcome" (p. 383). Brustein described several problematic and challenging areas of academia that need improvement if curricula are truly internationalized. The first involves area and international studies. He suggested that area studies too often fail to make broader connections contextually. He described a scenario in which students select random courses labeled as international and are not provided any means of combining these pieces into a collective whole; i.e., students take random classes simply to satisfy an international requirement. He wrote:

> Area studies fail frequently to take advantage of opportunities to generalize from
> their rich contextual findings to the broader world… Students too often complete
> these programs without any competency in a foreign language or any knowledge
> of or any specific grounding in the culture of a society outside of the United
> States. (pp. 383-384)

Other academic challenges introduced by Brustein (2007) include failing to integrate relevant learning abroad opportunities with specific majors or disciplines, incorporating critical thinking skills into the learning experience, assessing global

competency as an outcome, and aligning the international focus with a specific discipline or major. Gopal (2011) stressed the importance of training faculty to teach cross culturally and argued that the only way to avoid these academic challenges is through preparation and training. She not only focused on the specific academic challenges but also addressed up the challenge of preparing faculty and staff to host and teach international students.

Gopal (2011) identified three core elements to be considered when confronting the academic challenges faculty face during internationalization: attitudes, knowledge and comprehension, and skills. Each has specific challenges that affect the progress and quality of internationalization. She argued:

> When the core elements of attitudes, knowledge and comprehension, and skills act together, they produce two desired outcomes: (1) a shift in one's frame of reference, in which 'adaptability and flexibility play a central role' (internal), and (2) a shift in the effective behavior in 'intercultural situations and communications' (external). (p. 374)

She outlined specific challenges in each of these categories, to include valuing other cultures, motivation, openness to other cultures, and ethnocentricity. Knowledge and comprehension challenges included cultural self-awareness, gender roles, and language. Finally, the challenges associated with skills were self-reflection and reflexivity. The proper development of faculty and staff is an important obstacle when considering internationalization. The academic challenges described by Gopal and Brustien (2007) must be faced in order to achieve success.

The political organization of American higher education constitutes one of the largest and most damaging challenges of internationalization. That the phenomenon is

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widely misunderstood causes a multitude of challenges (Altbach, 2015; Knight, 2004; van der Wende, 2007). Cummings (2001) asserted that one of the main challenges of internationalization resulted from the fact that "There is little consensus concerning the guiding theme of the field as well as its scope" (p. 2). This misunderstanding inevitably leads to discussion, disagreement, and contention among those leading the charge in attempting to internationalize university campuses. Altbach stated, "…there is much more rhetoric than action concerning the internationalization of higher education. A conceptual understanding of globalization and internationalization is needed to make sense of the varied and complex ways they are affecting higher education in the United States…" (p. 6). Altbach articulated a common challenge of internationalization from a simple misunderstanding of the nature of internationalization: it is much easier to appeal to the ideal of internationalization through rhetoric than it is to put those initiatives in action.

Edwards (2007) also developed this idea. She began her research by arguing that the method by which the United States and Europe approach and understand internationalization is profoundly different. She claimed that rhetoric supporting internationalization was common in the United States; however, that rhetoric often originates with the board of trustees or president, and the dissemination of those ideals often is met with resistance. She opined:

> The shape of an American university community, in which autonomy is highly
> valued, where the imposition of a central agenda can be fraught with difficulty,
> and where the faculty work in departments characterized by a high level of
> specialization and therefore have knowledge not shared by other members of the
> community, produces synergies, resistances, and innovations that can be

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unexpected. A lack of understanding of what is happening on a campus often

characterizes, and may indeed be partly responsible for, failure in collaborative

initiatives. (p. 375)

Edwards suggested that the very nature and character of American universities makes it

difficult to unify a university community behind a single initiative, whether it be

internationalization or another initiative. Childress (2009) echoed Edwards' thoughts

noting, "A significant obstacle to internationalization, however, is the 'normal structure

of the university itself, which neither lends itself to sweeping reform nor centralized

coordination" (p. 290). The fragmented and autonomous nature of American universities

creates an environment in which these types of initiatives are difficult to pursue and

achieve.

Stohl (2007) commented on the fragmented nature of American higher education

and on the difficulties in creating an environment of acceptance of international

initiatives. He wrote, "Although many faculty knew about internationalization, it is not

clear that even after almost 15 years of task forces, grant programs and spirited

endorsement by senior university administrators that most faculty members had

internalized the cause of internationalization" (p. 362). Stohl described his work on an

internationalization task force. He suggested that the committee did an excellent job in

"…assembling information on the successful international efforts on other campuses and

engaging in research on the extent of cooperative agreements in individual units on

campus and administrative incentive and disincentives on campus" (p. 362). However, a

scenario existed in which faculty members were not engaged, and, thus, were not aware

of the plans or initiatives undertaken. Failure to fully incorporate these initiatives among

all members of the campus community ultimately resulted in the failure of the plan.

Cummings (2001) also described the challenge of engaging faculty in the internationalization process. Cummings argued that international education is not a concern of most faculty: "Because international education is not a primary concern of most scholars in the field, research is somewhat sporadic, non-cumulative, and tends to be carried out by national organizations as part of advocacy projects" (p. 2). Dewey and Duff (2009) echoed these sentiments, agreeing that the lack of engagement with faculty in terms of promotion and tenure constitute a substantial challenge. It is extremely difficult to successfully engage all members of the campus community, and the faculty are especially important, as they are the primary dispensers of information to students. If universities are to train global citizens, the responsibility to do so falls largely on the shoulders of faculty.

Stohl (2007) also mentioned another potential challenge of internationalization in American higher education: a lack of funding. Economic challenges are affecting many universities. Internationalization often can be seen as an extra expense and is seen as unnecessary to the primary function of a university. Stohl argued that budget crises negatively affect the ability to adequately internationalize a campus community. He stated,

> By the time that committee completed its work 2 years later and recommendations for the development of institutional level of activities were presented, the State of California had fallen into a budget crisis from which the universities have yet to fully emerge, and the task force recommendations were essentially tabled until the budget situation improves. (p. 362)

The economic challenges of internationalization are well documented and often lead to lackluster attempts to internationalize a university (Altbach & Knight, 2007; Cummings,

2001; van der Wende, 2007; Zolfaghari et al., 2009). Many universities abandon comprehensive international plans in order to focus only on economic benefits of internationalization (Childress, 2009). Altbach and Knight (2007) argued, "It is impossible to quantify the financial scope of academic internationalization… but the amount is large and rapidly growing" (p. 293). As state funding of higher education decreases, the reality of that which is possible on university campuses declines as well. It is tempting for universities to view international students as a source of revenue rather than provide the means to fully internationalize the campus community.

Finally, social and cultural challenges are associated with internationalization. Students must be engaged in the internationalization process and the educational experience must include international elements. This can be a considerable challenge, as wide scale integration in the form of internationalization is fairly new in American education. Universities are forced to rethink the college experience in order to include international objectives. Cummings (2001) described the importance of international elements in the college experience. He noted, "International education is not a prominent feature of the contemporary higher education experience" (p. 2). He showed that enrollment in a foreign language course dropped 50% from 1960 to 2000. He also described the importance of the international experience being comprehensive. He argued that there is a real danger in focusing on only certain regions of the world rather than all regions of the world. He claimed that a university cannot truly be international if recruiting students from or teaching classes about only one region of the world. He alleged, "The regions and languages covered at a particular institution are a function of idiosyncratic patterns of faculty recruitment" (p. 2). Successful integration and

acculturating for both international and domestic students is an enormous challenge, but it is perhaps the most beneficial aspect of internationalization for students.

Undoubtedly, many challenges affect the internationalization of higher education in America. It is no coincidence that these challenges can largely be placed into groups closely resembling various rationales of internationalization; political, economic, academic, and social/cultural challenges are associated with successfully and effectively internationalizing universities and colleges in the United States. These challenges must be addressed in order to fully reap the benefits of internationalization. Not only do these challenges define the nature of internationalization in higher education, but they help to establish current trends in the field.

International Trends in American Higher Education

The effect of internationalization on higher education in the United States cannot be over emphasized. International initiatives have become a central characteristic of higher education. Adding international elements to all aspects of higher education has fundamentally changed the expectations and responsibilities of colleges and universities, both objectively and subjectively; students have come to expect a unique, global experience when attending an American university. A simple examination of the statistical trends regarding these students provides insight into the extent to which international initiatives have changed higher education.

The logical starting point when considering the statistical trends of internationalization is to examine the numbers of international students enrolling in American institutions of higher education. Enrollment figures often are the most accessible and visible of metrics used to measure it. Statistics are vigorously monitored and are commonly used as a means to promote the importance of international education.

Enrollment numbers certainly are important to consider, as they are a direct result of the increased focus on international recruitment and marketing, a key aspect of internationalization.

Table 2 shows the enrollment of international students versus the enrollment in American higher education subsequent to 1948/49, the first year IIE collected international enrollment data (Open Doors Report, 2015). The table uses five-year increments (except the final period, which includes six years to show the most recent data) to show the evolution of international enrollment in America. The growth is obvious and clearly reflects a growing emphasis on the recruitment of international students. The table also shows the percentage of international students as it relates to the total number enrolled, another key indicator of the growth and spread of internationalization in America. The table indicates that the percentage of international students has grown over this time period; they are becoming a larger part of the population of American universities.

Table 2

International Student and U.S. Higher Education Enrollment, 1979/80-2014/15

Year	Total Int'l Students	Total U.S. Enrollment	% Int'l
1948/49	25,464	2,403,400	1.1
1953/54	33,833	2,231,000	1.5
1958/59	47,245	No data	--
1963/64	74,814	4,780,000	1.6
1968/69	121,362	7,513,000	1.6
1973/74	151,066	9,602,000	1.6
1978/79	286,343	11,260,000	2.3
1983/84	338,894	12,465,000	2.7
1988/89	366,354	13,055,000	2.8
1993/94	449,749	14,305,000	3.1
1998/99	490,933	14,507,000	3.4
2003/04	572,509	16,911,000	3.4
2008/09	671,616	19,103,000	3.5
2014/15	974,926	20,300,000	4.8

Note. Adapted from *"*International Student Enrollment Trends, 1948/49-2014/15," by Institute of International Education, *Open Doors Report on International Educational Exchange, 2015.*

The growth of international students studying in America can be traced to many rationales. Some can be naturally attributed to the development of globalization, which carries with it a host of political, economical, and technological explanations for the reasons these enrollment numbers have grown so drastically over the years. Hall (2012) reported that the enormous growth in international students from Saudi Arabia is a

mixture of political and economic factors that occurred between the two countries over the last decade. These trends can be observed when considering the origins of international students (see Table 3). China and India have long been the source of the majority of international students arriving in the U.S., but recent years have seen a shift in these demographics, largely due to the aforementioned political and economic factors taking place on a global scale. The Brazilian government recently unveiled an initiative to develop the STEM (science, technology, engineering, and mathematics) fields. The Brazilian Scientific Mobility Program (BSMP) created by the Brazilian government sent thousands of students to the U.S. to develop these skills, and it is no coincidence that this program originated during the time when Brazil was hosting both the World Cup (2014) and the Summer Olympics (2016). The eyes of the world were on Brazil; this, in theory, helped to stimulate international initiatives.

Of interest, the goals of the BSMP program mirror rationales for internationalization. According to the BSMP portion of the IIE website (*n.d.*), they are "to promote scientific research; to invest in educational resources, allocated both within Brazil and internationally; to increase international cooperation within science and technology; to initiate and engage students in global dialogue" (p. 1). Brazilian students, as a result of the BSMP program, rank high in leading countries of origin sending international students to the United States. Other countries represented in Table 3 offer government scholarships: Saudi Arabia, Mexico, and Kuwait, among others, and these countries have experienced significant growth over the last decade. These students often attend institutions in America as a direct result of political or economic partnership between countries and serve as an excellent example of the way in which globalization directly affects internationalization.

Table 3 shows the top 25 countries of origin for international students studying in the United States, according to the most recent Open Doors Data (2014/2015) made available by IIE. China and India remain the leading exporters of international students to America, but many other countries also experience double digit percentage growth in the number of students studying in American colleges and universities, namely Nigeria, Kuwait, Saudi Arabia, and Vietnam.

Table 3

Top 25 Places of Origin of International Students Studying in the U.S., 2013/14-2014/15

Rank	Place of Origin	2013/14	2014/15	% of Total	% of Change
	World Total	886,052	974,926	100.0	10.0
1	China	274,439	304,040	31.2	10.8
2	India	102,673	132,888	13.6	29.4
3	South Korea	68,047	63,710	6.5	-6.4
4	Saudi Arabia	53,919	59,945	6.1	11.2
5	Canada	28,304	27,240	2.8	-3.8
6	Brazil	13,286	23,675	2.4	78.2
7	Taiwan	21,266	20,993	2.2	-1.3
8	Japan	19,334	19,064	2.0	-1.4
9	Vietnam	16,579	18,722	1.9	12.9
10	Mexico	14,779	17,052	1.7	15.4
11	Iran	10,194	11,338	1.2	11.2
12	United Kingdom	10,191	10,743	1.1	5.4
13	Turkey	10,821	10,724	1.1	-0.9
14	Germany	10,160	10,193	1.0	0.3
15	Nigeria	7,921	9,494	1.0	19.9
16	Kuwait	7,288	9,034	0.9	24.0
17	France	8,302	8,743	0.9	5.3
18	Indonesia	7,920	8,188	0.8	3.4
19	Nepal	8,155	8,158	0.8	0.0
20	Hong Kong	8,104	8,012	0.8	-1.1
21	Venezuela	7,022	7,890	0.8	12.4
22	Malaysia	6,822	7,231	0.7	6.0
23	Thailand	7,341	7,217	0.7	-1.7
24	Columbia	7,083	7,169	0.7	1.2
25	Spain	5,350	6,143	0.6	14.8

Note. Adapted from "Top 25 Places of Origin of International Students, 2013/14-2014/15," by Institute of International Education, *Open Doors Report on International Educational Exchange, 2015*.

Another common metric used to measure internationalization is the amount of domestic students studying abroad. Study abroad certainly promotes some of the goals of internationalization by exposing domestic students to new cultures and ideas. Tarrant, Rubin, and Stoner (2014) argued, "…the number of students participating in education abroad is often the primary indicator of an institution's success in achieving globalization aims" (p. 143). The number of students traveling abroad can indicate an increased emphasis on internationalization, but the rationale used when making the choice to study abroad provides more insight into the connection between study abroad programs and internationalization. Study abroad opportunities can help to increase a student's global competence and can create global citizens. Global citizenship, according to Morais and Ogden (2011) and Schattle (2009), includes three primary goals, all of which fit into the larger context of internationalization: social responsibility, global awareness, and civic engagement. Schattle wrote that study abroad "…entails being aware of one's responsibilities beyond one's immediate communities and making decisions to change habits and behavior patterns accordingly" (p. 12). Studies relating study abroad with increased grade performance are numerous (Holoviak, Verney, Winter, & Holoviak, 2011; Houser, Brannstrom, Quiring, & Lemmons, 2011; Luo & Jamieson-Drake, 2015; Savage & Wehman, 2014; Tarrant et al., 2014); the benefits of study abroad programs satisfy many of the four rationales of internationalization (political, economic, cultural, and educational).

Study abroad programs are a central aspect of internationalization, particularly considering that they pertain to domestic students and serve as tangible evidence of connecting domestic students with a global society. Other factors of internationalization,

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curriculum development, national scholarships, international faculty, research

partnership, etc., are not as visible and public, as are study abroad statistics. For these

reasons, study abroad programs, along with international student enrollment, serve as the

torch bearers of internationalization for many universities and colleges in America.

These statistics often are considered first in order to gauge the extent to which a

university has successfully internationalized its campus community. Table 4 shows the

amount of students studying abroad for every other year beginning in 2003 and

continuing through 2014. These numbers are organized by the percentage of students

traveling to and studying in each region.

Table 4

Destinations of U.S. Study Abroad Students, 2003/04-2013/14

Region	2003/04	2005/06	2007/08	2009/10	2011/12	2013/14
Africa, Sub-Sahara	3.0	3.8	4.5	5.5	4.5	4.4
Asia	6.9	9.3	11.1	12.0	12.4	11.9
Europe	60.9	58.3	56.3	53.5	53.3	53.3
Latin America and Caribbean	15.2	15.2	15.3	15.0	15.8	16.2
Middle East and North Africa	0.5	1.2	1.3	1.8	2.5	2.1
North America	0.6	0.5	0.4	0.7	0.6	0.5
Oceania	7.4	6.3	5.3	5.0	4.5	3.9
Antarctica	0.0	0.0	0.0	0.0	0.0	0.0
Multi-Destination	5.5	5.5	5.7	6.5	6.4	7.7
World Total	191,321	223,534	262,416	270,604	283,332	304,467

Note. Adapted from "Host Regions of U.S. Study Abroad Students, 2001/02-2013/14,"
by Institute of International Education, *Open Doors Report on International Educational
Exchange*, 2015.

One final area when considering the statistical trends of internationalization in

American higher education is its economic impact on a regional and national level.

International students bring millions of dollars into the U.S. economy. The economic

consideration cannot be overlooked, as it is an essential rationale for internationalization

(Alberts, 2007; Altbach, 2015; Ilieva et al., 2014) not only for universities, but also for

the communities served by these international universities.

The latest Open Doors Report from IIE (2015) stated, "The continued growth in

international students coming to the U.S. for higher education had a significant positive

economic impact on the United States. International students contributed more than

$30.5 billion to the economy, according to the U.S Department of Commerce" (p. 1).

NAFSA (2015) claimed that international students' economic contributions to the U.S.

economy supported 373,000 jobs during the 2014-2015 academic year. These numbers

are staggering and emphasize the growing importance of internationalization. Table 5

contains more detailed information on the financial contributions of international students

broken down by state and the District of Columbia. It also lists the number of

international students enrolled, providing the means to calculate the total financial

contribution of international students in terms of dollars and number of jobs created for

each state.

Table 5

Financial Contribution and Jobs Created/Supported by State, 2013/14

State	Enrollment 2014/15	Total Contribution (in millions)	# of Jobs Created/Supported
Alabama	7,901	$204.8	2,297
Alaska	533	$15.7	145
Arizona	20,437	$618.2	8,681
Arkansas	5,918	$164.1	1,411
California	135,130	$4.6 billion	52,624
Colorado	10,800	$352	5,043
Connecticut	11,897	$461	4,791

Delaware	4,051	$123.4	1,613
District of Columbia	10,556	$407.5	4,691
Florida	39,377	$1.2 billion	15,086
Georgia	19,758	$642.9	8,405
Hawaii	4,035	$104.5	966
Idaho	4,592	$116	1,156
Illinois	46,574	$1.4 billion	20,881
Indiana	28,104	$919.2	11,990
Iowa	12,220	$350.9	3,630
Kansas	12,020	$277.6	2,755
Kentucky	8,104	$212.8	1,876
Louisiana	6,872	$182.2	2,349
Maine	1,354	$50	488
Maryland	16,862	$523.8	6,686
Massachusetts	55,447	$2.2 billion	29,009
Michigan	32,015	$1 billion	13,533
Minnesota	14,438	$391	4,045
Mississippi	3,101	$65.4	708
Missouri	21,703	$615.1	7,200
Montana	2,146	$59	643
Nebraska	5,774	$143	1,488
Nevada	2,556	$69	809
New Hampshire	3,784	$136.9	1,710
New Jersey	19,196	$599.2	7,578
New Mexico	3,374	$80.7	899
New York	106,758	$3.7 billion	43,865
North Carolina	17,319	$458.8	6,273
North Dakota	2,677	$56.8	579
Ohio	35,761	$1 billion	13,518
Oklahoma	9,928	$260.2	2,836
Oregon	14,422	$479.3	5,515
Pennsylvania	45,704	$1.6 billion	22,565
Rhode Island	5,872	$228.3	2,474
South Carolina	5,895	$156.7	1,686
South Dakota	1,782	$32.2	255
Tennessee	9,507	$288.5	3,535
Texas	75,588	$1.7 billion	21,524
Utah	8,622	$202.6	2,517
Vermont	1,502	$61	602
Virginia	18,220	$543.7	7,170
Washington	27,051	$789.1	7,904
West Virginia	3,215	$85	886
Wisconsin	12,751	$340.7	4,277
Wyoming	1,174	$22.1	211
TOTAL	974,926	$30.5 Billion	373,381

Note. Adapted from "International Student Economic Value Tool," by NAFSA, 2015.

Other important statistical trends exist when considering internationalization in the United States. The number of international faculty members, of international partnerships between universities or governments, of courses with a global focus or component, of international cultural events taking place on university campuses, and even the number of foreign language courses taught on a university campus can be indicators of an increased emphasis on internationalization. All of these indicators share a common theme; internationalization, by almost any metric or measurement, has increased in importance in American higher education.

Related Empirical Studies

The subject of internationalization has become increasingly important and frequent in scholarship, particularly over the last few decades. Many studies have focused on some of the same motifs, themes, and subjects analyzed in this study. This section provides an overview of some of these works that outline, describe, and analyze certain aspects of internationalization. Some studies rely on Knight's (2004) definitions and frameworks to understand internationalization in a certain context. Other studies have attempted to answer similar questions (What is done to internationalize and why?) but have used a different framework or approach these questions from a different point of view, whether it be from that of faculty or specific college at a university. Internationalization affects all aspects of higher education, and the potential for research to understand it appears nearly limitless; nevertheless, a comprehensive and detailed understanding of some of the more specific aspects and characteristics of internationalization is sufficient to gain an understanding of the field, the way it has changed, and where it is going.

Hawawini (2011) analyzed internationalization within the context of business

schools. He categorized institutions of higher education into several broad areas defined by their approach and interpretation of internationalization: National, International, and Cosmopolitan. He then defined and organized institutions with campuses abroad: multicampus, multinational, transnational, and metanational. While each of these categories has a unique set of strengths and weaknesses, Hawawini noted that one stands above the rest. The metanational universities are truly global in nature and represent the gold standard for universities wishing to internationalize the campus community. Hawawini wrote:

> A truly global institution should…be an open and fluid system spanning the world, free from a home-campus bias and driven by a desire to learn from the world to create new knowledge; in other words, it should an interconnected and integrated global learning and knowledge *network* made up of *complimentary* campuses that operate in a *symbiotic* mode. (pp. 29-30)

The metanational university is the only institution that meets all of these criteria for a global institution presented by Hawawini. He noted the difficulty in universities becoming metanational, as historical and organizational barriers prevent universities from conducting the necessary changes. Universities are entrenched in a perspective and approach and struggle to change. Rather, he suggested institutions of higher education should "focus on the successful implementation of an import-export model of internationalization that calls for initiatives such as the internationalization of the curriculum, the creation of student and faculty exchange programs, and the participation in international academic and research partnerships." (p. 2). All of these suggestions fit into Knight's (2004) framework. Hawawini's suggestions appear to agree with Knight's consensus that a university's approach to internationalization must be balanced and

focused.

Chan and Dimmock (2008) analyzed the way and reasons a university internationalizes its campus. They used three models, or concepts, to highlight different meanings and concepts universities used in the process of internationalization. They utilized case study research to examine internationalization at a university in the UK and a university in Hong Kong and found that the universities handled and approached internationalization in strikingly different ways. Some of these can be attributed to cultural and national differences, but it also reinforced the idea that universities internationalize based on their own awareness, character, strengths, and weaknesses. These ideas certainly hold true for universities in the United States. Chan and Dimmock were able to identify two different models of internationalization based on their research: internationalist and translocalist. The internationalist model is more comprehensive. They wrote, "The internationalist model…embraces the old internationalization or archaic universalism of the earliest universities… and [is] founded upon international relations, with aspirations for the promotion of peace and understanding between nations" (p. 201). This type of internationalization was exhibited at the university in the UK. Conversely, the Hong Kong institution was translocalist in nature. This model approaches internationalization from a more national point of view and "… is more likely in post-colonial societies where cultural identity and nation-building is a priority or at least a concern" (p. 201).

Hawawini (2011) and Chan and Dimmock (2008) researched and analyzed approaches to internationalization and proposed an ideal approach. Hawawini suggested the metanational model; Chan and Dimmock suggested the globalist model, which combines national and international benefits and self-interests and "…describes some

international schools and possibly higher education institutions offering transplanted

national education while eschewing intercultural understanding, open-mindedness, or

mutually beneficial international and inter-institutional cooperation" (p. 201). The

authors of both studies found that universities, despite their approach and dedication to

internationalization, continue to struggle and face problems when internationalizing.

Similarly, both authors suggested an alternative method to improve the process. Both

alternative methods reiterated Knight's (2004) call for a balanced and comprehensive

approach to internationalization. Qureshi, Janjua, Zaman, Lodhi, and Tariq (2014) also

suggested an alternative approach in their research in Pakistan.

　　Qureshi et al. (2014) used a three-step model of internationalization that relied on

the DMAIC (define, measure, analyze, improve, and control) technique to increase

reliability and to create more quantifiable results. The first step in their process was to

define internationalization. Step two consisted of defining goals and outlining a strategy

to reach those goals. Step three involved defining a mechanism to measure and sustain

procedures affecting internationalization. While this simplistic approach did not consider

specific elements or procedures undertaken in an international plan, it provided a

framework for organizing and understanding processes involved in internationalization.

The authors used a questionnaire, sent to 120 professors, to gather information regarding

internationalization. The participants were asked questions aligned with the three steps

involved in the authors' model, and the answers were analyzed to identify common

conceptions of internationalization. They were able to isolate eight dimensions that

needed improvement in order to successfully internationalize a university. These

dimensions also fit easily into Knight's (2004) framework and represented a balanced and

comprehensive approach to internationalization. The dimensions identified for

improvement were MoUs, strategic plans, vision/mission, multi-culturalism, collaboration/partnership, knowledge/skills, global courses, and global expansion. Qureshi et al. interviewed a group of professors in order to obtain this information. They discussed internationalization and made suggestions for specific areas that needed improvement. Larsen (2015) also focused on faculty perceptions, among other groups including students, and studied another model of internationalization used in Canada. These populations are important to consider when analyzing models and approaches of internationalization.

Larsen (2015) used case study research to analyze a specific initiative to achieve internationalization, referred to as North goes South. She used Knight's (2004) framework to focus her study and attempted to discover perceptions of the impact of this particular international initiative. The faculty overwhelmingly viewed internationalization as a means with which to help others and to provide a pathway to understanding other cultures. Larsen noted, "Moreover, they viewed their involvement as a pathway for learning about cultures other than their own, different language, how to work collaboratively with others, and enhanced ways of thinking about specific research areas" (p. 108). Further, she found that faculty derived "…personal and professional satisfaction from participating" in internationalization at the university" (p. 108).

Conversely, students described internationalization in both positive and negative terms. They learned new skills, flexibility in difficult situations, and patience through international initiatives. They also faced several challenges. Larsen reported, "They spoke about feeling isolated and lonely during their internships…" (p. 110). Larsen's study provided much needed perspective on the way in which internationalization affects those it intends to help. The benefits often are espoused without taking these student

perspectives into account. While Larsen's study only focused only on one specific approach to internationalization, she showed that faculty were overwhelmingly positive about internationalization. Other studies have shown a different attitude.

Dewey and Duff (2009) analyzed faculty perceptions of internationalization in higher education. They also used Knight's (2004) model of analysis to identify strengths, weaknesses, challenges, and solutions and conducted a case study involving faculty in the School of Architecture and Allied Arts at the University of Oregon. They found several important characteristics of the implementation of internationalization; however, two items emerged as common, but important, themes during implementation. First, simply claiming internationalization to be an institutional priority does not make it true. They wrote, "As important as internationalization is stated to be, given competing institutional priorities and the reality of limited resources and strained budgets, our resource-intensive proposals and recommendations to support internationalization have remained unfunded" (p. 501). In this study, faculty appeared to be excited about the possibilities of internationalization but were frustrated with its implementation. The institution delivered a message prioritizing internationalization but failed to provide the requisite infrastructure to follow the initiatives to fruition.

Second, Dewey and Duff (2009) claimed that faculty leadership alone is insufficient in creating and implementing internationalization. The faculty at the university in question believed their involvement in the process to be vague and unclear. Dewey and Duff stated, "Administrative approaches to internationalization have not yet been made clear on an operational level, and we have not been able to identify specific policies and procedures to implement for purposes of internationalization reviewing and planning" (p. 501). The international plan was unclear for connecting specific goals with

action items. No firm plan was put into place, and no proper leadership structure existed

to organize and monitor the goals of internationalization. The faculty also desired an

incentive and support structure to motivate and encourage participation. The university

provided no benefit or incentive to engage in the process.

These findings, when correlated with Knight's (2004) framework, found that the

university's approach relied primarily on the activity approach, and the faculty

recognized this as a weakness. Dewey and Duff (2009) explained, "In this case study, it

can be argued that faculty participants in the A&AA International Initiatives Committee

intuitively developed an approach to internationalization that focused on activities,

outcomes, and processes both home and abroad" (p. 502). The following information is

of interest, as it collaborates with the findings of Hawawini (2011) and Chan and

Dimmock (2008). The text continued, "What was lacking in the committee's

deliberations was a shared understanding of the rationales for internationalization. We

contend a systematic approach to internationalization must comprise concurrent

assessment of all institutional rationales, activities, outcomes, and processes" (p. 502).

Hawawini, Chan and Dimmock, and Dewey and Duff recognized that a comprehensive

international plan is integral to the overall success of internationalization. Knight argued

that a university's approach must be balanced, and these empirical studies appear to

confirm that hypothesis. Each recommended Knight's suggestion of balance in order to

achieve successful internationalization.

Western Kentucky University

According to the university's website (2015), WKU was founded on March 21st,

1906, when the Kentucky General Assembly approved funding to create a teacher's

school in Bowling Green. The original school founded in 1906 was called the Western

Kentucky State Normal School and encompassed the buildings and property of the Southern Normal School. The merging of these two schools was foundational to the success of and eventual development of WKU. Southern Normal School's president, Henry Hardin Cherry, became the first president of the newly formed Western Kentucky State Normal School.

While internationalization was not a priority during those early days of WKU's history, Dr. Cherry instilled an attitude about the purpose of education into the university strikingly similar to many of the themes and goals introduced by internationalization. Dr. Cherry (1926) believed the primary function of an educational institution to be "…developing better citizens through a better education" (p. viii). Dr. Cherry overwhelmingly focused on developing citizens within a domestic context and stressed the role of education in a democracy. However, his message continues to ring true when using a more global context. One goal of internationalization is to produce global citizens, and Dr. Cherry's message clearly instilled a responsibility to develop the citizens of Kentucky. He wrote:

> The mission of education is to interpret Democracy into life by aiding the people in developing bodies, poised and trained minds, and sounds consciences — the hope and future of Democracy. Its mission is to aid the child in making a larger preparation for service and appreciation and to secure more and better training and equipment for life's work...Its purpose is to illuminate the country with intelligence and integrity, with principles and ideals and with optimism and good health. (p. ix)

Since its conception, WKU has been concerned with the mental, social, and cultural development of its students. That development gradually shifted from a domestic understanding to a much broader global understanding.

The next 60 years saw the Normal School undergo an era of mergers and growth. The school was renamed in 1922 and was granted the authority to award four-year degrees. The newly named institution, Western Kentucky State Normal School and Teacher's College, expanded again upon merging with Ogden College in 1927, beginning the process of growth that would lead to yet another name change and the issuance of the first master of arts degree in 1930. In 1966, the school was renamed Western Kentucky University. The school's focus remained the development of citizens and teachers, as was the focus of any normal school in the 20th century; however, by the turn of the century WKU began to focus more on the development of global citizens.

By this point, the foundation for the 21st century version of WKU was well established. Over time the university would continue to grow and to expand to include six colleges: the College of Health and Human Services, the College of Education and Behavioral Sciences, the Gordon Ford College of Business, the Ogden College of Science and Engineering, Potter College of Arts and Letters, and the University College. The university also expanded in 2007 by housing a high school, the Gatton Academy of Mathematics and Science in Kentucky. The Gatton Academy recently won the Daily Beast's award for the best high school in the nation for three consecutive years: 2012, 2013, and 2014 (WKUNews, 2014). In 2008 the university created the Honors College, another indication of the university's growth in both numbers and prestige in the region.

According to the Carnegie Classification (2015) of Institutions of Higher Education, WKU is currently listed as a M1 (Master's Colleges and Degrees institution:

Larger Institutions) institution, the largest classification offered in this category. It is a four-year, large, primarily residential institution with a focus on undergraduate education. Carnegie also described WKU as offering a balanced array of programs between arts and sciences, with a comprehensive selection at the post-baccalaureate level. Universities in this basic classification are described as "…institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year" (p. 1). Several factors were considered when classifying WKU into this category. First, the number of master's degrees awarded was based on the 2013/2014 academic year. Universities listed in the Master's Colleges and Degrees Institutions: Largest Institutions were those awarding at least 200 master's degrees during this time period. Enrollment and university profile also are considered when classifying universities.

As a M1 institution, WKU has grown in terms of internationalization since 2006 when *international reach* was included in the university's vision. The institution has woven international elements, strategies, and goals throughout its strategic and action plans. Additionally, the university formed a steering committee on internationalization tasked with creating a comprehensive international plan based on recommendations from the American Council of Education (ACE) in 2009. This plan provided a definition of internationalization, taken from Knight's (1994) definition, and identified four responsibilities of the committee: "work with faculty to develop learning objectives and measurable outcomes to assess internationalization, conduct a review and report on the current state of internationalization, develop a campus-wide conversation on internationalization, and develop a strategic plan for internationalization at WKU" (p. 2). The committee echoed Knight's (2004) push for comprehensive internationalization, stating,

Comprehensive internationalization is a highly visible strategic approach that

seeks to integrate international, global and intercultural dimensions into various

aspects of an institution. IT is an effort to forge an internationalized campus

culture and identity, as opposed to a simple aggregation of discrete international

activities, which will prepare students for success in a global society. (p. 1)

This comprehensive plan has been used to track WKU's progress toward successful

internationalization. Its recommendations represent a commitment to

internationalization, but WKU's international plan was only partially executed. More

work is needed to install comprehensive internationalization. Part of WKU's plan

involved tracking study abroad and international enrollment numbers, and WKU has

grown in these areas.

In terms of indicators of successful internationalization, WKU has experienced

extensive growth since 2006. Indicators generally can be categorized into external and

internal measures of success. The most often used indicators of external

internationalization are study abroad numbers, while the most often used internal measure

is international enrollment. Other indicators are key to implementing successful and

comprehensive internationalization, but these categories provide the most accessible and

understandable measures of success. A complete evaluation of internationalization

would consider indicators such as academic performance, international partnerships,

international research or publications, cultural events and activities on campus, and a

plethora of other important indicators.

Total enrollment at WKU subsequent to 2006 is another indicator to consider

when viewing internationalization at WKU. The increasing ratio of international students

to domestic students further highlights the increased focus and attention on international

initiatives. Table 6 shows the enrollment for international and domestic students for each academic year in question.

Table 6

Total International Enrollment as Percentage of Total Enrollment

Academic Year	Total Student Population	Total International Student Population	Percentage of Total Population
2006-2007	22,511	753	3.3%
2007-2008	22,998	708	3.1%
2008-2009	23,574	705	3.0%
2009-2010	24,696	722	2.9%
2010-2011	25,147	770	3.1%
2011-2012	25,331	898	3.5%
2012-2013	25,425	1070	4.2%
2013-2014	24,434	1448	5.9%
2014-2015	24,284	1700	7.0%
2015-2016	24,682	1675	6.8%

Internationalization generally consists of bringing the world to the local regions in the United States through international recruitment, partnerships, internationalizing the curricula, and the hosting of cultural events. The other part of internationalization involves sending domestic students into the world. Both of these fulfill goals of developing global citizens prepared for work in the 21st century, and study abroad programs are a major avenue for achieving these goals. These programs have grown considerably at WKU over the years; third party study abroad facilitators KIIS and CCSA are housed on campus, and the university has developed its own Study Abroad

department. As a result, the number of students studying abroad while attending WKU

has grown significantly over the years. The institution utilizes a variety of options,

mainly involving faculty-led study abroad ventures. However, the university also hosts

students at Harlaxton University in the United Kingdom and facilitates students attending

the Semester-at-Sea Program. Access to multiple options and types of study abroad

programs has helped to facilitate some of the growth in WKU's study abroad numbers,

but the university also has made a strong effort to reach out to students and to educate

them on the possibilities and benefits of study abroad programs.

Table 7 shows the number of students studying abroad at WKU since 2006. The

increased focus on study abroad has resulted in increased numbers. However, it should

be noted that the numbers, provided by WKU's Office of Institutional Research, are

calculated different than those found in IIE's Open Doors Report. Nevertheless, IIE

(2015) lists WKU as being ranked 19th of all M1 (Carnegie Classification) institutions in

terms of study abroad numbers for the 2014-2015 academic year. The data provided by

WKU include a broader population than IIE, but they still indicate significant growth.

Internationalization at Western Kentucky University

The current study represents the intersection between the three sectors described

in Table 7: internationalization, internationalization in higher education, and Western

Kentucky University, in order to develop a better understanding of the complexity of the

internationalization process and to provide a means with which to evaluate beneficial and

detrimental practices. Internationalization affects many aspects of modern life, but it is

particularly influential in American higher education.

Table 7

Total Students Studying Abroad at WKU since 2006

Academic Year	Total Student Population	Study Abroad Students	Percentage of Total Population
2006-2007	22,511	247	1.1%
2007-2008	22,998	321	1.4%
2008-2009	23,574	351	1.5%
2009-2010	24,696	407	1.6%
2010-2011	25,147	818	3.3%
2011-2012	25,331	998	3.9%
2012-2013	25,425	1004	4.0%
2013-2014	24,434	1249	5.1%
2014-2015	24,284	1045	4.3%
2015-2016	24,682	939	3.8%

However, relatively little research has been conducted to study specific international plans and their implementation. The research has focused more on broad theoretical applications rather than on the analysis and evaluation of specific practices on university campuses. For this reason, a study is merited examining the process of internationalization at WKU since its centennial celebration and reaffirmation of its commitment to internationalization in 2006 and should contribute to a better understanding of the implementation of an international plan. Given the local focus, the study benefits WKU with potential for alterations as needed.

Summary

It is clear that internationalization plays a vital role in American higher education. Its rise corresponds with a period of massification in American higher education and carries a variety of social, cultural, economic, and political benefits. However, the process also creates a unique but substantial set of issues and barriers. The response to these issues largely determine the character of the university and its true focus. More focus is being placed on these issues, but ultimately relatively little research has been conducted on the internationalization process of specific universities.

Internationalization often is misunderstood and misapplied (Altbach, 2015; Knight, 2015); it is vital that the concept of internationalization be clarified prior to conducting the analysis of the data. Knight (2004) defined internationalization as "The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 11). Although many other definitions of internationalization exist, Knight's remains the most succinct and understandable in terms of the current study. It also is vitally important to understand that internationalization is not the same concept as globalization. Globalization, according to Knight (2015), refers to "…the flow of technology, economy, knowledge, people, values, and ideas…across borders" (p. 3). Globalization can deal with a multitude of industries, but internationalization refers specifically to higher education.

Internationalization in higher education has become more prominent than ever before. In 2014 more students traveled and studied internationally, including 304,467 American students studying abroad (IIE Open Doors Report, 2015). International programs are becoming a larger part of the campus community, emphasizing its importance by university administrations. Internationalization occurs by including

internationalizing the curriculum, the exposure to new cultures and ideas, and the integration of students from all over the world. These practices will become more prevalent in the years to come as American universities seek to reap the benefits of internationalization.

WKU serves as an excellent example of an American university internationalizing its community. *International reach* was included in a revised and renewed vision statement in 2006 as a part of the centennial celebration, of symbolizing an increased focus on internationalization. An analysis of the process and procedures implemented by WKU allows for a better understanding of challenges and solutions faced during internationalization in the field. WKU has recognized its importance and seeks to take advantage of its many benefits. International efforts have been a part of WKU's strategic plans for many years, establishing that internationalization has been a priority of the university for some time.

It can be difficult for American universities to comprehend the scope and impact of internationalization. Many systems contribute to a comprehensive process, but these implementations too often exist in isolation of one another and do not work together to truly internationalize a student population. Nevertheless, more international students are studying in America, study abroad programs remain popular, and all signs point to the fact that internationalization will continue to play a key role in higher education. The review of literature in this chapter covered a clarification of the concept of internationalization; described in detail the presence of internationalization in higher education; and provided a context to understand the creation, organization, and implementation of Western Kentucky University's international efforts.

CHAPTER III

METHODOLOGY

Introduction

A great deal of research has been conducted focusing on the nature of internationalization, but a gap remains in the literature concerning the specific design and implementation of international plans and their effectiveness. WKU reaffirmed and increased its commitment to internationalization in 2006 and remained the vision statement to emphasize a new focus on internationalization. Given that it has become prominent in higher education, the importance of understanding the manner in which to internationalize a university successfully is pressing and continually growing. For this reason, this study examined Western Kentucky University's efforts to internationalize its student population in order to understand the process, the reasons, and the means for accomplishment.

This chapter details the research methods utilized in this study, including the research design, the sources and types of data used, a description of the population and sample, procedures for data collection and analysis, the process of reviewing the research instruments, issues related to validity, ethical issues confronted during the study, and a concluding summary. The current study constitutes a part of a larger research agenda involving WKU and internationalization including, but not limited to, a more comprehensive case study. Specifically, the investigation utilized interpretative phenomenological techniques to address the central research question, i.e., understanding

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the creation, implementation, and success of internationalization at Western Kentucky University.

Research Design

This qualitative study used phenomenological research to address internationalization at Western Kentucky University. It is part of a larger research agenda that includes a case study of Western Kentucky University's internationalization of the student population. Creswell (2013) argued that a case study could be a choice of that which is studied or a methodology; for this research, a case study refers to Stake's (2005) description of a case within a bounded (by time and place) system rather than as a specific methodological tool. This current study entails an interpretive phenomenological analysis of semi-structured interviews with one role group, namely the executive decision-making group responsible for WKU's international plan. The author sought to understanding of the process of WKU's creation and implementation of an international plan in order to better understand approaches and rationales used during the process, as defined by Knight (2004). The choice for a qualitative design is predicated by the necessity to investigate the thought processes, decision making, and shared experiences of a particular group. Weiss (1998) suggested that qualitative studies "rely [ies] on detailed knowledge of the processes by which the program takes shape and how these processes affect participants…" (p. 83). Qualitative research can be applicable to a wide variety of stakeholders, with the possibility of generating insights for other universities.

A case study allows the issue of internationalization to be viewed within the context of a specific site, examining the problem from multiple points of view. Weiss (1998) defined a case study as "A way of organizing data so as to keep the focus on the totality" (p. 261). Case studies typically are part of a larger research agenda that often

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includes both local and more global investigations such as WKU's internationalization of its campus community; the individuals implementing these changes and whom they affect; the reason internationalization has become a necessity in higher education; the changes that are needed in WKU's approach; and, by implication, the possibilities that exist for universities generally, consistent with the trend of internationalization at colleges and universities.

Case studies include both strengths and weaknesses. They are useful in generating insights or hypotheses (using multiple sources of data or in using differing methodological lenses) but are restrictive in their application (no external generalizability because of their single or very small number of cases); thus, case studies insufficiently develop deep insights into a complex problem. Research efforts often are diluted across data sources and methods rather than concentrated on a particular phenomenon.

The current study addressed this last limitation by viewing case studies and phenomenological investigations as complementary and related strategies within a larger research effort. The case situates a specific context for the study; within that framework, the phenomenological focus allows a more detailed and intimate understanding of the definition of internationalization and how the implementation of the solution. Semi-structured interviews with a purposeful sample of the executive decision-making group at WKU constituted the specific approach to these phenomenological insights.

The semi-structured interviews were analyzed using interpretive phenomenological methods. Interpretive phenomenological analysis (IPA) breaks from the current, more psychological understanding of phenomenology and approaches research from a more sociological frame of reference (Aspers, 2010), continuing with the work of Heidegger, who developed his own approach, despite working closely with

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Husserl, often referred to as the father of phenomenology. Aspers (2010) argued, "There are two important, though related, distinctions to be made to clarify the two different roads: one between epistemology and ontology, and one between egology and sociology" (p. 215). Basically, Heidegger believed individuals were a part of the world in which they lived. It is impossible to separate the individual from his/her environment. Thus, IPA allows for a more social understanding of a given phenomenon and provides a solid foundation on which to base the current research project. Aspers wrote, "Heidegger defines philosophy as universal phenomenological ontology, which means that the point of departure is the human being living in society, and not an externally existing world to be discovered" (p. 217) and, by implication, not a psychological ego isolated from the individual's grounding in culture and society. Thus, all participants in the study were analyzed based on the context of internationalization at Western Kentucky University, as they all share a similar experience. Their understanding of internationalization is largely defined by their shared experience within a bounded system.

Tuohy, Cooney, Dowling, Murphy, and Sixmith (2013) argued that phenomenology could be a philosophy or a research method. In this regard, the semi-structured interviews can be investigated using interpretive phenomenology, recognizing that they are part of a larger study. Tuohy et al. (2013) noted, "It is important to recognize that people's realities are influenced by the world in which the live; the researcher needs to understand that experiences are linked to social, cultural, and political contexts" (p. 19). Interpretive phenomenology provides an excellent context with which to study internationalization as understood by the primary decision makers at a specific university because the method "…is suitable for research that aims to understand and interpret participants' experiences, to determine the meaning of the experiences" (p. 20).

Role of the Researcher

The researcher was responsible for collecting all data and conducting the data analysis. The data were collected using face-to-face interviews; accordingly, there is a potential for the researcher to insert himself/herself into the process in a way that can influence the participants of the study. This could skew the data and lead to general confusion and misrepresentation of Western Kentucky University's international plan and its implementation. Reflexivity should be used in order to acknowledge the researcher's potential biases and to ensure reliable data analysis. Creswell (2013) suggested reflexivity referred to the way in which researchers position themselves in a study: "This means that researchers convey…their background, how it informs their interpretation of the information in a study, and what they have to gain from the study" (p. 47).

The researcher should acknowledge any potential bias or subjectivity in order to increase the application and generalizability of a study (Howe & Eisenhardt, 1990). Similarly, Weiss (1998) referred to eight standards to which all research should reach. The sixth standard reads:

> Critical subjectivity as a standard means that the researcher needs to have heightened self-awareness in the research process and create personal and social transformation. This "high quality" awareness enables the researcher to understand his or her psychological and emotional states before, during, and after the research experience. (p. 256)

Finally, Denzin and Lincoln (1998) noted, "[Research] is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied. Some beliefs may be taken for granted, invisible, only assumed, whereas others are highly problematic and controversial" (p. 22). Thus, the researcher must be aware and

acknowledge any potential bias or subjectivity in order to ensure the study is balanced, fair, and objective.

The researcher acknowledged several potential biases that could influence the participants or the analysis of the data collected from the participants in the study. First, and most important, the researcher has worked for Western Kentucky University's English as a Second Language (ESL) program as a teacher and administrator for many years. The ESL program has played a role in the internationalization of Western Kentucky University, and the proximity of the researcher to this process could potentially have skewed the data. The researcher engaged with students and administrators from WKU and has gained significant familiarity with the benefits and challenges of internationalization at this particular university. In order to combat this risk, the researcher assured the interviewees that their identities and the information they provided would remain anonymous and secure. Every effort was made to provide facts based on the data and to not make any judgments.

Second, the researcher has developed professional relationships with many of the participants in the study. In addition, the researcher elected to interview members of the dissertation committee due to their expertise and experience in regards to the internationalization of Western Kentucky University's student population. Again, there was cognizance regarding the need to encourage honesty and objectivity during the interview process. The researcher consulted with several content experts to ensure that the relationship between the participants and the researcher would not skew the data.

Third, the researcher has been actively engaged in the creation and implementation of the international plans of other universities, resulting in preconceived ideas of that which constitutes successful internationalization and specific actions that are

successful or unsuccessful. The researcher has traveled extensively, both domestically and internationally, to work with partners of the language institute in its attempts to bring in more international students and internationalize its student populations. Thus, the author's own knowledge and expertise in the field is both a strength (greater insights during the interpretation of the data) and a potential limitation (preconceived bias toward certain outcomes when examining the data). Both the author and the dissertation chair were aware of these potential issues as the study unfolded.

Population and Sample

In a qualitative study, all participants must have experienced or have been involved in the common experience for the data to be credible and useful (Creswell, 2013). Weiss (1998) emphasized that qualitative studies limit a researcher's ability to generalize results to other similar populations, but careful descriptions allow other researchers to make judgments as to the applicability of the study to other settings. Similarly, Patton (2002) suggested that small sample sizes are useful for qualitative research in order to maximize the potential for understanding and explanation. For these reasons, the target population for this study was those individuals playing a key role in the creation, organization, and implementation of Western Kentucky University's international plan from 2006 to the present. In order to ensure that the sample was representative of the population and could produce maximum variation (Weiss, 1998), the researcher consulted with his committee in order to identify appropriate decision makers who were both willing and able to participate in the study. Polkinghoren (1989) recommended that 5-25 participants be interviewed in a phenomenological study; thus, a purposeful sample was chosen from the population, resulting in a group of key individuals involved in internationalization at Western Kentucky University.

Purposeful sampling involves a specific predefined group and is based on particular criteria. Creswell (2013) wrote that critical case sampling "[p]ermits logical generalization and maximum application of information to other cases" (p. 158). The executive decision-making group included in the sample was representative of many facets of the university and included the president, provost, deans, and selected faculty, among other key players. Their perceptions and reflections on WKU's international plan were useful for other universities undergoing the same process.

The purposeful sample was limited in several ways in order to ensure confirmable and reliable results. First, all participants were employed at WKU at some point from 2006 to the present in order to be a relevant part of the internationalization process. Second, each played an important role in the creation, organization, and implementation of the process. Whether a participant played a leading role was determined jointly with the committee and depended upon the size and scope of the participant's role in the process. This essentially confined them to an executive, upper administrative group that created and facilitated the international process. By limiting the sample to this group, the researcher ensured maximum generalizability of the study. Similar groups at universities facilitate most, if not all, international plans across the United States, allowing the study to be generalizable to numerous populations.

Research Questions

The research questions for this phenomenological study were intended to provide a broad range of information through the use of interviews. Weiss (1998) suggested that participants usually are asked two general types of questions in a phenomenological study: "What have you experienced in terms of the phenomenon? What contexts or situations have typically influenced or affected your experiences of the phenomenon?" (p.

81). Thus, all research questions were designed to relate to either the direct experience of the participants during the course of internationalization and factors that affected that experience. These questions are appropriate for the population selected due to their detailed knowledge of the internationalization process; the questions also allowed for the discovery of new information. The guiding research questions are as follows:

1. What were the perceptions of the decision makers regarding internationalization at Western Kentucky University:

   a. What was the impetus that led to the first work in the area?

   b. What were the steps or phases through which the program has progressed?

   c. What are current priorities and goals?

   d. How have priorities and goals changed over time?

   e. What is the organization hierarchy of the program with reference to university administrative structure and faculty governance?

   f. What are the benefits of the program for

      i. The university?

      ii. Students?

      iii. Faculty?

      iv. National standing?

      v. Regional standing?

2. What were the challenges of successful implementation of internationalization?

3. What strategies were used to combat these challenges?

4. How did Western Kentucky University's internationalization efforts fit

into Knight's (2004) conceptual framework regarding:

    a. Approaches to internationalization?

    b. Rationales for internationalization?

5. What measures were taken to evaluate Western Kentucky University's internationalization efforts, and what suggestions for further evaluation can be made?

Instrument Development

Creswell (2013) noted that interviews are the primary means with which to collect data in a qualitative, phenomenological study: "Data are collected from the individuals who have experienced the phenomenon. Often data collection in phenomenological studies consists of in-depth and multiple interviews with participants" (p. 81). He argued further that other information also could be collected to triangulate the data mined from interviews. The main source of data was from semi-structured interviews conducted with the group of individuals responsible for Western Kentucky University's international plan. All data were collected specifically for this study.

A series of interview questions was created to assess the specific perceptions of the sample group, focusing on the approach and rationale used to justify and implement internationalization at WKU. The researcher's dissertation committee, in addition to a methodologist, provided feedback on the research questions and served as an expert panel to increase the validity of the study. The goal of the consultation with the expert panel was to create interview questions that aligned as closely as possible with the research questions. The dissertation chair provided the final feedback and approval of the interview schedule prior to submission to IRB for approval.

Procedures

All interview questions used in this study were mapped to the research questions, evaluated by an expert panel, and reviewed in order to ensure that all adequately answered the research questions. Once the instrument was finalized, introduction letters (Appendix A) were sent to the individuals identified by the committee as primary role players in Western Kentucky University's process of internationalization. All individuals responded and indicated they would be willing to participate, agreeing to be contacted in order to learn about the study and its procedures. The respondents were then asked to sign a consent form (Appendix B). All agreed to sign the form and to participate in the study, and an interview of 45-60-minute was scheduled.

Each participant was sent a reminder (either via email or phone) 24 hours prior to the interview, and all 11 interviews were successfully completed. The researcher conducted the interviews over the course of five weeks with the assistance of a high-quality digital voice recorder. Each interview was transcribed and reviewed while listening again to the recordings in order to check for errors and to make any additional notes. All recordings and transcriptions were stored on a portable, password-secured hard drive to ensure privacy and security of information.

Data Analysis

The data collected from the semi-structured interviews were analyzed and coded based on Knight's (2004) conceptual framework. Knight proposed a new theoretical concept describing the internationalization of higher education. First, she did not confine internationalization to any one definition, acknowledging the fact that it means different things to various participants. She separated individual's perspectives of internationalization into two broad categories: internationalization and globalization,

writing "Globalisation is the flow of technology, economy, knowledge, people, values, ideas…across border[s]….Internationalisation of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation" (p. 6). The idea that internationalization is a consequence of globalization greatly alters an institution's approach to the topic. The approach and rationale largely depends upon the institution's role and expectations. With this in mind, Knight suggested different approaches and rationales to utilize toward internationalization. Generally speaking, these categories explain the manner in which a university internationalizes the student population and the reason the decision was made.

Knight (2004) stressed that approaches to internationalization reflect the character and values of an institution:

> Given the changing, even chaotic world in which higher education is functioning, it is important to acknowledge that individual countries, educational systems, and even institutions/providers are facing specific challenges and opportunities with respect to the international dimension of higher education. This means, of course, that there are many different approaches to addressing the process of internationalization. (p. 18)

Knight also argued that approaches are not fixed but can actively shift and change depending upon the period of development and specific needs. Knight suggested that these approaches are not mutually exclusive and many times complement one another in an institution's attempt to internationalize the campus community; thus, the data were analyzed to determine the specific approaches used by WKU during the process, providing the university with a comprehensive picture of the accomplishments and ways to improve the process going forward. The analysis allowed the university to understand

the focus of approaches or rationales in order to achieve a more balanced and, thus, effective process of internationalization. In essence, the analysis determined whether international efforts at a given university have been balanced and comprehensive.

Table 8 shows the approaches and their characteristics as defined by Knight (2004). Knight's approaches are based on the earlier work of Knight and de Wit (1999). Several categories and names have changed in the updated version; e.g., the outcome category was originally referred to as the competencies approach. Knight asserted, "Given the strong emphasis on accountability and results in the higher education sector, it was decided to broaden this category from competencies to a wider interpretation of outcomes" (p. 19). Knight also added two new approaches to her updated framework: Rationales and Abroad (cross border). She pointed out that policies are being driven based on the reasons the efforts to internationalize a campus community should occur rather than that which on what the efforts should be. As a result, she included rationales as an approach. Universities use rationales as an approach in terms of the way they define and understand internationalization. Similarly, Abroad (cross border) approaches were added due to the tendency of universities to deliver an American education across borders. This trend has grown significantly since Knight and de Wit's original list of approaches was created.

Table 8

Approaches at the Institutional Level

Approach	Description
Activity	Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects and branch campuses.
Outcomes	Internationalization is presented in the form of desired outcomes such as study competencies, increased profile, more international agreements, and partners or projects.
Rationale	Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic standards, income generation, cultural diversity, and student and staff development.
Process	Internationalization is considered to be a process where an international dimension is integrated into teaching, learning, and service functions of the institution.
At home	Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports intercultural understanding, focusing on campus-based activities.
Abroad (cross border)	Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery methods and through different administrative arrangements

Note. Adapted from *"*Internationalization remodeled: Definition, approaches, and rationales,*"* p. 20, by J. Knight. *Journal of Studies in International Education, 8*(1), 2004.

Knight (2004) provided a framework for developing the rationales used by

universities when deciding to internationalize a student population. This involved, "An

increasing emphasis on the knowledge economy, demographic shifts, mobility of the

labour force, and increased trade in services are factors driving nations to place more

importance on developing and recruiting human capital or brain power through

international education initiatives" (p. 22). Table 9 shows Knight's conceptualization of

the rationales used by universities when considering internationalization.

Table 9

Rationales Driving Internationalization

Rationales	Descriptions
Social/Cultural	National cultural identity; Intercultural understanding; Citizenship development. Social and community development
Political	Foreign policy, National Security; Technical assistance; Peace and mutual understanding; National identity; Regional identity
Economic	Economic growth and competitiveness; Labour market; Financial incentives
Academic	International dimension to research and teaching; Extension of academic horizon; Institution building; Profile and status; Enhancement of quality; International research standards

Note. Adapted from *"*Internationalization remodeled: Definition, approaches, and rationales,*"* p. 23, by J. Knight, *Journal of Studies in International Education, 8*(1), 2004.

The study utilized Knight's conceptual framework outlining approaches and rationales employed by universities during the internationalization process in order to code and analyze WKU's attempts to internationalize the student population. Additionally, the interview questions were designed to isolate perceptions of challenges faced during the process, potential solutions to overcome these challenges, and indicators of successful. This resulted in a detailed understanding of the internationalization process at WKU, i.e., that which occurred and the reasons.

This study attempted to approach the internationalization of WKU through the critical paradigm, as referenced by Scotland (2012). Scotland noted, "Realities are socially constructed entities that are under constant internal influence" (p. 13). The critical paradigm implies that reality can be changed based on action and, more important, seeks to address "issues of social justice and marginalism" (p. 13). WKU's international plan created in 2006 symbolized the university's change in attitude toward a

multitude of items. It unveiled the university's attitude about concepts of importance for

the university's academic and economic growth and outlined a strategy to achieve these

goals.

The critical paradigm was an important aspect of this particular study, as it was

recognized that every institution potentially has a different understanding of

internationalization, and that understanding is shaped by social, political, or economic

circumstances. Specifically, this study examined WKU's reality regarding

internationalization as interpreted through the lens of Knight's (2004) conceptual

framework. This situated the meaning of each action item within the framework of

internationalization, including internationalizing domestic students and acculturating

international students as part of the critical paradigm. As Scotland (2012) pointed out,

"The critical paradigm…labels participants as belonging to a particular marginalized

group; therefore, homogeneous notions of identity are superimposed" (p. 13). In many

ways, internationalization is an attempt to act as an agent of change for the institution

and, more specifically, the student body.

Coding the Data

The researcher codified and analyzed the data gathered from the semi-structured

interviews by searching for terms and phrases relating to the research questions,

including approaches or rationales described by Knight's (2004) conceptual framework.

These terms and phrases were grouped into categories based on the framework in order to

identify patterns in the process of internationalization at Western Kentucky University.

All interview questions were based on specific research questions, and one of the primary

focuses of the interviews was to determine alignment of WKU's efforts with Knight's

framework; thus, Knight's framework provided a group of a priori categories that were

used during the coding process. These categories were divided into approaches and rationales. The approach category included six subcategories: activity, outcome, rationale, process, at home, and abroad (cross border). The rationale category included four subcategories: socio/cultural, political, economic, and academic. Each transcript was reviewed to find any indication involving one of these categories and subcategories. Knight argued that an over reliance on any one approach could hinder successful internationalization. Collecting any reference or mention of Knight's approaches and rationales provided a better understanding of that which has been done and ways to make these efforts more effective in the future.

Interpretive phenomenological analysis was used to interpret the data. All participants shared the experience of internationalization at Western Kentucky University; the data were analyzed in order to understand this shared experience in terms of approaches and rationales used during internationalization; challenges, solutions, and indicators of success also were analyzed. Ultimately, information from each participant was codified in order to understand the shared experience. Increased success and effectiveness are byproducts of a deep understanding of the experience; data coded through the lens of phenomenology allowed for that understanding to develop. In order to facilitate this coding process, the researcher used NVivo to store, code, and analyze the data.

Validity Issues

Lincoln and Guba (1985) extensively addressed issues of validity, questioning the ability of a researcher to remain objective during the course of research. They stated:

> Conventional inquirers feel that they can claim objectivity for a study if there is a layer of 'objective' instrumentation interposed between the inquirer and the

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object(s) of inquiry. But when the chief instrument is the inquirer him- or herself,

does not objectivity dissolve? (p. 219)

In answering these questions, Lincoln and Guba prescribed four characteristics of

trustworthiness that establish the validity of a qualitative study: credibility,

transferability, dependability, and confirmability. Credibility refers to the researcher's

confidence that the findings are true. Transferability shows that the findings are

generalizable and applicable in other contexts and situations. Dependability implies that

the findings are consistent and can be repeated. Finally, confirmability suggests that the

study has a measure of neutrality or objectivity that ensures the findings are produced by

the participants rather than researcher bias.

Lincoln and Guba (1985) provided a series of techniques that produce the

characteristics of a valid qualitative study. This study utilized several of these

techniques. Cohen and Crabtree (2006) described these techniques in depth and provided

a means to understand better as they were used in the study. The researcher relied on the

dissertation committee to increase the credibility of the study. The committee

recommended participants to be included in the study and helped to prepare the interview

schedule. The researcher also spent a considerable amount of time at the university and

witnessed many of measures taken to internationalize Western Kentucky University.

Cohen and Crabtree suggested that the researcher can increase credibility by being

present long enough to "…become oriented to the situation so that the context is

appreciated and understood, be able to detect and account for distortions in the data, rise

above his or her own preconceptions, and build trust" (p. 1).

Lincoln and Guba (1985) suggested that detailed descriptions increase the

transferability and external validity of a study. Cohen and Crabtree (2006) echoed this:

"By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people" (p. 1). The researcher described the context of internationalization in higher education, and specifically at Western Kentucky University, prior to interviewing the participants, consistent with the creation of a thick description. This enhanced the possibility that the data can be understood within the proper context and transferred to other situations.

In order to increase the dependability of the findings, Lincoln and Guba (1985) argued that external audits increase both accuracy and validity. Cohen and Crabtree (2006) suggested: "External audits involve having a researcher not involved in the research process examine both the process and product of the research study" (p. 1). These audits allowed the researcher to summarize initial findings, assess the quality of the data, and gather feedback on the process of gathering data. The researcher consulted an expert panel to develop the interview schedule and conducted a pilot interview to solidify methods of questioning and of gathering data. Additionally, the researcher consulted with the committee about ways to organize and interpret the data gathered from the participants. Both of these are examples of external audits that increase the dependability and, thus, validity of the project.

Increasing the conformability of qualitative research requires the researcher to remain objective and impartial. The researcher used both reflexivity and triangulation to ensure confirmability of the findings. According to Cohen and Crabtree (2006), "The perspective or position of the researcher shapes all research - quantitative, qualitative, even laboratory science" (p. 1). To address this, the researcher reported personal perspectives, positions, and values in the study. Reflexivity is, per Cohen and Crabtree,

"an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process" (p 1). The author made every effort to identify and combat potential bias caused by affiliation with the data. By acknowledging potential biases, the researcher increased the validity of the study. Finally, this study was part of a larger research project. Additional data were collected for the research, although these data were not analyzed and coded for this current analysis, which focused on the semi-structured interviews. These additional data lended credence to the findings produced in this study and create a foundation on which future research can be conducted.

Ethical Considerations

The researcher consulted with the committee and a methodologist in order to ensure mindfulness of ethical considerations while conducting the study. All accepted standards and all relevant local, state, and federal laws were followed. The researcher also completed the required training of the Human Subjects Review Board and Citi research training. The study received full approval from WKU's Institutional Review Board (see Appendix D for letter). Participants' identities and the data collected from the interviews remained private and secure. All interviews were held discretely, and the transcripts were stored on a secured hard drive. The researcher collected the signed consent forms prior to interviewing each participant and spent time detailing the study and the process at the outset of each interview. Consent letters included all pertinent information regarding to processes and uses of the study and also included contact information of the researcher if any problems or issues arose.

Summary

The purpose of the current study was to explore internationalization in American higher education as it specifically related to Western Kentucky University's international plan. As the literature suggested that internationalization is commonly misunderstood and little is known about specific details or types of international plans, information was collected about the creation, organization, and implementation of WKU's internationalization efforts from a purposeful sample utilizing critical cases based on the decision makers who played a role in the internationalization of WKU's student population.

The study used a qualitative, phenomenological design to gather information based on in-depth and face-to-face semi-structured interviews to answer the research questions. This chapter addressed a variety of methodological issues, including research design, the role of the researcher, population and sample, instrument development, procedures, data analysis, establishing the validity of the data, and potential ethical issues. Chapter IV presents the findings, describing the data collected during the course of the research, and categorizes the data according to Knight's (2004) conceptual framework.

CHAPTER IV

FINDINGS

Introduction

Internationalization in American higher education has had a significant impact on the nature of education in the 21st century. It has come to affect and influence decisions from every corner of the campus community, from upper administration to the student population. While internationalization has become a fixture, even a necessity, in modern education, many universities and colleges are still in the infancy stages of the process. Developing an understanding of the approaches, rationales, and challenges of internationalization offers the potential for positively influencing the success of institutional internationalization efforts.

All subjects interviewed for this study were involved in the creation, organization, or implementation of internationalization at Western Kentucky University, a college that in 2006 renewed a commitment to internationalization by including the phrase *international reach* in its vision statement. Every school inevitably utilizes a different plan when internationalizing the campus community; nevertheless, this study sought to describe and analyze approaches, rationales, challenges, solutions, and indicators to explore the thought process of the decision-making group regarding internationalization at Western Kentucky University. Eleven key individuals involved in varied yet essential aspects of internationalization at WKU participated in semi-structured interviews, and their responses and perspectives constitute the data described in this chapter. Each

participant played a part in the creation, organization, and/or implementation of WKU's internationalization efforts subsequent to 2006.

The interviews were coded and analyzed using NVivo. All questions were designed to mine information needed to address the research questions. In order to accomplish the purpose and mission of the study, this chapter seeks to elaborate on the following research questions:

1. What were the perceptions of the decision makers regarding internationalization at Western Kentucky University:

   a. What was the impetus that led to the first work in the area?

   b. What are the steps or phases through which the program has progressed?

   c. What are current priorities and goals?

   d. How have priorities and goals changed over time?

   e. What is the organization hierarchy of the program with reference to university administrative structure and faculty governance?

   f. What are the benefits of the program for:

      i. The university?

      ii. Students?

      iii. Faculty?

      iv. National standing?

      v. Regional standing?

2. What were the challenges of successful implementation of internationalization?

3. What strategies were used to combat these challenges?

4. How did Western Kentucky University's internationalization efforts fit into

Knight's (2004) conceptual framework regarding:

    a. Approaches to internationalization?

    b. Rationales for internationalization?

5. What measures were taken to evaluate Western Kentucky University's internationalization efforts, and what suggestions for further evaluation can be made?

The data were analyzed and organized in a manner conducive to responding to the research questions. The researcher outlined each approach and rationale described by Knight (2004) in her framework and cataloged the number of sources that mentioned the approach or rationale, the frequency with which that approach or rationale was mentioned during the course of the interviews, and the frequency with which the approach or rationale was mentioned. This process provided a means to examine each individual's thoughts that were most important regarding internationalization and allowed for an analysis of the extent to which the university depended upon one approach or rationale. Similarly, challenges, solutions, and indicators of successful internationalization were coded based on the frequency with which each was mentioned by the interviewees, the number of times each item was mentioned, and the percentage of each to the whole. This enabled the researcher to arrive at a better understanding of what challenges, solutions, and indicators that were considered the most important by those individuals responsible for the creation, organization, and implementation of Western Kentucky University's international initiatives. This chapter presents the findings necessary to answer and understand the research questions.

Findings

Research Question One – What were the perceptions of the decision makers regarding internationalization at Western Kentucky University?

Developing an understanding of the respondents' perceptions of internationalization was key to comprehending the reason these individuals ultimately made the decisions that were made. While approaches, rationales, or even challenges of internationalization at WKU may seem varied and inconsistent, they were better explained and understood by examining the participant's views of internationalization in a broad sense at the university. Several interview questions were targeted at mining information about the perceptions of the participants, and other perceptions surfaced during the semi-structured interviews that were not included in the interview schedule. This section covered the respondents' perceptions of the current priorities and goals of the university, the way these priorities and goals have changed since 2006, participants' definition of internationalization, the impetus leading the university to engage in internationalization, and the steps or phases used to facilitate it.

Perceptions regarding current priorities and goals of internationalization at WKU were fairly varied in nature. One interviewee mentioned that different facets of the university inevitably have different goals.

> My personal goals are for comprehensive internationalization, and I think the faculty would support that, and I think most of the administration would support that. But I'm not under the same pressure the president is under. I'm not under the same pressure that the two CIOs are under.

This was certainly not the only individual to suggest that key figures in upper administration had different goals than others in the university. Many suggested that

upper administration's primary priorities revolved around economic rationales, while the faculty and staff tended to use more academic or social rationales when speaking about the priorities and goals of internationalization.

According to the data, internationalization became a top priority for the institution in 2006, culminating with the inclusion of *international reach* in the vision statement. Several participants indicated that the president routinely advocated for internationalization when speaking with potential students and their parents and argued that including *international reach* in WKU's vision statement indicated that the initiatives represented significant commitment from the university: "I think in our case it represents real commitment. We have woven it very much into the story of who we are as an institution, and I think that represents real commitment." Relatively little conversation occurred regarding the extent to which internationalization was an institutional priority; most participants agreed it was an important goal of the institution. However, some conflict and confusion existed about the actual goals and priorities of the institution. Some believed that sending domestic students abroad should be the main priority; others believed increasing the academic quality of the institution was the ultimate goal. Some even suggested that increasing the financial capacity of the institution was the main priority of internationalization. Nevertheless, all participants agreed that it was an important characteristic of the university.

More concrete answers to questions concerning priorities and goals at WKU were sporadically given during the interviews. It was mentioned that developing faculty's sensitivity to the "quirks of international students" was a main priority. Several respondents mentioned that they were unaware of any specific goals or priorities, but they could be found in the university's strategic plan. One subject even suggested that no

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concrete and tangible goals of internationalization existed. This wide variety of perceptions of goals and priorities reflected a fractured understanding of internationalization, but one participant offered some interesting insights into the reason for the multitude of perspectives: "I think the goals honestly keep changing. We have really bumped up our learning on the international side." The participant suggested that perceptions of priorities and goals at WKU changed as the university's international program matured.

Several contributors mentioned that the institution's goals for internationalization were altered based on increased economic pressures facing the university. A situation was described in which there was insufficient money for study abroad scholarships as a result of the financial shortfalls. One comment stated: "International students, rather than being viewed as a resource for the university in terms of the perspectives and the research and the interest they can bring, have increasingly been viewed as a resource of bringing in money to the institution." Another participant agreed with this sentiment, saying, "I think the goals have changed in relation to the fiscal situation in that greater valuing and emphasis is placed on recruiting international students because of the belief of bringing in added revenue." This remark indicated that some individuals perceived the goals and priorities to be more economic than academic or social. It also proposed that the university used internationalization as a means to an end rather than as a service function for the students.

Others did not observe a great deal of change in priorities or goals at all, suggesting that the university utilized a broader approach to internationalization. Some argued that WKU never had a specific goal or set of priorities in mind, or that the goals and priorities hadn't changed, but the pursuit of these goals has changed. They

ascertained that WKU was aware that positive results could occur and did not necessarily begin these initiatives with any specific goal in mind: "I think we've always moved on a broad front and recognized that there were a number of dimensions to this. Some very pricey and high profile, but some things that are in the mix of doing good things every day." Another participant echoed these thoughts, emphasizing that WKU's focus has continued to center around the same group of goals, but the actions taken to pursue these goals were in a constant state of flux:

> I think the goals are the same, but how we get there has changed. Again, our focus was direct recruitment. The checkered flag has always been where it is, but the route we're taking continuously keeps changing because there are different hurdles in the way.

Both these groups recognized that WKU's goals have remained consistent over the years, but they disagreed in WKU's dedication to pursue these goals. Several participants believed that WKU chaotically pursued internationalization with no structure or end in sight; others argued that there were concrete goals, but they did not change; the way in which they were pursued changed.

The differences in perceptions regarding priority and goals of internationalization certainly merited a conversation regarding the participant's definitions of internationalization. These answers also tended to be inconsistent and varied, and the subject was described as a "slippery question." One individual said, "I think it has several dimensions to it. One, it is obviously that some percentage of our students have some experience in another country. I think an internationalized campus is one that the curriculum is infused with an international perspective." Another supposed, "An internationalized campus is perhaps captured by a mindset. Its students coming here

assuming that they are going to have some sort of international experience during their time here and confident that they can make that happen." Still another commented, "Internationalization is basically integrating students, international students, with our domestic students. So, preparing the students domestically and internationally to be more global citizens once they graduate and having that experience." Clearly, all three of these definitions focused on a different aspect of internationalization

Participants seemed much more inclined to share similar perceptions regarding the impetus leading to a renewed commitment to internationalization in 2006. While many rationales ultimately drove the decision, the participants mentioned two key factors, both of which were included in the university's vision statement. One impetus resulted from the desire to be a leading American university:

I think the university is always looking for ways to make itself distinct, to make it different from other institutions with a direction in its name, and international is a way to do that. We have probably put a stronger emphasis on that than other comprehensive institutions, certainly in Kentucky.

Another participant described the decision to internationalize as "…purely a political move designed to position WKU amongst comprehensives to really get on the bandwagon of a changing world." Still another argued, "It [internationalization] was designed to position the institution amongst its benchmarks, amongst its peers at a national level." Clearly, these individuals perceived internationalization at WKU as a means to improve the reputation and profile of the university. When directly asked about the impetus of making this commitment, this was a common answer.

The participants believed that this was not the only impetus spurring internationalization. Key officials at the university began to realize that WKU's students

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were less competitive on the global market without international elements on campus. Another interviewee argued that the university realized internationalization would play a key role in the future of higher education, and the university wanted to be ahead of the curve: "I think this was something very strategically planned. I think we felt like this was something that would be required. It was going to become necessary." The need to internationalize the campus community was about more than simply setting the university apart from its peers; the participants described an opportunity to provide students with a truly unique and beneficial experience. One subject held:

> The world is becoming a small place, and we would be negligent if we didn't put our students in a position to understand the globe and have a global context to their WKU experience, and what better way to do that than to make it a priority for everybody to see it and understand part of your vision and weave it throughout the action plan. Any college or university that isn't doing this is selling their students short, in my opinion.

A significant amount of disagreement existed as to the specific steps or phases used to implement internationalization at WKU. Some participants argued that no international plan was put in place at all. Others said a plan was developed, but the plan was not followed to its fullest extent. Most suggested steps or phases used on a local level rather than describing an international plan for the university as a whole. Participants tended to mention only items that they did as individuals. One respondent mentioned, "One of the first things I did was increase visibility on campus." The interviewee was unclear whether this was part of an institutional plan or an idea the individual decided was important. Other participants isolated events as being part of an overall strategy or plan, suggesting that items such as the appointment of a Chief

International Officer, development of an international student services staff, annual plans to check status of specific goals, increased public attention provided by the president, using agents, and the establishment of study abroad partners (Harlaxton or the Semester-at-Sea program) were strategic elements of a plan. However, these events were mentioned individually, and barely any participants recognized a cohesive, comprehensive international plan combining all of these elements.

Several respondents referenced the utilization of a plan developed in conjunction with the American Council of Education (ACE) consultants who were invited to campus. These representatives interviewed key figures involved in internationalization at the university and, in return, a committee of faculty members traveled to Washington, D C, to work with ACE in creating a comprehensive international plan, which was completed in 2009. This appeared to be the only comprehensive plan developed by the university, although it was not fully implemented. Routine updates and progress reports were made, with the most recent in November of 2015; most participants were unaware of the plan's existence. While many steps, phases, or strategies were put in place to advance the international agenda, most participants felt these efforts lacked cohesion and unity. They believed that the drive and desire to internationalize the campus community existed, but they expressed some reservations and disappointment that a comprehensive plan was not widely relied upon or implemented.

In summary, the findings of this study relating to the participants' perceptions of internationalization were as follows:

- Different individuals and units in the university possessed different priorities and goals for internationalization, but all agreed that internationalization as a whole was a major priority for the institution.

- Institutional budget reductions affected the university's priorities and annual goals.

- The goals and priorities of internationalization were not always made clear to those involved in the process.

- The goals and priorities of internationalization changed as the program matured.

- Participants used different definitions of internationalization, leading to a general disagreement among the participants about the nature of internationalization.

- The impetus to internationalize largely revolved around the desire to make the university distinct and set apart from its benchmarks, and a desire to adequately prepare students for life in a connected world.

- The university had a comprehensive international plan outlining the goals, vision, and action items of internationalization, but not all participants were aware that such a plan existed.

Research Question Two – What were the challenges of successful implementation of internationalization?

WKU faced many challenges during its attempts to internationalize the campus community. Understanding the various challenges faced by a university during the internationalization process also shed light on the way a university's international plan can change or evolve over the course of time. Further, understanding key role player's understanding and definitions of challenges provided additional information about the university potentially solving these problems. Undoubtedly, these challenges were not universal, but most certainly applied to institutions of higher education.

Six challenges were identified during the interview process. Each participant mentioned at least one challenge faced during the internationalization process and most cited several. These challenges included a wide range of issues at the university; some centered around preexisting problems on campus, and other challenges were directly attributable to internationalization. The challenge most commonly mentioned involved a lack of clarity in the university's goals, planning, and definition regarding internationalization. The lack of infrastructure to support some of the international initiatives also was among the greatest challenges faced by the university. Other challenges described by the interviewees included attitudes/resistance to change, funding/resources, leadership, and the lack of an incentive for the faculty to adequately engage in internationalization. These categories were somewhat broad and encompassed a range of related issues and concerns, but they represented a comprehensive understanding of the difficulties faced while internationalizing the campus community subsequent to 2006.

Table 10 presents the challenges of internationalization as described by the interviewees and the frequency with which each challenge was mentioned. Additionally, the table shows the extent to which each contributed to the notations from the participants, allowing a clearer understanding of challenges that were most pervasive during implementation. Each challenge represented a broad range of related issues hindering successful internationalization at WKU. Challenges were listed in order of frequency, with those most often mentioned appearing at the top of the table and those least mentioned at the bottom.

Table 10

Challenges of Internationalization at WKU

Name	Sources	Number of References	Percentage of Total
Challenges	11	124	
Lack of Clarity in Goals/Planning/Definition of Internationalization	7	32	25.8%
Lack of Infrastructure/Not Operationalized	8	29	23.38%
Funding/Resources	10	23	18.54%
No Incentive for Faculty	6	22	17.74%
Attitudes/Resistance to Change	6	10	8.06%
Leadership	4	8	6.45%

The findings presented in Table 10 indicate that challenges were considered more important or pressing than others, according the interviewees. The frequency with which some were mentioned indicated those of extreme importance from the point of view of the individuals primarily responsible for international initiatives. These six challenges provided an in-depth understanding of various hindrances of successful internationalization and provided a foundation on which to understand potential solutions and strategies used to overcome these barriers. The two cited most often were mentioned almost four times more than the two least cited, showing that the participants clearly believed that some challenges, the lack of clarity and infrastructure, were much more important and emphasized more than others.

Challenge: Lack of clarity in goals/planning/definition of

internationalization. A lack of clarity concerning the goals, plans, and definition of

internationalization was the most commonly cited challenge facing WKU. Some

participants could not identify that an international plan was in place, while others

recognized that the university spent a considerable amount of resources in the

development of a plan in collaboration with the American Council of Education (ACE).

Others stressed that the goals of internationalization were inconsistent, and no cohesive

message was delivered to effectively set a target for implementation. One contributor

argued, "That lack of strategic planning has been hurting us, and I think one of the

reasons that is because we don't have any more powerful faculty committee that

would've caught that straight away." Another stated:

> I don't think there are priorities and goals of internationalization. I think this is a
>
> completely ad hoc approach that says let's get international students that can write
>
> checks… There's no game plan or support to do that. There's no fundamental
>
> core structure about here's who we are, here's our mission, here's how we're
>
> going to do that.

The lack of a consistent definition or understanding of internationalization also was a

detriment to international initiatives at WKU. A scenario was described in which various

groups were working toward different goals because they had a different perception of

that which constituted successful internationalization:

> I don't think the university knows where it is. You go talk to the administrators,
>
> they will wax eloquently about the wonders of internationalization, but they don't
>
> have a clue what it means…There's so much ambiguity embedded in the
>
> philosophy of internationalization that most really don't know what it means for

them or for students because it's a slogan that continues to get pounded all the time.

Many respondents suggested that the lack of a cohesive plan, goals, or definition of internationalization caused significant problems or challenges, arguing that WKU rushed into it without properly conceptualizing what its meaning for the university.

Some participants indicated that there was no strategic plan concerning internationalization, and others maintained that WKU did not have a consistent focus concerning internationalization over the last 10 years. Many criticized the vision statement itself, arguing, "No one on campus can define what international reach is. We haven't laid out clearly what we mean by these things." The participants appeared to agree that WKU lacked an organized, comprehensive understanding of internationalization, causing significant challenges. Individuals, groups, and departments worked against one another, as a lack of awareness existed concerning a centralized understanding and strategy. Ultimately, this was the largest challenge and was mentioned more than any other, suggesting that the lack of clarity in the pursuit of successful internationalization was detrimental and debilitating to these efforts.

Challenge: Lack of infrastructure/not operationalized. The lack of infrastructure to support internationalization was another primary challenge faced by WKU. The notion that WKU rushed into the international arena without taking care of and supporting international students once they arrived on campus often was stated. Further, employees were asked to make significant changes without being provided a clear method of doing so. The process of internationalization was not operationalized but was, rather, an idealistic vision that was at times vague and unclear. One of the respondents noted, "I think most faculty have no idea what the institutional structure is

for it [internationalization]." Institutional structure has a multitude of meanings, but the interviewees mentioned several specific examples of areas on campus that lacked the structure to manage international students.

One example was housing and meal plan options. International students often were housed together in the same dorm, and often the same floor, because they were some of the only students living on campus between semesters. Several participants remarked on the struggle of finding adequate housing for students during these periods, as the university traditionally closed the dorms during the breaks. Similarly, much fewer meal options were available on campus during the breaks, making it difficult for international students to live on campus: "I wouldn't say housing and residence life wasn't amenable to our ideas, it was just kind of economically unfeasible to really do that." These were only some examples of the initiatives that should be in place prior to bringing in international students. Many argued that WKU focused more on enrolling these students in the university without thought as to supporting them, forcing the school and its officials to learn these lessons while facing the challenges: "You remember, kinda like you build it they will come? We are a little bit the reverse. Let's go get them, and then we'll build it."

Another example of a lack of proper infrastructure involved personnel issues. Several participants complained that it was unclear as to the individuals responsible for internationalization: "With internationalization at Western right now, with a chief international officer, an IEC faculty committee, and then the staff working beneath that is something like a hydra. It's hard." Many were charged with various tasks, and no clear schematic structure or understanding of each initiative or responsibility existed, causing one to indicate it was a "bureaucratic mess." At the beginning of the period in question,

personnel in charge of internationalization simply had no authority to manage these issues, resulting in another challenge of infrastructure and operationalization. The teams assembled to pursue these projects were not provided with that which was needed for success. One interviewee said:

> One of the other barriers I would say would be inadequate personnel. We had a very small staff. I think our problem was that we had no foothold, and we did not have the staff to promote what we needed to promote or handle. Actually, we struggled just to process the paper. We just didn't have the staff to work through all of that.

Inadequate personnel represented one facet of infrastructure that was apparently lacking as WKU addressed internationalization. Contributors complained of a lack of available personnel to facilitate the process; it was unclear as to the responsible from the point of view of students and faculty.

While some noted that WKU had made significant progress concerning these issues regarding infrastructure, a multitude of infrastructure-oriented challenges were faced during the internationalization process. The lack of proper infrastructure to effectively manage and support internationalization was a crucial challenge, one that needed to be addressed before the university could truly internationalize the campus community. One subject summed up this challenge, saying:

> It's like many initiatives that the institution puts in place. It's a political issue, and it sounds great. You can cut some ribbons, shake some hands, but there're no resources. That was the challenge. We've got our slogan. We've got our mission, but how do you operationalize that? And that continues to be the challenge for the institution. How do you really operationalize

internationalization?

Understanding the way in which to operationalize and to build the infrastructure necessary to support and promote internationalization was a key challenge, and most participants cited this issue as one of the most serious that impeded the process at WKU.

Challenge: Funding/Resources. The lack of available funds and resources was a commonly cited challenge. Budget cuts from a decline in state funding greatly altered WKU's ability to fully internationalize the university in a comprehensive fashion; these budget cuts negatively affected the ability to fund certain initiatives. Many subjects mentioned that the university routinely expected more money from the state than was ultimately provided, and budget adjustments had to be made. This often caused a decline in the amount of funding available for internationalization:

> The idea was to give incentives, particularly to non-tenured faculty, to incorporate internationalization into the courses they taught and the research they did to get engaged in study abroad, and it's maybe not worked out the way we wanted it to because the financial constraints and these sorts of issues.

Declining budgets caused a lack of international resources at the university, the university was forced to prioritize certain activities over others:

> There are tensions associated with internationalizing your campus. Some of those tensions have to do with resource allocations. When dollars and cents get tight people become much more myopic in how they see the institution… If it appears to certain individuals that the university is focusing a lot of resources in internationalizing the campus and focusing on students, there is the chance that you're going to have a number of people say, well wait a minute. We have needs here domestically. You're putting resources over here, which is good, but those

resources more than likely are need more urgently over here.

The decision regarding to use of resources was repeatedly viewed as a source of contention among the respondents. Nevertheless, inconsistent state funding and the allocation of resources was a fairly substantial challenge for WKU's internationalization efforts. The university expected a certain amount of money to devote to internationalization, and budget cuts made it difficult to fulfill that specific vision as planned.

Another challenge from a lack of funding and resources regarded the uncertain nature of international recruiting. The university had no knowledge as to the number of international students who would enroll each semester; rather, it had estimates but no guarantees. A risk existed of developing a reliance on government programs when establishing budgets and allocating resources. The danger was that the government program could decrease the number of students sent to the United States, and a specific university, or the government program could disappear altogether. It was difficult to estimate international enrollment in advance. Thus, it was difficult to plan how for allocation of funding. One participant stressed, "It's [enrollment goals] such a moving target. Economies, stability of economics, political stability in a country or region…I'm not going to be married to a strategic plan." Another mentioned:

> There are risks associated with internationalizing or globalizing your institution especially if you have engaged in financial relationships or articulation agreements with foreign governments. A government changes, and they decide well we will now focus our attention more on certain universities than other universities, so they move all their students.

While WKU devoted significant resources to the international cause, financial matters

continued to pose significant challenges to the overall effort. The allocation of funds, declining state funding, and uncertainty in international recruiting and enrollment presented significant challenges for internationalization.

Challenge: No incentive for faculty. The lack of incentive for faculty to engage in internationalization was another challenge. Administrators and leaders at WKU asked faculty to play a large role in the internationalization process, as they had the most contact with students, both domestic and international: "Well, with faculty there has to be some support mechanisms to facilitate a level of interest in internationalization." However, many respondents reasoned that faculty were reluctant to engage in these new activities or initiatives because there was no tangible incentive or benefit to do so. Many faculty viewed these initiatives as negative, in that they detracted from their primary focuses: teaching and research in pursuit of tenure and promotion:

> Unless you offer some incentive for tenure and promotion to internationalize, to lead study abroads, or to internationalize your curriculum, or attend international conferences… if you've got untenured faculty, it's going to be very, very hard to get them involved in internationalization if they don't see its going to help them in their career.

Many others described this challenge as originating from a top-down approach of internationalization; the initiative to engage in internationalization originated from the leaders of the university without much thought as its effect on those at the bottom of the institutional structure. Several interviewees stated the need for a bottoms-up approach, to include providing incentives for faculty to engage in internationalization. It was suggested that WKU might have rushed into these initiatives: "I don't think we were ready for that big of internationalization at that point. I don't think we went to the grass

roots level and got the buy in of the faculty, of the professors, of the staff."

The notion that WKU sent mixed signals to faculty concerning expectations also came into play with this challenge. WKU stressed that faculty must engage in a certain level and quality of research in order to be eligible for tenure and promotion. However, faculty were asked to develop international initiatives that would potentially decrease their attention on research. One participant complained:

> Faculty are consistently told when they get here that the most important thing for tenure and promotion is research…Its very difficult to get junior faculty to think seriously about these opportunities, because they are consistently pounded by the administration: research, research, research. If you aren't writing grants in the summer, you just aren't going to get promoted and tenure. So, they are very hesitant to take this stuff on. You have to find some way to encourage them to think more broadly and engage with that stuff.

The lack of incentive to encourage faculty to effectively and successfully engage in internationalization was a major detriment and challenge for the university. Participants argued that, if engaging in internationalization had a tangible financial or professional benefit, faculty would have been much more willing to accept and promote the stated initiatives.

Challenge: Attitudes/Resistance to change. An additional challenge faced by the university during the internationalization process involved employees being unwilling to accept new initiatives. Many were hesitant or skeptical about WKU's renewed focus on internationalization: "They [WKU] tried to make changes faster than the university was willing to accept." Faculty were reluctant to change once they were in a comfort zone, and one subject compared adding international initiatives in the classroom to the

addition of technology in the classroom. Faculty were reluctant to accept these new ideas

and processes simply because they were uninformed and unfamiliar with the initiatives.

One subject alleged, "Once faculty get into a comfort zone, they have courses to teach;

these are my courses. They've got methods that they use and tools and things they use.

Once you've gotten good at that, you don't like to change." Many on campus did not

view internationalization as a priority; thus, they did not understand the benefits or

reasons internationalization became a priority for the university.

This hesitancy and reluctance to accept internationalization certainly came from

more than just the faculty and staff. Another interviewee mentioned the reluctance of

state government officials to devote attention and money toward international initiatives,

suggesting that they were more concerned with the quality of education being provided to

the citizens of Kentucky: "You know there's probably a threshold where a legislator says

you are a state supported university. We are subsidizing international students? We're

subsidizing nonresidents?" These thoughts were echoed by others, signifying that

internationalization was not a priority at the state level, and universities were largely on

their own in carving room in budgets for these initiatives.

Challenge: Leadership. Poor or insufficient leadership was another challenge

described by the participants. Poor leadership did not refer to a lack of vision or priority;

rather, the participants described a lack of quality leadership organized around one

individual whose sole responsibility was comprehensive internationalization. Much of

the leadership trumpeting internationalization provided vision and ideals regarding the

benefits of the process, but a noticeable lack was seen in operational leadership. Many

on campus believed in the concepts of internationalization, but no one was in charge and

provided with the resources to comprehensively implement it. As a result, leadership was

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divided and inconsistent. The participants portrayed a scenario in which the many

leaders of internationalization also had other competing priorities. They did not eat and

breathe internationalization, but they had other responsibilities that demanded a large

portion of time and energy. One respondent said, "A common complaint has been there

has never been just one person whose sole responsibility was internationalization. It

might be 25% of what they do, and they've never been able to put their full focus on it."

Another participant argued, "We don't have a leadership structure that really can bring it

all together." While this challenge was inconsistently cited, those recognizing this

challenge spoke about it very strongly. The participants emphasized that faculty or staff

largely were unaware of where to go with questions, comments, or concerns, as no one

individual was recognized by the university community as in charge of

internationalization.

In summary, the findings regarding challenges faced by Western Kentucky

University during the organization and implementation of internationalization were as

follows:

- WKU faced six broad challenges while implementing internationalization.

- The most commonly cited challenge was a lack of clarity in goals, planning, and a definition of internationalization.

- Misunderstandings regarding goals, planning, and definition of internationalization caused individuals and departments to internationalize independently and in different ways.

- Many on campus, mainly faculty and staff, did not understand the reason internationalization became a priority on campus and, thus, were reluctant to participate.

- External issues (decrease in state funding, decrease in domestic enrollment, political/economic stability, unreliable and inconsistent international enrollment, etc.) hindered comprehensive internationalization at the university.

- WKU attempted to internationalize without creating the proper infrastructure to support these initiatives.

- No clear or consistent leadership structure or an appropriate amount of dedicated personnel existed to implement internationalization.

- Faculty were not properly incentivized to engage in internationalization; they were asked to participate and even lead, but this conflicted with other time requirements for promotion and tenure, teaching, and research.

Research Question Three – What strategies were used to combat these challenges?

WKU has faced a multitude of challenges over the last 10 years in terms of internationalization, but the participants also signaled a host of potential solutions that could be utilized to overcome them. These solutions merited inclusion in the study, as they provide a comprehensive understanding of the actions taken to overcome the stated challenges, producing a clearer interpretation of the way in which internationalization will look at WKU in the future.

The solutions proposed by the participants tended to be more general in nature rather than specific. One participant mentioned the need to streamline the process but did not mention any method or ideas for accomplishing it or a means to do so. Another suggested that faculty buy-in was a perfect solution to problems relating to internationalization but did not offer any specific surfaced from these conversations. It was suggested that all domestic students be provided with a passport upon enrollment in

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order to encourage them to think about study abroad opportunities and internationalization in general. Connecting internationalization with existing efforts regarding multiculturalism on campus was a common theme: "Dealing with minority issues within the United States, whether its race or sex or religion, I think those are things that link nicely with internationalization and could be equally beneficial to students." Another commonly recited solution regarded working closer with the community to welcome and to accommodate international students. Bowling Green has a large and vibrant refugee community, and several participants recommended working with these groups as a means of connecting more intimately with WKU's international population.

One of the solutions suggested during the study involved the creation of a unique international culture and experience on campus, including cultural events that would "show off international food and international culture." Contributors espousing this solution also suggested working closer with the Modern Languages department in order to expand students', both domestic and international, language competency. It also was recommended that all students pay a $15-$20 fee each semester to develop a more readily available study abroad scholarship. The need to develop an expectation of internationalization among potential students was repeatedly mentioned.

Several participants commented on the need to seek outside help to serve as consultants for the university. WKU inconsistently enforced international initiatives because the university was new to the idea. Outside consultants could guide the university through several of the issues, allowing it to quickly achieve successful internationalization: "Retrospectively, what I know now, I would've contracted with a campus that has really done this to come and bring a team of department heads, deans, faculty, and find ways to do workshops, connections, something like that." The inclusion

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of outside help could have encouraged buy-in among faculty and staff and could have educated faculty and staff on preparing for internationalization.

Table 11 portrays the current and potential solutions to more effectively and successfully overcome the challenges hindering internationalization. Additionally, the solutions suggested in the study are listed in descending order, beginning with three most commonly recommended. The table also provides information concerning the number of participants who cited each solution and the percentage of which each solution was discussed during the interview process.

Table 11

Solutions to Overcome Challenges of Internationalization at WKU

Solutions	Sources	Number of References	Percentage of Total
	11	48	
Develop infrastructure for comprehensive planning	6	16	33.33%
Increase funding	7	10	20.83%
Use of outside resources (3rd party vendors, contractors, experts)	5	8	16.66%
Faculty reward/incentive structure	4	6	12.5%
Creation of a unique international culture/experience on campus and in community	3	5	10.41%
Increased support/training for faculty/staff	3	3	6.25%

Developing the university's infrastructure to support and facilitate internationalization was the most commonly cited solution, followed by increasing the allocation of funds to international initiatives. These solutions consisted of more than

50% of the comments regarding solutions. Most were directly connected with the challenges previously mentioned by the participants. However, some were more unique in addressing potential problems or other specific issues. Participants did not provide specific details of implementing these solutions; they suggested only that these measures should be addressed in order to fully internationalize the campus community.

In summary, the findings regarding solutions to combat the challenges of internationalization at Western Kentucky University were as follows:

- Six categories of solutions were suggested to overcome the challenges of internationalization at WKU.

- The development of infrastructure for comprehensive planning and increasing funding for international initiatives, including research, study abroad scholarships, and cultural events, were the most commonly cited solutions.

- Solutions tended to be more general than specific, and respondents offered solutions that could treat one symptom of a challenge, rather than the challenge itself (i.e., increasing the amount of funding available for international efforts was commonly cited, but the means for using the increased funding was rarely mentioned).

- Most proposed solutions directly addressed challenges that were stated in the research.

- Some solutions had been employed by the university, but most were prescriptive and had not yet been implemented.

Research Question Four – How did Western Kentucky University's internationalization efforts fit into Knight's (2004) conceptual framework?

Knight's (2004) framework defined and generalized various approaches and rationales used by universities to internationalize the campus community. Knight outlined six approaches Abroad [Cross Border], Activity, At Home, Outcomes, Process, and Rationale) and four rationales (Academic, Economic, Political, and Social/Cultural), which encapsulated and explained behavior used during the internationalization process, theorizing that only a comprehensive approach to internationalization utilizing a multitude of approaches and rationales would result in successful internationalization.

Figure 1 serves as a visual representation of the relationship between potential approaches and rationales used by WKU during the internationalization process. Approaches and rationales largely define a university's internationalization, as they outline that which was done and the reason for to making progress toward the ultimate goal.
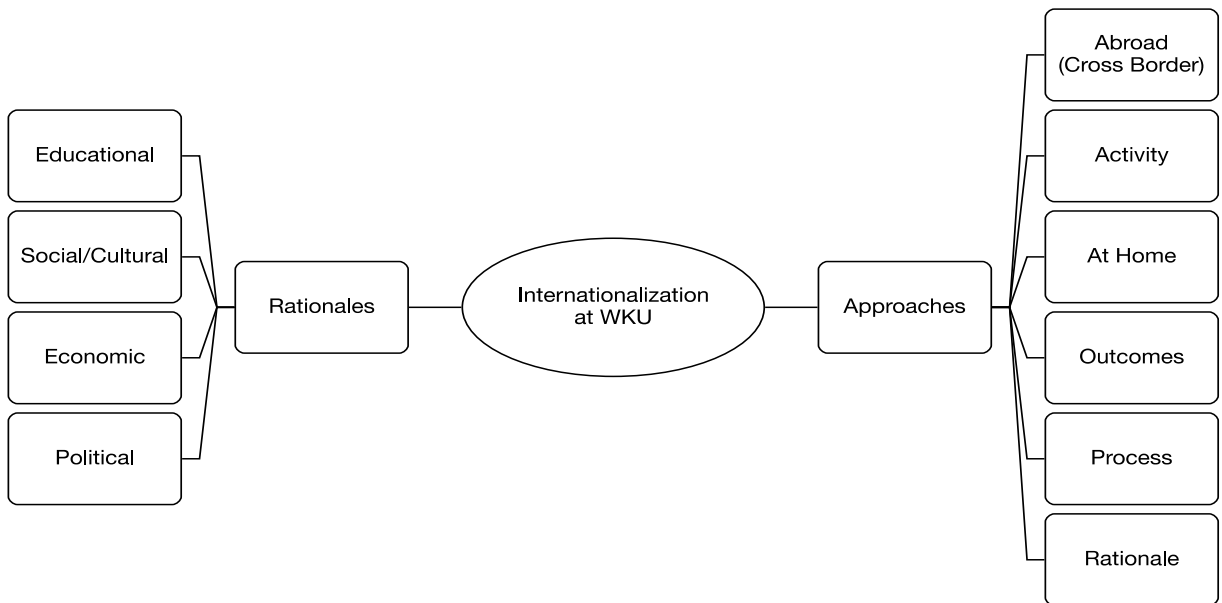

Figure 1. Knight's (2004) framework of internationalization.

Internationalization can be divided into two broad categories, approaches and rationales, with which to describe approaches used to internationalize the university and the reasons to do so. Approaches and rationales are the two sides of the international coin. Challenges, potential solutions, and indicators of successful implementation all result from one's (or a university's) perception of approaches and rationales used during the process; therefore, a detailed understanding of approaches and rationales is a logical place to begin when seeking to better understand an international plan. Rationales and approaches were divided into subcategories in order to explain in more detail the intricacies of internationalization. A combination of these work together in the internationalization of WKU.

Approaches. Jane Knight (2004) described approaches to internationalization as the manner in which universities or individuals "address the implementation of internationalization" (p. 18). She stressed that approaches are different from a definition or an institutional understanding of internationalization:

> An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization. An approach is not fixed. Approaches change during different periods of development…there is no right approach. The notion of approach is introduced to help describe and assess the manner in which internationalization is being conceptualized and implemented. (p. 18)

Knight demonstrated that no one approach should be relied upon, rather suggesting that all should be used proportionately. She provided a framework to develop an understanding of the extent to which a university's approach is balanced, which can lead to the effective evaluation of an internationalization program. By measuring the ways

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and methods a university used to pursue internationalization, a better understanding can

be developed of whether the efforts were balanced.

Table 12 shows the perception of approaches used at WKU from the point of view

of the participants in the study. It shows each of the approaches defined by Knight and

provides information about the number of participants mentioned each category, the

number of times each approach was mentioned, and the percentage upon which each

approach was relied at Western Kentucky University.

Table 12

Approaches to Internationalization at Western Kentucky University

Name	Sources	Number of References	Percentage of Total
Approaches	11	220	
Activity	11	115	52.27%
Rationale	8	42	19.09%
At Home	10	28	12.72%
Process	11	26	11.81%
Outcomes	3	8	3.63%
Abroad (cross border)	0	0	0%

The approaches used most are listed at the top of Table 12, and the various

approaches are in descending order. An analysis of the information provided in Table 12

could determine whether a university's efforts to internationalize the campus community

were balanced, which in turn could confirm Knight's (2004) theory that successful

internationalization is balanced and comprehensive. Over the course of 11 interviews,

each participant mentioned multiple approaches they believed WKU used to facilitate

internationalization. The following sections provide a more detailed account of

participants' descriptions of each approach.

   Activity approach.   The participants mentioned the Activity approach more than

any other in Knight's (2004) framework. All mentioned multiple times an item that

correlated with the Activity approach, and Activity approaches were mentioned a total of

115 times. Referring to the Activity approach, Knight described several subcategories

that are a part of the Activity approach. She outlined, "Internationalization is described

in terms of activities such as study abroad, curriculum and academic programs,

institutional linkages and networks, development projects, and branch campuses" (p. 20).

Of these subcategories, the respondents discussed recruiting international students and

study abroad more than any other specific activity approach.

   Most participants described internationalization in terms of developing the

curriculum and academic programs of a university. These were not used as rationales in

these instances; they were used to describe internationalization and steps taken by the

university. Inherently, they were defining internationalization by stating that it is the

creation and utilization of international curricula in the classroom. One contributor

argued, "I think an internationalized campus is one that the curriculum is infused with an

international perspective. You know partly that, offering German and French and

Spanish, and approaching a lot of topics from an international perspective." Another

added that including international elements in the curriculum is an approach that could be

used to internationalize the campus community: "It's a priority in certain departments

because it's what we do…Our content has been about internationalization in terms of we

look at the world from a very diverse set of points of view and perspectives." A fair

amount of discussion also existed among the participants about the individual responsible

for internationalizing the curriculum. Almost all participants agreed it was the

responsibility of all faculty members to alter their curriculum, if needed, in order to incorporate international elements. One argued that faculty are content experts; thus, only the faculty can truly internationalize the curriculum and create academic programs successfully.

> I think they [faculty] also have a responsibility to see if our curriculum is international. If you want to call it truly internationally friendly, is our curriculum really set up for students to get an engineering degree, which is more international or global, or have an international component to it, and then that's their responsibility. I think they're the experts, and that's something they are going to have to do. We hope they are going to bring more to the table to say this is what we need to be able to be successful in teaching the students…I think faculty have a huge component.

Similarly, one interviewee claimed that faculty need to understand the importance of creating new international academic programs in order to truly internationalize the university. Another agreed: "Yes, I think it's more strategic. If you're going to internationalize, you have to internationalize your faculty and your curriculum, and that's where we invest our money…. They are supposed to embrace throughout the curriculum." Thus, the general feeling was that adding international elements to existing curriculum and academic programs could be done to achieve internationalization.

Only two mentions of development projects were used to describe a means for internationalizing the campus. Both involved building or developing an environment conducive to an international experience. One participant focused on specific measures used by the university to increase access to the international experience:

> We also provided staffing for international programs. We've provided

worldtopper scholarships which help address some of the financial issues with this. We have touted with our marketing and with our public relations dimension students who have had scholarships and other opportunities in terms of study abroad.

Another focused on development projects that could increase access to internationalization: "So, early on as an institution we were trying to grow international students, but more than that we were trying to focus on study abroad and other things, initiatives students were doing that somehow brought internationalization to them." Clearly, the majority of projects mentioned as being developed and used by WKU to internationalize the campus involved around finding ways to expand access to internationalization.

Institutional Linkages were a more common topic for participants. When describing that which could be used to internationalize the campus community, eight participants mentioned institutional linkages 19 times, totaling 16.52% of all mentions of activity approaches. The majority of these mentions involved two types of linkages: third party vendors and international study abroad partners.

The most common institutional linkages involved The Cooperative Center for Study Abroad (CCSA) and the Kentucky Institute for International Studies (KIIS). Both of these institutions are housed on WKU's campus. WKU also partnerships with Harlaxton University, the Semester-at-Sea Program, and the Confucius Institute, and all of these were mentioned as a means to better internationalize the university community. One individual stressed that these types of agreements and linkages symbolized WKU's commitment to internationalization: "I think that would be an example of Western's commitment. We've brought those two organizations [KIIS and CCSA] here, not that we

couldn't achieve quite a bit without them, but somehow having them here I think highlights Western's commitment." The Chinese Flagship Program and the Confucius Institute also were described as measures taken by the university representing internationalization:

> So, we took some risk. We went after some things, and we succeeded, and I think we surprised some people to pull things off like getting a Chinese Flagship Program and a Confucius Institute. Those were things that WKU would probably not have been successful in going after were it not for this institutional priority called internationalization.

Finally, these linkages were surmised to symbolize a commitment in creating an international university: "We have engagements with institutions, educational institutions from other countries that we've established, so making it part of the culture of the institution and a vital educational experience for our students is critical."

Institutional linkages were important to almost all participants, but they were criticized as well as praised. One respondent argued that an extensive amount of money was spent in these linkages, and the primary benefit was to make the university attractive to potential new students. The linkages did not truly bring the international experience to the greatest number of students:

> We house KIIS. We house CCSA. We have the deal with Harlaxton. We have the Semester at Sea. We have the Confucius Institute. We have a lot of things that appear very, very attractive. But again, things like Harlaxton, things like the Semester at Sea, the Confucius Institute, they're going to be attractive to recruit students to the university, and I think in many ways that's why we're doing these things.

While the perception and acceptance of these linkages was mixed among participants, they played an important role in the internationalization of the university.

Recruiting international students was mentioned more than any other activity approach. Those involved in developing and utilizing the international plan at WKU focused more on the role of bringing in international students as a means of internationalization than any other item (38 times during the course of the interviews). The remarks were positive and negative, hesitant, skeptical, and optimistic regarding the recruitment of international students. Participants recognized the importance of hosting students from around the world in order to expose domestic students to a variety of cultures. All participants connected an international university with international students. One participant said, "I think an internationalized university has a substantial number of international students and actively tries to bring international students to the campus." Similarly, another participant stressed that recruiting international students was a main goal of the institution: "I think that was big objective that was achieved to say what is internationalization on campus. So, we defined it from inbound and outbound. Again, our focus was direct recruitment."

The recruitment of international students was mentioned as both a specific initiative used to achieve internationalization and as a metric used to measure successful internationalization. One participant identified the current priorities and goals of the university as "Grow, grow, grow." Some discussion involved the disproportionate focus on the number of international students in terms of successful internationalization, which was the result of a reaction to decreased university budgets. Another stated: "It is because the state has not been funding us adequately and costs keep going up. We've had a range of increases in retirement, state-mandated retirement, so we have to cover our

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costs." Whether their perception of the recruitment of international students was positive or negative, all participants agreed that it was an important activity in order to facilitate internationalization at Western Kentucky University.

All interviewees mentioned domestic students studying abroad (32.17% of the total mentions of activity approaches). It was noted that study abroad was a presidential priority:

> I don't want to make a big deal about the president's role, but at the same time the president does have a bully pulpit, and the president has the bully pulpit not only with faculty and staff, with students, but also with parents. When the president begins his opening sessions with parents saying we emphasize study abroad and we do things to make it safe and possible, there's an education process going on with that. I think his role in this has been very important in that regard.

One participant suggested, "The president has through the budget process, allocated funds for what he thinks enhanced the appreciation of a much broader definition of internationalization. So study away and study abroad were expanded pretty significantly." Many focused on the number of study abroad students and that they have increased over the years. Study abroad was identified as an activity that profoundly affects students' college experience both academically and socially/culturally.

Participants quickly suggested that study abroad programs had become a commodity not readily available to the majority of students. Several mentioned that the money and scholarships available to students were available only to certain segments of the student population: "These aren't exact numbers, but 80% or 90% of the Honors College study abroad, and we're trying to get to 10% of the overall student body." Similarly, another participant added: "If you want students to study internationally, then

you gotta provide some scholarships." While challenges exist concerning the university's prioritization of study abroad programs, all participants agreed that it is an essential component to successful internationalization. Study abroad has continually been a top priority for WKU in terms of the percentage of domestic students participating in these programs. The research has shown that the commitment to study abroad begins at the highest level of the organization and is disseminated throughout the university.

Rationale approach. Knight (2004) defined the Rationale approach as "Internationalization is described with respect to the primary motivations or rationales driving it" (p. 20). In these instances, participants defined the steps used internationalize the university by describing the reasons to do so. For example, some participants mentioned the need for internationalization because of increasing global academic standards saying, "It really becomes a recognition of this global component of an educational experience at WKU as vital, and it's as basic as a general education curriculum to our students." In this case, the participant argued that internationalization is needed due to global academic standards. If WKU does not provide that level of education, it will fail its students.

Other participants described approaches to internationalization related to the need for cultural diversity. A major reason for internationalization is to diversify the student body, and many participants explained that certain things are needed because of the existing need to diversify. One respondent said, "You know you are making sure the international students who are coming in, they have a diverse classroom, not just for students from the U.S., but for students from everywhere in the world. So, I think this was something that is going to be a required thing." Internationalization was being described due to a perceived need or rationale to create diversity on the campus

community. Several other Rationale approaches were mentioned during the interview, including income generation and student and staff development. However, the Rationale approach was minimally used at WKU, comprising only 3.63% of WKU's approach to internationalization.

   At Home approach. Knight (2004) defined the At Home approach as, "the creation of a culture or a climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities" (p. 20). This approach ultimately played a small role in WKU's internationalization efforts; descriptions of these types of approaches were discussed 28 times during the interviews. Nevertheless, a focused and serious effort appeared to exist to create an international culture on campus. It was a secondary focus of the institution, but an effort had been made. One respondent commented, "Primarily, it was the idea that, you know, any student coming to Western would that, you know, internationalization is an immediate and legitimate part of their academic career." Another stated:

   What you have to do in the long term success is that any faculty that's hired at
   Western, most of the staff too, and any students that come to Western,
   internationalization is taken as part of the institutional culture. That it's part of
   what it means to be a Hilltopper, and so you know it's something that needs to be
   spread throughout campus.

One participant believed that WKU was successful in utilizing this approach to internationalization: "We have woven it very much into the story of who we are as an institution, and I think those represent real commitments." Similarly, another believed that the creation of an international culture on WKU's campus was a matter of diversity and inclusion, and WKU has progressed significantly in those areas largely because of

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the development of this culture. However, some participants discussed the creation of an international culture as something that was still in progress or needed to occur.

Process approach. The process approach referred to the systematic process in which internationalization is integrated into all facets of the university. It did not indicate the creation of a culture, as the At Home approach; it emphasized that internationalization is a process that is gradually disseminated into all aspects of university culture, including teaching, learning, and service functions. The Process approach was mentioned 26 times during the course of the study. Some participants recognized the systematic process of internationalization but also suggested that some areas have lagged behind others. One interviewee suggested that a process was in place to fully integrate international components in the university, but the university did not place the proper emphasis on academic integration. He said:

> Yes, the plan was to embed a component of the international piece in every area of the institution. I think we've done somewhat of a good job or exceeded our expectations on the staffing side. I think we're a little behind on the academic side. I don't think the faculty or the colleges are prepared or are resourceful to be able to handle the international students, the international classrooms, the global classrooms, the diversity.

Other participants discussed the process of internationalization by describing the increased attention received by student support services over the years, arguing:

> We've really bumped up our learning on the administrative and staff side. Aramark, you know with the hallal food and doing more traditional food. They had never done that before. Housing being more flexible with the international students and all that. Parking transportation, you know every services side of it

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have really bumped up."

Still other participants described the process of including faculty in the decision-making process in hopes of successful internationalization of the academic side of the university. Many participants described the need for advanced training of faculty and staff as part of the process. One respondent noted, "Most of them have never traveled and never had any international experience, so that's going to be our push to make sure, but that is something…that helps the faculty and staff to give the best service they can." Another respondent added, "Faculty need expert training, and I'm not an expert in how to teach in a global classroom." Almost all respondents recognized the need for a Process approach to internationalization, but many believed the process at Western Kentucky was too general to fully integrate all segments of the campus community.

According to many respondents, integrating international initiatives into all aspects of the university was a challenge. One remarked that it was a new challenge for many students, faculty, and staff. Nevertheless, it was also nearly universally recognized that WKU has made significant progress in viewing internationalization as a process:

> We are a more culturally competent institution, and that has evolved over a period of time. This was a real challenge for our faculty and our staff in particular, many of whom were having students from different cultures in their classrooms for the very first time and not understanding some of their cultural proclivities.

While the Process approach was mentioned only 26 times, all respondents who noted WKU's use of this approach indicated it was an integral approach to successful internationalization.

Outcomes approach. Participants' responses relating to the outcomes approach can be divided largely into three categories: increased profile; more international

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agreements, partners, and projects; and study competencies. Outcomes approaches

occurred when participants described internationalization in terms of the desired

outcomes. Two participants suggested that WKU internationalize the campus community

because the university would become a more reputable institution: "It is a good way of

branding the university, again not just for Western within the state of Kentucky, but

within a region it is a way to make yourself more distinct." These comments described

internationalization in terms of the desired outcome. WKU should focus on

internationalization, as it could potentially increase the profile of the institution.

Another outcome approach involved the desire for more external agreements, but

there was no mention of this outcome during the interviews. Three remarks included the

desire to increase students' study competency, which did not necessarily constitute the

enhanced quality of education; rather, it spoke more to a student's ability to function as a

student. One participant said, "International students, they get the experience of having a

completely different culture, different classroom, and the academic component is key."

The desire to create exceptional students was a potential outcome, although it is not one

commonly utilized at WKU.

Abroad (Cross Border) approach. Knight (2004) defined this approach as one in

which "Internationalization is seen as the cross-border delivery of education to other

countries through a variety of delivery modes (face to face, distance, e-learning) and

through different administrative arrangements (franchises, twinning, branch campuses,

etc.)" (p. 20). No discussion occurred related an Abroad (Cross Border) approach used at

WKU during the internationalization process.

These approaches represented Western Kentucky University's focus when

internationalizing the campus community according to the understanding of the

participants. They identified the activity approach as comprising the bulk of WKU's international plan, although other approaches were used as well. Ultimately, WKU used a variety of approaches in order to pursue successful internationalization. While the Activity approach was used more than any other, all approaches are present in WKU's international plans with one exception, the Branch Campuses approach. Understanding WKU's method regarding internationalization, in addition to understanding the reason it was done, are key components to understanding internationalization as it exists in American higher education in the 21st century.

In summary, the findings regarding approaches to internationalization at Western Kentucky University are as follows:

- WKU relied on the Activity approach (primarily recruiting international students and encouraging students to study abroad) substantially more than any other.

- WKU's approach to internationalization was not balanced or comprehensive, despite originally planning for comprehensive internationalization.

- WKU did not use the Abroad (Cross Border) approach.

- Faculty were instrumental during internationalization because they were responsible for content, and they interacted with students more regularly than any other sector of the university.

- While most participants agreed that recruiting international students was vital to internationalization, many believed the university's priorities were misplaced in the amount of attention and focus for recruitment.

- Creating an international experience/culture on campus was made a priority.

Rationales. Knight (2004) used four categories of rationales to develop an understanding of the reason universities choose to internationalize: academic, economic,

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political, and social/cultural. She reported, "There are many factors that influence the institutional-level rationales. These factors range from mission, student population, faculty profile, geographic location, funding sources, level of resources, and orientation to local, national, and international interests" (p. 25). Table 13 shows the four rationales, the number of times each was mentioned during the interviews, and the percentage of use of each at WKU, according to the participants.

Table 13

Rationales used at Western Kentucky University

Rationales	Sources	Number of References	Percentage of Total
	11	210	
Social/Cultural	11	73	34.76%
Academic	11	67	31.9%
Economic	11	51	24.28%
Political	9	19	9.04%

The data showed that the Social/Cultural rationale was used or relied upon more than any other, followed closely by Academic and Economic rationales. These three rationales were used approximately the same amount, and only the Political rationale was mentioned sparingly. The political rationale also was the only rationale that was not mentioned by all interviewees during the course of the study.

Social/Cultural rationale. The social/cultural rationale was most often cited during the study, which indicated it was most valued by WKU during the internationalization process. All participants cited this rationale, and 34.76% comprised the amount of time respondents devoted to the rationale. Clearly, all participants viewed the social and cultural benefits of internationalization to be of critical importance. Some

of the more common themes in this category included the development of global citizens, intercultural understanding, and society and the community.

The development of global citizens was a common expression used during the interview process. Global citizenship could have a multitude of meanings, and one subject outlined the belief of regarding its meaning and the university's responsibility in developing this aspect of a student's experience. When asked about the criteria of global citizenship, the individual stated:

I think those criteria are understanding place and context. Understanding cultural dynamics. How to ask relevant questions about it means to a global citizen. Understanding the challenges of a complicated, integrated and diverse community…being able to contextualize that stuff, which is theoretically what a college education is supposed to do for you right? I think the real benefit is positioning the students, the graduates of that institution in the community having a better understanding of the wider world, which is what we're supposed to do, right? We are called a university for a reason. The idea is that we prepare students to have a much broader appreciation of the world around them, so I think the most important outcome for the institution is having globally aware citizens.

Other participants echoed the belief that one of the university's primary responsibilities during internationalization was the development of global citizens. This rationale was repeatedly discussed as one of the central outcomes for the university: "I think the faculty have fully embraced internationalization and realize the value of it in sustaining value in a WKU degree. You can't be insulated. You can't think that our students shouldn't be global citizens. They must be global citizens." Global citizenship also was referred to as the most important aspect of internationalization: "I think global citizenship. I don't

think that's just important, I think that's a requirement."

The participants repeatedly discussed the development of global citizens. Many suggested it was the central focus of the institution. Others suggested that the focus on global citizens had grown only recently. Some believed it to be a recruiting advantage, hypothesizing that potential students desired and needed that component in education. Despite some of the ways participants spoke about global citizenship, all agreed it was one of the most important outcomes for any institution focusing on internationalization and more attention should be given to this rationale in the future.

Another common theme when discussing the social/cultural rationale or internationalization was developing intercultural understanding, which was closely linked with the idea of global citizens. In some ways, it was a function of global citizenship or a requirement of global citizenship. The need to develop global citizens often was mentioned, but also emphasized was that global citizens must possess a certain amount of cultural sensitivity and awareness. Cultural understanding included many benefits for both students and the university. Some suggested such an understanding produces more employable students: "We are preparing students to succeed in the future because they're going to have international experiences. They're going to have multicultural sensitivity that is hopefully going to make them more employable and broaden their horizons to the possibilities that are out there." Developing a better understanding of the wider world helps to improve students' understanding of their culture. One contributor suggested, "It's the idea that if you don't understand other cultures, other political systems, other environments, how can you really understand your own? You've got nothing to judge it or compare it to." A general consensus existed among the participants that bringing students out of their comfort zone in terms of cultural exposure would have long lasting

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positive effects on not just the students or the university, but on the communities and states in which those students live and work.

There seemed to be a considerable benefit for the state of Kentucky as well. Many participants stressed the need for Kentucky residents in particular to be exposed to new ideas and cultures: "They have to broaden their perspective. They've just got to have it. Kentuckians are very parochial, and they're not going to get it at home. They're not going to get it in high schools." Another participant, when asked about the cultural sensitivity of domestic students from Kentucky, remarked that most students have not questioned the reason Americans live as they do and lack a basic understanding of the rest of the world:

> If you go outside of Louisville or Lexington or Bowling Green, Warren County,
> then I think you start seeing very different types of faces and attitudes, and you
> know they need to understand what it's like to have a Pakistani point of view, and
> what does a Pakistani really mean, and who are they? Right now, I think the
> perception of the state is horrific about those Pakistanis or those Afghans.

These societal benefits resulting from internationalization began with the development of cultural understanding, but they go much deeper than awareness and sensitivity for students, the community, and the region.

The development of the community is a major benefit of the social/cultural rationale. Service to the community is a function of any state-supported university, and most participants recognized the benefits of internationalization to the local, state, and regional communities. Kentucky was identified as a state that particularly needs help in more areas than cultural development: "There is a regional benefit to internationalization in the sense that, just look at Kentucky. We're like 46th, 47th, 48th, 49th economically,

politically, culturally. We're a third world country in a sense within the United States."
Many participants stressed the need to educate the community about the benefits of
internationalization. The preparation of a local work force by the university was noted as
a key factor in helping the community: "Again, Kentucky, if you think about Kentucky or
the region, we're seeking to prepare people for a successful career. If we're not doing
that in terms of a global market, and in terms of a global workforce, then we're letting
our region down." Other participants described the economic benefits of
internationalization to a local community: "I think it [internationalization] benefits the
local community; it benefits the state. Our primary job is to educate Kentuckians, and
Kentucky is interdependent economically, not just with the rest of the United States, but
with the rest of the world."

Significant and positive changes and developments occurring in the community as
a result of internationalization often were identified during the study. These changes
include an annual international festival that continues to grow in popularity and scope, a
multitude of international grocery stores, the addition of religious institutions from across
the globe, and a growing immigrant and refugee community. Many respondents credited
WKU's emphasis on internationalization as a key factor in these local developments:

> There is a huge benefit to the community, and I see a huge difference. I don't
> know when you came to Bowling Green, but I came here in the early 1990s. This
> was a pretty white, racist, bigoted, homophobic community in the early 1990s, a
> fairly typical southern community. Now you look at Bowling Green in the 21st
> century. We're a multicultural, diverse community. We've gotten over a lot of
> these problems, and I think the university has been fundamental to changing the
> attitude of the community.

The social/cultural benefits of internationalization potentially affect all aspects of a community. It could help to develop infrastructure, bring in additional revenue, education local citizens, and bring individuals from a variety of backgrounds.

For this reason, the social/cultural rationale was the most commonly cited by the participants during the interview process. All recognized the importance of the social/cultural rationale, and it was viewed as the driving reason for WKU's decision to focus attention on international initiatives. However, the other rationales (academic, economic, and political) also were central in WKU's decision-making progress.

Academic rationale. Academic rationales were referenced 31.34% of the time during the research, constituting the second largest rationale described by the participants. The academic rationale was perceived by the university to be the second most important reason for internationalization, and much was said about various facets of academic rationales. The most common responses suggesting an academic rationale for internationalization regarded the enhancement of academic quality for the institution. Most participants suggested that improving academic quality was key to internationalization efforts. One suggested that it should be the primary driving force behind internationalization: "You don't want to internationalize it [the university] just for the sake of doing so. There has to be a reason behind it, an academic reason behind it. That has to be the main thing there." Increasing the quality of education was closely linked with international diversity. Individuals from other countries and from other cultures could provide new perceptions and ideas for a classroom environment, thus expanding the capacity of students, both domestic and international, to learn:

> Students benefit sitting next to students from Brazil because now they have a
>
> different perspective, and they can have better debates and discussions and social

events, and they can understand the food and maybe get some opportunities to travel back home with an international student over a break. I think the students have a value added type of experience by having an internationalized campus.

The enhancement of quality was the most common academic rationale, indicating that WKU placed significant importance on academic benefits when considering internationalization.

The extension of academic horizons was an additional category of academic rationales. Items included in this rationale referred to instances in which content was added or developed as a result of internationalization; participants suggested that one reason to engage in internationalization was because of the addition of content and knowledge it added to a discipline. It was suggested that internationalization helps faculty members become more aware of different theories and concepts existing in the field, warning of the tendency to teach based on an American ideal. Internationalization can broaden the academic horizon of that faculty member: "You know even within political science there is an American way of teaching international relations as opposed to say a British way… so I think it does improve and inform your teaching quite a lot." Several interviewees mentioned the increased availability of research opportunities that result from internationalization, which constituted an opportunity to expand academic horizons. The benefits of internationalization were defined as "Research opportunities, funding opportunities, furthering their [faculty's] scholarship and helping students ensure a global dynamic to their undergraduate experience."

A minimal amount of remarks was made concerning the academic rationale of adding an institutional dimension to research and teaching and upholding international research standards, but these were mentioned only occasionally, suggesting that they

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were not primary factors in WKU's decision-making process. Many subjects proposed

that increasing the profile and status of the institution academically was a key component

of WKU's decision to internationalize: "However we might hope, we're never going to

be able to compete with UK and U of L, but we can brand ourselves as the international

university of the state of Kentucky, and I think that was something the president very

much had in mind." Another participant said, "I think one thing is that this university is

always looking for ways to make itself distinct, to make it different from other

institutions with a direction in its name, and international is a way to do that." Still

another reasoned, "Part of the president's goal for the institution was to elevate its status

and make it seem as something more than a comprehensive regional university. I think

realizing we weren't an R1, but there was room between regional and R1 to shoot for."

Interviewees argued that internationalization was used as a tool to enhance the profile and

status of the institution, thus providing the means to separate itself from local and

regional competition. Disagreement was noted as to the extent to which this was

accomplished.

     Economic rationale. The economic rationale for internationalization extremely

important, and all participants mentioned these rationales used during the

internationalization process at WKU. They consisted of 24.28% of the total comments

relative to the reasons for WKU's decision to focus on internationalization (51 times

during the course of the interviews). Economic growth and competitiveness was a

common point of discussion in the study. Education was repeatedly labeled as a

business, and many cited the need to remain financially stable in order to compete with

other similar institutions. Internationalization, specifically bringing in international

students that may pay a higher rate of tuition than domestic students, provided the means

to remain at the top of the industry:

> The priority is enrollment and revenue. In terms of a strategic stable enrollment, stable financial base… We have you know 1500 international students, so it's become a major recruitment dynamic for as Kentucky demographics flatten out and fewer high school graduates, so it's a competitive market place.

Internationalization could provide potential additional income and revenue for universities, and that financial incentive was an increasingly significant rationale for internationalization in America.

Some participants viewed this rationale negatively, suggesting that money was the sole reason for internationalization: "What we're doing is looking for short term fixes to bring in cohorts that you will, you know, immediately bring money, to bring revenue." This reactive approach to internationalization could involve several sources, but one subject argued that the changing nature of state funding has shifted the focus of universities toward international revenue:

> Where things have changed, they have been driven by the economic situation the university's found itself in, and one of the things that happened was certain decisions were taken which perhaps led to promoting internationalization, but not necessarily comprehensive internationalization, or the deeper internationalization that perhaps more faculty would have wanted. I think simple budget issues have been significant on this…The idea that that international students, rather being perhaps viewed as a resource for the university in terms of the perspectives and the research and the interest they can bring, have increasingly been viewed as a resource of bringing money to the institution… I think we look at it as a means to bring money and to make up for the tuition shortfalls.

Another participant believed that "The goals [of internationalization] have changed in relation to the fiscal situation in that greater valuing and emphasis is placed on recruiting because of the belief of bringing in added value." Yet another claimed, "I think we saw great value in bringing students to the campus from an economic standpoint because it helped the tuition we collected." The participants clearly believed that economic motives altered the original plan of internationalization describing the state of higher education in Kentucky by painting a picture of declining state support, heavy dependence upon tuition, and a decreasing number of domestic students. In light of these changes, it was noted that international students must be the focus of recruiting efforts: "Where do you find students, domestic or international? International students usually pay in the range of 2.5 times the instate rate, so its crass but most people will tell you they are looked at as a cash cow."

The participants generally viewed these economic rationales negatively, but all admitted that the economic rationale was a valid reason to internationalize a university, despite the negative connotations associated with it. Some commented on the way in which the economic benefits of internationalization were reinvested in the university to improve the overall experience, rather than simply ensuring that a budget can be covered. One interviewee remarked:

> So the president has grown, if you end up looking at the budget, he has grown international student services, he's grown international student programming. You know we entered into an agreement with Harlaxton and all of that because of what he would broadly define as internationalization. He will focus on that."

The general consensus indicated that WKU could use the money collected from internationalization to invest in the infrastructure and to support systems of the

university, although most were skeptical that this was occurring, rather believing that the revenue was needed to supplement past budgets and not used to create new budgets.

One final important component of the economic rationale took place on a more macro level. There were undoubtedly benefits to the university in internationalizing the campus community, but there also were regional and national benefits. All participants recognized the need to prepare and to train students, domestic and international, to live and work in a more global world. One individual debated, "Forget about the politics, just economically if we weren't producing products for export and having relationships with countries and societies around the world, we would all be bootlegging and growing 'tobaccy' in the fields, and that'd be about it." Another stated, "In the 21st century with technology and an integrated global economic we just can't be that way anywhere, so our mission as an institution has to be focused on internationalization." This economic rationale was contingent upon the idea that the university played a key role in developing a future work force, and most participants' arguments indicated that internationalization needed to be a part of the work force.

Preparation for the labor force was another key component of this rationale. Not only would internationalization allow the United States to continue to play a major role in the global economy, but students would be better prepared to compete with those from all over the world seeking similar jobs: "They can go compete for jobs with people from Malaysia, and they can go to Dubai, and they can compete because they have a global perspective on things." Another subject suggested: "There's really no jobs that don't connect with international somehow. So, if we're going to be preparing students for the future, they have to have an international experience with it." This theme of preparing students to work in a modern, global society was observed repeatedly during the study.

Several participants believed this to be the primary rationale for internationalization at the university, "The most important thing…is first of all preparing our workforce and our industries and our people to operate in the world that we have emerged into." WKU used many of these economic reasons to advance international efforts, whether the recruitment of international students, the preparation of a global work force, or remaining competitive in the market.

Political rationale. The Political rationales were mentioned least among participants during the study. While it was noted as an important rationale by 9 of the 11 participants, specific rationales were discussed only 19 times (9% of the total). Political rationales generally emphasized national and state benefits, and the vast majority of remarks were directed at the national and state levels. One of the most important political benefits of internationalization concerned foreign policy. The notion of soft power arose several times during the study. It was stressed:

> Yes, you think in terms of soft power. You know, we send students abroad, and
> they're to become more sensitive to other areas… At the same time having a large
> number of Saudi students here, or, you know, from other countries through
> SACM, having the Chinese Flagship and the Confucius Institute. That's also
> beneficial to China and us, too.

Similarly, another participant echoed the importance of soft power:

> It's largely soft power. Again the idea that when international students come to
> Western they get a positive image of not just Western but of the US and its values
> and its demographic systems and its economy, and that will lead them to a more
> positive view of the United States in the future. It will establish possible
> employment links in the future and fellowship or fraternal links in the future.

Soft power was considered to be involved when countries decide to send students to the United States. The U.S. exerted soft power when educating international students, but other countries also exerted soft power when working with institutions of higher education in America.

> There is a soft power to internationalization. The Chinese are masterful at this. That's what the Confucius Institute is all about. Hey we're good people. Like us. Adopt out, accept ways and then adopt our ways, and I think there is a soft power benefit when students come here from countries that are not even particularly friendly to us. They can say this is not a bad place. You know this is a pretty good place. It has good people, and then they go home and take that with them.

Soft power was an important component of the political rationale; while no participant mentioned this as the primary or most important rationale, it was an added benefit of internationalization.

Another aspect of foreign policy to consider, according to participants, was the negative effect of foreign policy if students are not involved in and exposed to these international elements while studying at the university:

> I'm not sure that Isolation and Neoisolationism are constructive directions for us to take in this country in the future, and I think that to the extent students have seen more, more people have seen more of the world and have come back feeling like we need to embrace an appropriate role in the world."

Thus, the political rationale of internationalization involves educating the world about the United States in hopes of improving international relationships with other countries. It also involves educating domestic students and better preparing them to work with other countries.

The development of peace and mutual understanding was an important

component of political rationale. Some participants suggested that internationalization

educates the public with the goal of global peace and understanding. This idea was

somewhat different than influencing foreign policy, as this aspect of the political

rationale focuses more on the way the general public wants their country to be governed.

When asked about the benefits of internationalization, one respondent said:

> Internationalization has to be a core element of who we are coming out of this sort
>
> of medium term budget crisis that everyone around the country is facing, because
>
> we are an international community. The United States has to be more globally
>
> structured, more globally oriented, not just invading other countries, but actually
>
> understanding why other countries are doing what they're doing in that particular
>
> context.

Another participant commented on the danger of governing out of fear, as fear often is

caused through misunderstanding or detrimental education. One large benefit of

internationalization is that more individuals were educated about others and events in the

world. As the understanding of one another increases, peace can prevail:

> Bringing people from Amman, Jordan, for example, to our campus allows
>
> students to now see what a Jordanian thinks like and what they are like, and
>
> maybe they are not all the press has led us to believe they are. I think it helps all
>
> of our nation by building tolerance and understanding of different cultures.

Teaching and exposing society to new cultures and ideas ultimately promotes peace and

understanding. While this concept was a lesser usage of the political rationale, it was

consistent. Many participants espoused this rationale as being central to

internationalization. Teaching students about other cultures ideally could result in

broader and more sustainable peace.

The political rationale was used the least during the process of internationalization at Western Kentucky University. However, those who spoke of this rationale emphasized its importance in the modern world. This rationale was not discussed by all participants, being mentioned a total of 19 times, comprising 9% of WKU's rationale toward internationalization.

In summary, the findings of this study regarding rationales of internationalization at WKU include the following:

- WKU relied on the social/cultural rationale to engage in internationalization more than any other, although academic and economic rationales also were very important.

- The political rationale was not prevalent in WKU's decision making regarding internationalization, although the benefits of soft power were stressed repeatedly.

- WKU's academic rationale for internationalization involved student education more than research or training.

- Increasing profile and status was a key aspect of WKU's decision to internationalize the campus community.

- Economic challenges (decrease in state funding, decrease in domestic enrollment, and uncertain enrollment figures) stimulated internationalization with the hope of generating additional revenue.

- Many negatively viewed the desire for income generation through internationalization, claiming it was not the true purpose and provided only a short-term solution.

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- Job preparation was a key rationale of internationalization, as was involvement in and preparation for a global economy.

- Internationalization was implemented in part because it encouraged peace and mutual understanding among cultures of both students and members of the community.

- WKU heavily stressed the importance of developing global citizens.

- Internationalization at WKU was partially intended to at develop the cultural sensitivity of Kentuckians.

- WKU believed effective internationalization involved the local community.

Research Question Five – What measures were taken to evaluate Western Kentucky University's internationalization efforts, and what suggestions for further evaluation can be made?

A crucial aspect of internationalization involves the ability to develop markers to adequately monitor the progress of the initiatives put forth by the university regarding internationalization. These indicators represented that which the individuals responsible for creating, organizing, and implementing WKU's international plan valued and desired. These results corresponded accurately with approaches taken by Western Kentucky to internationalize the campus community. WKU relied primarily on the Activity approach, which includes the recruitment of international students and sending domestic students to study abroad. The most commonly cited indicator of successful internationalization was the number of international students and students studying abroad. These indicators mixed both qualitative and quantitative metrics to gauge internationalization. Some participants suggested that students, faculty, and staff be asked their perception of internationalization at WKU in order to arrive a better understanding of its success: "I

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think one of the basic indicators is when we do a survey with the students and say are you satisfied? Are you getting what you're needing?" Others attempted to count or measure the amount of cultural interactions occurring on campus, although no metric or definition of cultural interaction was provided. One of the more tangible indicators included the economic impact of internationalization, which included tuition, student services, and even the economic impact of internationalization on the community.

Most respondents suggested indicators that would examine only one specific facet of internationalization. Many intimated that cultural interaction was an excellent indicator of successful internationalization, but this would evaluate only one specific approach to internationalization. One participant suggested a comprehensive approach to estimate the success of internationalization saying, "I think there is both a qualitative and quantitative, and I think you can look at Open Doors reports, and you need to be able to look at the economic impact budgetary."   Most responses did not consider the success of internationalization as a whole.

Often it was suggested that WKU did not have a clear understanding of indicators for successful internationalization: "You know, that one I haven't thought about as much as I need to. I'm not sure. I'm sure I don't have a very good answer to that." When asked to provide indicators of success, these participants either argued that true, comprehensive internationalization was immeasurable; they had not given an appropriate amount of thought to indicators or were unaware of indicators that could most accurately predict success. The indicators identified in this study were not comprehensive, although they represented the understanding and perception of indicators according to those included in the study.

Table 14 outlines and organizes the responses from the participants regarding

potential indicators of internationalization at WKU. Seven categories of indicators were

identified and are listed in descending order, beginning with the indicators most

commonly cited. Participants' responses were grouped based on common themes and

ideas and were placed in the categories. The table illustrates the number of sources

espousing each indicator and the number of times each was mentioned. The data

revealed that two indicators of successful internationalization were used more than

others: the number of international students and the number of study abroad students.

Additionally, respondents mentioned that internationalization was immeasurable or they

were unsure as to measuring internationalization the same amount of times.

Table 14

Indicators of Successful Internationalization

Indicators of Successful Internationalization	Sources	Number of References	Percentage of Total
	10	34	
Amount of Cultural Interaction	2	2	5.88%
Economic Impact/Money Brought In	2	2	5.88%
International Education Experience	6	6	17.64%
Number of International Students	6	7	20.58%
Number of Study Abroad Students	6	7	20.58%
Student/Faculty Perception/Satisfaction	2	3	8.82%
Not Sure/Immeasurable	5	7	20.58%

The suggested indicators of successful internationalization also corresponded

fairly well with the approaches used by the university. Respondents claimed that the

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number of international students enrolled at WKU and the number of domestic students studying abroad were indicators of success more than any other item. Both of these figures, international enrollment and study abroad enrollment, were part of the Activity approach, which was most used by the university when implementing internationalization. Many of these indicators were currently used to track and to measure internationalization, but some were recommendations for future use and had not been implemented.

In summary, the findings regarding potential indicators of successful internationalization at Western Kentucky University were as follows:

- Seven categories of indicators signaling successful internationalization at WKU were identified.

- Many participants could not propose an indicator of success or believed successful internationalization to be immeasurable.

- The indicators largely corresponded with approaches used by the university. Since the university leaned heavily on the Activity approach, the number of international students enrolled and the number of study abroad students were commonly cited as indicators of success.

- Little consistency existed in participants' answers, indicating confusion as to that which constitutes successful internationalization.

- Most participants identified indicators that would evaluate only one specific criteria or aspect of internationalization, rather than viewing internationalization as a whole.

Summary

Knight (2004) suggested that universities and colleges in America have a variety of approaches and rationales available with which to engage and pursue internationalization. Further, she noted that comprehensive and successful internationalization does not rely on one approach or rationale, rather it constitutes a balanced variety of methods. A need existed for a greater understanding of approaches used by universities regarding internationalization and their reasons. An analysis of approaches and rationales utilized at a university can shed light on specific challenges faced during the internationalization process and potentially could provide a framework to improve the process in the future by identifying specific ways to overcome these challenges and to track and measure success. A gap can be seen in the literature concerning the use and nature of international plans and their implementation. With internationalization becoming more a part of the fabric of higher education in America and with universities devoting more time and energy to international initiatives, the need for this study is clear.

This study followed a phenomenological approach with 11 key figures in the development and implementation of WKU's international plan in order to ascertain their perceptions about internationalization at WKU. The study was limited to those individuals who played a leading role in initiatives at WKU subsequent to *international reach* being added to the university's vision statement in 2006. Each of the participants were asked a series of questions guided by the research questions; the interviews were semi-structured, allowing the participants to offer their unique perspectives and opinions of their experiences regarding internationalization that they felt were most important.

The interviews were recorded and transcribed; each transcription was coded based

on Knight's (2004) framework regarding approaches and rationales used by the university to facilitate internationalization. Additionally, challenges faced by the university were identified and discussed, as were potential solutions and indicators of successful internationalization. Each approach, rationale, challenge, solution, and indicator was recorded and discussed in this chapter and were supported with examples from the participants' responses.

In terms of the balance of approaches used by WKU to facilitate internationalization, the Activity approach was relied upon much more heavily than any of the other approaches. The university placed a significant emphasis on the recruitment of international students and on sending domestic students to study abroad. While other approaches were used during the time period in question, none of the others the same attention, resources, or time than the Activity approach.

The rationales used to justify and emphasize internationalization were much more balanced than the approaches. The social/cultural rationale was the most commonly cited, indicating that WKU sought to internationalize the campus community to expose students to new cultures, ideas, and ways of life. Additionally, this emphasis on the social/cultural rationale showed an importance on engaging and educating the community through international initiatives. The Academic approach was cited almost as often as the Social/Cultural approach, indicating that these two rationales were most important for WKU. Interestingly, the social/cultural and academic rationales largely related directly to university students, although some exceptions were noted. The political and economic rationales, which were not as commonly cited, largely affected the university.

Six challenges were identified by the participants as being detrimental to successful internationalization. They included attitudes/resistance to change;

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funding/resources; a lack of clarity regarding goals, plans, and definitions of internationalization; a lack of infrastructure to support internationalization; leadership; and the lack of incentives for faculty to engage in internationalization. The lack of clarity and of infrastructure were the most common challenges mentioned by the participants, with funding/resources and the lack of an incentive for the faculty closely following.

Finally, the participants identified potential solutions to overcome these challenges and potential indicators of successful internationalization. While these solutions and indicators were not discussed in detail by the participants, they provided insight into the planning and nature of internationalization at WKU. They also served to validate the responses offered concerning approaches and rationales used at WKU. If the participants recognized the social/cultural rationale as the most important, it stands to reason that an indicator of successful internationalization would be cultural interaction and international experience.

This chapter included the factual evidence derived from the research conducted in this study. Discussions and connections between and among these findings, the research questions, and other generalizations are discussed in Chapter V. Additionally, commentary on the nature of internationalization at Western Kentucky University, including a discussion on the balance of approaches and rationales based on Knight's (2004) framework, are included in Chapter V.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Introduction

One goal of this phenomenological study was to ascertain the approaches and

rationales utilized by WKU to internationalize the campus community since 2006. These

approaches and rationales were coded based on Knight's (2004) framework in order to

create a better understanding of the extent of comprehensiveness and balanced nature of

internationalization at WKU. The study also identified a number of challenges faced by

the university during the process, potential solutions to overcome these challenges, and a

series of indicators to measure and track success. As internationalization becomes more a

part of American higher education, developing an intimate understanding of the meaning

of comprehensive and successful internationalization will continue to be a crucial and

critical component of research. Thus, the research questions for this study were designed

to develop an understanding of internationalization at an institutional level. A number of

studies have developed a theoretical understanding of the meaning, intent, and

application of internationalization; this study attempts to put these theories and ideas into

action on a more practical and generalizable level. The process of implementing

internationalization at WKU was examined in order to highlight the actions taken to

internationalize an American university and to describe the challenges associated with

internationalization efforts.

In order to pursue this purpose, the study sought to answer the following research

questions:

1. What were the perceptions of the decision makers regarding internationalization at Western Kentucky University:

   a. What was the impetus that led to the first work in the area?

   b. What were the steps or phases through which the program has progressed?

   c. What are current priorities and goals?

   d. How have priorities and goals changed over time?

   e. What is the organization hierarchy of the program with reference to university administrative structure and faculty governance?

   f. What are the benefits of the program for

      i. The university?

      ii. Students?

      iii. Faculty?

      iv. National standing?

      v. Regional standing?

2. What were the challenges of successful implementation of internationalization?

3. What strategies were used to combat these challenges?

4. How did Western Kentucky University's internationalization efforts fit into Knight's (2004) conceptual framework regarding:

   a. Approaches to internationalization?

   b. Rationales for internationalization?

5. What measures were taken to evaluate Western Kentucky University's internationalization efforts, and what suggestions for further evaluation

can be made?

This study utilized a qualitative, phenomenological approach to gather the requisite information to address the research questions. The research questions generated a series of interview questions which were, in turn, used to guide the semi-structured interviews with the participants. The population included key figures playing a role in the creation, organization, and implementation of WKU's international plan and consisted of individuals from upper administration, faculty leadership, and student support services. Ultimately, 11 participants from these groups agreed to participate, and each face-to-face interview was approximately one hour in length in a setting of the participant's choosing. Each interview was recorded on a digital recording device and was stored on a secure, password protected hard drive. The interviews were transcribed and coded by the researcher to find approaches, rationales, challenges, solutions, and indicators of internationalization at Western Kentucky University.

WKU's approach to internationalization was determined to be largely unbalanced. Several approaches were defined by Knight (2004), which outlined methods of focus used to internationalize the campus community. Knight argued that balanced and comprehensive internationalization utilized all of her prescribed approaches. WKU relied primarily on the Activity approach, which included items such as recruiting international students and sending domestic students to study abroad. Knight also defined four rationales used by universities to stimulate internationalization. Once again, her hypothesis suggested that balanced and comprehensive internationalization consists of a mixture of these rationales. The rationales used to justify and stimulate international initiatives at WKU were fairly balanced in terms of the frequency with which each was mentioned by the participants. The previous chapter provided the organization and

description of these approaches, rationales, challenges, solutions, and indicators described by the participants and how their relevance to the research questions. Additionally, Chapter IV included quotes from the participants in order to support the data mined from the study.

This chapter provides a discussion of the findings presented in Chapter IV. The findings are correlated with information from the literature review in order to determine a comparison of internationalization at WKU with the field as a whole and to offer a narrative on the correlation of findings with current research on internationalization in American higher education. The discussion is divided based on information pertaining to each research question in order to fully comment on and address each question. The chapter also describes a number of conclusions based on the findings. Recommendations for further understanding of the processes and challenges faced during the internationalization of a campus and recommendations for further research are also included. Finally, the chapter includes a summary to describe the study's findings and relevancy.

Discussion of Findings

Research Question One – What are the perceptions of the decision makers regarding internationalization at Western Kentucky University?

The findings presented in Chapter IV relating to the participants' perceptions of internationalization are as follows:

- Various individuals and units in the university possessed different priorities and goals for internationalization, but all agreed that internationalization as a whole was a major priority for the institution.

- Institutional budget reductions affected the university's priorities and annual

goals.

- The goals and priorities of internationalization were not made clear to those involved in the process.

- The goals and priorities of internationalization changed as the program matured.

- Participants used different definitions of internationalization, leading to a general disagreement about its nature.

- The impetus to internationalize largely involved the desire to make the university distinct and set apart from its benchmark institutions, as well as a desire to adequately prepare students for life in a connected world.

- The university had a comprehensive international plan outlining the goals, vision, and action items of internationalization, but only some of the participants were aware that such a plan existed.

The perceptions of internationalization among those heavily involved in international efforts at WKU were many and covered a wide array of topics and issues. In reflecting on the impetus leading to a renewed focus of internationalization, the event identified as being the most important catalyst originated with the desire to set the university apart from its benchmarks. Other goals described by the participants were directed toward individual or departmental goals, rather than institutional goals, indicating that various groups on campus had different priorities concerning internationalization.

Most universities have included language focusing on internationalization in their mission or vision statements when WKU added *international reach* to its vision statement in 2006 (Schoorman, 1999); however, WKU's emphasis, time, and resources

devoted to these efforts set it apart. Further, it was clear that WKU was searching for a means to distinguish itself from other state universities. Becoming a truly international institution could set WKU apart, making the university more desirable for both domestic and international students.

Internationalization became a key characteristic and focus of WKU, but its application and implementation was commonly misunderstood by the participants in terms of the goals and priorities of these initiatives, a problem common to many universities seeking to internationalize. Numerous studies have been conducted, indicating that both the understanding, and even the definition, of internationalization has become varied and inconsistent and has led to unsuccessful implementation (Knight, 2015). Zolfaghari et al. (2009) suggested that different stakeholders apply meaning to internationalization based on their specific needs or rationales, leading to a general disorganization in terms of the way in which internationalization is applied on a university campus. A similar phenomenon occurred on WKU's campus over the past 10 years. Various stakeholders defined and understood the goals and benefits of internationalization in different ways. Thus, the individuals responsible for internationalization at WKU worked on different assumptions concerning internationalization.

Another point that became clear through the research was that WKU's goals and priorities regarding internationalization shifted significantly due to a series of budget reductions. When WKU made the commitment to comprehensively internationalize the campus community, enrollment was trending up and the university was in stable financial condition. However, financial difficulties sent shock waves throughout the world of higher education and caused the university to significantly change its focus. These

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changes prompted the university to reprioritize its goals and annual plans concerning

internationalization. Universities across the country generally experienced decreased

amounts of domestic enrollments and in state funding during this time (Fain, 2014; Korn,

2014; Lewin, 2012). The participants suggested that internationalization provided a

means with which to supplement the university budget, thus shifting the focus to

recruiting and enrolling international students rather than providing comprehensive

internationalization.

Declining state appropriations accounted for only a portion of WKU's deviation

from the original international plan. It appeared to be a natural course of action for a

university to begin internationalization by focusing on a concept as simple as bringing

international students to the university and sending domestic students abroad. Many of

the participants described internationalization in these terms with an eye toward

expanding its implementation. In many ways, WKU was in the infancy stages of

internationalization during the period in question, and it was to be expected that the goals

and priorities of the program would change as the program matured (Knight, 2001).

Internationalization as a concept was widely touted and circulated throughout the

university community; however, a lack of a unifying message was noted relative to

disseminating these ideas (Gopal, 2011). Several participants even expressed confusion

at the concept of international reach. They claimed the ambiguous and vague nature of

the vision statement was reflected in the actions and message of the university, a problem

echoed by Cumming (2001). As a result, participants' understanding of goals, priorities,

approaches, rationales, challenges, or solutions was very different. It appeared that

participants had a fundamental misunderstanding about internationalization; thus, it was

no surprise that the perceptions of internationalization were different. Participants agreed

that the vision of internationalization originated from upper administration, but its implementation occurred at the grassroots level, creating a disconnect in both message and vision between these two key parties.

Perhaps the key assumption regarding the perceptions of those responsible for the creation, organization, and implementation of internationalization was that the perceptions were inconsistent. Stakeholders had very different perceptions of seemingly simple facets of internationalization: definition, goals, outcomes, strategies, approaches, impetus, etc. Some measure of difference can be anticipated regarding the perception of an event, but the major differences make the change exponentially harder to achieve.

Research Question Two – What challenges of successful implementation of internationalization were faced?

The findings presented in Chapter IV regarding challenges faced by Western Kentucky University during the organization and implementation of internationalization were the following:

- WKU faced six broad challenges while implementing internationalization.
- The most commonly cited challenge was a lack of clarity in goals, planning, and a definition of internationalization.
- Misunderstandings regarding goals, planning, and definition of internationalization caused individuals and departments to internationalize independently and in different ways.
- Many on campus, mainly faculty and staff, were unaware of the reasons prompting internationalization to became a priority on campus and, thus were reluctant to participate.

- External issues (decrease in state funding, decrease in domestic enrollment, political/economic stability, unreliable and inconsistent international enrollment, etc.) hindered comprehensive internationalization at the university.

- WKU attempted to internationalize without creating the proper infrastructure to support these initiatives.

- No clear or consistent leadership structure was observed or an appropriate amount of dedicated personnel to implement internationalization.

- Faculty were not properly incentivized to engage in internationalization; they were asked to participate and even lead, but this conflicted with other time requirements for promotion and tenure, teaching, and research.

Six key challenges were identified during the course of the study. Of these, the most commonly cited was a lack of clarity concerning the goals, planning, and definition of internationalization. This challenge appeared obvious on the surface; many have argued that a general misunderstanding of basic principles of internationalization can be challenging (Altbach, 2015; Knight, 2004; van der Wende, 2007). As many participants described the implementation of internationalization as unorganized, they suggested that the university did not truly understand the nature and scope of the process. Even common sense would suggest that understanding the end result of an initiative is vital in creating a sense of unity and teamwork among those primarily responsible for instituting the change.

The perceptions of internationalization were varied among the participants concerning goals, plans, and definition. It was no surprise that this variance resulted in being the most prevalent and common problem regarding internationalization at WKU.

Different perceptions of internationalization led to a general misunderstanding of methods to accomplish it. As a result, individuals and departments worked toward internationalization independently, rather than as a whole. This tendency to segment international initiatives based on individual need or vision spoke to the segmented nature of American higher education (Childress, 2009; Edwards, 2007; Stohl, 2007); it also confirmed the difficulty of instituting change on a university level.

Most of the cited challenges involved instituting a cultural change. Convincing faculty to change or adjust curriculum was a challenge in and of itself, but internationalization required a complete redesign of curriculum, not simply making a few changes (Brustein, 2007). As many complained about the lack of infrastructure to support internationalization, they suggested that the challenge of instituting these plans was more complex than anticipated. Further, individuals primarily responsible for integrating international elements into the classroom experience did not appear to be offered incentives to change habits or focuses, which was a specific challenge identified in other studies (Cummings, 2001; Dewey & Duff, 2009). Faculty appeared to misunderstand the reasons for the institutional change, and they were not incentivized to engage in the change. Internationalization was in no way built into the tenure and promotion structure, and faculty were repeatedly instructed by department heads and deans to focus on research in order to obtain tenure. Thus, faculty received conflicting messages on utilizing their time. One message suggested that internationalization was a priority for institutional advancement, yet another message prioritized individual advancement through research.

The two fewest cited challenges involved with individuals' responses to the two most commonly cited challenges. One potential connection between these challenges

could be that individuals were resistant to change because of the lack of vision or of clarity regarding goals and the definition of internationalization. Additionally, it made sense that inconsistency existed regarding clarity or infrastructure due to the lack of a consolidated leadership structure to facilitate internationalization. One leader who provided one message would have been more consistent. These challenges were certainly and related; all could be generalized to any major institutional change effort, and they were derivative, in that one challenge could inevitably create or breed new challenges if not addressed effectively and efficiently.

These challenges also could be largely grouped into two broad categories: external and internal. Internal challenges involve individuals or scenarios within the university's control. The university could control the leadership structure or the creation of a comprehensive plan or vision for internationalization. Most of the challenges fell under this category, which is optimistic for WKU when considering the future of internationalization. For the most part, the challenges were controllable and fixable. The university could create a cohesive, unifying document that outlined goals, definitions, roles, and plans. The university could retroactively develop an infrastructure to support international students and support individuals at the university attempting to engage in or implement international initiatives. The university could provide incentives and rewards to encourage participation from all stakeholders. These challenges did not appear to be insurmountable.

Some challenges were out of the university's control and could be much more difficult to address on a recurring basis: external challenges. Most of the external challenges affecting internationalization at WKU were a result of financial challenges, a problem experienced by many other universities attempting internationalization (Stohl,

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2007). The university had relatively little control over state funding, for example, and was forced to make changes to the international plan. Similarly, the university had little control over decreasing domestic enrollment, which also caused some change in internationalization during the time in question. One example of an external challenge outside the financial realm was that of turnover in leadership. With consistent messaging concerning the goals, plans, or structure of internationalization, focus was repeatedly lost as individuals left the university for other pursuits or retired. Undoubtedly, turnover among those charged with leading internationalization caused a challenge that extended, in part, outside the university's control. Other issues such as the fluctuation in international enrollment also constituted external challenges. The number of international students sponsored by a foreign government (i.e., Saudi Arabian students studying through the Saudi Arabian Cultural Mission) often fluctuated, causing the university to react in terms of hiring an appropriate number of faculty or in planning and administering financial resources. Economic, political, and administrative systems entirely outside the university's control directly affected internationalization, causing significant challenges for the university.

Research Question Three – What strategies were used to combat these challenges?

The findings presented in Chapter IV regarding solutions to combat the challenges of internationalization at Western Kentucky University are as follows:

- Six categories of solutions were suggested to overcome the challenges of internationalization at WKU.

- The development of infrastructure for comprehensive planning and increasing funding for international initiatives, including research, study abroad scholarships, and cultural events, were the most commonly cited solutions.

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- Solutions tended to be more general than specific, and respondents offered solutions that could treat one symptom of a challenge, but not the challenge itself (i.e., increasing the amount of funding available for international efforts was commonly cited, using the increased funding was rarely mentioned).

- Most proposed solutions directly addressed challenges that were addressed in the research.

- Some of the solutions had been employed by the university, but most were prescriptive and had not yet been implemented.

While the challenges faced by the university were many, WKU made a strong effort to combat these obstacles and to advance the international agenda on campus through a series of solutions and strategies. The solutions proposed by the interviewees can be divided largely into two groups: solutions enacted and solutions proposed. Solutions enacted include strategies that were in use or were used to combat one or more of the challenges of internationalization faced by the university. Proposed solutions included potential solutions that had not yet been utilized. The utilization of outside experts or consultants was repeatedly mentioned as a means to combat the ignorance and naiveté held by some of the key figures at the beginning of the renewed focus on internationalization. Whether this entailed bringing individuals in from another campus with a successful international program, or bringing in experts from an outside organization such as the American Council of Education, this was proposed by several to be a potential solution that could have helped alleviate some of the challenges.

An example of a solution enacted on WKU's campus was the increased support and training for faculty and staff, a strategy recommended by both Cummings (2001) and Dewey and Duff (2009). More initiatives were put into place to both educate and support

faculty and staff in their role in internationalization. Similarly, the infrastructure to support internationalization grew along with the program, allowing for it to mature and progress. While the infrastructure may continue to need development and refinement, it undoubtedly was used as a solution to a specific international challenge. The solutions to overcome some of these barriers appeared to be effective to some extent. WKU has grown internationally by almost any means to measure international progress.

As participants did not offer much in terms of specific, it spoke volumes as it related to the nature of internationalization on WKU's campus. Most identified solutions directly connected with proposed challenges; e.g., if the lack of infrastructure was identified as a challenge, the development of infrastructure was mentioned as a solution. This phenomenon suggested that solutions were minimally conceived and developed, or they were not engaged at a level conducive to adequately fixing the problem. The specific solutions mentioned, however, indicated that a substantial amount of time and thought were involved in the problems. The proposal to issue passports to all new students represented a method of creating an international expectation and culture on campus. It appeared that focused and extended attention on the challenges of internationalization eventually would lead to specific solutions rather than broad generalizations.

It was no surprise that the development of infrastructure and increased funding comprised the most commonly cited solutions for internationalization. As financial challenges became more visible to the public, many viewed internationalization as a means of income generation. Many connected the lack of financial resources with the insufficient development of an international infrastructure, suggesting that the infrastructure could not be built without a substantial financial commitment. These

connections between challenges and solutions indicated that it can be difficult to segment internationalization into various boxes or categories. One problem was inextricably connected with others, as were the solutions.

The frequency with which these solutions were mentioned also aligned almost identically with the proposed challenges. The lack of infrastructure and the lack of funding were in the top three most mentioned challenges. The development of infrastructure and increased funding were the top two proposed solutions. Similarly, the lack of a reward structure for faculty was the fourth most mentioned challenge, and the development of reward structure was the fourth most mentioned solution. These correlations indicated WKU's priorities, as the most important challenges and solutions were largely parallel.

Research Question Four – How did Western Kentucky University's internationalization efforts fit into Knight's (2004) conceptual framework?

The findings presented in Chapter IV regarding approaches to and rationales for internationalization at Western Kentucky University are as follows:

- WKU relied on the Activity approach (mainly recruiting international students and encouraging domestic students to study abroad) substantially more than any other.

- WKU's approach to internationalization was not balanced or comprehensive, despite originally planning for comprehensive internationalization.

- WKU did not use the Abroad (Cross Border) approach.

- Faculty were instrumental during internationalization because they were responsible for content and they interacted with students more regularly than any other sector of the university.

- While most participants agreed that recruiting international students was vital to internationalization, many believed the university's priorities were misplaced in the extent of attention and focus given to recruitment.

- Creating an international experience/culture on campus was made a priority.

- WKU relied on the social/cultural rationale to engage in internationalization more than any other, although academic and economic rationales also were important.

- The political rationale was not prevalent in WKU's decision making regarding internationalization, although the benefits of soft power were repeatedly stressed.

- WKU's academic rationale for internationalization involved student education more than faculty research or training.

- Increasing profile and status was a key aspect of WKU's decision to internationalize the campus community.

- Economic challenges (decrease in state funding, decrease in domestic enrollment, and uncertain enrollment figures) motivated internationalization with the hope of generating additional revenue.

- Many negatively viewed the desire for income generation through internationalization, claiming that this was not its true purpose and provided only a short-term solution.

- Job preparation was a key rationale of internationalization, as was involvement in and preparation for a global economy.

- Internationalization was implemented in part because it encouraged peace and mutual understanding among cultures of both students and members of the community.

- WKU heavily stressed the importance of developing global citizens.

- Internationalization at WKU was partially designed to develop the cultural sensitivity of Kentuckians.

- WKU believed effective internationalization involved the local community.

One of the primary functions of this study was to examine WKU's international. efforts in relation with Knight's (2004) conceptual framework, outlining potential approaches and rationales to engage in internationalization. Knight suggested that the best quality of internationalization resulted from a balanced usage of approaches and rationales; a university excessively relying on any one approach or rationale will not yield the desired results of comprehensive internationalization. While Knight did not offer specific information about that which constitutes a balanced approach or rationale in terms of exact percentages needed to create a balance, it can be assumed that the frequency with which each approach or rationale is mentioned can be measured and analyzed in order to determine whether a balance exists. In the case of Western Kentucky University, the researcher found that the Activity approach was utilized much more than any other, which corresponds with the findings of other studies (Cahn & Dimmock, 2008; Dewey & Duff, 2009; Hawawini, 2011). The Activity approach was mentioned more than all other approaches combined.

In some ways, it was logical that the university rely on the Activity approach more than others during the infancy stages of its internationalization efforts. The Activity approach focuses on, among other items, the recruitment of international students and

domestic students studying abroad, which were the two most obvious and visible elements of internationalization. These initiatives provided additional revenue for the university, allowed a certain amount of positive publicity, and provided a reputation boost in terms of national rankings. However, these methods alone do not constitute comprehensive internationalization. As an international program matures, it may begin to incorporate as many of the other approaches and rationales as possible in order to create a balanced system and an international environment.

Some evidence was seen that WKU was in the beginning stages of this transition. Undoubtedly, WKU relied primarily on Activity approaches in the years on which the study focused, but other approaches were being developed with a lesser amount of focus and attention. The At Home approach emphasized the creation of an international culture or climate on campus (Knight, 2004). Creating such an environment would take an extended amount of time and theoretically could not be accomplished in the origins of an international program. Therefore, the At Home approach could not be fully utilized until other approaches, particularly the Activity approach, were developed, suggesting that these approaches are perhaps sequential by nature. The ultimate culmination of the internationalization approach sequence would be a comprehensive international campus community.

Another example of the sequential nature of internationalization was found, as no mention was made of the Abroad (Cross Border) approach. It is logical that a university in the infancy stages would not attempt to deliver education abroad through the use of an extension campus or another physical manifestation of the university in a foreign country. These actions likely would develop once a program's internationalization matures to the extent that the infrastructure is in place to develop these initiatives. It is more likely that

an extension of an international campus community would come to fruition after an international campus community has been developed locally.

The rationales used to justify and prompt internationalization at WKU were much more balanced; little difference was seen in the frequency of comments regarding social/cultural, academic, and economic rationales. Several hypotheses could be found, as the rationales were much more balanced than were the approaches. First, internationalization was a topic about which was discussed, theorized, and debated often. It was reasonable to assume that the benefits and rationales of such a large endeavor would be much easier to identify than specific actions to pursue those benefits or potential challenges that may arise posing as barriers to these benefits. Many participants identified internationalization with a sense of imperativeness. The decision to internationalize was a necessity rather than a choice, a concept developed thoroughly by Altbach and Knight (2007).

While the rationales used to stimulate internationalization were more balanced than the approaches, some inequity existed between the four rationales, particularly between the three most cited rationales, Social/Cultural, Academic, and Economic, as well as the least cited rationale, Political. The Social/Cultural, Academic, and Economic rationales deliver an immediate and visible, if not always quantifiable, benefit to the university and its stakeholders. The academic quality of an institution was held in high esteem for interviewees, as were the social and cultural benefits of internationalization for students. Similarly, university officials witnessed the economic value of bringing international students to the campus and to the community. The political rationales for internationalization were more abstract by nature and, thus, harder to understand or identify on a micro (university) level.

The desire to set the university apart and to increase its reputation and status was an important rationale driving internationalization. WKU focused on its strengths in order to incorporate international initiatives that could increase its profile in ways that perhaps deviate from that which other larger institutions do. WKU heavily relied on the Academic rationale through focusing on the development of an international component to learning and curriculum rather than focusing on research or training. By so doing, WKU showed that it understood its strengths and weakness and chose to emphasize learning in a way that could potentially relate to the vast majority of the student body.

Another example of a method used by WKU to both facilitate internationalization and increase the status and profile of the university was to involve the community. Bowling Green, KY, has a large international community, including a significant refugee population. WKU played a key role in the fostering of the city's international community by emphasizing the need to develop the cultural sensitivity and awareness of the citizens. The cultural development of citizens not only demonstrated a commitment to building an international experience for students, but it also spoke to WKU's perception of the purpose of internationalization. The economic, academic, social/cultural, or political benefits of internationalization can be extended beyond the university and can positively affect local, regional, and even national populations. While the focus of developing global citizens may have been on the student body, it also extended to the community.

The development of global citizens among the student body was a primary driving force behind internationalization at WKU, certainly aligning with existing research on rationales. Rhoads and Szelenty (2011) argued that the development of global citizens is a primary function and responsibility of a university. Many of the participants in the study placed a strong emphasis on this outcome, confirming that the development of

global citizens is a central priority. Connected with this was the development of a global

work force, and these virtues were espoused during the course of the study,

corresponding with the findings of Crossman and Clarke (2010).

Another important observation from the study is that the economic rationale often

was mentioned pessimistically. Participants appeared to be reticent to admit that this was

a key reason for bringing in international students. Many studies have extrapolated the

economic benefits of internationalization (IIE, 2015; Lewin, 2012; NAFSA, 2015), and

some warned of the dangers of overly relying on the economic benefits of these

populations (Ilieva et al., 2014). Internationalization appeared to have developed a

stigma relating to hidden the motivations behind the curtain. Administrators were quick

to indicate the rationales were primarily academic or social in nature, but the economic

benefits were hiding beneath the surface during these conversations. Some participants

made this much more apparent than others, but none were overtly proud of the economic

motivations involved in the internationalization of higher education.

Research Question Five – What measures were taken to evaluate Western Kentucky

University's internationalization efforts, and what suggestions for further

evaluation can be made?

The findings presented in Chapter IV regarding potential indicators of successful

internationalization at Western Kentucky University are as follows:

- Seven categories of indicators signaling successful internationalization at

  WKU were identified.

- Many participants could not propose an indicator of success or believed

  successful internationalization to be unmeasurable.

- The indicators largely corresponded with approaches used by the university.

As the university leaned heavily on the Activity approach, indicators such as the number of international students enrolled and the number of study abroad students commonly were cited as indicators of success.

- Little consistency existed in participants' answers, indicating confusion as to that which constitutes successful internationalization.

- Most participants identified indicators that would evaluate only one specific criteria or aspect of internationalization, rather than viewing internationalization as a whole.

Several factors were prominent among the results regarding indicators of successful internationalization. Perhaps the most obvious was that the indicators suggested by the participants mirrored approaches used by the university. Activity approaches were cited more often than any other; similarly, the most commonly cited indicator of success measured Activity approaches such as the number of international students and the number of domestic students studying abroad. This correlation justified and verified the data from the study and showed that participants were consistently considering internationalization within the confines of the Activity approach.

Another aspect of the respondents' answers regarding indicators of successful internationalization that merits discussion is that several individuals suggested that they could not identify any indicators or that internationalization was unmeasurable. Horn et al. (2011) discussed several key indicators of internationalization, namely the development of global citizens and internationalizing the curriculum among others. However, these metrics were not consistently reliable or effective tools with which to measure success. It was much more difficult to identify specific metrics to collect measurable data on the progress of internationalization. This represented a significant

obstacle in the effective administration of internationalization. If the individuals primarily responsible for creating and implementing international initiatives did not have an idea of ways to measure success, it may have been impossible to adequately and effectively evaluate the international program. Not only were inconsistencies found concerning the goals and vision of the international program, but discrepancies also were seen concerning ways to measure success.

Participants that offered specific indicators or measurements of success tended to discuss methods of tracking individual goals. These were the same individuals who offered individual or departmental goals concerning internationalization rather than institutional goals; it was logical that methods used to track internationalization also would be intended for the individual or departmental level rather than an institutional level. On the surface, segmenting goals into schools, colleges, or departments on campus appeared to be reasonable; universities in America were already organized in such a fashion. However, an initiative such as internationalization applies to all schools, colleges, departments, faculty members, staff, and students on campus and, as such, calls for a unified sense of direction and vision. Part of this includes identifying metrics that can measure institutional success. Several indicators of institutional success were mentioned and WKU was able to evaluate its international program to an extent, but a complete and thorough evaluation could be conducted only through a transparent, but effective, set of metrics by which the international program is routinely measured.

Conclusions

Internationalization is growing in importance on most campuses in the United States, and efforts assume varied forms depending upon institutional goals and perceived purposes of individuals leading these efforts. This study offers the potential to gain

insight into internationalization on a particular campus by examining the perceptions of those individuals involved in the creation, organization, and implementation at WKU and their alignment with Knight's (2004) framework for achieving a balanced program. The following four conclusions are made based on the findings from the study.

The first conclusion is that consistency in vision and messaging are essential in successfully instituting change on a large scale. The perceptions of internationalization are as varied as the individuals working in institutions of higher education. While many professional, economic, and even social reasons exist for the inconsistencies in perceptions among the participants of the study, the variance suggests that the message for organizing and implementing internationalization was inconsistent. A plan outlining specific actions, goals, and missions is essential in any change effort. A large project attempting to change the culture on a university campus can be difficult, and different perceptions regarding the origin of these initiatives, the goals and outcomes of the initiatives, benefits of the initiatives, and even the organizational structure make the change harder to accomplish.

Second, the current campus infrastructure may need to be reconsidered and adjusted relative to its appropriateness or adequacy in meeting the needs that emerge when internationalizing the campus community. Universities attempting to internationalize the campus community face difficult and unanticipated challenges and must be able to quickly adapt and to create new systems and processes in order to better facilitate a phenomenon that will continue to grow in significance. Many of the challenges faced by WKU may be considered symptoms of attempting to treat international education with the same methods, or infrastructures, used for domestic students in higher education. The considerable difference in educational and social needs

between domestic and international students certainly contributed to these challenges. Thus, as this is a fundamentally different population, a different infrastructure may be advisable to both anticipate and accommodate their unique needs and to face these unique challenges.

Third, the contextual situation of a university and the primary rationale or motivation behind the international efforts largely determine the approaches by Knight (2004) upon which to rely more heavily than others. While many universities in the United States are actively pursuing internationalization, each has a different contextual situation from which these initiatives are approached. Contextual needs can change regularly, forcing the balance of approaches to shift and change. Specific situations may dictate whether a university relies excessively on one approach, but a balanced approach typically incorporates multiple approaches and is based upon need.

Finally, a lack of clarity concerning the organization, communication, accountability, and responsibility of internationalization may exacerbate the challenges of internationalization. All university plans or initiatives, whether international or otherwise, are affected by external circumstances and changing priorities; developing an understanding of both the points of accountability and the lines of communication may avoid or placate any unforeseen challenges. When obstacles occur, individuals should be aware of the individual responsible for initiating appropriate solutions in order to maintain progress. As institutions continue to place more emphasis on the benefits of internationalization, effectively organizing a leadership structure that can plan and communicate a common message, as well as taking responsibility for internationalization will become more vital to the success of these initiatives. A lack of clarity concerning these items may deter and slow the progress of internationalization.

Recommendations for Consideration

A number of recommendations for stakeholders in higher education can be made based on the findings of the study. First, methods are needed to more effectively communicate and market the success of internationalization in order to further its progress. Undoubtedly, a number of successful international initiatives occurred on WKU's campus since *international reach* was added to the vision statement in 2006, yet expressions of concern existed about a lack of understanding of that which other departments, organizations, or even individuals were doing to facilitate and progress the goals of internationalization. Effectively and regularly communicating these successes could develop unity of purpose and could motivate other potential participants to engage in the internationalization process.

Second, a concerted effort to deliver a consistent and unifying message concerning the desired outcomes of internationalization may be of considerable value for the future sustainability of internationalization on campus. The future success of internationalization at WKU will be determined largely by the clarity of vision and goals and the ability to develop an infrastructure that can effectively sustain internationalization. The message should include not only desired outcomes and indicators of progress toward successful internationalization, but also it should include detailed information concerning the development of an infrastructure suitable to accommodating international growth at the university for the foreseeable future.

Third, the university should ensure that the plan for internationalization is connected with other changes that may affect institutional priorities and goals. As external pressures change the realities facing universities, the international goals and priorities also should change. Linking internationalization with the vision and mission

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statements may be helpful in connecting it with the overall academic goals and experience of the university. Connecting it to other university initiatives may develop awareness and solidify internationalization's role in the university experience. It also offers the potential for inextricably linking internationalization with the ultimate academic outcomes of the university, strengthening the importance of international elements in the development of WKU's students, both academically and socially.

Finally, it is difficult to determine the true financial cost of internationalization due to changing priorities, budget restrictions, and different perceptions of its ultimate goals and meaning. The university may benefit from an analysis of the strengths and weaknesses of the many financial variables (tuition, scholarships, student services, housing/meals, etc.) in order to develop a better understanding of the full cost of internationalization. This information, in addition to information regarding academic and social/cultural benefits, may allow the university to plan for future international endeavors with more precision and dependability.

<div align="center">**Recommendations for Further Research**</div>

Many compelling questions exist regarding internationalization in higher education that merit further study in order to develop a more complete and thorough understanding of effectively and efficiently implementing international initiatives, including:

- What incentives could be offered to faculty and staff to encourage and motivate more active participation in international initiatives?

- How have successfully internationalized universities developed an infrastructure suitable for sustainable internationalization?

- What strategies are most viable in dealing with unanticipated factors that may

derail a university's international plan?

- How have successfully internationalized universities developed and implemented an international plan?

- How can the varied perceptions of other stakeholders regarding internationalization, including faculty and staff, be most effectively addressed when planning for internationalization?

- What would be the perspectives of international students and international faculty, and what would these perspectives bring to the concept of internationalization that can enable a campus to implement an international plan?

- What approaches to internationalization have been utilized by universities deemed as being successfully internationalized?

- To what extent is prioritization needed or expected in terms of the importance of each of Knight's (2004) approaches when engaging in internationalization?

- What have other institutions done to bring individuals together and to provide consistent and clear messaging concerning a major change effort?

Summary

While WKU may have struggled with challenges and barriers leading to inefficiencies in the implementation of internationalization and, in some instances, failure to achieve particular goals, the overall progress of the international program at WKU has been successful by almost any metric used to measure internationalization. The majority of participants were optimistic about the possibilities of these initiatives at WKU, but concerns about the implementation, consequences, and administration of the internationalization program have the potential to undermine the very foundation of

internationalization at WKU. The most appropriate means to alleviate these concerns is to identify and to communicate a consistent set of metrics to achieve these international goals. WKU appears to have utilized these ideas to date, but the pursuit of the many benefits of internationalization has been a mix in terms of success. While the institution is continuing to increase its international student population and is ahead of its benchmark institutions in terms of domestic students studying abroad, comprehensive internationalization still eludes the university.

Comprehensive internationalization assumes a reasonably balanced approach in international initiatives, and WKU currently appears to rely heavily on Activity approaches to facilitate internationalization. As WKU's focus on internationalization matures, one would anticipate that its approach ideally would expand to include more diverse, creative, and sustainable initiatives. These international efforts may result in some detailed infrastructural changes that will lead to success and longevity in terms of internationalization. This forward and proactive thinking will allow WKU to considerably expand its international reach in the coming years. The road to becoming a leading American university goes through comprehensive internationalization, and Western Kentucky University certainly has taken the first steps toward that end.

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APPENDIX A:

INTERVIEW QUESTIONS MAPPED TO RESEARCH QUESTIONS

Note: Parenthetical notations refer to research questions. Bracketed items represent potential further lines of questioning.

Research Question 1

5. **What were the perceptions of the decision makers regarding internationalization at Western Kentucky University:**

   a. **What was the impetus that led to the first work in the area?**

      IS 1   To what extent is internationalization a priority at Western Kentucky University

      IS 2   Why did internationalization become such a priority?

   b. **What are the steps or phases through which the program has progressed?**

      IS 3   What were the steps or phases used to facilitate internationalization at WKU?

      IS 4   What plans or strategies were used to achieve the goals of internationalization at WKU?

      IS 5   What resources were needed and/or provided?

   c. **What are current priorities and goals?**

      IS 6   What are the current priorities and goals of internationalization at WKU?

      IS 7   To what extent have the goals been achieved?

   d. **How have priorities and goals changed over time?**

      IS 8   Have WKU's priorities and goals concerning internationalization changed since 2006?

e. **What is the organization hierarchy of the program with reference to university administrative structure and faculty governance?**

> IS 9 Who were the critical players that most advanced the goals?
>
> IS 10 What was your role during the internationalization process?
>
> IS 11 How do you see the role of the faculty and students in this process?

f. **What are the benefits of the program for**

    i. The university?

> IS 12 What are the benefits of internationalization to the university?

    ii. Students?

> IS 13 What are the benefits of internationalization to students?

    iii. Faculty?

> IS 14 What are the benefits of internationalization to faculty?

    iv. National standing?

> IS 15 What are the national benefits of internationalization?

    v. Regional standing?

> IS 16 What are the regional benefits of

internationalization?

Research Question 2

What were the challenges of successful implementation of

internationalization?

        IS 17   What barriers to successful implementation of

                      internationalization were faced?

Research Question 3

What strategies were used to combat these barriers?

        IS 18   What strategies were used to combat these barriers?

Research Question 4

How did Western Kentucky University's internationalization efforts fit into

Knight's (2004) conceptual framework regarding

a.   **Approaches to internationalization?**

b.   **Rationales for internationalization?**

Research Question 5

What measures were taken to evaluate Western Kentucky University's

internationalization efforts, and what suggestion for further evaluation can be

made?

        IS 19   From an evaluation standpoint, what indicators are

                      examined that document the achievement of the goals?

        IS 20   What would you do differently to internationalize WKU better

                      over the last ten years?

        IS 21   Is there anything else you can tell me that will help me understand

                      WKU's international plan, where it is now, and how it got there?

APPENDIX B:

LETTER TO STUDY PARTICIPANTS

Dear Sir or Madam:

My name is David Kerr, and I am a student in the Educational Leadership doctoral program at Western Kentucky University. I am conducting research on internationalization from the perspective of those individuals who were responsible for creating and/or implementing the international plan at Western Kentucky University. I am interested in conducting in-depth interviews with this population to gain insight into their perspectives on the importance of internationalization, approaches and rationales used for internationalization, and perceived benefits and challenges of internationalization. I strongly believe this research will provide valuable insights for those seeking to internationalize in higher education. This research will also help improve the success of WKU's efforts to internationalize the student population going forward.

I would like to invite you to be a part of this research. In order to participate, I am requesting a single in-depth interview with you regarding your experience and role in creating, organizing, and/or implementing WKU's international plan. The interview will take place in a setting of your choosing, and your participation as well as your responses will be kept confidential.

I would greatly appreciate your participation in this research and look forward to hearing from you (via email) that you are willing to do so. Feel free to let me know if you have any questions.

Thank you,

David Kerr

David.Kerr@wku.edu

(270)-745-3937

APPENDIX C:

CONSENT FORM

INFORMED CONSENT DOCUMENT

Project Title: "A Leading American University with International Reach: A Study of the Creation and Implementation of Western Kentucky University's International Plan"

Investigator: David Kerr
                        Educational Leadership Doctoral Program
                        1906 College Heights Blvd. HCIC 2036
                        Bowling Green, KY 42101
                        270-745-3936
                        david.kerr@wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1.   **Nature and Purpose of the Project:** This study will examine WKU's internationalization plan since including "international reach" to its mission statement in 2006. Internationalization in higher education is a commonly misunderstood process, and this study will examine how different decision makers define and understanding the internationalization process. The study will also focus on describing and analyzing an international plan, a subject often left out of research on internationalization. Finally, the study will provide Western Kentucky University with the means to analyze the progress of internationalization since 2006. The research will help develop a better understand of why universities seek to internationalize the student population, how universities have internationalized the student population, and what measures have proved to be the most effective in the internationalization of the student population. Thus, the purpose of this case study is to understand and describe the internationalization plan at WKU.

2.   **Explanation of Procedures:** All participants in the study played a role in the creation and/or implementation of Western Kentucky University's international plan and will be interviewed for approximately one to two hours. The interviews will be recorded and the results will be transcribed, coded, and analyzed by the researcher to find perceptions of the approaches and rationales used in the development and organization of the international plan. The findings will help other American universities develop a better understanding of the purpose and process of internationalization. It will also assist Western Kentucky University in evaluating and assessing its own plans of internationalization.

3.   **Discomfort and Risks:** There is virtually no risk or discomfort involved in this study. Participants will be asked to participate in an interview in a comfortable setting and will not be asked questions of a personal nature, but participants will be kept confidential.

4.   **Benefits:** This study will help develop a better understanding of the process of internationalization and the creation of an international plan. It will allow universities, including Western Kentucky University, to evaluate their own international plans in order to provide better services and avoid potential barriers and challenges during the process. Internationalization is becoming more and more important in American higher education, and a better understanding of internationalization will lead to increased success.

5.   **Confidentiality:** Participants will be kept confidential throughout the research and will be kept confidential in the written dissertation. All data collected during the interviews will be kept securely on campus.

6.   **Refusal/Withdrawal:** Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

_____   _____

Signature of Participant   Date

_____   _____

Witness   Date

- I agree to the audio/video recording of the research. *(Initial here)* _____

<div align="center">
THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Paul Mooney, Human Protections Administrator
TELEPHONE: (270) 745-2129
</div>

WKU IRB# 16-200
Approval - 11/18/2015
End Date - 11/18/2016
Expedited
Original - 11/18/2015