INTERNATIONALIZATION ON SMALL COLLEGE CAMPUSES
AND THE ROLE OF PRESIDENTIAL LEADERSHIP

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DEDICATION

To my family – Jeff, Sydney and Maeve
This journey would not have been possible without you.
The sayings that I will carry with me –
“Who does that?”
and
“We got this.”

At the end of the journey,
We did this – Together!!

Thank you for all your love and support.
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ABSTRACT

INTERNATIONALIZATION OF COLLEGE CAMPUSES
AND THE ROLE OF PRESIDENTIAL LEADERSHIP

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Colleges and universities not only have the opportunity, but also the responsibility, to shape globally-minded citizens. In January 2013, Under Secretary of Education, Martha Kanter, co-authored the lead article in *Change: The Magazine of Higher Education*, arguing that “knowledgeable, engaged, globally minded citizens hold the key to this country’s shared democratic values, prosperity, and security” (Kanter & Schenider, 2013). This research examines the facets of internationalization on college campuses and the role of presidential leadership. Leaders who are committed to developing the next generation of globally-astute citizens have found ways to internationalize their campuses and promote global learning.

This multiple case study highlights the internationalization on five college campuses, which have been nationally recognized for their comprehensive approach. The findings include three primary levers that are used to internationalize: study abroad, recruitment of international students, and curriculum integration. The research focuses on the role of presidents and how they can advance or sustain internationalization, and it highlights the challenges. The leadership strategies employed by presidents are a particular focus of this study.
The analysis found that multiple leadership perspectives (or frames) are engaged to advance internationalization. Leadership strategies were found to be consistent with those frames identified in the scholarly work of Bolman and Deal (2008), which values multi-frame leadership approaches, including structural, human resource, political, and symbolic. The study also found that, depending on the history of international education at the institution and the personal and professional characteristics of the president, one or more dominant approaches can be used to sustain and elevate an existing international agenda. Those tools that need to be leveraged include an understanding of institutional history and culture, a mission and a strategic plan that prioritize international education, and an organizational infrastructure that supports a comprehensive approach. The ability to advance internationalization and integrate all the disparate parts depends on an institutional narrative, leadership lifestyle, and the effective use of human and financial resources. The analysis found that presidential leadership is an important factor in making internationalization part of the institutional ethos.
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Chapter 1

INTRODUCTION

“Globalization, the integration of countries and people as the result of economic, technological, and knowledge advances” (NASULGC Task Force on International Education, 2004, p. 2) has put three sets of pressures on institutions calling for effective college and university leadership. First, institutions must prepare students for a different, more international future. Second, institutions are now competing in a broader global marketplace. Third, globalization of higher education creates a global yardstick related to quality.

Higher education as measured by the Organisation for Economic Co-operation and Development (OECD) depends on comparative statistics around participation rates and on degree attainment rates, but what seems to matter the most when it comes to enhancing a student’s ability to succeed in an increasingly diverse and interconnected global society happens on the campus and in the classroom. It is the leadership of the university, informed by and in collaboration with the faculty, that determines how well institutions respond to these global challenges through an integrated vision and mission of the university. Given the emerging future, it is essential for leaders to lay the groundwork now to position their institutions to realize their vision (White & Eckel, 2008). Maybe now, more than ever before, institutional leaders need to ask hard questions about what students will learn and how best to prepare students for a global future.
Internationalization on College Campuses

The need is great, and colleges and universities have an opportunity, if not a responsibility, to cultivate an educational environment that can develop students into global citizens who can live, work, and succeed in a global society. To address the need to educate students for a more interconnected world, many colleges are internationalizing their campuses to promote global learning. The American Council on Education (ACE) has defined the term global learning as “the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers” (Olson, Evans, & Shoenberg, 2007, p. 9). Internationalization is the process by which institutions foster global learning.

There are an increasing number of colleges and universities incorporating language around global citizenship, the development of culturally competent students, and global learning into their mission statements, on their websites, and in their recruitment materials. The attention being given to the subject on campuses, in literature, and by grant-making organizations has increased significantly over the past decade. The following represents a small sample, taken from Appendix 1, of mission and vision statements at highly ranked national and regional colleges and universities.

- Amherst College, ranked the #1 national liberal arts college by *U.S. News and World Report*, “educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance
knowledge, *engage the world around them* [emphasis], and lead principled lives of consequence” (Amherst.edu).

- Butler University, ranked #2 by U.S. News among Midwest regional universities, lists among its pledges “a commitment to lifelong learning, community service, and *global awareness* [emphasis], being a national university which *serves students from other regions and other countries* [emphasis], cultivating an awareness and *understanding of other cultures* [emphasis] in its curriculum” (Butler.edu).

- Valparaiso University, ranked #4 by U.S. News of Midwest regional colleges and universities, has among its vision “to be acclaimed for the vitality of its international programs, which *empower both U.S. and international students to lead and thrive in a global community* [emphasis]” (Valpo.edu).

Preparing students to succeed and compete in a global environment requires students who are more familiar with world affairs, the global economy, and diverse cultures. For institutions where internationalization is a priority, institutional leaders have encouraged faculty to redesign courses to incorporate an international perspective, have invested in faculty development funds for faculty to travel abroad, have increased the number of international students through intentional recruitment efforts, and have increased study abroad opportunities to expose students to different parts of the world. If global learning is a desired outcome, a comprehensive approach to internationalization needs to be a strategic priority. Embarking on a few initiatives without an institutional strategy will be insufficient for creating both a culture of global learning for students and
a sustainable impact on the institution. Comprehensive internationalization is an integrated approach whereby institutions articulate internationalization as an institutional goal (if not a priority), develop an internationalization plan driven by sound data and analysis, and seek to bring together the usually disparate and often marginalized aspects of internationalization (Olson, Green, & Hill, 2006).

Institutions are confronted with some significant challenges with respect to an integrated approach to internationalizing the campus. The traditional strategies are either in decline or simply insufficient. The percent of international students to the total student body is often very low. Based on data published as part of the Institute for International Education Open Doors, international students accounted for only 3.5% of undergraduate enrollments in 2011, and have been below 4% for the last 10 years. The number of students majoring in foreign languages has also declined. According to the Modern Language Association of America’s 2009 enrollment survey, student enrollments in foreign languages has been less than 10% of the total student enrollments for the last 25 years, with modern foreign language course enrollments in 2009 at 8.6 students per 100 U.S. college total enrollments. Study abroad programs have been used to advance internationalization on many campuses, but the percentage of students studying abroad remains low. The Institute for International Education reports in the Fast Facts 2011 data that 9.5% of total U.S. undergraduates studied abroad in 2009/10. Since the last 20 years have been a timeframe of growing enrollments, the percentage studying abroad has not changed substantially, but the number of students studying abroad has nearly quadrupled from approximately 75,000 in 1990 to 270,000 in 2010.
When it comes to internationalizing the campus, small private institutions can have even greater challenges. With fewer numbers of international students, domestic students’ exposure and interaction with international students is less likely to occur. Private institutions are more expensive, a fact that can make the added cost for study abroad programs impossible for some students. Lack of significant numbers of students studying abroad or majoring in foreign languages or areas of international studies makes the sharing of knowledge among students and the impact on the institution, as a whole, less likely. Small tuition-driven institutions are also challenged because multiple needs for limited resources make it difficult to invest the needed resources to internationalize the campus effectively.

Study abroad programs are often seen as the means to develop global understanding, but the increase in study abroad programs has occurred at a time when the affordability of college has been questioned, and the increasing financial burden to families and students has been in the media spotlight. Students have greater financial need as the cost of college has risen, especially at private institutions, and the percentage of tuition covered by families has increased (The College Board, 2012). In addition, as the demographics continue to shift, a greater percentage of students will be first-generation-to-college minority students. The rising cost of college and the changing demographics could impede the advancement of internationalization if institutions rely only on study abroad programs to provide global learning. If institutions are committed to the development of global citizens, they will need to have strong leadership, effective strategic planning, and careful allocation of financial resources.
The Importance of Presidential Leadership in Internationalization

While global learning occurs in the classrooms and throughout the campus, it is effective leadership that creates the context for such learning to occur. A comprehensive approach to internationalization depends on leadership and vision, which often starts at the top. The role of the president in advancing or sustaining internationalization as an institutional priority is critical, especially in small tuition dependent colleges and universities where meeting enrollment targets is a first priority, followed by allocating limited funds to an unlimited number of other priorities.

The role the president plays in advancing internationalization is critical. Leadership, strategic planning, and fundraising to advance and sustain a comprehensive approach to internationalization that will foster global learning requires a president with strategic vision, leadership skills, and a personal commitment. *A Handbook for Advancing Comprehensive Internationalization*, published by the American Council on Education (2006), stresses both the importance of leaders in developing the right team to advance internationalization and the role of senior leadership and faculty.

Comprehensive internationalization emphasizes an integrated approach that addresses both programmatic inputs and student outcomes. “For the work of the internationalization teams to have maximum impact, senior administrative leaders must lend the effort their visible, tactical, and structural support” (Olson, Green, & Hill, 2006, p. 5).

Whether they are new or seasoned, presidents can play an important leadership role in fostering global learning through comprehensive internationalization. The role of leadership in comprehensive internationalization has not been studied in great detail.
While suggestions exist, they are not grounded in empirical research, thus the focus of this study. In 2005, the American Council on Education published a series of reports on measuring internationalization on college campuses. The reports on liberal arts colleges and comprehensive universities touched on presidential leadership as part of a broader focus highlighting three areas that are typically dependent on presidential leadership: articulated commitment, organizational infrastructure, and external funding. However, the ACE study did not go beyond these broad elements, thus raising more questions about how presidents lead international efforts. Furthermore, neither that study, nor broader research on internationalization, addresses differences among different types of institutions. What works in large, complex research universities may not apply to small colleges. This research seeks a focused understanding of presidential leadership of internationalization at small colleges.

The ACE study of internationalization at liberal arts colleges found that highly active institutions of internationalization are much more likely to make international education a priority in the mission and highlight international education in the strategic plan as an important strategic priority. Of the institutions in the study, 64% of the highly active institutions made international education a priority in their mission statements compared to 40% of all institutions. Similarly, 65% of highly active institutions, compared to 35% of all institutions, highlighted international education in the strategic plan (Green & Siaya, 2005).

Presidents play a leadership role in the organizational infrastructure of the institution, a role that often involves resource allocation for hiring. Of the highly internationalized liberal arts colleges and comprehensive universities in the respective
studies, 100% had an office that administered international education programs, compared to 83% and 92%, respectively (Green & Siaya, 2005) (Green, 2005). The importance of having a campus-wide internationalization task force was highlighted for both liberal arts colleges and comprehensive universities. The creation of such task forces can help to institutionalize internationalization. “Institutionalization is a process involving (1) mobilization and preparation for change; (2) implementation, whereby the change is introduced into the organization; and, (3) institutionalization, whereby the organization becomes stable in its changed status” (Kezar, 2001, p. 13).

Institutionalization is important when it comes to sustaining comprehensive internationalization. If internationalization is not institutionalized, it will come and go with a change in leadership, in strategic planning priorities, or in resource allocation.

Task forces can be valuable in higher education because of the governance structures in colleges and universities. Multiple power and authority structures exist, but according to Kezar (2001), colleges and universities tend to rely on referent and expert power. “Referent power results from the willingness to be influenced by another because of one’s identification with them, while expert power occurs when one person allows himself or herself to be influenced because the other person apparently has some special knowledge” (Kezar, 2001, p. 68). Presidents can use referent and expert power to advance internationalization by creating task forces with highly regarded and knowledgeable faculty and administrators. Of the highly active liberal arts colleges and comprehensive universities in the ACE study, 75% and 79%, respectively, had campus-wide internationalization task forces compared to 46% of all liberal arts colleges and 55% of all comprehensive universities (Green & Siaya, 2005) (Green, 2005).
Fundraising and identifying funding priorities are additional tasks performed by college presidents. Resource allocation, whether through tuition revenue or external funding, is essential to advancing internationalization. While overall the ACE study indicated that there is not a significant emphasis placed on external funding, highly active institutions were significantly more likely than less active institutions to seek funds actively (87% compared to 32%) and receive private funds (79% compared with 22%) (Green & Siaya, 2005) (Green, 2005). Fundraising campaigns are typically designed to further the strategic plan, so effective fundraising for internationalization efforts will likely be compromised without a compelling strategic plan that incorporates internationalization as a strategic priority aligned with mission.

Based on the literature and the ACE research, it is apparent that mission, strategic planning, organizational structure, and resource allocation are important factors in internationalization, but what role the president plays is less clear. Little to no research exists on the specific leadership theories and strategies used by presidents at small liberal arts colleges to internationalize the campus. A review of the literature makes clear that a global understanding is important for students to succeed in a more interconnected global society. It is also obvious that colleges and universities are increasingly aware of the need for global learning as indicated in their mission and vision statements. It is apparent, therefore, that presidents must provide leadership to prepare students for a global society while also understanding the challenges associated with internationalization.
The Focus of the Study

This study focuses on presidential leadership at small private institutions that seek to advance a comprehensive approach to internationalization. It seeks to determine what leadership approaches and strategies presidents use to lead an internationalization agenda. The conceptual framework used to understand what leaders do and how they lead is based on literature by both Bolman and Deal, on the four frames of leading organizations, and by Birnbaum, on institutional culture and organizational functioning.

In 2008, Bolman and Deal published the 4th edition of *Reframing Organizations: Artistry, Choice and Leadership*, where they discussed four frames used in leading organizations: Structural, Human Resource, Political, and Symbolic. Bolman and Deal believe leaders can be more effective by using multiple frames of leadership. As leaders learn and understand different leadership perspectives, or frames, they can use them as a filtering mechanism and guideline to solve problems and advance priorities. The structural frame focuses on putting the right people in the appropriate roles, creating organizational structures, and strategically using committees and task forces to lead. The human resource frame assumes a co-dependency between the organization and the people that work for it, that is leaders see the people within the organization as its most important asset and its competitive advantage. The political frame employs interest groups and scarce resources making power and position an important element in negotiating goals and decisions. Finally, the symbolic frame relies on creating meaning, instilling faith, and using symbols and ceremonies to develop a culture that is unified and committed to a vision.
Understanding the organization can facilitate effective leadership and help identify the most effective frames of leadership. “By combining various leadership frames, leaders can more accurately assess situations and move toward solutions” (Kezar, 2001, p. 54). Presidents can employ multiple frames of leadership to advance internationalization. As an example, the structural frame speaks to the offices and task forces necessary for internationalization. The symbolic frame speaks to how presidents use actions to help others embrace and value the vision. The political frame is necessary in establishing the goals and the necessary funding as they relate to the various elements of internationalization. Finally, colleges and universities are knowledge organizations, so the human resource frame is necessary in its valuing the role that faculty and staff play to further students’ global learning. Depending on the frame used by leadership, strategies can be identified to facilitate effective internationalization. This study will address the following specific questions:

1. What is the role of the president in advancing or sustaining comprehensive internationalization on a small college campus?

2. What leadership frameworks and tactical strategies do presidents use to advance and sustain comprehensive internationalization?

3. What challenges do presidents encounter when advancing internationalization?

This study also seeks to understand whether one frame is more prevalent than another with respect to leading internationalization or whether multiple frames are used. Bolman and Deal (2008) identify the following questions and associated frame(s) for leadership that become a tool for analyzing the data presented in this study:
• Are individual commitment and motivation essential to success? (Human Resource and Symbolic Frame)
• Is the technical quality of the decision important? (Structural Frame)
• Are there high levels of ambiguity and uncertainty? (Political and Symbolic Frame)
• Are conflict and scarce resources significant? (Political and Symbolic Frame)
• Are you working from the bottom up? (Political Frame)

When presidents desire to lead comprehensive internationalization, it is important that they understand the frames that could be most effective in providing leadership.

**Methodology Overview**

As discussed further in chapter three, this study is based on multiple case studies using qualitative research methods. Case study research involves the study of an issue or topic using one or more cases within a bounded setting or context (Creswell, 2007). In a multiple case study, one issue or topic of study is selected with multiple case studies to illustrate the issue or area of study (Creswell, 2007).

In addition to its receiving a national award for internationalization, colleges and their respective presidents were selected based on additional criteria. To focus on small tuition-driven institutions, all five institutions are private institutions with traditional undergraduate enrollments fewer than 4000 students. All selected institutions have mission or identity statements that prioritize internationalization. To assess whether there are differences in leadership related to experience and longevity of the president at the
institutions, three of them have presidents in office for more than ten years and two of the institutions have presidents with fewer than five years in office.

Each case study contains semi-structured interviews with campus presidents, chief academic officers/provosts, and directors/leaders of international education programs at five small private institutions that have received national awards recognizing their comprehensive approach to internationalization. Data analysis includes a thorough review of the website, especially pages related to international efforts. In addition, the strategic plan of the institution and any supplemental plans related to internationalization were analyzed to identify potential areas that relate to the role of the president. All sites were visited to observe visible symbols of internationalization. Data was gathered on percentage of international students; on the percentage of students that study abroad; on majors in foreign languages, international studies, or other internationally focused programs; and on internal and external funding for internationalization.

The multiple case study approach provided for cross-case analysis to identify common themes in the role of the president in comprehensive internationalization. The analysis identifies common frames of leadership or multiple frames of leadership used to advance internationalization. The analysis also identifies commonality in organizational history or culture that enables the president and the institution to institute internationalization effectively.

**Significance of the Study**

The importance of global learning is supported by a national movement among colleges and universities to increase students’ understanding of the interconnectedness of a global society. In October 2004, a report was issued by the National Association of
State Universities and Land-Grant Colleges (NASULGC) Task Force on International Education. According to that report, America’s land-grant colleges and major public research universities are uniquely equipped to answer this call to serve an interconnected world. While the public universities educate a majority of the student population, private liberal arts institutions must also heed the call to lead internationalization.

This study identifies the role of the president at five liberal arts institutions in advancing comprehensive internationalization, which helps to foster global learning. The findings provided data on the leadership approaches, various strategies, and institutional factors, such as culture and history, which have enabled success and how success is being determined. This study can be a resource for institutions and presidents attempting to develop a culture of global learning through internationalization, and identifies those factors and strategies that should be considered to increase the probability of success.

The next chapter provides a review of the relevant literature on internationalization, global learning, presidential leadership, and organizational culture. Chapter 3 discusses the methodology used for the study with more detailed information on the criteria for site selection, the awards received by each of the sites, and the identities and terms of the presidents. Chapters 4 through 8 contain the individual case studies. Chapter 9 provides a cross-case analysis of findings organized by elements of internationalization and leadership frames. Chapter 10 concludes the study and articulates implications for future leaders of internationalization.
Chapter 2

LITERATURE REVIEW

Introduction

In order to understand the role of the president in internationalization, it is helpful to understand why global learning should be an important part of a college education. This chapter begins with data on the lack of a global understanding that currently exists in America and the importance of internationalization to educate and prepare future leaders and engaged citizens for a more global society. Because internationalization of college campuses is a means of fostering students’ global learning, this chapter includes a review of the various terms and the literature focusing on global learning, international education, cultural competencies, globalization, and internationalization. To understand the role of the president in internationalization, the final section examines leadership in general and in higher education, and the ways college presidents can use leadership theories, frameworks, and strategies to advance internationalization.

The Need for Global Understanding

The task of internationalizing the college experience is daunting, but essential, as the United States is lagging in its development of students who have knowledge about other countries and cultures. There is a lack of general understanding among college students about global matters. The desire and requirement to be proficient in a second language are lacking on college campuses. While there has been an increase in the number of students who study abroad, the percentage of all college students who study abroad is still relatively low. What has increased significantly in the past ten years is the increase in the number of international students studying on American college campuses,
a situation that should provide greater opportunities for students to learn from and about other cultures. It appears, however, that the traditional opportunities to build global awareness are not working. “While studying college transcripts across all parts of higher education, Cliff Adelman concluded that only 5 to 10 percent of U.S. college graduates had the appropriate mix of studies – sufficient language, four or more courses on cultures other than their own, and international experience – to qualify as globally prepared” (Hovland & Schneider, 2011). Colleges and universities have a distinct occasion to expand international education and foster global understanding through a comprehensive approach to internationalization.

It is often the case that college students from other countries know much more about events and geography beyond their borders than those students born and educated in the U.S. According to the National Geographic-Roper Public Affairs 2006 Geographic Literacy Study, students educated in the U.S. are deficient in their knowledge not only about other countries, but also about their own. The study found:

After more than three years of combat and nearly 2,400 U.S. military deaths in Iraq, nearly two-thirds of Americans aged 18 to 24 still couldn’t find Iraq on a map. Less than six months after Hurricane Katrina devastated New Orleans and the Gulf Coast, 33% percent could not point out Louisiana on a U.S. map, moreover, only 50% could identify New York and less, 43%, could identify Ohio (National Geographic-Roper Public Affairs, 2006).

The same report indicated that when the poll was conducted in 2002, Americans scored second to last on overall geographic knowledge.

Geography is not the only deficiency of U.S. students with respect to global knowledge; students lack a general understanding of how the United States fits into the global society.
While three out of four could identify China on a map, they did not realize the size of China compared to the United States. Nearly half (45%) thought it had a population twice the size of the U.S., when, in fact, it has four times as many people. Although 73% know the U.S. is the world’s largest consumer of oil, nearly as many (71%) do not know the U.S. is the world’s largest exporter of goods and services with half thinking it is China. Three-quarters (74%) believe English is the most commonly spoken native language in the world, rather than Mandarin Chinese (National Geographic-Roper Public Affairs, 2006).

The assumption among American students that English is the most widely spoken language is not a surprise. The study revealed that in 2006 38% of students felt speaking another language “was not too important,” a statistic similar to the 2002 study when 39% answered the same question about the importance of speaking another language. According to the Center for Applied Linguistics, only 31% of American elementary schools report teaching foreign languages. High schools and colleges are not any better at promoting the importance of learning a second language. Only 44% of high school students and 8% of undergraduates are enrolled in studying a second language (Hough, 2007).

Since 9/11, there has been more focus on the need for language proficiency, especially in languages important for national security and international trade; however, the number of college students proficient in another language is relatively small. Between 2001 and 2006, the percentage of institutions with an undergraduate foreign language requirement for some or all of their students declined from 53% to 45%. Further, the percentage of colleges and universities that had foreign language requirements for all students was less than 16% (Green, Luu, & Burris, 2008). Proficiency in a second language is defined by the American Council on Education as the ability to read newspapers, technical reports, and everyday instructions. Given the low
percentage of universities that require the study of a foreign language, the ability to speak a second language appears to be an inadequate means to measure global learning.

American students’ deficiency in global literacy may well be because they are not interested in traveling abroad and are not exposed to people from other countries. In 2006, only 22% of young Americans between the ages of 18 and 24 had passports (National Geographic-Roper Public Affairs, 2006, p. 9). Based on both 2011 data from the U.S. Census Bureau estimating a population of 311.6 million and government data on valid passports outstanding, the number of Americans with valid passports is now closer to 28%, with 109.8 million Americans having valid passports (Passport Statistics, 2011). Thus, more than 70% of Americans have no immediate plans to travel abroad. Without an interest in traveling abroad, many students do not see the value of learning a second languages or learning about other cultures and countries.

More students are studying abroad, but the percentage and dispersion has not grown significantly. Study Abroad programs have seen a significant increase in student numbers over the past 20 years, growing from approximately 75,000 in 1990 to 270,000 in 2010; however, those numbers represent only 1.4% of the 19.8 million students in the U.S. higher education system and 9.5% of those in undergraduate programs (IIE, Open Doors Fast Facts, 2011). According to the Open Doors Report published by the Institute for International Education (IIE) those students that do choose to study abroad are concentrating their experiences in Western Europe with over half (53.5%) studying in four European countries in 2009/10. The United Kingdom hosted 12.1% of the study abroad students, the UK being most like the US and having no language barrier. Of the remaining 41% studying in European countries, 26% studied in Italy, Spain, and France.
A greater number of American students are traveling abroad and a greater number of international students are traveling to America, but the percentages to the total of enrolled students have not increased significantly because of the growth in students attending college. In 2011, a record high number of international students were studying on U.S. campuses. The percentage of international students to all higher education enrollments has not fluctuated much in the last ten years, remaining between a low of 3.2% to a high of 3.7% (IIE, Open Doors Fast Facts, 2011). Not surprising, the largest percentage of international students come from Asia, with China topping the charts at 21.8% followed by India and South Korea with 14.4% and 10.1%, respectively (IIE, Open Doors Fast Facts, 2011). Students from China also represented the largest percentage change. Of the 4.7% increase in total international students from 2010 to 2011, 23.5% of the increase was represented by students from China (IIE, Open Doors Fast Facts, 2011).

Most of the international students are attending large state institutions with the top twenty host institutions located in thirteen different states. The Open Doors report published by Institute for International Education (IIE) also lists the fields of study. Business and management top the list enrolling 21.5% of the students followed by engineering with 18.7%. All other fields of study are fewer than 10%, individually. While a small percentage (4.5%) is enrolled in intensive language instruction, this area had the largest increase, with a 24.5% change over 2010 (IIE, Who We Are, 2011).

Over that past ten years, colleges and universities as well as national organizations, such as the American Council on Education (ACE), the Association of American Colleges and Universities (AAC&U), and the National Association of State
Universities and Land-Grant Colleges (NASULGC) have begun to focus a great deal of attention on the need to prepare students to be global citizens. The ease of international travel and the unprecedented growth in technology have led to a somewhat borderless society. Environmental issues and the spread of diseases have limited, if any, borders. The multinational companies operating around the world drive many of the international policies around imports and exports, and the instability of the economy and civil unrest impact the political and foreign policies. The economic crisis in the U.S. has caused President Obama to look beyond U.S. borders for potential solutions. On January 19, 2012, President Obama signed an executive order to both streamline the visitor visa process for certain foreign nationals and boost the domestic economy with the goal to create jobs by promoting increased international travel and tourism to the U.S. (Aliaskari, 2012).

A critical starting point for colleges and universities is to instill in their students the importance of becoming a globally astute citizen. Students need to learn about the important relationships that exist between world economies, about the political agendas shaping international trade, about the cultural and religious differences among countries, and about the history of world events. Faculty must help students understand why it is important to be global learners. As Zull describes in *The Art of Changing the Brain*, “our evolutionary view helps us understand why learning is a natural process when it has to do directly with the life of the learner. If people believe it is important in their lives, they will learn. If we want to help people learn we must help them see how it matters in their lives” (Zull, 2002). Even if students do not appreciate or understand global issues, it is
increasingly likely that they will be impacted by global matters at some point in their lives – through work, travel, or technology.

Whether students plan to work in multinational companies or not, travel between countries and the opportunity to interact with others from around the world is at an all-time high. Over the last 15 years, international passenger travel on U.S. airlines has increased 54% from 5.1 million passengers in January 1997 to 7.8 million in December 2011 (RITA, 2012) making interaction among people from different cultural backgrounds a greater possibility.

There is a compelling case for preparing students for a global society, and colleges and universities and their presidents have an important role to play. Whether students plan to study abroad, work in a multinational company, do humanitarian work around the world, or just travel as a tourist, having an understanding of the interconnectedness and cultural differences is important. Global learning can be fostered through the internationalization of the campus, providing students with an educational environment that provides the skills, knowledge and attitudes to succeed in a global society. That environment is not created by accident. Presidents need to play a role in creating the environment that has internationalization as an institutional priority, and to work with the faculty and staff to identify opportunities or support initiatives that can lead to global learning. Working toward a shared understanding of language, strategic goals, and institutional priorities is an important first step.

**Terminology in Global Learning and Internationalization**

While most colleges and universities agree on the need to develop students who can succeed in a global society, the terminology used on campuses and among scholars
varies widely. Citizenship, legally, indicates rights and responsibilities associated with one’s home country. Global citizenship education, however, is a broader term. Harriett Marshall defines global citizenship:

This learning is associated with the development of epistemic virtues and calls for an epistemological shift in the way knowledge, learning and identities are seen. It is not meant to imply in depth knowledge or multiple exposures to different cultures and countries, but is about an attitude towards others that is open and curious, but reserves judgment or comparison (Marshall, 2011).

Global citizenship requires a cognitive recognition that all people are interconnected and that they share a personal desire to gain knowledge about such connections and interdependencies. In her 2004 article, Global Awareness and Perspectives in Global Education, Laura Burnouf focuses on the various definitions of global citizenship and the implications for teaching social studies. It is clear from her work that one size does not fit all. She highlights the work of Merryfield and Subedi (2001) which supports the notion that “the development of perspective consciousness differs considerably depending upon the degree to which students perceive that people like themselves are on the margins or in the center of their society” (Burnouf, 2004).

The terminology relative to global learning, global citizenship, internationalization, and the like can be complicated and controversial. Each campus may have a different understanding of inputs and outputs, so shared terminology is an important factor in discussing the global movement on college campuses. The American Council on Education (ACE) has developed terminology to guide the understanding of and research on global citizenship. ACE uses the following terms in the series Global Learning for All (Olson, Green, & Hill, 2006, p. v).
Global Learning - Three related kinds of learning: global (denoting the systems and phenomena that transcend national borders), international (focusing on the nations and their relationships), and inter-cultural (focusing on knowledge and skills to understand and navigate cultural differences).

Internationalization - Process by which institutions foster global learning.

In the final series of working papers in *Global Learning for All*, ACE further defined global learning:

The knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers (Olson, Evans, & Shoenberg, 2007, p. 9).

While “global education” is a term used more often in K-12, “international education” is the term that has been historically used by those in higher education; however, this term has limited meaning. International education is typically associated with components of activity, such as study abroad, the recruitment of international students, and the disciplines of international business, international studies, or foreign languages. “Internationalization,” however, has been accepted in colleges and universities as the process of incorporating international education as one element in developing the knowledge, attitudes, and skills to achieve global learning.

The National Association of State Universities and Land-Grant Colleges has used the following terms in their report *A Call to Leadership: The Presidential Role in Internationalizing the University* (NASULGC, 2004, p. 2).

*Internationalization:* the process of integrating international and multicultural perspectives and experiences into the learning,
discovery and engagement mission of higher education (Knight, 1994).

*Globalization:* the integration of countries and people as the result of economic, technological and knowledge advances.

*International Education:* the full spectrum of educational programs and practices that facilitate internationalized learning. This includes curriculum, education abroad, international research and scholarship, university engagement and the involvement of international students and scholars on U.S. campuses.

*Global Competence:* the ability of faculty, staff and students not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world.

**The Need for Internationalizing College Campuses**

The Association of American Colleges and Universities (AAC&U) has conducted a number of studies in the last ten years focused on global learning outcomes as part of its *Shared Futures* initiative. The American Council on Education’s *Global Learning for All* guides universities in building a strategic framework, understanding terminology, and advancing and assessing comprehensive internationalization on college campuses. Both associations have focused on the current necessity to develop global learning, a need also expressed by employers.

According to Hovland & Schneider (2011), 48% of employers surveyed in 2007 graded students as poorly prepared in global knowledge. Through the survey, CEOs indicated the areas where they want colleges to place more emphasis. These areas included the ability to understand the global context of situations and decisions (67% of employers surveyed), the role of the United States in the world (57%), cultural diversity in the United States and other countries (57%), and intercultural competence/teamwork in
diverse groups (71%) (Hovland & Schneider, 2011). Given the number of multi-national companies and the need for employees to work across borders and on diverse teams, it is no surprise that the most important competency CEOs desire is developing intercultural competencies.

In 2008, The American Council on Education (ACE) published *Mapping Internationalization on U.S. Campuses*, which indicated that progress is being made. A growing number of institutions are including internationalization in their mission statements with task forces or committees focused on internationalization. According to the findings, more than half of the master’s level colleges and universities included internationalization in their mission statements. Most institutions provide some administrative support, with a vast majority offering study abroad opportunities. Colleges and universities are investing in faculty to lead study abroad programs that help enhance their knowledge and skills. Institutions are also increasing their recruitment of international students and providing funding for recruitment as well as financial aid for international students. Between 2001 and 2006, the growth in study abroad programs offered was significant. In 2006, 91% of institutions offered study abroad programs, compared with 65% in 2001. (Green, Luu, & Burris, 2008)

ACE reports that institutions have increased their investment in faculty on multiple, levels including running study abroad programs, attending international conferences, and providing workshops on learning a second language. In 2006, 58% of institutions indicated support for faculty to lead study abroad programs compared to 46% in 2001, and a similar percentage, 56%, indicated support for faculty to travel to international meetings and conferences compared to 40% in 2001 (Green, Luu, & Burris,
Master’s level institutions also show some positive signs in their curricula with 65% having a foreign language requirement for all or some of the students, and 23% requiring all students to meet a foreign language requirement (Green, Luu, & Burris, 2008). While requiring a foreign language is a positive step, having proficiency in a foreign language would require more than one or two lower level courses. Few students graduate with proficiency that would allow them to read a newspaper or carry on a meaningful conversation. So while a language requirement is important, more important is the opportunity to practice and gain foreign language speaking skills.

The American Council on Education (Olson, Green, & Hill, 2006, p. 86) identifies four developmental stages that define an educated person in a global society:

1. Recognition of global systems and their connectedness, including personal awareness and openness to other cultures, values, and attitudes at home and abroad.
2. Intercultural skills and direct experiences.
3. General knowledge of history and world events – politics, economies, and geography.
4. Detailed area studies specialization: expertise in another language, culture, or country.

International/intercultural competencies have been developed by Laura Siaya, former Assistant Director for Research of the ACE Center for Institutional and International Initiatives. The international/intercultural competencies help students become world citizens and succeed in today’s global workforce. The competencies developed by Siaya are organized under three areas: knowledge, attitudes, and skills (Olson, Green, & Hill, 2006, p. 88).
Knowledge

- Knowledge of world geography, conditions, issues, and events.
- Awareness of the complexity and interdependency of world events and issues.
- Understanding of historical forces that have shaped the current world system.
- Knowledge of one’s own culture and history.
- Knowledge of effective communication, including knowledge of a foreign language, intercultural communication concepts, and international business etiquette.
- Understanding of the diversity found in the world in terms of values, beliefs, ideas, and worldviews.

Attitudes

- Openness to learning and a positive orientation to new opportunities, ideas, and ways of thinking.
- Tolerance for ambiguity and unfamiliarity.
- Sensitivity and respect for personal and cultural differences.
- Empathy or the ability to take multiple perspectives.
- Self-awareness and self-esteem about one’s own identity and culture.

Skills

- Technical skills to enhance the ability of students to learn about the world (i.e. research skills).
- Critical- and comparative-thinking skills, including the ability to think creatively and integrate knowledge, rather than uncritical acceptance of knowledge.
- Communication skills, including the ability to use another language effectively and interact with people from other cultures.
- Coping and resiliency skills in unfamiliar and challenging situations.

The AAC&U has also developed a matrix to assess global learning that has four goals: 1) to generate new knowledge about global studies, 2) to spur greater civic engagement and social responsibility, 3) to promote deeper knowledge of, debate about, and practice of democracy, and 4) to cultivate intercultural competencies. For each goal outcomes are identified and assessment measures are recommended.
Understanding the Role of Leadership

As leaders strive to advance or sustain internationalization, it is important to be familiar with leadership theories and strategies. Through effective leadership, universities can aid students in recognizing and valuing cultural differences and in being more aware of the interconnectivity of the world. While several strategies exist, the real leadership opportunity involves infusing the university community with “all things international.” Much of the research on leadership, in general, can be applied to leading an international agenda in the academy.

John Kotter, Harvard Business School professor, summarizes the duties of a leader as setting direction, aligning people, and motivating and inspiring people (Kotter, 2001). Kotter distinguishes between leadership and management describing leadership as the ability to produce and cope with change. In his article, “What Leaders Really Do” (2001), he argues that leadership involves setting direction and overarching strategies to achieve a vision for the future. Management, on the other hand, involves planning and budgeting for the vision. Leaders align people and find the right fit between people and vision, whereas managers organize and staff. Finally, leaders motivate and inspire people while managers control activity and solve problems (Kotter, 2001, p. 2).

Ronald Heifetz, another leading scholar on leadership, offers insight on leading change. His six principles for leading adaptive work include “getting on the balcony,” identifying the adaptive challenge, regulating distress, maintaining disciplined attention, giving the work back to people, and protecting voices of leadership from below (Heifetz & Laurie, 2001). Like Kotter, Heifetz focuses on engaging people at all levels in the process of adaptive change to achieve a desired vision. According to Heifetz, leaders
need to rise above the day-to-day details to see the context or reason for change or to create the context for change. He also believes that it is important for leaders to be aware of the potential challenges and conflicts that may arise during adaptive change, to tolerate uncertainty, and to communicate and instill confidence in people. Heifetz also claims that leaders must help employees maintain focus and confront difficult trade-offs in values and power (Heifetz & Laurie, 2001). Heifetz’ work also asserts that “adaptive leadership requires mobilizing expertise from a variety of people and facilitating group learning that leads to solutions” (Kezar, Carducci, & Contreras-McGavin, 2006, p. 161)

The academy provides a unique challenge for leadership. Faculty is in the business of developing and disseminating knowledge. Those in the knowledge business work more like independent contractors or collaborators with colleagues and do not necessarily want to be led. One of the findings from a study by Thomas Davenport was that knowledge workers “don’t want to work toward a goal because someone else has set it, but rather because they believe that it is right” (Maccoby, 2008, p. 3). According to Maccoby (2008), in knowledge organizations, people need communication, trust that people are acting with integrity, and belief in the vision and goals of the university.

In an environment where board governance and shared faculty governance play a significant role in the future of the institution, presidents must understand the culture and what is required to lead in academe. In a forum held by the Center for Creative Leadership, eight competencies required for one to be a successful president were identified: understanding and navigating the organization, building and maintaining relationships, valuing diversity and difference, managing oneself, managing politics and influencing others, demonstrating ethics and purpose, self-awareness, and developing
others (Brown (Ed.), 2006). College presidents are in a unique position of needing to manage up, manage down, and manage within.

Kezar, Carducci, and Contreras-McGavin (2006) examine leadership skills needed for higher education in the 21st century. There is current research of higher education leadership that is focused on “dynamic, globalized, and processed-oriented perspectives of leadership that emphasize cross-cultural understanding, collaboration and social responsibility for others” (Kezar, Carducci, & Contreras-McGavin, 2006, p. 2). Current theories of leadership more appropriate for higher education today focus on understanding organizational culture and symbolic leadership. Leaders tend to use symbolic functions and rhetoric to develop shared meaning and bring about change. Transformational leadership in higher education seeks to inspire vision and empower others. Transformational leadership research concludes that: (1) inspiring vision and celebrating successes lead to more effective leaders and more satisfied employees, (2) articulating a clear and compelling vision that aligns with followers values is important, and (3) leadership tactics transcend cultural boundaries (Kezar, Carducci, & Contreras-McGavin, 2006, p. 38).

Successful leaders rely on relationships and the ability to appropriately read the culture of an institution. Cultural theories of leadership require leaders to understand the campus culture and align leadership styles to organizational culture. Leaders using the cultural or symbolic theory of leadership are more effective if they pay attention to people within the organization, focus on building morale, and mentor or socialize new members into the organization (Kezar, Carducci, & Contreras-McGavin, 2006, p. 131).
The Role of Presidential Leadership in Internationalization

Understanding the university’s willingness to embrace internationalization is an important first step for the president. Without endorsement by and engagement of the university community, the president’s ability to advance an international agenda will be compromised. Presidential leadership will require building relationships, managing politics, and influencing others. Presidents can use coalitions and networks to move their agenda forward, but only if they have relational skills, which are a potent source of power. Relational skills include the ability to inspire, influence, and sustain trusting relationships with those in all levels within the organization (Brown (Ed.), 2006). Based on research at the Wharton School, six skills for strategic leadership have been identified: the ability to anticipate, challenge, interpret, decide, align and learn (Schoemaker, Krupp, & Howland, 2013). Consistent with the leadership skills identified by other scholars, Schoemaker, Krupp, and Howland believe that strategic leaders must be skilled at finding common ground among and getting buy-in from stakeholders who have differing views and agendas, a task that requires outreach and relationship building.

Because of shared governance in the academy, there is a natural faculty resistance to authoritarian or top-down leadership. At the same time presidents are hired to lead an organization with an extraordinary purpose to engage and expand the minds of students. More and more presidents are entering an environment where the mission statement focuses on developing global citizens or globally competent students. Internationalization and student learning outcomes can and do have elements of ambiguity, so it is important for the president to be committed to the educational value of global learning and to have an understanding of the aspects and challenges associated with internationalization.

Honoring personal convictions allows leaders to follow their passion and be seen as authentic leaders of a vision. According to Lowney, leadership springs from within, and vision is intensely personal and based on self-reflection about what is truly important to the leader:

Leaders make themselves and others comfortable in a changing world. They eagerly explore new ideas, approaches, and cultures rather than shrink defensively from what lurks around life’s next corner. Anchored by nonnegotiable principles and values, they cultivate the “indifference” that allows them to adapt confidently (Lowney, 2003, p. 29).

Leading by example and “walking the talk” is a common tool used in leadership. Personal experiences and examples can help a president be seen as an authentic leader and not one who is just using rhetoric to advance an agenda. Authentic leaders use their life story to provide the context and inspiration to make an impact in the world and build extraordinary support teams to help them stay focused, to counsel them during uncertain times, to provide help in difficult times, and to celebrate with them in times of success (George, Sims, McLean, & Mayer, 2007, p. 6). Authentic leaders use relational or team leadership theories.

**A Framework for Understanding Presidential Leadership**

Much has been written about leadership and organizational change. According to Kezar, Carducci, and Contreras-McGavin, successful leaders need to “develop cognitive
complexity and become skilled in acting as a symbolic leader, become politically savvy, maintain attention to goals and objectives, and also build strong relationships on campus” (p.135). In 2008, Bolman and Deal published the 4th edition of *Reframing Organizations: Artistry, Choice and Leadership*. They discussed four frames used in leading organizations: Structural, Human Resource, Political, and Symbolic. The structural frame is focused on putting the right people in the appropriate roles, creating organizational structures, and strategically using committees and task forces to lead. The human resource frame assumes a co-dependency between the organization and the people that work for it, and leaders see the people within the organization both as its most important asset and its competitive advantage. Under the political frame, interest groups and scarce resources result in power and position being an important element in negotiating goals and decisions. Finally, the symbolic frame relies on creating meaning, instilling faith, and using symbols and ceremonies to develop a culture that is unified and committed to a vision.

Table 1 provides a summary of the tactics of beliefs associated with leadership frames, which can be used by presidents as guidelines to advance or sustain internationalization.

<table>
<thead>
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<th>Table 2.1: Frames of Leadership</th>
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<td><strong>Structural</strong> (p.47)</td>
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<tr>
<td><strong>Human Resource</strong> (p.122)</td>
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• Organizations exist to serve human needs.
• Individuals find meaningful and satisfying work and organizations get the talent and energy they need to succeed.
• Organizations invest in people as the competitive advantage.

**Political (p. 194)**
• Organizations are coalitions of assorted individuals and interest groups.
• Scarce resources and differences put conflict at the center and make power the most important asset.
• Goals and decisions emerge from bargaining and negotiating among competing stakeholders.

**Symbolic (p. 253)**
• Symbolic leaders create meaning, belief, and faith.
• Activity and meaning are loosely coupled.
• People create symbols to resolve confusion, find direction, and anchor hope and faith.
• Culture forms the superglue that bonds an organization, unites people, and helps an enterprise accomplish desired ends.
• Ceremony is used to create order, clarity, and predictability.

Bolman and Deal discuss the value of matching frames to situations in order for the leader to understand an organization, help solve problems, and accomplish desired goals. In evaluating the internationalization of a small college campus, it would appear that the use of all four frames would be important. Given the nature of governance and the collegial environment in colleges and universities, and based on the previously discussed literature about leadership, it would appear that the human resource and symbolic frames of leadership are necessary to create the relationships in and support of the university community. A top-down approach does not work well in the university environment. In a majority of colleges and universities, multiple needs for scarce resources make the political and symbolic frames of leadership applicable.

Similarities between Bolman and Deal’s frames for leadership and Birnbaum’s models and themes on organizational functioning exist. Birnbaum discusses the social
exchange theory as “a reciprocal relationship whereby leaders provide needed services to a group in exchange for the group’s approval and compliance with the leader’s demands,” a reciprocity indicating that “leaders are as dependent on followers as followers are on leaders” (Birnbaum, 1988, p. 23). Higher education has its own culture, and each institution has a unique culture that may assist or resist leadership to achieve internationalization. Birnbaum also recognizes that presidential influence is constrained by many factors, and that many aspects of institutional functioning do not appear to depend on who the president happens to be. However, the ability to identify the institutional culture can in turn help identify leadership techniques that may enable greater success in achieving visionary goals.

Birnbaum identifies organizational functioning by model and theme. Table 3 indicates the model of an organization and the theme related to how it functions.

<table>
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<tr>
<th>Model</th>
<th>Collegial</th>
<th>Bureaucratic</th>
<th>Political</th>
<th>Anarchical</th>
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<tbody>
<tr>
<td>Theme</td>
<td>Sharing Power and Values in a Community of Equals</td>
<td>Focus on Structure and Decision Making</td>
<td>Competing for Power and Resources</td>
<td>Community of Autonomous Actors</td>
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In collegial institutions, presidential interaction with faculty and staff is important. Leaders are seen to share the values of the group and represent the group’s expectations, which is why it is important for the leader to understand personally those expectations. For leaders in collegial institutions to be effective, they should use the established channels of communication, should not give orders that will not be obeyed, and should
listen and work to reduce status differences (Birnbaum, 1988, p. 102). Collegial institutions are like a family that exhibits mutual respect and possesses shared values and shared expectations. Collegial organizations align with the human resource frame of leadership.

In bureaucratic institutions, structure and systematic decision-making are key attributes. Such organizations are designed to accomplish large-scale administrative tasks by systematically coordinating the work of many individuals and by efficiently relating organizational programs to the achievement of specified goals (Birnbaum, 1988, p. 107). Many institutions have strategic plans with specific goals. At some institutions quantifiable outcomes are measured internally as key performance indicators. More selective institutions use external rankings to help focus on achieving specific goals. The relationship between organizational status and merit is important, since it reinforces the willingness of subordinates to accept the directives of superiors by associating rank with expertise (Birnbaum, 1988, p. 113). According to Birnbaum, bureaucratic institutions are machines where leaders control the agenda and direction of the organization and coordinate efforts relative to the institution’s priorities. Because of competing needs and resources, bureaucratic organization aligns with the political and structural frames of leadership.

In a political organization, individuals compete for power and resources. Institutions of higher education with scarce resources and shared governance are often described as political environments. Birnbaum highlights two processes for creating groups: one, where groups are formed as coalitions; the other, where groups are used to aid a process of negotiation. The political leader identifies the issues that the group
should address and uses incentives or coercion when necessary to induce participation (Birnbaum, 1988, p. 149). Presidents of political institutions can engage people and groups based on their status and their interest in internationalization, and they use task forces or respected advocates to assist with supporting goals and the means to accomplishing them. Without agreed upon priorities, however, political organizations can fall into “a shifting kaleidoscope of interest groups and coalitions,” according to Birnbaum.

Birnbaum describes an anarchical institution as a community of autonomous actors. Some of the characteristics associated with anarchical institutions are problematic or unclear goals, lack of clarity about the technology needed to convert inputs into outputs, and fluid participation with changing committees and membership (Birnbaum, 1988, p. 154). Because comprehensive internationalization is the means to foster global learning, an institution committed to internationalization may have the characteristics of an anarchical institution. Global learning is not well understood; the effective means necessary for converting students into global learners is even less understood. Committees comprised of faculty, staff and students often change membership, sometimes annually. According to Birnbaum (1988), in an anarchical institution, effective leaders must spend time, persist as people change, exchange status for substance or expertise in the area, and facilitate participation by the voices of opposition. Presidents attempting to advance internationalization must have personal understanding and commitment, focused attention, and perseverance during times of personnel change and concern over prioritization of international education. Some of the leadership skills
needed for an anarchical organization can be seen in Bolman and Deal’s symbolic and structural frames of leadership.

Internationalization provides a unique opportunity for leadership. Multi-frame thinking, as described by Bolman and Deal (2008), allows a president to think flexibly about what leadership approach best fits the organization and move between multiple frames of leadership. When scarce resources are a factor, the political frame is needed. If a large gift is received, structural and symbolic frames can be important to capitalize on newly available fund. When there are tensions surrounding elements of internationalization, the human resource and political frames can be valuable for recognizing people and for creating coalitions to move priorities forward. As institutions move through the process of internationalization, multi-frame thinking can play an important role.

**Strategies Used for Internationalization**

According to a 2004 report from the National Association of State Universities and Land Grant Colleges (NASULGS), internationalizing the campus involves “enlarging the mission, shifting the academic culture, broadening perspectives, making new connections, getting everyone involved, and changing the way things get done” (NASULGC Task Force on International Education, 2004). NASULGS indicates that leaders will be required to articulate a vision for a more global university within the unique culture that is right for that university, advocate for international education internally and externally, and act to identify and implement action strategies that will advance internationalization and make the institution accountable for transformation (NASULGC Task Force on International Education, 2004, p. 17). The vision and goals
must provide a framework to create not only globally competent students, but also globally competent faculty and staff. Leaders must model behavior in their personal advocacy by telling stories that inspire and motivate the community, by building relationships to mobilize others to act, and by asking difficult questions that challenge the status quo. A starting point for leadership can be an institutional assessment of international efforts. The American Council on Education provides a template for identifying strengths, weaknesses, opportunities, and threats in their publication, *Internationalizing the Campus: A User’s Guide*.

Higher education is operating in a more globalized environment that also requires university presidents themselves to be global leaders so that they can effectively internationalize their campuses. In conversations with 120 global leaders, Goldsmith, Greenberg, Robertson, and Hu-Chan indicated that global leaders need the ability to think globally, to appreciate cultural diversity, to be technologically savvy, and to build strategic alliances (Kezar, Carducci, & Contreras-McGavin, 2006, p. 86). According to Kezar, Carducci and Contreras-McGavin (2006), Global Leadership and Organizational Effectiveness Research (GLOBE) did research in 1999 that resulted in a list of attributes associated with leadership: foresight, trustworthiness, communication skills, the ability to encourage and motivate others, and the ability to build confidence (p.87).

In 1987, a case study was published on the president of the University of Iowa reflecting the five areas that led to promoting international education during his tenure at the university. He committed to visibility, resources, fundraising, outreach, and hiring decisions. His tactics were consistent with Bolman and Deal’s multi-frame leadership approach and the leadership theory identified in this chapter. The case study written by
the Stephen Arum, Director of the Office of International Education and Services at the University of Iowa, describes the president’s actions: he stressed the university’s commitment publicly, participated in international organizations promoting international education, allocated resources and raised funds for international programs, traveled to foreign countries and established networks and partnerships, and considered international experience in his hiring decisions. The University of Iowa developed the Office of International Educational Services and increased staff to support study abroad, international students, faculty development, and various other infrastructure needs (Arum, 1987). Reading the case, one can see that the president used symbolic, structural, and political frames to advance internationalization; he promoted visibility and outreach, secured funds, involved faculty, and created campus-wide collaboration. Arum (1987) claimed that “leadership must be by active example, and it must include real support as well as rhetoric” (p.22).

Based on Kezar and Eckel’s recent study of the role of university presidents in advancing diversity, there are lessons learned that can be applied to advancing internationalization. They provide four themes for advancing diversity that can in turn be helpful in advancing internationalization, which is only one aspect of diversity. The insights gained from studying presidents were grouped around four themes: commitment and focus, presidential points of leverage, investment in people, and inevitable conflict. Kezar and Eckel suggest that new presidents take advantage of their first few speeches, public events, and ceremonies to stress diversity as an important issue and position it prominent on the institution’s agenda (Kezar & Eckel, 2005, p. 7). Students, faculty, and staff, as well as the broader institutional community of alumni, friends, and surrounding
neighborhood, must see internationalization as a priority for the president. Kezar and Eckel also indicate that presidents who are successful in advancing a campus diversity agenda are deeply, personally committed to ensuring the success of students of color.

Kezar and Eckel also discuss the need for a robust design, a design whereby leaders can tell the story and paint the picture of the desired outcomes that includes clear goals and objectives on how to achieve such outcomes but is also flexible enough to incorporate ideas and opportunities from others. Presidents who create a narrative promoting internationalization help faculty and staff see their roles as well as help students recognize the benefits of a global perspective. In addition to a compelling narrative, creating centers and space supportive of student engagement outside the classroom is beneficial. Successful presidents recognize that these physical places are important in developing supportive communities for many types of students, not just for students of color (Kezar & Eckel, 2005).

The Association of American Colleges and Universities (AAC&U) identifies five domains of campus culture that enable success: Mission, Leadership and Advocacy, Curriculum, Student Life and Campus Culture or Readiness, Community-based Experiences, and Faculty and Staff Development. The areas where the domains and the dimensions of global learning intersect are the areas that have the greatest opportunity for success. The dimensions of global learning defined by AAC&U are knowledge-building, social responsibility, intercultural competencies, experiential engagement, and human capital. Presidents working with the appropriate constituents can enhance effectiveness through leadership that engages such dimensions.
Chapter Summary

In 1984, the Commission on Strengthening Presidential Leadership indicated that building presidential leadership was one of the most urgent concerns on the agenda for higher education (Birnbaum, 1988, p. 22). Nearly thirty years later, there remains a great deal of focus on leadership of higher education. With 60% of university presidents sixty years of age or older, according to a 2011 survey done by the American Center of Education, the focus is timely. Now is the time for transformational change in colleges and universities to prepare globally competent students. With expected transition in the presidential ranks, understanding the need for and dynamics surrounding internationalization is essential for the next generations of campus leaders.

In Kezar and Eckel’s study of a broad set of institutions undertaking change, five core change strategies emerged: senior administrative support, collaborative leadership, robust design, staff development, and visible action (Kezar & Eckel, 2002). As presidents attempt to internationalize their campuses, using these core change strategies could facilitate a comprehensive approach to transformation. The importance of administrative support, collaborative leadership, and staff development has been discussed by various scholars of leadership theory and practice, but providing meaning and visibility to each of these strategies can help guide a new president or an existing president hoping to advance internationalization on campus.

Given the importance of global learning and the opportunity for and responsibility of colleges and universities, it is important for college presidents to understand how institutions have been successful in internationalizing their campuses. While much has been done, recent studies and surveys show that much more is needed to prepare students
to work and succeed in the 21st century global society. As leadership considers new programs and partnerships, identifying and understanding the institutional factors that facilitate success is an important first step. Learning from other institutions and determining organizational readiness to embark on similar or other innovative strategies will help presidents in their efforts to internationalize their campuses.

Institutional leaders will be most effective if they can use multiple frames of leadership to address the complexities with internationalizing their campuses. According to Kezar, Carducci, Contreras-McGavin (2006) leaders will be more successful if they use symbols and stories, can relate to different cultures, are politically savvy, use techniques to empower others, understand power dynamics within the organization, listen carefully, and develop measures of accountability (p. 160). Strategies and frames of leadership identified by various scholars have similarities. The purpose of this study is to determine the frames of leadership most commonly used by presidents in internationalizing small college campuses. The next chapter presents an overview of this study as well as the sites and methodology used to conduct the study.
Chapter 3

METHODOLOGY FOR STUDY

Overview

This study focuses on presidential leadership and the strategies used to advance and sustain comprehensive internationalization. Specifically the study addresses the following questions:

1. What is the role of the president in advancing or sustaining comprehensive internationalization on a small college campus?

2. What leadership frameworks and tactical strategies do presidents use to advance and sustain comprehensive internationalization?

3. What challenges do presidents encounter when advancing internationalization?¹

This study draws on a set of interviews with presidents, provosts, and key leaders for internationalization at five institutions that have been publicly recognized for their comprehensive approach to internationalization. The presidents were selected to allow for case study comparisons that would determine the different leadership approaches and strategies used by presidents and recognized by the provost and international leaders on

¹ An original question in the study was “In what ways does the longevity of the president’s term in office have an impact on the leadership strategies used to advance or sustain comprehensive internationalization?” Based on answers to the interview questions, longevity did not appear to play a significant role. Limited data was provided making analysis within or between cases insufficient to draw any conclusions related to this question, and, therefore, it was not explored in this study.
campus. Qualitative data was gathered from interviews on selected campuses that have embraced internationalization to determine what strategies have been used to advance or sustain internationalization and what factors have been successful in achieving the desired outcomes for the institution and its students.

**Site Selection Criteria and Sites**

Presidents from five small private institutions that have developed a comprehensive institutional strategy for internationalization were selected for the study. Presidents were selected based on the following criteria:

- President of a private colleges and universities with an enrollment of fewer than 4000 students.
- The institution was recognized for internationalization by receiving one of two awards – the NAFSA Simon Award for Comprehensive Campus Internationalization or the Institute for International Education (IIE) Heiskell Award for Internationalizing the Campus.
  - Participation in the American Council on Education (ACE) International Laboratory or the Association of American Colleges and Universities (AAC&U) Shared Futures Project on Global Learning and Social Responsibility was also considered, but not required, in the selection of the institutions.
- The longevity of the president’s term in office will be used as a criterion in selecting the presidents to identify established presidents at the institution and presidents early in their presidency.

The criteria were established to identify those institutions where comprehensive internationalization is taking place and where the role of the president is likely to have a significant impact in creating, advancing, or sustaining a comprehensive approach to internationalization of the campus.

The proposed sites and their respective presidents (Table 3.1) were identified based on a review of award recipients as noted on the websites of NAFSA: Association
of International Educators (NAFSA) and Institute of International Education (IIE); and on a review of participants in international initiatives of the Association of American Colleges and Universities (AAC&U) and the American Council on Education (ACE).

All of the sites listed below have been identified as institutions that have a comprehensive approach to internationalization with initiatives recognized by organizations and leaders in the field. Following are brief highlights of international efforts at the five institutions.

**Table 3.1 Small Universities Recognized for Comprehensive Internationalization with Presidents in office for more than 10 years or fewer than 5 years.**

<table>
<thead>
<tr>
<th>Institution</th>
<th>President</th>
<th>Term</th>
<th>Institutional Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatham (PA)</td>
<td>Esther Barazzone</td>
<td>1999-current</td>
<td>Global Focus Program (IIE Heiskell Award winner 2003)</td>
</tr>
<tr>
<td>Dickinson (PA)</td>
<td>William Durden</td>
<td>1999-2013</td>
<td>2003 NAFSA Simon Award (inaugural award year); 2012 ACE Laboratory Participant</td>
</tr>
<tr>
<td>Juniata College (PA)</td>
<td>Thomas Kepple, Jr.</td>
<td>1998 - 2013</td>
<td>2012 NAFSA Simon Award; 2004 NAFSA Spotlight Award</td>
</tr>
<tr>
<td>Beloit (WI)</td>
<td>Scott Bierman</td>
<td>2009-current</td>
<td>2011 NAFSA Simon Award</td>
</tr>
<tr>
<td>Valparaiso (IN)</td>
<td>Mark Heckler</td>
<td>2008-current</td>
<td>2008 Profile NAFSA Simon Award for Internationalization. 2010-11 ACE Intl. Laboratory. 2007 NAFSA Spotlight Award</td>
</tr>
</tbody>
</table>

The mission statement of Chatham University states it “prepares students from around the world to help develop solutions to some of the world’s greatest challenges”.
Chatham was the 2003 winner of the Institute for International Education (IIE) Andrew Heiskell Award. Annually, the Heiskell Award goes to an institution that fosters innovative ideas that help international education professionals create and sustain new opportunities for students and faculty (IIE, Andrew Heiskell Award: Internationalizing the Campus, Chatham College). Chatham launched the Global Focus Program, which uses an immersion approach to global learning; that is, it selects one country or region each year for curricular and co-curricular focus. In the last four years, the regions/countries selected have been Southeast Asia (2011-12), Turkey (2010-11), Africa (2009-10), and Brazil (2008-09) (www.Chatham.edu). Thus each student is immersed in four different regions by the time they graduate.

Dickinson College received the NAFSA Simon Award in 2003, the award’s inaugural year. Dickinson continues its strong commitment to internationalization by participating in the 2012 American Council on Education’s Internationalization Laboratory, which consists of a small cluster of institutions working closely with ACE over a 16- to 20-month period to help them intensify internationalization on their campuses and share collective knowledge about the issues surrounding comprehensive internationalization (American Council on Education, n.d.). With more than 40 programs on six continents in 24 countries, Dickinson has one of the largest and most successful global education programs in the country. With a curriculum that includes 13 foreign languages, Dickinson is one of the top three institutions for foreign language majors (Dickinson College, n.d.c).

Juniata College is one of the 2012 winners of the NAFSA Simon Award for comprehensive internationalization. Juniata’s commitment to global learning for
students, however, has a long history. In 1979, Juniata completed the construction of the World Language Center. It houses the world languages department and classrooms for the study of international languages and cultures. In 1994, the mission statement was amended to reflect a commitment to international education, and in 1999 the Oller Center for Peace and International Programs was dedicated (Juniata College, n.d.d). Since 2009, the Global Engagement Initiative has directed the priorities of the Center for International Education. One of Juniata’s unique international initiatives is the establishment of the Global Village Living and Learning Community, which includes the Intercultural Floor, La Casa Hispánica, Haus Wanderlus, and Le Village Français (Juniata College, n.d.c).

Beloit College has a long tradition of international education and recently celebrated fifty years of study abroad. In 1960, as part of the World Outlook Program, Beloit launched the Brussels seminar, which is an International Relations Program, and a World Affairs Center (Beloit College, n.d.b). In 2011, Beloit received the NAFSA Simon Award, recognizing its long-standing institutional commitment to international education and the school’s programs that reach out to cities in transition around the world (NAFSA, Press Room, n.d.). One of Beloit’s recent programs highlighted by NAFSA was the Cities in Transition Project (Beloit College, n.d.c), developed to help study abroad students escape the “bubbles” or foreign student communities that are often a feature of the study abroad experience. The project has included Chinese Cities in Transition for students studying at Henan University and Shandong University, Dakar in Transition for students studying at the Baobab Center, and Moscow in Transition for those students at the Russian State University for the Humanities. According to their
website, Beloit College was the first college to enroll international students in 1853, and today, 45% of its students study outside the United States (Beloit College, n.d.c).

Valparaiso University has received two awards from NAFSA: the Simon Award for Internationalization in 2008 and the NAFSA Spotlight Award in 2007. In 2010-11, Valparaiso was one of eight institutions to participant in the ACE International Laboratory. In 2009, the board approved the university’s vision that states “Valparaiso University will be acclaimed for the vitality of its international programs, which empower both U.S. and international students to lead and thrive in a global community” (Valparaiso University, n.d.f). At Valparaiso, students are not only engaged in study abroad experiences, but also reflect on the impact of those experiences in print through 

VIA, Valparaiso InterAction, a student publication that debuted during the 2007-08 school year. It is a forum for those who have traveled abroad and wish to discuss social justice issues (Valparaiso University, n.d.i).

Data Collection and Analysis

The primary means of data collection was through audiotaped and transcribed semi-structured interviews. Prior to the interviews, the websites, strategic plans, and information about the presidents were reviewed. Subsequent to the interviews, analysis of data included a more thorough review of the strategic plan as it relates to internationalization and of supplemental strategic plans specific to internationalization, as well as presidential speeches, program documents, website information related to international programs and support services, organizational structures, and visible indicators from campus tours.
A significant portion of the data analysis to answer the research questions came from the interviews. Semi-structured interviews were conducted with the president, provost, and each director of international education or someone holding the equivalent position. Names, titles, and dates of interviews are included in Appendix 2. During the semi-structured qualitative interviews, the following questions were asked and if necessary, additional probing questions that would elicit information related to Bolman and Deal’s four frames of leadership.

To the President:

1. Focusing on your tenure as president, tell me about the institution’s internationalization agenda.
2. What have you done/what are you doing as president to advance the institution’s internationalization agenda?
3. What leadership approaches and strategies have been most effective in advancing/sustaining comprehensive internationalization on the campus?
4. What are some of the leadership challenges associated with internationalization?
5. What lessons have been learned about leadership in advancing/sustaining internationalization?
6. As an experienced president, how do you approach leading internationalization differently today than when you were new? (Or, as a newer president, what particular challenges did you or do you face?)
7. What are the indicators of success when it comes to internationalization?

To the Provost and Director/Officer of International Education:

1. During the president’s tenure, tell me about the institution’s internationalization efforts.
2. What has the president done or what is the president doing from a leadership perspective to advance internationalization?
   a. Do you feel that the longevity of the president impacts the role the president can or does play in advancing internationalization?
   b. What strategic initiatives has the president embraced?
3. What are some of the leadership challenges associated with internationalization?
4. What are the indicators of success when it comes to internationalization?

Because of the nature of semi-structured interviews, additional questions guided by the research questions were asked. Follow-up interviews or emails were necessary to provide clarification or to gather additional information that supported the findings that addressed the research questions.

The analysis of the data was coded using qualitative research software and was sorted by the following main themes.

a. Institutional Readiness
   i. Culture
   ii. History of International Education
   iii. Mission, Identity, and Strategic Plan
   iv. Organizational Structure

b. Elements of Internationalization, noting the role of the president
   i. Curriculum and Program Development
   ii. Study Abroad
   iii. International Students
   iv. Faculty and Staff Development

c. Presidential Characteristics

d. The Bolman and Deal Frames of Leadership
   i. Structural
   ii. Political
   iii. Human Resource
   iv. Symbolic

e. Challenges with Internationalization

Each case study was developed individually using the identified themes. Vertical analysis of individual case studies was performed to understand institutional strategies for internationalization and frames of leadership consistent with the Bolman and Deal literature. In addition, a horizontal analysis of the multiple cases by the themes was done and is included in the final analysis chapter.
Confidentiality and Limitations

Given the selection criteria that led to specific sites being studied and presidents being interviewed, confidentiality was not afforded. Lack of anonymity was discussed with each participant when he or she was invited to participate and again prior to the commencement of the interviews. Each interviewee was sent an information sheet by email. (A sample of the information sheet is included in Appendix 2). The information sheet included a brief overview of the study and discussed the lack of anonymity. Consent was obtained through email, and the participants were asked for any remaining questions about anonymity or about the study prior to the interview.

Potential bias provides a limitation to the study. Since all of the institutions were selected because they were publicly recognized for internationalization, there may be bias of the interview participants. Participants will likely want to tell a positive story about the institution and the role of the president. There is a time factor for some of the presidents who have been at their institution for an extended period of time; their memories about their role may fade or be embellished over time. While the presidents did not play a role in inviting or encouraging the provost and director to participate, bias of those reporting directly or indirectly to the president may be included since confidentiality was not maintained, and because the study identifies participants through identification of their titles and respective institutions.

Due to geographical locations and time limitations, follow-up questions were asked through email rather than in subsequent face-to-face interviews. Also because of time limitations and geographical locations, a summary of findings was reviewed with
selected presidents as a means of sample testing researcher themes and findings from an analysis of the data, including interview transcriptions.

Another limitation of the study is the potential for researcher bias. Merriam recommends that “researchers articulate their assumptions, experiences, worldview, and theoretical orientation to the study” (Merriam, 2002, p. 26). In this study, the researcher is the senior vice president of finance and administration at a small private liberal arts institution that has global citizenship as one of four academic pillars. The researcher believes that a comprehensive approach to internationalization, which will facilitate global learning, is essential, especially for first generation college students, who are likely to have limited exposure to other countries and cultures and limited means to participate in study abroad experiences. The researcher believes that it is the role of colleges and universities to give students a better understanding of the interconnectedness of a global society as well as an appreciation of different cultures.

A further potential bias relates to the researcher’s role as a senior-level administrator with experience in strategic planning and leadership at an institution similar to those in the study. The researcher has a personal interest in understanding leadership approaches and strategies that new and long-term presidents use to internationalize their campuses and what approaches and strategies are deemed most important by senior campus leaders. While the researcher was personally interested in understanding what leadership frameworks and strategies work at successful institutions, the interview protocol for each interviewee also included questions about challenges surrounding internationalization.
Since presidents of only five institutions were selected, the ability to make judgments that may apply to presidential leadership at other institutions is limited. While the selection criteria identified similarities among them, the institutions have different cultures and histories that may impact the ability to generalize and apply the findings to other presidents or institutions with similar characteristics. In addition, each president has a different personality, different professional experiences, and a different style, all of which impact how they lead. However, the study could provide findings that could be transferable and used by presidents at other institutions who are trying to advance internationalization on their campuses.

**Trustworthiness and Reliability**

Background information was gathered on each president to ensure that he or she met the criteria identified for the study. Access to presidents was gained through personal and professional referrals, which helped with gaining access and building rapport with interviewees. The provost and other leaders of internationalization on the respective campuses were contacted directly and individually by the researcher and interviewed to determine the extent to which the perception of the role of the president and his/her effective leadership strategies is shared by others in the institution.

According to Patton, “triangulation within a qualitative study can be obtained by combining both interviewing and observation whereby some studies intermix interviewing, observation, and document analysis” (Patton, 2002). “Data triangulation is the use of a variety of data sources, and investigator triangulation is the use of several different researchers or evaluators” (Patton, 2002). For this study, triangulation was achieved by analysis of the documents and observations gathered from the various sites.
and by comparison of them to responses and perceptions of the various individuals interviewed.

Analysis of the data, such as strategic plans, student data, campus tours, and visual observations was used as a means of triangulation to evaluate credibility of the data gathered from the interviews. Interviews of those closest to international efforts were used to determine supportive or contradictory evidence to help understand the authenticity of the data gathered from the interviews with the presidents. A summary of findings, organized by leadership frames, was presented to each of the presidents for their comments on misinterpretations or missing interpretations. In addition, the study was reviewed by a dissertation committee, which included scholars in the field of leadership and internationalization.

Interviews were recorded and transcribed to address reliability of the data gathered from interviews. Additional data and documents were gathered from public sources, such as the institutional website or other internet sites. Supplemental documentation was requested of the appropriate office on campus. In addition, field notes were used and pictures were taken from site visits to further the reliability of the observations. The transcriptions and data analysis were coded by themes using a qualitative research software program.

The cases were developed based on themes. First, the historical context and international elements were identified, since they provide the context in which a president leads. The organizational structure for internationalization was also considered to determine the role of faculty and staff and the number of staff in the office/center for international education. At four of the five sites, the institution was a significant member
of a relatively small community, so information was also gathered on the diversity of the community to provide an environmental scan of the surrounding area, where the president is often recognized as a leader within local communities.

The cases were further developed through campus interviews to determine the role of the president in internationalizing the campus and the frames of leadership he or she uses. Each case was analyzed to identify dominant leadership frameworks and tactical strategies as well as challenges associated with internationalization. The cross-case analysis was developed based on the significant findings for each research question to determine common themes and differences. The following chapters present each case study, including a within-case analysis. The cross-case analysis follows the five case studies.
Chapter 4

SCOTT BIERMAN, President, Beloit College

*Embracing yet Challenging the Culture*

Presidential and Institutional Profile

Scott Bierman became the 11th president of Beloit College in July 2009. Prior to coming to Beloit College, Bierman was the dean at Carlton College. As an economist for 27 years, Bierman has been a teacher, scholar, and administrator, spending his whole career at liberal arts institutions. While a faculty member at Carlton, Bierman had the opportunity to lead two study abroad trips to England. He was attracted to Beloit because of its history in international education and the personal experience he could bring to Beloit because he had taught abroad. President Bierman includes among the priorities for the future of Beloit College to continue enhancing the college’s international programs and to raise the reputation of the college nationally and internationally (Beloit College, n.d.e).

President Bierman feels that his teaching abroad gave him a new perspective on the world and an appreciation for the value of an international education. He admitted that his experience was in a country very similar to the United States, but he claimed that there are enough differences between England and the U.S. that an experience in England is not insignificant. He admitted, “It’s not Mongolia, but it’s still nontrivial to make the adjustment from here to England in some ways. It was just this, wow. This has opened my eyes to an entirely different way of thinking about the world.” Because his transformative experiences as a teacher, he hopes to expand opportunities for global learning at Beloit for both students and faculty.
Bierman commented on the transformative experience he had in the classroom teaching international students and how he could bring his personal experiences and stories to Beloit. Several of the international students tended to take his economics courses at Carlton, and he valued the perspectives they brought to the classroom. He noted,

When I come to Beloit and see a college that has a long history of 8 to 10% international students, doubling the numbers even under the best of times at Carlton and quintupling the numbers under most of my experience at Carlton, and having lived through an experience in which it was transformative to my own teaching, it was really nice for me. And I could talk about my own personal cathartic experiences, both as a teacher of an off-campus studies program, and as a teacher in the classroom that was decidedly more international than it had been before.

Beloit College, founded in 1846, has a long history of international education. As a small liberal arts college located in Beloit, Wisconsin, the college is known for its study abroad programs. In addition to study abroad being experiential, Beloit also promotes global learning through a globally focused curriculum. The website describes a Beloit education as being interdisciplinary, experiential, and global in scope (Beloit College, n.d.a). Beloit offers only undergraduate programs to its students. Approximately 9% of the students are international, representing 40 different nations (Beloit College, n.d.a). The college, located in a rural town of 37,000 residents in southern Wisconsin, draws a majority of its students from outside the state. Of the freshmen in residence in 2010-11, 71% were from outside the state and 11% were from foreign countries (NCES). Of the total enrollment reported in fall 2011, 10% of the 1385 students were classified as “non-resident alien” (NCES).
With its long history of commitment to sending students abroad, the students of Beloit College tend to bring the world back to this mid-sized town in southern Wisconsin. The diversity of the town and the diversity of the college are similar with the percentage of white being 68.9% and 70%, respectively (U.S. Census Bureau, n.d.a) (NCES). Beloit reports that twice as many of their residents are foreign born compared to the state of Wisconsin. Beloit has 9.2% of their residents as foreign born compared to 4.6% in Wisconsin (U.S. Census Bureau, n.d.a). On the flip side, the town reports that over 32% of its residents are minorities compared to 11% at the college (U.S. Census Bureau, n.d.a) (NCES). A couple of students complain that even though the college has a strong international student population, its ethnic diversity is weak (Pope, 2012).

In 2005, prior to Bierman’s presidency, Beloit adopted a mission statement that calls students to integrate knowledge with experience, and places emphasis on the role of an international and interdisciplinary perspective. It reads:

Beloit College engages the intelligence, imagination, and curiosity of its students, empowering them to lead fulfilling lives marked by high achievement, personal responsibility, and public contribution in a diverse society. Our emphasis on international and interdisciplinary perspectives, the integration of knowledge with experience, and close collaboration among peers, professors, and staff equips our students to approach the complex problems of the world ethically and thoughtfully (Beloit College, n.d.h).

According to the strategic plan adopted in 2008, also prior to Bierman’s presidency, Beloit College strives to engage the world and develop intercultural competencies: “To be a model for the best undergraduate teaching and learning in the nation, Beloit College’s learning community must reflect and engage the world, ensuring that all its members gain the intercultural competencies essential to ethical action” (Beloit College, 2008).
Students’ study abroad experiences are anything but haphazard. There is intentionality about the student experience abroad, with pre-departure coursework and advising that helps students discover what they hope to learn when they travel abroad. This type of self-assessment gives students a more intentional approach to their international experience as well as the opportunity for reflection and sharing when they return to their Beloit home. President Bierman sees this aspect of a Beloit education as distinctive. He said, “We pay a lot of attention to students’ preparation before they go and celebrate the experiences in substantial ways when they return” (NAFSA, 2011).

Institution’s International Context

Beloit College’s international activities began soon after its founding when faculty and alumni serving as missionaries returned to Beloit to lecture and teach (Brewer, 2004). In 1960, a dozen Beloit students went to Europe to study in Brussels and are credited with starting study abroad at Beloit (NAFSA, 2011). These early adopters of international education are referred to as the “Brussels Sprouts”. In the early 60s, a World Affairs Center was established to coordinate bringing to campus faculty and students from abroad and sending Beloit students abroad to study. In 1964, the Beloit Plan, which called for all students to study away and undertake part of their education off-campus, was put in place (Brewer, 2004).

President Bierman believes that history perpetuates itself when it comes to internationalization. He is amazed at how young faculty members learn the importance of internationalization from the more senior faculty, who just find it as a way of teaching at Beloit. Internationalization is imbedded in the culture, and through the culture it
becomes imbedded in the people, and through the people, internationalization is continued into the future. Bierman asserted:

Culture makes an enormous difference. So I’m like the world’s worst person to talk to because I inherited the culture. With respect to presidential leadership, apart from wearing it on my sleeve, my interest is in continuing this culture, and so much of this is determined. A young faculty member comes to campus, and they don’t know that [how to incorporate internationalization], so much of how they developed their courses over the first few years at the college completely depended on lunchtime conversations with their colleagues and coffee pot conversations with their colleagues about what is working in your classroom. Their courses are then shaped by those conversations. It gets back to the long history of internationalization at the college and the way that our senior faculty, almost to a person, imbeds it into the courses that they teach. That’s been seen as the Beloit way. Younger faculty, who I’m absolutely certain don’t come on campus with readymade courses with these elements embedded in them, just start doing it. It’s really a miracle of a healthy culture that allows that to happen.

In addition to global perspectives being embedded in courses, Beloit has a unique approach to experiential learning through study abroad. One of the signature study abroad initiatives is the Cities in Transitions program, which sends students to foreign cities after teaching them how to map new places, conduct ethnographic studies, and interview strangers about their everyday lives (NAFSA, 2011). The director of international education indicated that before students go abroad, they must write essays that show both forethought about what they hope to learn and an understanding of the people and country. The Cities in Transitions program was started in 2005 and has included study in Moscow, Kaifeng and Jinan, China, and Quito, Ecuador (NAFSA, 2011). The director said, “students are bound to learn something if you send them overseas, but the outcomes are so much stronger if you help them think about what they are trying to achieve before they go” (NAFSA, 2011).
While Beloit has always had a rich history of sending students abroad, the current plan focuses on bringing to Beloit students from abroad. Beloit enrolled 109 international students in 2009-10, representing 8% of the student body (NAFSA, 2011). In the Strategic Plan for the 21st Century, which was adopted in 2008, Beloit set a goal to increase its enrollment of international students to 10% within five years (Beloit College, 2008). That goal has been achieved. Based on website data as of December 2012, Beloit College Student Profile 2011-12 shows 11% of the students as international. Of the 1,318 students reported for 2011-12, 155 were from 48 different counties, with 62, or 40%, being from China, with the next largest concentration of international students (10) being from Mexico. Of the 141 international students enrolled in 2011/12, 65.1% are from Asia, 16.4% from Europe, 10.3% from Latin America and the Caribbean, 4.4% from the Middle East, and 3.7% from Africa (Beloit College, Office of International Education, 2012).

President Bierman attributed the beginning of internationalization to a dean in the 1920s who wanted Beloit to “be all about” international education:

“We’re benefited by the importance of an international education going back, at this stage, close to a hundred years. The Brussels Sprouts grew out of an earlier tradition. So the earlier tradition goes back to the dean of the college, Collie, who in 1920 something, said, ‘we’re going to have an innovative curriculum at Beloit and it’s going to be all about international education.’ It wasn’t completely adopted, but this was a big deal and made New York Times. The transformative visionary approach as they say. It wasn’t completely adopted, but this was a college that was talking about this.

The provost believes that history of international education helps attract faculty who are also interested in international education, so the history brings people that continue the commitment. She confirmed, “we have been fortunate in the faculty and staff who are
attracted to Beloit . . . there’s rich history there, and when people think about Beloit, they think, oh you know, they’re international.”

Even though Beloit does not have a language requirement, 70% of students study a language. More than half study at the intermediate levels, and a quarter complete four semesters of Spanish, French, German, Russian, Mandarin, or Japanese (NAFSA, 2011). Beloit offers majors in all six foreign languages. In 2010-11, 26 of the 300 graduates majored in foreign languages, literatures, and linguistics with 18 (6%) majoring in a specific foreign language, the largest majority (6) in Japanese (NCES). All students must take at least two courses on global relations or on another language or culture. The largest single major is International Relations and Affairs with 26 bachelors degrees awarded in 2010-11 (NCES). Faculty is expected to incorporate international elements into their courses, regardless of what they teach.

Bierman acknowledges the strength of the faculty and the international aspects already integrated into the curriculum through courses and study abroad. He wants to continue to support the culture, commitment, and programs that already exist, and to identify opportunities to enhance what is already a strength of the institution. Strategically building on strengths, Bierman feels there are opportunities to enrich the education for more students and build Beloit College’s reputation in international education.

**Presidential Leadership of Internationalization**

*Building Selectively upon the Strategic Plan*

The Strategic Plan for the 21st Century was approved by the Board of Trustees in 2008, prior to the arrival of Bierman in July 2009. The strategic plan identifies three
academic initiatives that will model undergraduate education at Beloit, with international education as the first of the three. The plan indicates that students’ intellectual promise will be realized through the active promotion of global engagement, the acquisition and application of new knowledge, and interdisciplinary inquiry (Beloit College, 2008). The provost was co-chair of the strategic plan in 2008. Talking about the strategic plan, she indicated that the plan does not have wide support and was prepared before the president arrived. She does acknowledge that the president has been respectful of the work that went into the plan and uses it appropriately. She said, “Scott’s leadership is one in which he’s used that plan to orient himself and to seek to advance the college without ever really harking back to the plan.” She also acknowledged, “Scott is somebody who, I think, is skeptical of strategic plans and is much more interested in engaging in strategic budgeting, which is sort of determining your priorities and seeking to put resources behind them.”

The strategic plan does provide a solid foundation for Bierman. According to the strategic plan, Beloit commits to providing to all students unparalleled preparation for world citizenship by expanding and enhancing Cities in Transition, developing on-campus academic/co-curricular opportunities that foster intercultural competencies and make global education and experience a part of every student’s Beloit experience, and enhancing opportunities for faculty and staff development in international education (Beloit College, 2008). The plan also provides a roadmap for presidential fundraising priorities. Specifically, fundraising for access to and programming of international education and capital funding for bricks and mortar are included as priorities in the plan. The Center for World Affairs will be restored to serve as the public gateway to the
college, with a new facility being built for the academic departments currently located in the Center for World Affairs, including foreign language departments (Beloit College, 2008).

Beloit offers grants called Venture grants to assist students with study abroad as well as with experiential learning initiatives. One of Bierman’s priorities is to increase funding for Venture grants across the curriculum and to extend eligibility to students after the second year. These competitive grants will be available to all students and can be used for activities, both nationally and internationally, in which the students undertake well-researched projects that enhance their understanding of the world and their specific topics of interest (Beloit College, 2008).

**Supporting People and the Organizational Structure**

President Bierman believes that it is critical to find leaders and then support them in every way possible. In commenting on his leadership and in his advice for other presidents attempting to advance internationalization, he strongly advised,

> Find those places on campus where there are success stories. And just, in as focused a way as you can, build on those things. Build outward from those success stories. Get allies. And then support them in all the ways that you can. And supporting them does mean -- particularly if you’re starting at a place that doesn’t have a lot of structure around it -- building some structure around this. Faculty can be the inspiration but they can’t do all the legwork. And you’re going to need some international education type office that does the enormously time-consuming work of building the nuts and bolts up of what it is you’re trying to accomplish.

President Bierman sees the organizational support structure for international education as a well-run and well-established operation. The office of international education reports to the provost and includes six staff. The director of international
education oversees five support staff, including an associate director, assistant director and international student advisor, program coordinator, instructor for English as a second language, and office assistant (Beloit College, n.d.b). One of Bierman’s priorities is to continue to provide support for the office of international education. When commenting on Beloit’s success in internationalization, he said:

It’s partly because there’s such strength within our international education program as it currently sits. We’re not starting from scratch. This is and has been an enormously sophisticated operation that we’re running here, so part of it is to just demonstrate a continued emphasis in this direction.

The director of the office of international education values the president’s support and appreciates his public acknowledgement of their efforts. She also cautions that one of the first things a president needs to do is assess what is happening on campus and recognize it. She thinks it is important for the president to pay attention to reading the institution and understand what, why, and how the institution is advancing international efforts, and to value that. She said, “Scott Bierman has been very good at that and being public about the degree with which he thinks that international education is well done here. He has been very public about that.” In his opening remarks and introduction to the Weissberg lecture in 2011-12, President Bierman credits Beth Dougherty, Manger Professorship of International Relations, Betsy Brewer, Director of International Education, and Josh Moore, Associate Director of International Education for “their tenacity and focus on the importance of an undergraduate education at Beloit that emphasizes the integration of internationalism in every department and program on campus” (Bierman, 2012).

Another example of Bierman’s support is his commitment of time to building important relationships. International travel with the director is something that the
president has done to make connections – internally and externally. The president sees extended value in traveling to partner sites. Commenting on a recent trip to China, he said that, while it was partly to fundraise, he felt the fundraising had much less value than the valuable message the trip sent to the Beloit community and the office of international education. He said,

Fifty percent of the reason for going . . . was a photo op to them [partner university in China], but it’s also a photo op for us and for me, and a demonstration to a faculty that work hard to maintain this exchange program, that I value your work in this area and I’m going to support you.

The trip appeared to symbolize such support, because the director, when speaking of the same trip, confirmed, “He's supportive of international education and he recently made a trip to China, which was quite good. He met with alumni and came to our exchange partner for our ceremony for our 100th anniversary and that was very well received and noted.”

Brewer, the Director of International Education, talked about the president’s collaborative nature in dealing with crisis planning and management. She said, “Scott was extremely good at bringing together a team of people including human resources, a public relations person, the dean of students, the academics, being two other people, to help with that particular crisis, but then also to be responsive to suggestions for change.” She stated that leadership in pulling people together has been very useful and indicated that President Bierman has been helpful with policy and leadership by making sure that different people on campus are taking key roles in addressing crisis. She claimed, “That's been a real leadership role that he's taken on that has been extremely productive, but also much needed. I mean, it's just that we didn't have that kind of leadership.” One example
the director gave was that for a number of years her office was unable to get a policy through to require students to purchase the same health insurance. She said President Bierman created an ad hoc task force: “He pulled it together, and he ran the meetings, and he then approved recommendations from my office that we require a particular health insurance.” Bierman views the director and the office as a tremendous asset and shows his support in both large and small ways.

Valuing International Students

Beloit claims that it offers more financial aid to international students than most U.S. colleges its size or larger (NAFSA, 2011), and ensuring there is diversity among international students is a topic of discussion among leadership, the board, and alumni. Bierman indicated that it is expensive to recruit international students, Chinese students being the exception, but that maintaining some diversity among international students requires financial aid for recruitment. President Bierman commented on the practice of awarding financial aid and the tensions with some alumni. He claimed,

If you want to attract students from abroad, you got to give them basically a free ride. They don’t have any money to bring with them to come to college. So having 9% of our students from abroad is really expensive. How do we pay for that? I’ve never seen push back from the board but I have seen it from other alumni, [who ask] ‘Why do we pay for international students to come here when there are so many domestic students that are in need of financial aid?’ That answers those questions about what makes it harder to fundraise around what I see as a core priority, which is, how do we maintain a robust international student population that comes from around the world and not just from China?

The president feels he can address such concerns through his lived experiences. He can speak personally and passionately about the impact of international students on an institution, its curriculum, and its faculty. He claims that his experience in teaching an introductory course in economics at Carlton College was greatly affected by the inclusion
of international students. He told a story of the transformative impact international students had on him, the classroom, the curriculum, and the students. He shared,

Overnight the proportion of international students went from about 1-2% to between 4-5% percent, which institutionally is not an enormous chunk, it’s just that virtually all of the students chose to major in economics. It was the key change to literally the complexion of the economics classes at Carlton. I remember, quite vividly, for 12 years I had taught a Principles of Economics class in one particular way. I had what had worked spectacularly well, I think, as an opening lecture that heavily featured domestic spending policies in the United States. I walked into a classroom right after we’d gotten this money from the Star Foundation and I remember being taken aback by the fact that the entire first two rows of students probably didn’t have a single domestic student in them. And there I go off after the same discussion lecture that had worked so well in the past, and if ever there was sort of an important professional development moment, that was it.

Bierman acknowledges that the critical mass of international students and their impact on the department as well as on his class made it easier for the faculty in the department both to come together and embrace changes to the curriculum that would provide a more international focus and “to teach what we’re teaching in a fundamentally different way than we have before.” He saw the positive effects on the education that all of the students were receiving. He claimed, “We can offer a richer education prompted by the fact that we’re now looking at a very, very different student body.” The mix of students in the classroom had a greater impact on the classroom discussion than what was being taught by the faculty member. Students learn from each other. Bierman claimed,

They had a "rest of the world" approach to education and came out deeply appreciative. All of our domestic students now are thinking far more globally, far more globally than they were before. A little piece of it might be due to the way in which we changed our teaching in the classroom. Most of it was undoubtedly due to the fact that they were now interacting, all the time with students from around world.

The president also makes it a point to engage with international students. He takes the opportunity to thank them for attending Beloit:
Every semester we thank our exchange students that have come. I go and talk to them, and there’s a number of faculty/staff that show up for that. And the friends of the [international exchange] students that are going away at the end of that time are there.

Bierman told a story of an experience he had in Shanghai that convinced him of the value of the exchange student model and the importance it plays in international education. He hosted a dinner at a former partner institution in Shanghai and he indicated more than three-fourths of the students who attended the dinner came to Beloit for a one-year exchange. He went around the room asking students about the difference Beloit made in their lives. He said, “to hear them talk about their experiences at Beloit and person after person saying, ‘I’m a graduate from Fudong but the most important year of my education was the year I spent at Beloit College’” made him realize how important the exchange experience is for international students. Bierman said that at that moment when he realized:

I got this all wrong. I’ve taken an entirely different perspective to how I see our exchange students. This is hardly a dilettante experience that they’re going through. This is a piece of American higher education that is being celebrated by this set of people who have been here a very short time.

President Bierman felt that traveling to partnership institutions and meeting with former exchange students can have real value. His trip to China helped to reinforce for him the value Beloit has for international students and the value they bring to Beloit:

Maybe there is a lesson for new presidents, which is -- don’t shortchange the shorter term exchange programs that you have. That could be a relatively cheap way of getting a lot of students from around the world to come to your school. They can have a big impact on your students but you’re also going to have a bigger impact than you might imagine on those students as well.

President Bierman plays a visible role with students, symbolizing his engagement with students and his interest in international students. When speaking about President
Bierman, a student said, “He’s everywhere. He’s always asking students for their opinions” (Pope, 2012). Bierman credits his experience in a global classroom as contributing to his ability to talk to international students and to speak the international language of Beloit’s mission. He claimed, “How I engaged with students, my sophistication in talking to students from abroad, was one of the reasons I was able to represent leadership in internationalization,” and he added, “It spoke to their [Beloit College’s] mission and that I understood why it was that they did what they did [committing to international students].”

_U.S. News and World Report_ recognized Beloit College as a top school for international students. Beloit also reports that it has been included on a non-ranked list as one of the top schools for credit issued for study abroad and for percentage of international students enrolled (Beloit College, n.d.f).

Valuing and Expanding Study Abroad

Of the 45% of students who study abroad, nearly half go to Asia, Latin America, or Africa (NAFSA, 2011). In 2011-12, 127 students studied abroad in one- or two-semester long programs, with another 40 students studying abroad in 8-week or less programs (Beloit College, Office of International Education, 2012). With such a long history of and expectation for study abroad, Beloit College is hoping to increase the percentage of students going abroad in the coming years. The president indicated that 45% of students going abroad is a high percentage for those institutions that are only counting semester or yearlong study abroad experiences. Unlike some of its competitors, Beloit has had relatively few short-term study abroad programs. President Bierman says that there are opportunities for and value to short-term programs, if they are carefully
crafted so that they do not replace a longer term study abroad program, but provide a “tasting” and form of advertising for a subsequent semester or year abroad program (NAFSA, 2011).

Bierman believes the preparation that students receive before they go on study abroad programs is a hallmark of a Beloit abroad experience and is highly valued by students. He referred to Pope’s book Colleges that Change Lives, which he believes speaks volumes about mission. He read a quotation from a student on page 166 of that book:

“I was much better prepared for my study abroad experience than other people in my program who weren’t Beloiters.” They were studying in Japan. “I thought about what I hoped to learned and what my life would be like on the other side of the world. Most of other people just worried about the financial stuff and seemed surprised by and unable to really navigate the cultural differences. In fact, since I processed stuff earlier, I had a richer experience.”

After reading this, Bierman concluded, “And that’s very much part of what we do here, and it’s really important and enormously enhances things here.” He also credits the intentional integrative approach to study abroad as a reason for the Paul Simon Award for Campus Internationalization. He asserted, “We’re really good at this. I mean, it was part of our sophistication. This is why we win these NAFSA awards.”

Bierman’s language in print and in person demonstrates his pride in and support for what Beloit College has built relative to international education. Recognizing Beloit’s history and distinctive approach to study abroad is another example of Bierman’s value of the people who have contributed to the internationalization of the campus and ensured that the international elements truly enrich education at Beloit. A small, yet symbolic, example of his visible support is his personal engagement at the International
Symposium, which Beloit College hosts each November during International Week. This annual event showcases the different ways in which Beloit College students engage in international education, with presentations focusing on intercultural and experiential learning, and including examples of observation and reflection, field research, volunteering, and internships (Beloit College, n.d.d). Bierman said, “I strongly endorse the concept and try hard to schedule my travel so as to leave me free to attend a number of sessions.”

*Embracing and Challenging Culture*

The director of international education recalls that Bierman was very supportive of international education and complimentary of Beloit College’s efforts even before he even arrived on campus. When asked about the role of the president, the director said,

Scott Bierman, when he came in as president, before he even interviewed as a candidate, he talked a lot about how important internalization was and how attractive that was, and how Beloit has been a leader in internationalizing the core of the institution.

While very positive about internationalization at Beloit, President Bierman thinks that still more opportunities that should be considered. Exchange models can be used to manage the cost of study abroad; however, Bierman believes that Beloit could supplement the exchange model with Beloit-led study abroad programs. He stated,

I think [one of the things] we do not do enough of at Beloit College – and this is my own personal experience shining through – is that almost all of our students go abroad on somebody else’s program so we don’t run our own programs, and there’s a philosophy behind that.

He empathized with the philosophy, but also feels that Beloit-led programs could be a supplement to the exchange, and possibly an enhancement. He comments on the differing philosophies about student exchanges versus Beloit-led programs. He implied
that some believe Beloit-led programs limit students’ exposure to people and cultures in other countries:

The argument against is that they’re just going over with Beloit college students and the students don’t really have an authentic off-campus experience when all they’re doing is hanging out with Beloit College students and being taught by Beloit College faculty.

The provost also recognized the collaborative yet provocative elements of President Bierman’s leadership. She sees his ability to be a good listener but also to ask questions in a way that has people reflecting on their perspective and the perspectives of others. She said,

I think one of Scott’s leadership skills is in being able to hear that and learn it and kind of bring it forward to people in ways where they both simultaneously recognize themselves and they are also challenged to reflect critically and think about ways of re-orienting a little bit.

She referred to his leadership as dynamic team building. She said his leadership includes the notion of “putting ideas out there and letting people orient around them, and resist, but then also kind of coming back to them and finding ways of making them happen anyway and allowing it to be in some ways an ongoing organic processes.” She believes that a good president is someone that can hold a mirror up to a college and say “look how beautiful you are,” and then also asking “what are you really seeing and how do we make sense of that?” She compliments Bierman for being able to be effective with support and praise, but also for asking difficult questions. She said, “I think Scott is somebody who can be very effective rhetorically, and then I think that he can be very provocative in his thinking.” The short-term study abroad programs are an example of Bierman’s ability to be supportive of study abroad, but to ask critical questions about
who is left out, such as athletes, and how the lower study abroad percentages reflect negatively on what is otherwise a strength of Beloit.

Bierman believes that there is value in expanding the study abroad opportunities by creating more short-term programs that could increase participation. He believes that Beloit should have a higher percentage of students studying abroad. He indicated that competitors have a higher percentage of students studying abroad because they have offered short-term programs, and he believes his experience leading such a program could be beneficial in getting faculty and staff to consider such options. Talking about adding short-term programs, he said,

I’m not saying we should substitute for existing third-party programs that we have. I just think that they should supplement those, and that’s something that I can actually talk about from a personal experience so it allows me to exert some leadership there, and in ways that are real.

He also acknowledges the philosophical differences between short-term and semester-long study abroad experiences, and values the expertise and opinions of the director of international education:

If you look at the schools that are at 70 to 75%, almost all of them do not have a pure semester system, and they get to 75% because a high fraction of the students are doing January term study abroad. I don’t dismiss the value of a three- to four-week international experience, but it is different from a semester length experience, and that’s one of the things that our international education office keeps my eyes focused on, which is good, which is reverse leadership. Almost all of our students that we count towards the 40 to 50% are doing a full semester abroad.

The president has used his leadership to prompt the consideration of a requirement for study abroad. As he looks at peer institutions with cross-applications from students having study abroad percentages at 70-75%, it is because they count short-term summer, January and May term study abroad programs. He is concerned that such a
statistic could put Beloit at a disadvantage for recruiting students interested in study abroad. When referring to students considering schools, he reasoned,

I’m going to look at St. Olaf and I am going to look at Beloit, they both have good reputations in international education. St. Olaf is sending 75% percent of its students abroad and Beloit is sending 45% of its students abroad. That’s the sort of a statistic that you can latch onto immediately, and in some sense, is understandable. That’s a threat to us because I’m not sure that’s the right statistic but it’s what everybody uses.

The percentage of students studying abroad is something that President Bierman would like to improve upon, but he is cautious about his role. He admitted that he is trying to push with prompting the question of whether an off-campus studies experience should be required since, he says, it harkens back to the field term days of the Beloit Plan. He pointed out, “there was not enough support for it to fly, but it points in the direction of 50% is just too low, and how do we create a suite of experiences that gets a higher fraction of our students abroad for appropriate experiences.” The president provides support to the provost and those departments that find creative ways to integrate a short-term experience abroad into their curriculum as field study. He pointed out,

The other approach that we’re taking is trying to actually go to the departments and say – and this was an idea that largely came from our provost so this does not get into the presidential leadership other than behind the scenes support – are there ways that we can take advantage of shorter term off-campus experiences? So an anthropology class that deals with medical anthropologists goes to Costa Rica for a two-week period using our spring break and cutting into a little bit of class time.

There is concern that short-term programs will take the place of semester or yearlong experiences, but Bierman indicated that the provost is very focused on trying to avoid that situation. He indicated that the intention is to offer the short-term programs for first- or second-year students as a means of building awareness and as a form of
advertisement and encouragement for a semester abroad. He admits that his past personal experience makes him sympathetic to short-term programs as an alternative for some students. He asserted, “Some of the reasons I go back to my Carlton off-campus experience and a summer program is it was designed to be a summer program because a high fraction of the Econ majors were athletes. They had a complete off-campus studies experience because of our summer program.” He indicated that a semester-long, much less a yearlong study abroad program, is not a viable option for an intercollegiate athlete.

Bierman also sees an opportunity to combine two transformative experiences that students say they have. He argued, “Your participation in inter-collegiate athletics is as transformative as the study abroad. It’s just completely different.” He sees an opportunity to combine two transformative variables and create programs that make them both possible. He is supportive and respectful of the well-regarded study abroad history at Beloit, but he uses his position as president to question whether it could be better and could contribute to an even stronger reputation. He uses relationships with the provost and receptive faculty to gain traction for his desire to expand short-term programs.

Another example of praising yet challenging the status quo is Bierman’s view on faculty development. He strongly supports future faculty development. He praises the role of the faculty, but also challenges them to do more. In the profile for the Paul Simon Award, he was quoted as saying, “We expect faculty to incorporate international elements into nearly every class that they teach at Beloit, but that would be leveraged if faculty had a greater chance to teach abroad” (NAFSA, 2011). Of the 105 faculty, 29 of them went to Asia on a Freeman Grant (NAFSA, 2011). Bierman claims that faculty development is an area where there could be improvements. While sensitive to the
pressures put on faculty, Bierman feels that students’ preparation for and reflection on study abroad could be a model and add greater value for faculty:

> We don’t really do the same thing with our faculty, so it’s an odd disconnect since we recognize the value of this for our students. We’re always a little bit overly concerned about reasons which we impose on faculty time, but it’s a place where I think we could be doing a little bit better..., so a focus for the future is how do we do a better job, more complete job with faculty development.

**Creating a Narrative**

“Liberal arts in practice” is a phrase that has become very familiar to faculty, staff, and students at Beloit. It is an organizing principle both of the campus and of the new curriculum launched in the fall of 2011 requiring each student to complete an experience beyond the traditional classroom: off-campus study, research-related fieldwork, an internship, or a community-service project (Pope, 2012). President Bierman identified the phrase as an opportunity to integrate and elevate global learning:

> The term was coined right after I arrived by the dean of the college office. They were integrating the career center with the office supporting internships and civic engagement and needed a title. They decided to call it the Liberal Arts in Practice Center. But, I saw it as a theme and a concept much broader than the center, and we co-opted it for a higher purpose. It has worked well for us.

Bierman believes that the Liberal Arts in Practice plays an instrumental role in international education:

> Liberal Arts in Practice, that’s the language that we’re using. It’s all about the habits of mind, skill development that happens within a liberal arts college experience and then putting that to work in the real world -- put it into practice. And there’s lots of different ways that effect can happen, but one way in which it happens is through an international experience abroad, for sure, but also to the degree to which you put it too work with taking advantage of the diverse body that’s on campus and multiple experiences that those students collectively have.

In his first three years at Beloit, Bierman has recognized and supported the sophisticated and effective international aspects at the college. He believes that the
faculty and staff have developed a strong and well-respected culture for advancing internationalization. His role is to continue to build upon that culture and to enrich the environment for faculty and staff and the education for students. The provost said, “I think that he [the president] really tries to be guided by our mission, and then from there to engage in the ‘who are we?’ and then thinking about where our resources should be guided.” Because Beloit already has such a strong culture of international education, Bierman’s role is about sustaining what exists. He balances his rhetoric to show support, but he needs also to value other priorities. “If you single out one, there is risk that others feel you won’t focus on priorities that they feel are equally important,” said the provost.

The “Liberal Arts in Practice” theme started as a space with the Liberal Arts in Practice Center that supported the physical organizing of student support services. It then became a concept to further embrace and promote experiential learning, primarily study abroad. The term is now being used as part of the early phase of a campaign to raise money to support study abroad. President Bierman indicated, “The general emphasis on the ‘liberal arts in practice’ (including the LAP graduation requirement) has called out the importance of study abroad experiences, in particular. Right now we have established a full fund raising module around this initiative. It is too early to know how successful we will be.”

The director of international education noted, “I think Scott has really introduced these other ideas, and it helped the college move to this state where we're paying a lot more attention to the experiential and to that development of agency, which is something that has been big in terms of the study abroad area.” The provost also commented on the importance of fundraising to move the international efforts forward commenting that the
president has been good at raising funds to promote efforts that align with mission and priorities. She acknowledged, “Scott's leadership is being able and willing to engage in fund raising efforts around these kinds of things but again being willing to sort of say that they must align with other institutional priorities and synergy with other things happening on campus.” Bierman said, “We’re in the process of developing a structure of a new campaign, and there’s an element in this new campaign around international experiences.”

**Challenges with Internationalization**

Internationalization needs resources to recruit international students, to support faculty development, and to make study abroad accessible. President Bierman indicated that international education has been a place into which grant money has flowed pretty freely, allowing Beloit to support certain initiatives to further internationalization, but he expressed concern over whether it will continue. He said, “A lot of it is soft money support that’s been repeatable over the last 20 years or so, and I’m not so convinced that it’s going to be where funding lies in the future. It makes me nervous. So that is a challenge.” Because of Beloit’s long history of commitment to study abroad, he believes he will find financial support from the alumni, many of whom benefited from study abroad:

I think we’ll be all right when I go around and talk to alumni. Often times they will prompt the question. Is the college still committed to international education? Does the college still have a significant number of students that are international students out on campus? So that’s encouraging. . . . But we just don’t have evidence yet that we’ve been able to pull it off. So that worries me some.

One of the significant challenges at Beloit is being able to increase the percentage of students who study abroad and the balance between long-term and short-term
programs. At Beloit, the issue is complicated from both a philosophical and financial perspective. The short-term study abroad programs may allow more students to participate, but such programs actually increase the cost of their education. In exchanges, students pay the same as for a semester in Beloit and only incur travel costs. For the summer programs, students pay for the additional credits and for the travel. The president and provost will need to work with the office of international education and the faculty to address the philosophical differences. The president indicated that his goal for study abroad would be closer to 60% of students; he recognizes the continued importance of semester or yearlong programs, but to reach that goal, it would require more short-term opportunities, he felt.

President Bierman believes a top-down approach will not work without engaged faculty, and he indicated that the approach he has taken is to work with the provost and find faculty who can serve as leaders and then nudge them out in front of the faculty to talk about internationalization and models that work. He also sees the ability to find grant monies that can support faculty as another valuable tool for furthering internationalization. He said, “If we could find granting agencies that are interested in supporting the work of those faculty, that’s a way of generating a leadership circle around that idea. Faculty will work much harder and more effectively towards goals that you think are important if there’s a financial reward that’s out there at the end of the day.”

Fundraising and grant writing can add a valuable structure to the internationalization efforts on campus. Finding a few faculty leaders and then writing a grant that can bring in more faculty for a program has proven to be successful. Bierman described what has worked for him. He claimed,
You put a structure around that grant, and there’s a bit of a formula to this that I’ve used in the past in an earlier life as a provost, and then now as an advisor to this provost, in which you have a couple of faculty leaders and then you ask the grant to support basically a broader committee of faculty that they all become advocates for this and then you have a funding process that generates opportunities for people to develop courses that promote the type of thing that you’re trying to promote.

Bierman also acknowledges the importance of building on success stories and creating structure to do the administrative work necessary to further internationalization and support faculty in doing so, especially if a campus is starting an international effort.

As a fairly new president at an institution with an established history of international education, Bierman mentions the need to challenge the status quo and also to recognize success. Making changes to a program that is known by peers and nationally recognized for internationalization can be difficult. He acknowledged that

One size does not fit all. You need a portfolio of options for the students to choose from. I do think that there is another lesson learned, and I want to be [sensitive here]. Success can bring aspects of inertia. Change can be particularly threatening to successful programs. And having said that, that's one side of the equation, the other side of the equation is; success is hard and is not earned lightly.

**Within Case Analysis: A Dominant Human Resource and Political Approach**

The dominant frame in the Bierman case is Bolman and Deal’s human resource frame. President Bierman contributes much of Beloit’s internationalization success to the organizational structures and people already in place. He recognizes and compliments the deliberate way in which Beloit prepares students to study abroad and then celebrates their learning when they return. The human resource frame uses recognition and rewards as a means of leading change. Bierman publicly recognizes the work of the office of international education and relies on organizational structure to support and advance internationalization.
Another assumption in the human resource frame is that people are the organization’s greatest asset. This case reflects Bierman’s value of the faculty and staff. President Bierman believes that faculty members are attracted to Beloit because of its international elements – much in the same way that Beloit’s reputation in internationalization attracted him to the college. Over time, faculty and staff have created a strong culture for internationalization. Having the right people in place has a lot to do with the college’s ability to advance internationalization. Another indicator of his support for those who he believes are critical to the success of internationalization is that he joined the director on a visit to a partner school in China, which is also discussed as a symbolic gesture. Bierman also mandated policies for requiring universal international insurance. What may seem like a trivial matter for the president to deal with was viewed as a significant statement of his leadership and his valuing the director and office of international affairs.

The political frame focuses on resources to further a vision or to get things done. In Bierman’s case, strategic budgeting rather than strategic planning is used to align resources with strategic initiatives and to provide a framework for resource allocation. He has used the political frame to challenge some of the culture and history of study abroad. He believes short-term study abroad experiences are needed to keep Beloit competitive in the rankings and to make study abroad available to more students. Consistent with the political frame and the use of power and position, he has used both his position as president to continue to advocate for short-term study trips as well as financial incentives to reward those faculty members who incorporate international trips.
in their courses. The financial challenges of study abroad and of financial aid for international students make allocating scarce resources part of the equation.

The director alluded to the fact that the president’s focus when he first arrived was to address the financial situation of the college. The provost also indicated that the president has to balance the rhetoric of internationalization because there is a sense that it diverts resources from competing priorities, but she also indicated that there is a stronger coalition that wants to make sure internationalization continues to be a distinctive element of a Beloit education. The president works to balance the interests of various constituents given the financial challenges and limited resources, a strategy consistent with using Bolman and Deal’s political frame to lead an organization.

According to the provost, Bierman will propose an idea and listen to responses, but will also challenge those responses. The strong culture of internationalization has elevated Beloit College, but Bierman also worries that it can lead to complacency and believes that it is his job to continue to promote ideas that could make Beloit even stronger. He is committed to increasing the percentage of students who study abroad and to finding creative ways to make that happen while embracing the strong history that has made Beloit a top school for study abroad and international students.

The symbolic frame focuses on storytelling, and Bierman has used a narrative to help place international education in a broader context. The Liberal Arts in Practice provides the space for all disciplines and allows study abroad and experiential learning to be prioritized at the same time. The president uses stories about his own experience and the positive impact of short-term trips, and about the transformative impact of international students in the classroom.
The use of the human resource and political frames of leadership is likely related to Beloit’s strong history of internationalization and the president’s relatively short tenure. The long history and strong reputation Beloit College has with study abroad also has created a culture over the years that blends the use of the symbolic and human resource frames. In the symbolic frame, culture is at the heart of the organization. The culture of internationalization bonds the organization, and faculty naturally incorporate international elements into their courses. Bierman indicated that he inherited the culture and that the best thing he can do to advance internationalization is to “wear it on his sleeve.”

The symbolic frame also uses ritual and events to create meaning and faith in a vision. Bierman’s trip to China reflects both the human resource frame as discussed above, but was also a broader symbolic gesture. He acknowledged that it had a dual purpose: to show presidential support to the partner university in China; and to show the Beloit faculty and staff that he thought international exchanges were important for Beloit. His travel and attendance at internationally themed events on campus are also consistent with the symbolic frame.

Under the human resource frame, which appears to be Bierman’s dominant frame of leadership, leaders invest in people, believing that they provide a competitive advantage for the organization. President Bierman sees the sophisticated operation in the office of international education as a rich resource with talented people, and he is quick to acknowledge those individuals. He also sees faculty as being a significant asset to internationalization. He thinks a healthy culture of internationalization provides the ethos for younger faculty to recognize internationalization as part of the fabric of Beloit.
As faculty members continue to embrace global learning in their courses, internationalization is naturally perpetuated. Bierman claims, “It’s really a miracle of a healthy culture that allows that to happen.” As a new president coming into an institution that has a strong international reputation, the human resource frame is more apparent, but Bierman uses the political frame of leadership to challenge the status quo.
Chapter 5

ESTHER BARAZZONE, President, Chatham University
A Hands-On Approach

Presidential and Institutional Profile

Esther Barazzone became president of Chatham University in 1992 after spending her academic career as a faculty member and academic administrator at several institutions. Prior to arriving at Chatham, President Barazzone was the provost at Philadelphia University. She holds both a Ph.D. and a master’s degree in European Intellectual History from Columbia University. She spent a year in Spain as a Fulbright Scholar and speaks fluent Spanish.

Barazzone has received many international awards for her commitment to global education. Her work in international education has been recognized with the University Medal from Fatima Jinnah Women’s University in Rawalpindi, Pakistan (2001); honorary doctorates from Seoul Women’s University in Seoul, Korea (2000) and Doshisha Women’s College in Kyoto, Japan (1999); and the Gandhi, King, Ikeda Award for Outstanding Leadership for Peace and Humanitarianism from Morehouse College (2004) (Chatham University, n.d.f). President Barazzone has been at Chatham’s helm for 20 years and has been credited for turning the university around into a vibrant, well-recognized institution in the Pittsburgh area.

Chatham University is located in Shadyside, Pennsylvania, an affluent suburb of Pittsburgh. The college was originally established in 1869 as the Pennsylvania Female College on the 11-acre campus in what was then the largest private residence in Allegheny County – the George Berry mansion atop Fifth Avenue in Shadyside.
Chatham remains one of the few undergraduate women’s colleges in the United States at the undergraduate level. The graduate programs are coeducational and constitute the majority of the student population. Of the nearly 2200 students, 42% are undergraduate students, with the remaining graduate students studying in Chatham’s 21 master’s programs and four doctorate level programs (Chatham University, n.d.g). In fall 2012, Chatham’s 2,178 students came from 48 states and 34 foreign countries, with 15% minority and 5.9% international (Chatham University, n.d.g). Of the students in the undergraduate women’s college, 12.6% are international students (Chatham University, n.d.g). According to information reported by the National Center for Education Statistics, in fall 2011, of the 2220 total students, the 968 undergraduate students had diversity representation with 11% black, 3% Hispanic, 2% Asian, and 10% reported as non-resident alien (NCES).

**Institution’s International Context**

The internationalization of Chatham University occurred during President Barazzone’s tenure. Chatham made a decision in the early ‘90s to send its undergraduates abroad through the Chatham Abroad program “as a way to introduce generally untraveled students (most of whom did not own a passport) to the breadth of the world that is theirs” (Chatham University Strategic Plan, 2009, p. 13). The Chatham Abroad program is still part of the international context at Chatham but is experienced by only a limited number of students. The curricular and co-curricular programs are the primary focus for internationalization at Chatham, making a globally focused education part of the undergraduate and graduate experience for all students.
Chatham’s tagline is “Big Thinking for a Big World,” and President Esther Barazzone embodies that phrase. She provided the “big thinking” behind the Global Focus Program, which is one of the most significant elements of international education at Chatham. The Global Focus Program, started in 2002, is a yearlong program focused on one region of the world. President Barazzone takes a leadership role in making international contacts and selecting the region or country of focus. Putting together a comprehensive effort for a year, she says, takes time, money, and relationship building:

Presidents have got to be prepared for their fishing expeditions to come to nothing, and people have to let them come to nothing. They will be seen like a waste of money, but this internationalization builds layer upon layer upon layer. So the Global Focus here -- people say, “Well, how can you do it one year and then move on?” Well, here’s one reason, because all those contacts remain and it suddenly contributes to the internationalization of the institution, and because you’ll go back.

The first Global Focus Program in 2002-2003 was focused on the Communities of Islam and won Chatham the Institute for International Education’s Andrew Heiskell Award for Innovation in International Education. The Global Focus Program has become a hallmark for international education at Chatham. The faculty, staff, and students participate in planning the year. Guest lectures, theatre productions, films, art exhibits, and common texts are used to engage students and to promote an understanding of the region. During students’ four years at Chatham, they are immersed in four different regions of the world. Global Focus Programs during the last three years have included: Year of South Asia: Vietnam (2011-12); Year of Turkey (2010-11); and Year of Africa: The Economic Community of West African States ECOWAS (2009-2010) (Chatham University, n.d.b). In 2012-13, the Global Focus Program focused on the Scandinavian region in Europe. (See program in Appendix 3.) President Barazzone has invited
ambassadors from the global focus region and other prominent individuals to be guest lecturers and honorary degree recipients. In 2013, she will travel to Chile and meet with various people in preparation for Chile being a future global focus.

The Global Focus Program originated from Barazzone’s past experiences and passion. She indicated that there was a one-week program at her former institution, which she liked and which she thought could be expanded at Chatham. She said, “At Philadelphia they had a one-week program and I liked it, and I had these international values and I thought, ‘Why shouldn't it be a year?’ And so, that’s where it came from.”

She commented on the role of the university in educating both students and the wider community, and after 9/11, Chatham focused on the communities of Islam as the Global Focus. She said, “Obviously, we had a role and our job is not just to educate our campus, but the community and we’ve always had the community advisory group. That was a highly volatile year because we live on the edge of the Jewish community, a very strong Jewish community.”

Barazzone believes that the most recent spur for global learning occurred on May 1, 2008, when the university received the largest donation in its history. Chatham received a 388-acre farm from the Eden Hall Foundation. What will be called the Eden Hall Campus was originally used by the Heinz Company for a retreat center for the women who worked at the company (Chatham University, n.d.c). The Eden Hall Campus will be the future home of the School of Sustainability and the Environment. In speaking of the donation and plans for the development of the Eden Hall Campus, President Barazzone said, “That’s pretty exciting. That’s going to be a hook for
international.” She sees the environment and the opportunity to create a school focused on it as a magnet for international education.

The farmland will become the first campus in the world built sustainably from the ground up and will be the future home of the new School of Sustainability and the Environment, which President Barazzone says will support the next big movement in global education for the institution. The president believes the School of Sustainability and the Environment will provide international partnerships and attract international students. In fall 2012, 12.6% of the undergraduate students were international students. With students in the undergraduate program constituting less than half of the total student population, the overall percentage of international students was 5.9% (Chatham University, n.d.g). The president sees the School for Sustainability and the Environment as an opportunity for recruiting international students, and she plans to build housing at the Eden Hall Campus with international students in mind:

We are going to build these bunk houses for international students, ‘roofies’ they call them. They like to travel and work in organic gardens and they’ll do it for free if they have a place -- room and board. So we’re building a place for them.

The assistant vice president (AVP) for international affairs indicated that the president has focused on funding the mission initiatives, including an endowment for women in politics, and that she was instrumental in the donation of the farm. The AVP insisted, “It is because of her hard work that we got the farm – 400-acres. She is trying to have this School [of Sustainability and the Environment].” Rachel Carson, the woman credited with starting the sustainability movement, is a graduate of Chatham, and she plays an important role in the history and future of Chatham. Through the efforts of the
President, Chatham was able to build upon its history, mission, and strengths to secure the donation of Eden Hall Farm.

In June 2008, Chatham purchased a 250,000-square foot building located less than a mile from the Woodland campus. Referred to as Chatham Eastside, Chatham will use occupy approximately 50,000 square feet of the building, and rent the rest to paying tenants (Chatham University Strategic Plan, 2009, p. 18). The Eastside campus is home to the graduate programs. President Barazzzone commented on the symbols of internationalization incorporated into the building upon its opening. For example, at the building’s entrance is a display of artwork from one of her trips abroad. The graduate programs have also expanded their commitment to international education. The students in the physical therapy program recently completed a service trip to India. The MFA in Creative Writing also has an international travel opportunity for students who want to write about a place, and the students align that trip with the Global Focus Program.

**Presidential Leadership of Internationalization**

President Barazzzone sees her role as central to Chatham’s international efforts but recognizes that she must also weigh the financial implications:

In the evolution of internationalization at Chatham, my role has been pretty central, but by no means solo, obviously. They [the faculty] know I believe in this and sometimes they have to struggle with me over how to afford it, but they know that they could come in and appeal to me and say “do you believe in this or not”, and push it.

The president is hands-on when it comes to internationalization; she deals with strategic initiatives, partnership development, and fundraising. The AVP confirmed,

I saw in her job that she is very hands-on when it comes to international education. It could be everything from the students all the way to partnership development, and to curriculum, so everything in between, so whatever is done
[with respect to internationalization]. She is heavily involved and she likes to know everything, even in a detailed sense.

The AVP indicated that there are several ways that the president is personally involved in furthering internationalization on the ground level. She commented on the emails that the president will send her with information that the president has read or that encourage follow-up on an opportunity for an award. The AVP indicated that, in her experience, the president “is personally interested and well versed in international unlike others.” In talking about her past experience with presidents, the AVP said, “They may send it [information related to internationalization] out [indicating] it would be good/interesting, but to that level of interest and also following up and not just one initiative, but, for instance, Science Without Borders.” She reported that Science Without Borders is an initiative that the Brazilian president started last year, and within four years, Brazil will send a hundred thousand of its citizens overseas from undergraduates to PhD and junior faculty. The president wants Chatham to be part of that initiative.

The president is instrumental in advancing internationalization at Chatham University. While the AVP for International Affairs has only been at Chatham for only six months, she has already shaped her impression of the role the president plays in internationalization as well as in all other aspects of the university:

Even when you talk about Chatham, she becomes a very dominant piece of it. You can see Esther has been the dominant character. So she is the one who is the driving force who does the initiative, and so everybody else supports her initiative.

The president is also seen as an engaging, approachable leader who prefers to work with people directly. The AVP attributed the president’s leadership style to her personal relationships and her passion. She said, “Her [the president’s] way of leadership, you
know for instance, she tells everybody to call her Esther. . . She wants to be having direct communication, not going through her VP. Part of it could be her passion, so it could be a combination."

*Staying Focused on Mission*

Chatham’s strategic plan contains three mission initiatives in its strategic plan: women, sustainability and the environment, and global and intercultural education. The plan acknowledges that “a more powerful, transformative step needs to be taken to have the international and intercultural education initiative be more than a series of great but disconnected activities” (Chatham University Strategic Plan, 2009, p. 14). The president wants the mission initiative related to international education to be more than just a student experience; she wants it to be imbedded as a core element in a Chatham education:

We are to preserve the mission for women, and this mission to international, and we’ve made it a central institutional mission. When I came, [study abroad] was an experience that was a loss financial leader, so we put it out as a central mission, and then the sustainability, the environmental, those are our three institutional goals, and they are to be expressed wherever possible throughout the university.

The website makes clear that those are the three mission initiatives. The home page has a launch for women leadership, global focus, and sustainability; all of which are very prominent on the home page. The strategic plan highlights the goals of embedding global elements into the curriculum to make sure students are more globally and culturally aware. The plan includes a commitment to recruiting more international faculty and students and to investing in faculty development.
The president has encouraged faculty to take advantage of leading study abroad trips and applying to be Fulbright Senior Scholars. She said, “I’ve asked everyone to apply to be a Fulbright Senior Scholar. Wenying [the vice president for academic affairs] is new, so we need to come back at this again. But I’ve asked my staff to consider applying for the Fulbright Senior Scholars.” The AVP confirmed the president’s commitment to develop faculty further. She said, “I can say hands on, for instance, she had been reaching out to individual faculty [saying] I think that it will be a good thing for you to go to these institutions and somewhere to do the research.”

Faculty development is important as Chatham aspires to recruit international students, to expand study abroad and to embed a global focus in the curriculum. Chatham has high aspirations for making significant advances in student participation in study abroad experiences, especially in the longer term ones. Approximately 10% of the students study abroad for a semester or longer, but the president would like to see at least 50% of the students studying abroad. The plan articulates a five-year goal by which time 50-100% of undergraduates will study off campus for at least a semester during the course of their undergraduate program (Chatham University Strategic Plan, 2009, p. 14). Given the goal of increasing study abroad, the president also spoke of her encouraging faculty to consider whether a mandatory course in intercultural communication should exist for all undergraduates.

Rethinking Chatham Abroad

The study abroad program, Chatham Abroad, started in the early 90s as a recruitment tool but did not support itself financially. The president said, “Chatham had an international startup program when I arrived. Its first trip was January ’92, and it was
created, I think truly not to add value, but as a loss leader to induce students to come and stay.” Faculty approved the Chatham Abroad program, which was an important statement of their belief in global education, but the president thought the program was really approved for recruitment and retention.

The president felt that Chatham Abroad was not really accomplishing the goal of retention, because it was offered only to juniors, so she requested that Chatham Abroad be available to sophomores:

So the first thing I did was ask them to lower it to sophomores, because it’s not working to keep them as juniors to start out with, and secondly, what we really need to do is to teach the students the educational value of getting out of your comfort zone and so they did. So we started at making it a program for sophomores because my belief was they would bond more closely with faculty and would bond into the institution.

The university sees Chatham Abroad as an integral part of internationalization efforts. According to the website, Chatham Abroad is designed to expand international understanding beyond the classroom and the campus. Every Chatham sophomore is given the opportunity to participate in Chatham Abroad -- a multi-week faculty-led travel opportunity exploring different areas of the world. This past year (2011-12), faculty led trips to Belgium, Greece, and Russia as part of a curriculum-based program. Through the president’s connections, Chatham has forged relationships with several women’s colleges around the world, including Doshisha Women’s College (Kyoto, Japan); Seoul Women’s University (Seoul, Korea); and Universidad Interamericana, to foster student and faculty exchanges as well as to enhance scholarly and cultural activities with these sister institutions.
Chatham’s strategic plan highlights the value of study abroad for its students, with emphasis on longer stays abroad. The plan states that “while 50% of our undergraduates have taken the opportunity to experience the Chatham Abroad program, only 10-11% of the full-time undergraduate students study abroad for the longer experience of a summer, semester or academic year” (Chatham University Strategic Plan, 2009, p. 14). The president indicated that the percentage of students studying abroad for a semester or longer was too low, and she is focusing on finding creative ways to increase that number because she believes that the length of the program enhances the educational value of a study abroad experience:

It's not educationally as meaningful if they don’t go for longer. So 5% or fewer of our students go for a semester or a summer, and that’s my ambition to increase that number and we’re trying to create greater incentives, so I keep presenting the fact that they [faculty/staff] would promote.

The AVP agrees that long term stays are important to change student attitudes and agreed, “it's not just about traveling and being able to say I went to Turkey or Iceland, but how did that change your attitude or your prospective or perception.”

One of the problems with students studying abroad is that the Chatham financial aid does not go with them. Chatham Abroad became too expensive to be sustainable, so providing Chatham aid for other school’s study abroad programs was discontinued. The president admitted, “We have an exchange, we’re writing a check to somebody for money we didn’t get. I terminated all of it; we cannot do it.” A new voucher program was recently introduced which provides students with financial aid if they choose to study abroad for a semester or longer. The voucher program is an application and award
process designed to encourage study abroad for longer periods of time. President Barazzone said,

Chatham Abroad grew extremely expensive, so we started a voucher program on the model of Goucher because we suspected that our student body had begun to change. We’re getting more students who -- we researched -- could afford to pay for these trips and we were just giving it away. So politically, I didn’t want to get rid of Chatham Abroad, nor even educationally, because for some students, it still has a value, but we really wanted to incentivize students to go for longer. So you get more money, if you go for a summer or if you go for a semester, and that’s the context in which you carry Chatham money.

The president indicated that she would like to see faculty incorporate more international field study programs into their courses so that students can use a voucher to offset some of the costs. She said, “I would like a faculty member who teaches a class to take a course to Costa Rica or take a class somewhere and use the voucher as a connection to a three-credit course. There’s a pre-trip class which focuses on intercultural education.”

The AVP for international affairs recognizes that study abroad will not reach all the students, but she indicated that the university would like to see 50% participating in a study abroad program. She admitted, “You cannot reach that one, so it has to be a core of the institution -- meaning that you know we have to start providing opportunity and allocating resources where we really think that it is essential.” One way to try to increase the percentage of students participating in a study abroad experience is to offer short-term programs in the graduate schools. The physical therapy students just recently went to India, and the president is hoping other graduate programs might find opportunities to incorporate a study abroad.
**Integrating a Global Focus**

The primary infusion of internationalization into the curriculum occurs through the Global Focus Program rather than through specific majors in language or international areas of focus. Language majors at Chatham have been reduced to two: Spanish and French. These have been expanded by adding courses through the second level of proficiency in Arabic, Chinese, German and Japanese, in order to support a series of applied area studies certificates (Chatham University Strategic Plan, 2009, p. 15). Even though Barazzone is fluent in Spanish, she indicated that she was open with people about her belief that language education was not the essence of international education.

Because of the significant financial issues existing at the university when Barazzone arrived and the opportunity to partner with University of Pittsburgh, she cut some under-enrolled language programs, which she felt were not essential. When she came to Chatham University, the college was running an annual operating deficit of $3 million, so she needed to address the college’s financial situation. She indicated that cutting languages was difficult and that some questioned her commitment to international education, but she saw an opportunity to cut costs, partner with a neighboring university, and expand internationalization strategically through cultural education. She reasoned,

My strategy was to choose only core languages that had varieties of cultural expressions around the world. So we were going to do Spanish because it was everywhere from the obvious countries to the US, right, so that there could be Cultural Studies. French because there are French in Africa, France, as well as Asia. So my interest always was cultural studies not classical languages.

When speaking about the personal difficulty of cutting language majors, she said, “We’re very fortunate where we are because we could do it and may not have a mental hemorrhage because we’re six blocks from the University of Pittsburgh, which is
a regional language center.” Rather than promoting proficiency in languages, the president focuses on building global awareness.

The Global Focus Program for 2012-13 about the year of Europe focuses on the six Scandinavian countries. Speaking about the program, the president highlighted guest lecturers and the common text that are part of a yearlong program, which engages many faculty and courses, all of which broaden students’ understanding of an area of the world. The president indicated that the Global Focus Program is still not integrated into the curriculum as tightly as she would like: “We just had the Swedish ambassador here and an Icelandic writer and all the first-year students are required to read that book. We do all that programming and I will tell you it’s not infused enough into the curriculum.”

Discussing ways to ensure that students take part in more curricular and co-curricular activities that are part of the Global Focus Program, the president suggested an empty content, which would allow students and faculty to shape a course and learning outcomes related to the activities that take place during the year. Such a course would also improve attendance. She said, “I think the need should be, and I need to work on this, I think there needs to be an empty content three-credit mandated course for all first-year students, so students would have to go to all these things.” Her idea is to offer credit(s) for students who participate and reflect on the various lectures and activities that take place as part of the Global Focus Program; thus, the content is not prescribed by the faculty (empty content) but is developed by the student’s participation, experience, and reflection. She noted,

The empty content course is really something that while I encouraged the vice president for academic affairs to do it. She and the faculty developed it, and I did
not work with the faculty directly to do it. Our CFO, VPAA and the faculty were all probably most instrumental in it.

The president found it interesting that the graduate programs adopted what was traditionally an undergraduate idea and incorporated “fieldwork” into their courses for credit. She indicated that the program director of the Masters in Fine Arts (MFA) was instrumental in creating the empty content courses at the graduate level. These courses are breakeven financially for the institution. The student pays for travel and accommodations, and the university makes no money on the programs, but the course gives the students and faculty a cost effective way to add a study abroad experience. The president indicated:

Faculty had, in an inspired way, come up with a formula which I first doubted, but they were right, because it then made our graduate programs much more attractive. We have added three credits to several of the graduate programs where the faculty had asked for it. We don’t take any of the money, we give it back to the program and they take students somewhere. So we in essence are selling three credits for which we get nothing.

In addition to physical therapy students going to India, students getting their MFA in Creative Writing, which focuses on writing about place, travel to a country in the Global Focus Program. Last year as part of the Global Focus Program on south Asia, the president led a board and alumni trip to Cambodia and Vietnam, on which the writing program also went. The president indicated that all the graduate students in the writing program went on the trip as part of a Maymester course.

The president is considering another opportunity to create a more structured approach to global education in the curriculum -- the introduction of a globally focused certificate, an additional certificate students could receive. She feels that the certificates are an economical way to use already established courses, and she would combine it with
an internship that would enhance students’ overall education and global understanding for students:

To get one you have to have at least two years of language at college level: that’s why we’re teaching both languages. We’re saying to get a certificate in Latin American Focus, you have to attend two college years of Spanish and two or three general cultural, historic, geographic courses about Latin America, and we will arrange an internship for you in conjunction with whatever your major is. It hasn’t had a sufficiently aggressive leader within the faculty, but I am really in love with this idea because it’s controlling the cost while enhancing the students’ opportunity.

The AVP for international affairs agreed with the president: she would like to see “whatever course we teach, we teach in a global context.” She feels faculty need additional development to help them see how they can integrate a global focus into their coursework: “What I would like to see in four years is at least 50% of all curriculum being international.”

Chatham uses the Global Focus Program and certificate program to integrate international education into its curriculum, and the president sees environmental sustainability as the next significant opportunity for Chatham to be distinctive in the area of international education. She indicated, “The sustainability initiative is an initiative that is our golden opportunity to be international.” She is currently working with an educational institution in Costa Rica to create a partnership and a joint degree. She is focusing on fundraising for the School of Sustainability and the Environment and gaining board support. She agreed, “This should be international from the beginning, so I’m taking a groups of trustees and groups of local foundation people to Costa Rica in January.”
She uses a trip to Costa Rica with the Council of Independent Colleges (CIC) as an example of one that she wasn’t sure was worth her time; however, she met people who wanted to partner with an American institution, and she is hoping that they choose Chatham. She confirmed that such international partnerships take time:

They take time, but the Costa Rica trip, I went down with CIC. It turns out the administration that we were visiting wanted partnerships with American institutions . . . We’re going to do a joint degree with EARTH University and they require 220 credits with their students, so we’re giving them advance standing and I hope that it can become a very deep partnership. They have 500 Costa Ricans and 48 Africans.

Deepening the Organizational Structure

The president sees creating organizational structures to sustain a commitment to internationalization as a priority:

Creating the culture of globalization is really the issue. Spreading it until it genuinely becomes an institutional value. I worry that when I leave, it won’t be embraced, so my time here is to try to very much create the structures now, even more than they are, so that it is truly within the institution.

At the same time, she is cautious about creating too much structure for fear the faculty will not be as engaged in the process of internationalization. She reasoned, “The problem is that as we have said before, if you create too much of the bureaucracy then they [faculty] say let them [administration] do it.” The assistant vice president for international affairs was hired in summer 2012. Even though she is relatively new, she commented on the support from and involvement of the president in internationalizing the campus and on the number of faculty she has met who have been abroad.

Chatham University has taken a collaborative approach to international education that involves faculty and staff working together. The website states:
Our commitment to internationalizing the campus has an across the curriculum approach, providing curricular and co-curricular experiences on campus and abroad, involving all students regardless of major and all faculty regardless of discipline or teaching area, and bringing to Chatham foreign students, faculty and researchers.

“The Office of International Affairs provides learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communications, and enhance knowledge of world cultures and societies for all students at Chatham” (Chatham University, n.d.d). The Office of International Affairs consists of five individuals with leadership being provided by the Assistant Vice President (AVP) for International Affairs who reports to the Vice President for Academic Affairs. The title “AVP” rather than “Director” symbolizes the commitment and priority given to international education. The assistant vice president is supported by a Study Abroad Coordinator, an English Language Program Coordinator, and an International Student Services Coordinator (Chatham University, n.d.d).

The Global Focus Coordinator is a full-time faculty member and assistant professor of history. He is also a member of the Office of International Affairs but does not report to the AVP for international affairs. He is responsible for coordinating the various events and activities related to the Global Focus year and coordinating academic enrichment opportunities with faculty. Another faculty member coordinates the global certificates, which are offered through an intentional design of the curriculum and as an enhancement to a bachelor’s degree.

The president spoke about the need to broaden the commitment to internationalization beyond the president to the faculty, staff, and board of trustees:
You need to try to expand it beyond your personal championship, but it needs your personal championship, and it certainly does need some board buy in. . . I was always talking to [the trustees] about it and they shared the value. Make sure there are board members that share the value.

Board members have been recruited for their commitment to internationalization, and while there is not a specific board committee for internationalization, there are opportunities for board members to discuss international efforts and meet international students. The president indicated, “I think we have several board members who are very committed, and we recruit board members partially for their international commitment. There is no internationalization committee on the board.” The president always includes an academic presentation at the board meetings, and international education will be the topic periodically. She mentioned that international students are often invited to the board luncheon. Recently the physical therapy students reported on their trip to India.

The trustees have also accompanied the president on trips abroad. Until recently, Chatham students took an annual trip to Haiti on one of which a trustee joined them. Moreover, she said, “There were four trustees on the trip to South Asia. So the trustees experience Chatham internationalization, or they are offered to them the opportunity to experience it. We invited them all to come to Costa Rica.”

Making Internationalization Visible

One of the significant visual symbols of internationalization on campus is the recent hiring of administrative leaders who have international experience. The provost is from China, and the AVP for international affairs is from Iran. The president is focused on hiring more international faculty. One of the symbolic ways that Chatham makes a
statement about the importance of international education is through granting honorary
degrees to ambassadors and people who are doing admirable international work.

The president has numerous artifacts in her office that represent her vast
international travel. Above her desk is a large framed scroll, the honorary degree she
received from Doshisha Women’s College in Kyoto, Japan. The president has traveled
extensively and has used her travel both to create relationships with other universities and
to indicate that she symbolizes an international person. She admitted,

People are used to me traveling. Just to point around the room, right behind you
is an award from the Turkish Cultural Center, a copy of an honorary degree from
Seoul, and that scroll in Japanese from behind me, that is an honorary degree from
Japan.

It is clear that others see her as symbolizing international. For her 20\textsuperscript{th}
anniversary at Chatham, she was presented with a framed drawing, depicting her standing
on top of the world. Entitled “Essence of Esther,” it represents her personal and
professional passions (Appendix 4).

\textbf{Challenges with Internationalization}

One of Chatham’s challenges is to integrate the Global Focus Program into the
curriculum. The president admitted that the numerous events that take place during the
year as part of the Global Focus Program are not always well attended: “The biggest
challenges have been making global focus, for example, more than skin deep -- a variety
of poorly attended programs. It needs to be driven more deeply into the curriculum.”
The president sees the empty content course as an opportunity to address further
integration.
Both the president and the AVP talked about expanding internationalization in times of financial distress. When the president arrived at Chatham, she was committed to international education, but she needed to figure out a way to further internationalization, while cutting expenses to ensure that the institution would survive: “We were losing three million dollars a year, which is a very important issue in presidential leadership because I had to do something, so internationalization under financial distress is an interesting point.” The affordability of study abroad and offering multiple language majors were identified as challenges. The president commented on her belief that language learning is more important than language mastery, which is why cutting Russian was done early in her presidential career. She also had to rethink study abroad to make it more affordable. Financial constraints required the president to make politically sensitive decisions, but she remained focused on Chatham’s mission.

The AVP also indicated that there are never enough resources to support good ideas and projects. She acknowledged, “I think one of the main challenges from leadership is the resources, so therefore, many of these great ideas, great projects that we love to do they have to be on hold because we don’t have the resources to allocate.” She believed reaching a goal of 50% of Chatham students studying abroad would not be likely, so other opportunities, which require resources, are necessary: “We have to start providing opportunity and allocating resources where we really think that it is essential.”

The faculty development challenge is related to resources and to better integration of international elements into the curriculum. The AVP indicated that faculty members are interested in going abroad, but replacing them incurs cost -- another resource issue.
The AVP felt that faculty at Chatham are different from those at most places because of the president’s support. Speaking of faculty mentality, she commented,

I found faculty that have been here for 20 some years or so; you know then it is hard; they think why do I need to change, everything has been working well. Or I have traveled through 30 countries and I know what I am saying, what I'm doing, what I am teaching. I can see the older faculty, but not here at this institution. I just have to give the credit to Esther [Barazzone] because of her big support trying to send faculty. Whomever I have seen, they have participated in one at least of these Maymesters taking students abroad.

President Barazzone is a dynamic institutional leader who has seized opportunities to move Chatham forward. Under her leadership, the Global Focus Program was initiated as well as graduate education, Division III athletics, the Center for Women Entrepreneurship, the Pennsylvania Center for Women and Politics, and the Rachel Carson Institute (Chatham University, n.d.f). The AVP for International Affairs asserted, “When you talk about Chatham, she becomes a very dominant piece of it.” She added, “Chatham is an equivalent to Esther, and you can see that in her presence -- as you talk to her – her strong character.”

**Within Case Analysis: A Dominant Political Approach**

President Barazzone has used her position, charisma, energy, and vision to move forward an international agenda at Chatham. In Bolman and Deal’s political frame for leadership, the most important decisions involve the allocation of scarce resources, the case at Chatham. Given the scarce resources at the beginning of her presidency, Barazzone had to cut controversial costs that appeared to conflict with her goal to internationalize the campus. Because of Chatham’s financial distress when Barazzone took over the presidency, one sees the political frame at work, according to which decisions emerge from bargaining and negotiation among competing stakeholders.
Because of scarce resources, Barazzone imported the Global Focus Program because she believed it would have a greater impact on more students. Currently, she is negotiating with faculty to make one intercultural course a requirement for all students. The AVP believes that people do what the president wants because of her position as president. Position plays an important role in the political frame, where power is the most important asset.

The donation of the Eden Campus was another major accomplishment for President Barazzone. The farm will allow her to advance internationalization through her professional networks and through a partnership with EARTH University in Costa Rica, which will award a joint degree. The new degree in sustainability and the environment is one that the president will personally champion. While the political frame was dominant in her early years, Barazzone has embraced a structural frame to put the right people in the right places to promote internationalism. Structurally and symbolically, she has hired a Chinese Vice President of Academic Affairs and an Iranian Assistant Vice President for International Affairs. She has also engaged the board in international trips and with international students. She believes that it is critical that the board be a part of the infrastructure supporting international efforts. Consistent with Bolman and Deal’s structural frame theory, Barazzone focuses on a vertical structure, from the board of trustees to the AVP to the faculty.

The Global Focus Program provides a structural framework for advancing internationalization. The development of intercultural activities and integration of international courses within the curriculum depends on faculty and staff. A faculty member coordinates Global Focus activities, and he works in collaboration with other
faculty to incorporate aspects into the coursework. The coordinator of the Global Focus Program is also from abroad, so those in key positions to advance internationalization are all from outside the United States and have experiences abroad.

According to the symbolic frame, culture is created through beliefs, values, practices, and artifacts. Barazzone uses this frame to lead by example and to create meaning and belief. The president embodies international in her office, in her travels, in her passion, and in her vision for Chatham. She uses her global personal and professional networks to elevate internationalism. Making connections and building relationships is critical and takes time. President Barazzone summarized internationalization: "This is hard, but worth it. You really have to just keep at it. It really is hard, it really is expensive. You need to try to expand it beyond your personal championship, but it needs your personal championship."

Barazzone uses the political, structural, and symbolic frames of leadership. The political was important to her success in the early years because of Chatham’s lack of resources. To address the resource issues, Barazzone used the structural frame; she put people and programs in place. As she strives to ensure that internationalization is sustained at Chatham, she recognizes the importance of enhancing the structure further but also cautions on the danger of too much structure. Her use of the symbolic frame has helped to build Chatham’s reputation and the success of both the president and the institution. President Barazzone was a political leader at the start of her career and twenty years later remains a powerful, engaged, and charismatic leader and a champion of internationalization.
Chapter 6

WILLIAM DURDEN, President, Dickinson College
*A Symbolic Leader of Internationalization*

Presidential and Institutional Profile

William (Bill) Durden arrived at Dickinson College in 1999 bringing a wealth of international experience and a passion for international education. President Durden’s international commitment was seeded when he participated in Dickinson’s program in Freiburg, Germany, as an undergraduate German and philosophy major at Dickinson. Upon graduation, he continued his international education as a Fulbright Scholar in Switzerland. He further honed his international vitae with a Masters and Ph.D. in German language and literature from Johns Hopkins University, where he taught in the German department for several years. President Durden also chairs the Fulbright Senior Scholars Program for the Council of International Exchange of Scholars.

President Durden acknowledges that as a first-generation college student, he didn’t have anybody telling him to study abroad, yet he took the leap and spent his junior year in Germany thanks to the emphasis placed on study abroad at Dickinson even as far back as 1970. He attributes his beginnings to luck and to a willingness to explore the world:

> Nobody went to college around me. If you're going to be lasting about this [global perspective], it is creating opportunities to spot people developing interests in other locations early and mentor them. I was very lucky to keep getting fellowships that took me overseas. I was very lucky to get the Fulbright. I was very lucky.

President Durden took a non-traditional route to the presidency at Dickinson having previously served in the Army and as CEO in the corporate sector. He was a
member of the faculty in the German department at Johns Hopkins and served as executive director for the Center for Talented Youth. His corporate experience as president of a division of Sylvan Learning Systems, Inc. and vice president of academic affairs for the Caliber Learning Network was in the field of education as well. Durden also served as senior education consultant for the U.S. Department of State for eleven years, consulting with several U.S. ambassadors around the world on education issues. While Durden was a good fit to advance Dickinson’s international efforts, he says Dickinson hired him to attend to its declining reputation and financial strength.

Dickinson College is a small liberal arts college in Carlisle, Pennsylvania, twenty miles west of Harrisburg, the state capital. According to the the U.S. Census Bureau, the population of Carlisle was 18,680 in 2010, with 84.3% reported as being white, 8.3% black, 4.5% Hispanic or Latino, and 2.3% Asian (U.S. Census Bureau, n.d.b). Carlisle’s diversity is similar to that of the state of Pennsylvania, which has a population 81.9% white, 10.8% black, 5.7% Hispanic or Latino, and 2.7% Asian (U.S. Census Bureau, n.d.b). In 2010, those who reported that they were foreign born consisted of 6.4% in Carlisle versus 5.7% in the state of Pennsylvania. Dickinson College contributes to the the international diversity of this small community because 8% of its students are international.

Carlisle was established in 1751, just twenty-two years before Dickinson College, which was chartered on September 9, 1783. Dickinson College is one of three institutions of higher education in Carlisle; the borough is also home to the U.S. Army War College and Dickinson School of Law of Penn State University. In a speech given
by President William (Bill) Durden to the Board of Governors of Dickinson School of Law on October 15, 2004, he described the role of the colleges in Carlisle:

You should know that I possess first and foremost a vision of Carlisle as a center for the study of leadership in the United States and for the world. The United States Army War College, Dickinson College, and the Dickinson School of Law all exist within a modest geographical area and can combine to offer lessons for substantive leadership. Carlisle must move in the future to embrace fully this historic and natural asset. It is our gift, and to date, we have not advanced it as robustly as we might (Dickinson College, n.d.b).

According to its website, “Dickinson is a highly selective, private liberal-arts college known for its innovative curriculum. Founded by Benjamin Rush and named for John Dickinson, the college offers students a useful education in the arts and sciences that will prepare them for lives as engaged citizens and leaders” (Dickinson College, n.d.f). This historical liberal arts college has stayed true to its mission of serving undergraduate students when other small colleges have ventured into graduate education. The 2300 full-time students enrolled at Dickinson in 2012 came from 41 states and 48 foreign countries. Of the full-time students, 14% are students of color and 7% are international students.

Dickinson claims to offer one of the most respected off-campus study programs. Their website indicates that “more than 50% of the students study abroad in more than forty programs on six continents in twenty-four countries.” Dickinson also is one of the nation’s top institutions for foreign-language study by offering 13 different languages (Dickinson College, n.d.f).

Institution’s International Context

A frequent phrase heard on campus or seen in print is “engage the world.” Global education has played a significant role in the history of the college and will continue to be a defining factor in its future. Dickinson has always had a strong foreign language
program. According to its website, Dickinson College has been committed to internationalism since its founding in 1783. “Today, Dickinson has emerged as one of the nation’s top three institutions for foreign language majors, and it offers one of the world’s most respected off-campus study programs” (Dickinson College, n.d.d). According to Brian Brubacker, Associate Provost of International Education, before President Durden, Dickinson had already branded itself as clearly focusing on and having core competency in the area of global education. It had a very engaged faculty, who believed in internationalization, and a very strong tradition and good reputation in foreign language training. Now an alumnus, Brubacker says he chose to attend Dickinson because it offered an International Studies major and delivered a very clear message about the importance of study abroad.

Dickinson College’s extensive study abroad program started in 1965 with its first center located in Bologna, Italy. The website states Dickinson’s global education philosophy: “Dickinson students utilize the timeless rigors of liberal learning to confront the most critical challenges of our globalized age. Foreign language study, regional and area studies, and the interdisciplinary investigation of the causes and consequences of globalization: these three elements comprise the core of our approach to Global Study at the College” (Dickinson College, n.d.a). “Fourteen Dickinson programs are led by Dickinson faculty or by an in-country director hired by Dickinson. The Dickinson-led programs include ones in Argentina, Australia, Cameroon, China, England, France, Germany, Italy, Japan, Korea, Mexico, Russia, and Spain. Roughly 70% of the students who study abroad participate in Dickinson’s own programs” (Dickinson College, n.d.a).
Supplementing study abroad opportunities, Dickinson offers short-term summer abroad programs. Dickinson is sponsoring eight summer programs in 2013. The programs are of various types and lengths and take place in Israel, Cameroon, Tanzania, Spain, Japan, Russia, Greece, and the United States. “These programs access local cultures and societies in creative and sustained ways, providing intensive and effective learning opportunities for all participants” (Dickinson College, n.d.h). In 2003, Dickinson was one of six institutions awarded the NAFSA Paul Simon Award for Comprehensive Internationalization. Their numerous study abroad programs were highlighted as well as the role of leadership in supporting and promoting study abroad. President Durden is quoted in the profile as saying “It [study abroad] changed my life. From that point everything I did had an international component. I spent my life connecting the dots” (NAFSA, 2003, p. 16).

Along with the extensive study abroad opportunities for students, another one of the international components that helped Dickinson garner the Simon Award is the Global Mosaics, an immersion experience that studies a topic in depth. “Global Mosaics are intensive, interdisciplinary research programs designed around ethnographic fieldwork and immersion in domestic and global communities” (Dickinson College, n.d.e). In January 2013, three Mosaics will take place. “Morocco: Religion and Culture” is a mini-mosaic that builds on two courses offered in Carlisle, which study aspects of the Jewish religion. “Cuba: Sustainability in the Context of Hispanic Cultures” includes a two-week field study of food security and sustainable agriculture in La Havana. The Mediterranean Migration Program is a semester-long Global Mosaic that explores the movement of people across the Mediterranean and the impact of this migration on
communities and culture. Students in the Mediterranean Migration Program will travel to Morocco, France, and Spain (Dickinson College, n.d.e).

It is clear that Dickinson has a rich and respected history of internationally focused education, but, according to the Provost, before President Durden came, the college did not have a strategic plan around internationalization. The Provost said the college was “lacking in a powerful narrative.” President Durden, working with those who developed the first strategic plan, Strategic Plan I or SP1, committed Dickinson to this notion that Dickinson’s narrative was about Benjamin Rush and about how the liberal learning and liberal arts engaged the world around you. Global education was already a strength at Dickinson, so the strategic planning process built on that strength; global education was felt to be available and applicable to all students. The provost is sincere when he says, “None of this was artificial. Benjamin Rush was our founder. Our interest was in liberal learning in a useful way. We did have this very large global ed program and so, you know, Bill [Durden] deepened it and he articulated a story for it . . . no one has done for it what Bill has -- not even close”.

Presidential Leadership of Internationalization

Modeling an International Lifestyle

In the NAFSA: Internationalizing the Campus 2003 Report, Durden sums up his strong, sincere belief in the role Dickinson plays in international education: “We’re about a lifestyle. We’re about internationalizing the campus,” and when he expresses his desire for the student experience he says “I want them to be able to get off of the plane anywhere in the world and immediately feel comfortable – and to have friends and colleagues in each place” (NAFSA, 2003, p. 23). “It’s about an international lifestyle” is
a common phrase used by Durden, and he models that lifestyle in his surroundings, his language, and his actions. The President’s office is very comfortable, but more reminiscent of a parlor than an office. There are chairs and a sofa around a fireplace rather than office chairs around a table. Durden is quick to point out that there is no desk in his office, just a counter with a laptop. He says he does not understand why academic leaders spend so many hours in meetings: “To live a global lifestyle, you're restless, you're moving, and I don't think that's in the DNA [of those in academic leadership] yet.” Restlessness is possibly the reason why he spends little time in his office when he is on campus. He walks the campus and recalls that even when he interviews candidates for senior officer positions, he conducts the interviews while walking around campus.

“When I am here, I am everywhere. People see me,” says Durden. He also uses the “walking around” approach as a way to determine if a person is a good fit for Dickinson. He says, “I want to see if they can keep up with me, and I want to see if they can deal with my observations, random observations of things. It's trying everything to get away from the expected, and it's extremely important in international because everything is unexpected.”

Durden “walks the talk”: he carries a European bag, eats a European breakfast, converses in German, and travels the world, tweeting thoughts and ideas back to campus. He discusses his visible leadership and its impact on the community and students:

It is my very clear signal to the community, my comfort with the German-speaking world. They would see me using, consulting with, and bringing to the campus my partners in the German-speaking world. Students would see that. The faculty would see that and they'd see me interact in German on campus with others, give talks in German, interact socially in German. They'd see me travel to those areas and give presentations in German. It was again, a lifestyle.
The faculty and staff see the lived experience of their leaders. The executive director of the Center for Global Study and Engagement acknowledges that both the president and the provost “have second language skills, and arguably in more difficult languages, and they also have a professional academic interest in some place outside the United States.” The campus community knows that the leaders of the institution have a personal commitment to languages and international education.

President Durden believes that the president of an institution like Dickinson, committed to global education, should be able to speak at least one other language. He also recognizes this ability is a challenge because leaders in higher education have not been developed as global leaders, and few prospective presidents can speak another language. He also comments on the nature of global education and how difficult it can be for the typical academic. Durden believes embracing internationalization means the willingness to take risks, to travel, and to being confronted with the unknown and sometimes uncomfortable environments, all of which academic leaders are not always willing to embrace because they are hard to control.

Building a Compelling Narrative

Internationalization is not just about a lifestyle for Durden but a story that is easy to tell and in which he invites people to be part of the story. Durden sees “global” as a leading narrative that pervades everything at the college and engages the university community. He reasoned that “if you build a compelling narrative, people want to be in that narrative. They want to be in that story and the president and institution needs to put the barriers down so students can be part of the story.” Durden’s narrative about international education and the benefits for students is ongoing and grounded in the
strategic plan, the *Dickinson Dimensions*, and his personal experiences. He is adamantly about the need for and importance of a second language and the students’ ability to interact in a global society.

Others also comment that Durden demonstrates his leadership of internationalization by staying connected with his roots by going to Germany every summer to visit friends and family. While there, he always visits Dickinson’s site in Bremen, because he has developed very close personal relationships with the rector at the University of Bremen. The Executive Director of Global Study and Engagement, Brubacker, recalls that President Durden was involved in developing a program on sustainability and the green economy with the University of Bremen. He reported that “not only was Bill involved in the development of the program, but when he visited, he went to lectures, went out to eat with the students and talked to them.” Brubacker says of Durden, “so just again, it goes to show how he stays true to his roots and recharges his batteries in Germany but also with the program going on, he wasn’t going to shy away from talking to professors and students.”

Durden recognized that his leadership was a strong symbol of internationalization when he came to Dickinson: He believed, “The main thing was to introduce or to confirm for the community that its leadership lived a global life and that this was not mere program, this was personality, this was personal direction; this was a sense of meaning.” At an institution so committed to global education, there was tension between those who went overseas and those who did not. Durden recognized the tension as a concern over students who did not study abroad feeling less valued. He contended, “You have to give them [students that don’t go abroad] their own sense of pride and recognize
their education as being just as valuable.” Durden did just that and developed a symbol to provide recognition that a Dickinson education in Carlisle is global. Until recently, students who studied abroad wore a patch of the country they visited at graduation and so those that did not study abroad were obvious because they would not have a patch. Thanks to Durden’s insight and prompting, students who do not study abroad now wear a Carlisle patch at graduation.

Creating a Vision

Those who report to President Durden expect to receive periodic emails with the subject “big idea.” He does not lock onto a big idea and push it down. His ideas come from his travels and experience, but he tries to engage others in determining whether his ideas are worthy. The provost describes Bill’s “big idea” approach: “He is entrepreneurial with loads of ideas and constantly floating them. At the same time, if an idea does not resonate or does not seem to fit, he is fine with moving onto the next idea, and he is also very responsive to ideas that come from others.” Durden’s ideas come from all over the world. When he travels he will often tweet from various locations where he sees something of interest. He believes that “if you're in leadership, then you have to have a transparent global lifestyle. You have to be revealing as you go what you're learning and sharing it.”

The faculty has sensed a supportive environment for internationalization from both the president and the provost. The faculty sees them as being open and supportive of initiatives faculty want to mount. Brubacker posits, “I think what Bill [the president] and Neil [the provost] did is they had this entrepreneurial spirit. They had an engaged faculty, who really appreciated the values of global education and so they kind of opened
their doors.” For example, Durden has identified an opportunity to build on sustainability as a way to advance internationalization, and he has been very involved in creating a program on sustainability and the green economy with the University of Bremen.

One of the significant challenges that Durden sees is administrative leadership at the senior level. He feels that involving leadership, at the next level, in the vision is very important. He argues that “there are too many people in higher ed and elsewhere, even at senior levels, that live transactional wise rather than a combination of the vision with the transaction.” He believes that all the activities and measurable goals must have a meaningful impact and must align with an overall strategy. Without a vision, institutions may just be counting students who study abroad, international students, faculty trips abroad, or participation in on-campus global programs, but internationalization takes an integrated approach that links vision with initiatives that have intellectual impact. From his own experience, Durden says, “I want the other as the environment. That's where I'll get transferable, and I hope, interesting ideas, new ideas, and that's what has to change. Global is all about that.”

The role the president plays on external boards is a symbol of his commitment to international education. He is passionate about the impact of a year abroad program and adamant that Dickinson students should seek Fulbright scholarships. His involvement with The Fulbright Scholars Program is a clear indicator of his commitment to continued international education for scholars and administrators. His relationship with Fulbright also enhances the reputation and visibility of Dickinson. Durden had the insight and personal connections that resulted in Dickinson awarding Harriet Fulbright an honorary degree; the honor symbolized in a public way the continued strong global dimension of
Dickinson. Brubacker sums up what appears to be an ideal fit between Dickinson and Durden when he says, “Dickinson had all the elements and Bill kind of put together the recipe to make it great. Bill also has a lot of energy and he believes in it. So, together, Dickinson gave him a platform and kind of a model to really leverage his passion for this and at the same time, Bill had the energy and the vision to really help Dickinson realize its strengths in this area.” Durden will retire in 2013 and the provost believes that a new president has to understand how integral global is to Dickinson and that “even though some people might say the college is overbalanced in one direction, we don't see it that way. We see it as our great strength that carries the entire college forward.”

*Developing a Strategic Plan*

President Durden is credited with bringing in a strategic planning process, and through that process, articulating the importance of global education and internationalization within the assets of the college. The president was able to move global education forward with a lot of support from all of the people involved in the planning process. He built on one of the university’s existing strengths and was able to articulate global education as a strategic priority – with passion and a compelling story. As the provost stated, “We have this great program. We didn’t have a narrative. We didn’t have a vision. We didn’t have the kind of dynamism that we needed.” His comments are consistent with those of David Kirp in his book about marketing higher education, *Shakespeare, Einstein and the Bottom Line* (2003), which profiled Dickinson: “Leadership is what was missing. Bill came and took the pieces and added vigor and coherent packaging” (Kirp, 2003).
The president has led three strategic planning processes since he arrived in 1999. The first strategic plan, referred to as SP-I, was developed in 1999 and focused on the history and founding principles of Benjamin Rush. Durden used the founding principles to build a strong narrative using institutional history around a relevant liberal arts education. The current plan, Strategic Plan III or SP-III, focuses on the future and the core assets of global education and sustainability. The provost and executive director of the Center for Global Study and Engagement in consultation with the program directors further shaped a tactical plan for global education.

According to the provost, President Durden penned a statement built upon *Dickinson Dimensions*, which are also included in Strategic Plan III. *Dickinson Dimensions* articulate five fundamental characteristics that Dickinsonians should acquire while at Dickinson. One of them is global perspective, but others also have a global dimension. The *Dickinson Dimensions*, as reflected in the strategic plan (Dickinson College, n.d.g), include:

- Intellectual curiosity and creativity—a strong commitment to inquiry that makes students lifelong learners and generators of new knowledge, ideas, and perspectives.
- A commitment to engagement in local, national, and *global communities* imbued with a strong sense of personal and social responsibility.
- *Cross-cultural and global perspective*; willingness to appreciate and thrive in a *diverse, complex world*.
- Responsiveness to the challenges of rapid change and sustainability; an appreciation that change is inevitable and can be engaged productively.
- A commitment to civility and dialogue that includes both finding one’s own voice and cultivating the capacity to hear others. (*emphasis added*)

The plan also includes the following special emphases, which have prompted action by Durden.
• Global education: the college has developed a global education program that makes the campus the hub of a worldwide network of study centers and research.
• Sustainability: Dickinson has emerged as a national leader in operations and in education for a sustainable society, for living in a world in which “less is more.”

The strategic plan is a strong narrative for the importance of and expectation for global learning, but it also includes measurable outcomes for enrollment growth with a specific objective to expand international reach. With Durden at the helm, the proportion of international students has grown from under 3% in 2003 to 7%, with a goal to reach 8% in the next five years. The college will do so using recruiting models targeted at American and international schools abroad, alumni volunteers and will award financial aid to highly talented international students (Dickinson College, n.d.g).

Seeding the Organizational Structure

Achieving the strategic objectives requires resources – financial and human – and Dickinson has invested in global education. Durden’s investment in the institution’s organizational structure for international education started when he welcomed the Forum on Education Abroad and committed space and financial resources to support its operations. The Forum was incorporated in 2001 as the organization to establish standards in which to evaluate study abroad programs. The director of the Forum served as the lead administrator of Dickinson’s international efforts. The Forum has a significant role beyond Dickinson, and its association with Dickinson provides greater visibility throughout higher education to Dickinson’s commitment to study abroad. The publication, *Frontiers: The Interdisciplinary Journal of Study Abroad*, is edited by the Executive Director of the Forum and sponsored by approximately twenty institutions across the United States. The Forum provides a valuable strategic resource for the
The Dickinson address is on every publication issued by the Forum, which helps build Dickinson’s visibility and reputation in the area of international education.

The Center for Global Study and Engagement, housed in The Marc & Eva Stern Foundation Center for Global Education, is staffed by seven people including the executive director of the center, who also serves as the associate provost and director of education abroad. The director is supported by a coordinator and a program associate for education abroad, a coordinator for the center for global study and engagement, a coordinator and a program associate for international student and scholar support, and an administrative assistant. The Center reports to the provost and provides primary support for programming abroad. The faculty also support programming abroad with the provost indicating that about 40% of the faculty have directed programs abroad at one time or another.

Dickinson invests in faculty positions to support multiple foreign languages often with small class sizes. The provost believes that the administrative structure for global education is large for an institution of their size. People in the student development office also work with international students. The provost indicated that money is always a challenge, so it is important to be sensitive to the perception of faculty not in the language department. For example, the provost admitted that in the early years, science faculty were concerned about the drain on resources for international education, but Dickinson integrated faculty into the effort and was able to get an endowment fund from NEH to underwrite some of the initial costs for expanding international education. The provost claims, “Dickinson has been really thoughtful about planning how we would fund this long term. At Dickinson there is a lot of buy in, so resource allocation has not
been a problem. Overall, it is seen as a huge admission draw, huge.” The narrative and plan Durden has created for international education has helped the community embrace internationalization as a priority.

Growing International Students

When President Durden arrived at Dickinson, there was more exporting than importing of students, but that dynamic has changed. While some schools see international students as revenue generating, many of the international students at Dickinson are generously aided to ensure a geographic diversity. Having a critical and diverse mass of international students is critical to developing an international learning environment. Durden said, “If you have only one person from Korea, you can’t expect that student to always represent the Korean perspective, and sometimes students don’t want to be the voice of their country or ethnicity.” Durden is aware of such challenges and takes a different approach. He will invite American and international students to his house for dinner and talk about literature or an issue on campus; having international students and domestic students mix and mingle is a secondary means of creating relationships and “rooting” takes place naturally.

The strength of international education at Dickinson has historically been in its expansive study abroad programs, but the college also hopes to increase opportunities for international dialogue on its campus in rural Pennsylvania. Under Durden’s leadership, the strategic plan was developed with a focus on bringing more international students to the campus, which is one of the prongs to internationalization that Dickinson was missing. In 2006, the enrolling class included 11 international students or 2% of the student body; the institution however had a goal to grow to 5% within 3 years (NAFSA,
Dickinson’s strategic plan articulated a goal of increasing their percentage of international students, overall, from 6% to 8%. In fall 2011, 8% of the first-year, full-time freshmen were from a foreign country, so Dickinson has accomplished its goal. Dickinson does not consider international students simply a source of revenue; Dickinson’s philosophy is that they help to provide a rich learning environment.

Enhancing the Campus Environment

The culture at Dickinson embraces internationalization, and it is clear from a brief tour of the campus that internationalization is also part of the physical environment. The Holland Union Building (HUB) prominently displays the Dickinson Dimensions with testimonials from alumni (Appendix 5). Three of the five posters clearly reflect a global context. There are flyers in Chinese, postings of lecturers by international dignitaries, posters promoting semester and summer study abroad opportunities. There is also the ever so obvious signpost in the campus quad displaying mileage to study abroad locations (Appendix 6). As one heads to the bookstore, one sees a sushi café and clocks displaying the times in five different zones. Even visitors who never get out of their car would recognize the multilingual street signs.

The Stern Foundation Center for Global Education incorporates an architectural element that further emphasizes internationalization on the campus. The stained glass windows include flags from around the world. Buildings on the historic quad of the institution physically symbolize the international ethos on campus.

Challenges with Internationalization

The challenges to Dickinson’s internationalization are in the areas not only of finances and faculty, but they also relate to learning outcomes. At Dickinson, getting
students to study abroad is not a challenge. In fact, students come to Dickinson for the international education and its various study abroad opportunities. The challenge that Durden sees is integrating of the study abroad experience into a comprehensive approach to internationalization rather than its being a one-time experience. When talking about students, Durden said, “They see it as separate. It [internationalization] is integrated. They don't see it as integrated. They don't see any lifestyle thing. The lifestyle aspect leads them to a life of different global experiences, different interactions, different sympathies, a whole set of things,” – an international lifestyle, which Durden tries to model and make visible around campus.

He also recognizes one of the other common challenges of study abroad programs: when students go abroad they tend to spend their time with other American students. He says that this problem is not unique to Dickinson, but that Dickinson tries to intervene. Those directing study abroad need to notice when Americans insulate themselves, and then intervene and create opportunities for students to interact and experience the people and environment around them. If students go to another area and just spend time with other Americans Durden believes “they missed something and they're going to be around people who have a richer type of life. They're going to say well, wait a minute why didn't I take advantage of that and what were they trying to tell me years ago?” There is no doubt that President Durden “walks the talk” and “talks the walk.” He takes the opportunity to share his experiences in person or by tweeting, hoping that students will follow his lead and embrace an international lifestyle.

Students who spend a year abroad also need support and integration of a different kind when they return. Technology can help students stay much more connected to life
on campus, but when they return they need to re-acclimate to campus life and while having an opportunity to discuss and share with others their experiences abroad. The international offices on college campuses focus on sending students abroad, but Durden feels that there is not enough attention placed on welcoming them back and giving those opportunities to converse and learn from the various study abroad experiences of other students. Durden recalls, “When I came back from Germany my junior year, I was off, and there were a lot of people who had the same experience. They never went overseas again, never.” He feels it is a challenge for students to continue to build on their international experiences and integrate them into the classroom and other activities. Durden believes that institutions need to create time for students to integrate, reflect, and see their experiences as part of a lifestyle, see it as part of their future direction and not just a task to be checked off. The provost recognizes the same challenge -- not allowing sufficient time or forums for students to reflect seriously on their overseas experience and to integrate into something larger, a lifestyle. He says, “It's completely haphazard, which isn't bad but the haphazard is only going to get the few who are ready.” Tending to the backend of study abroad is missing from global education in the U.S.

Balancing long-term and short-term study abroad programs is a continual challenge. Only a minority of Dickinson students study abroad for a full year. Some of the more popular programs in England, Spain, and Bologna were yearlong programs, so students started participating in short-term programs outside Dickinson’s network. This development did not work financially for Dickinson, so it developed semester options for all three of their yearlong programs. The provost recognizes the challenge of balancing the student demand with the educational value of study abroad: “to be honest those
faculty involved are not happy. They liked the full year, and educationally we believed in a full year, but for a lot of students it is not viable given their other interests, but also financially it’s a real strain.” Making programs financially viable has also been a focus for the executive director of global education. Balancing the language intensity for the courses abroad is a challenge. Students want to go to France, for example, but they don’t have the language fluency to enroll in courses at the French University with French students, so balancing student participation necessary to make the program financially sustainable without diluting the foreign language intensity is a challenge. However, Durden has strong opinions about short-term programs that do not have a long-term impact. He cautions institutions and legislature from sending students abroad for two or three weeks: “That's not going to do anything, ultimately that's not. It looks good. It sounds good. That's what state legislatures do. They put something [in place], stamp it and now they're global. They have a program, a process. Forget it. That's the stuff I hate. That's just drama, theater.” Dickinson’s challenge and the message from Durden is that whatever the program, it needs to be authentic and have lasting impact.

In speaking from his position as chair of the Fulbright Senior Scholars Program committee managed by the Council for International Exchange of Scholars (CIIS), Durden says, “One of their [CIIS] perpetual challenges is to figure out how to engage presidents in the support of global education, and its highly needed.” Durden insists, “This is a lifestyle; this is passion and this is what you do. It makes all the difference, especially if you're trying to move an institution to another level. It's not just going to be done by the numbers. There's got to be more to it.”
Within Case Analysis: A Structural and Dominant Symbolic Approach

Durden's leadership at Dickinson has been a blend of Bolman and Deal’s structural and symbolic approaches, but the symbolic seems to be dominant. Because of Durden’s personal and professional experiences, his personality, and his fluency in English and German, the symbolic approach is very obvious. He has created a narrative about internationalization, but he has also used Dickinson’s strategic plan as a framework to keep people focused on internationalization and the importance it plays in a Dickinson education.

Initially, President Durden led internationalization using a structural approach. He started by creating a strategic plan. He built upon that plan in its subsequent generations to include clear goals with respect to internationalization. The approach to the strategic plan was also to create a narrative focusing on internationalization; thus he blended the structural with the symbolic approach. The narrative that Durden created was rooted in the founding of the institution and in making a liberal arts education relevant to an interconnected global society. He used the narrative to create Dickinson Dimensions, which every student would acquire during his/her college career. While the Dickinson Dimensions provided a structural framework for a relevant and global education, they also became a symbolic way to recognize students with international experience and perspectives and to promote the meaning of a Dickinson education for current and prospective students. Testimonials from students are framed and prominently displayed in the student union; they clearly represent the global dimensions of a Dickinson education (See Appendix 5). Durden’s use of language has engaged and excited faculty and staff to elevate international as a clear Dickinson distinction.
Consistent with the symbolic frame, Durden has created a culture of internationalization that connects the current narrative to historical roots and helps unite constituents to accomplish desired ends.

The other structure Durden created early in his career was hiring a person whose name was familiar in international education. Durden provided space for the Forum on Education Abroad and the founder, Brian Whalen, became Dickinson’s first Executive Director of International Education. Again blending the structure with the symbolic frame, the hiring of Brian Whalen was also symbolic of Dickinson’s commitment to international education and elevated the college’s reputation among other institutions strong in internationalization. Putting people in the right roles and relationships is one element in Bolman and Deal’s structural frame.

According to the structural approach, structures must be designed to fit current circumstances. Durden believes environmental sustainability has an obvious global impact and can be used to advance international partnerships and build global perspectives. Global education and sustainability have special emphasis in the strategic plan. Durden has identified an opportunity to build on sustainability as a way to promote internationalization. He has also been very involved in creating a program on sustainability and the green economy with the University of Bremen.

Another aspect of the symbolic frame is creating meaning and using symbols to provide direction and to anchor hope and faith. Durden speaks frequently about an international lifestyle and his own international lifestyle creates meaning for Dickinson. He leads by example, modeling an international behavior. He is comfortable traveling internationally and speaking a second language. His extensive global travel and frequent
trips to Germany reflect his comfort with different cultures. He also uses his travel opportunities to educate faculty, staff, and students on campus. He frequently blogs and emails ideas and experiences from his travels.

Back on campus, Durden interacts with a diverse group of students. He hosts dinners at his house for students and invites international students and American students to converse about a topic so that the exchange about culture is not forced. Another of Durden’s symbolic approaches to internationalization is recognizing students who have studied abroad. During graduation, students wear a badge representing the country where they have studied. Because of some perceived tension from students that did not study abroad, Durden created a Carlisle badge for those who experienced the Dickinson difference – that is developed global perspectives while studying on campus in Carlisle, Pennsylvania.

President Durden is a charismatic and talented leader. He has used a multi-frame approach as he has led Dickinson during the past fourteen years, but this case exemplifies the symbolic approach to leadership most clearly. Because of Dickinson’s strong history of internationalization and Durden’s professional and personal history, his role has been to elevate international education as a distinctive element of a Dickinsonian, and he has used the symbolic frame to lead and energize faculty, staff, and students. He has also focused on strategic planning; he developed the first plan when he arrived in 1999. Under Durden’s leadership, strategic planning has been ongoing, and the college now operates under SP III, Strategic Plan III, which has a greater focus on learning outcomes for students and on the global education and sustainability initiatives for the college.
Durden says that international is “about a lifestyle,” and his lifestyle is symbolic of his belief.
Chapter 7

THOMAS KEPPLE, President, Juniata College
Capitalizing on Strengths

Presidential and Institutional Profile

Thomas Kepple arrived at Juniata College in 1998. He did not arrive there with an extensive experience in international education. Most of his higher education experience was in the business and administrative areas: he served as vice-president for business and community relations at University of the South for nine years, and for fourteen years he held various positions at Rhodes College, including dean of administrative services and provost (Juniata College, n.d.). During his tenure at Juniata, he has gained much of his international experience. He has been actively involved in Brethren Colleges Abroad. He served as its past chair and was also on the Commission on International Education at the American Council on Education. In April 2013, Kepple will travel to Thailand to address Thai higher education officials about Juniata’s international work and about how liberal arts colleges operate in the United States.

Juniata College was founded in 1876 and has remained exclusively an undergraduate college. This small liberal arts college of 1600 students is located in Huntingdon, Pennsylvania, a quaint borough along a two-lane road winding through the rolling mountains of Pennsylvania. Huntingdon, with a population of 7000, is in the middle of the state and not easily accessible from any major cities. Pittsburgh is three hours away, and Philadelphia is nearly a four-hour drive. Harrisburg, the state capital, is the nearest big city, but is 90 miles away. Given the location, Juniata College is primarily residential, with approximately 75% of the students living on campus; thus,
nearly one in every four residents of Huntingdon is a college student. The college is both
the biggest draw of visitors to Huntingdon and the biggest contributor to its diversity.

Historically, the college has served the less diverse central region of Pennsylvania
and recognizes the need to bring the world to Huntingdon and take students out into the
world. President Thomas Kepple wrote, “Through much of our history, Juniata has
served (with great success I might add) traditionally-aged white students from the
surrounding Appalachian mountains of central Pennsylvania” (Kepple, n.d.). One of the
ways Juniata brings the world to this small rural community in central Pennsylvania is
through its Study Abroad Exchanges and Language in Motion Program.

Juniata uses the exchange model to bring international students to campus and to
send students abroad. President Kepple recognized study abroad as a strength of the
college and as important for students who enrolled there. He stated his belief: “It's an
experience our students need, and especially our first-generation students, our lower-
income students, students from Central Pennsylvania. The more they get that experience,
the better they're going to be. The more prepared they will be for their future.”

The Language in Motion (LIM) program is an opportunity for Juniata to take
international education into the local and regional communities. The program was
recognized in 2002 by the Institute of International Education, which awarded Juniata the
Andrew Heiskell Award for Innovation in International Education. The LIM program,
along with the Global Village (an international living and learning community), were
highlighted when NAFSA’s Paul Simon Award for Comprehensive Internationalization
was given to Juniata. “LIM is an innovative, cooperative, outreach program using study-
abroad returnees, international students, and upper-level language students to aid local K-

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12 teachers by creating and presenting language and cultural activities in their classrooms” (Juniata College, n.d.i). Dean Cushman, the dean of international education, sees the LIM program as a tremendous service for the students and the community. She believes, “it’s a service learning opportunity which is, I think, really valuable for the area we live in, which is essentially Appalachian students . . . that don’t get out of the county much less to another country. It’s like they have the world come to them.” President Kepple saw the value of the LIM program indicating in the NAFSA report that “the program helps Juniata reach out to the local community and expose them to world languages and culture” (NAFSA: Association for International Educators, 2004, p. 74).

Reaching out to the local community is important because it is likely that any minority or international person walking the streets of Huntingdon is a Juniata student. The town of 7096 residents is 94.6% white, 1.9% black, 1.5% Asian, and 1.5% Hispanic (U.S. Census Bureau, 2010). In fall 2011, Juniata College had a more diverse population than its surroundings with 79% white, 2% black, and the Asian and Hispanic students represented another 2% and 3%, respectively (NCES). The greatest diversity that Juniata contributes to the community is international diversity. Of Huntingdon’s 7,093 residents, 2.9% reported being foreign born (U.S. Census Bureau, 2010). Of Juniata’s resident students during the academic year 2010-11, 41% came from out of state, with 5% of those coming from foreign countries (NCES).

Kepple recognized the long history and strength of international exchange, recalling “that since the 1960s, and even before that, Juniata had accepted international students, and when I got here, there might have been 15% of our students doing some international study.” While the percentage of students studying abroad then may seem
low compared to the number studying abroad today, Kepple believes that the percentage
was high compared to other schools saying, “At that point [15 years ago] it was probably
0.5% of Americans studying international.” Kepple saw the international efforts at
Juniata as a distinctive element and one upon which he could build – strategically:

I thought that was one of the real pluses of Juniata, and we thought we could build on that. And then we hired the right people to do that basically, and now we're nearly 50% of our graduating class that has done an international educational experience of some length, and mostly the semester, but some for a year and some for short-term programs, which we have in summer particularly.

The faculty and staff at Juniata did not sense that Kepple came to Juniata with a predetermined plan to focus on internationalization. The dean of international education confirmed saying, “my understanding from what other people have told me is that he came in with not a strong international effort to begin with.” The provost also indicated that President Kepple did not travel much at first, but that he embraced visiting international sites and meeting with students and alumni. The president’s role in advancing internationalization was to build on the strengths that already existed at Juniata and to create the institutional readiness for advancing internationalization.

**Institution’s International Context**

The faculty started incorporating international content into the curriculum in the 1960s, and in 1979, the World Language Center was built to house the world languages department and classrooms for the study of international languages and culture. Fourteen years later, in 1993, the first International Seminar on Arms Control and Disarmament was held at Juniata, and, a year later, in 1994, the mission statement was changed to reflect an international commitment (Juniata College, n.d.e). Kepple claimed, “Juniata has been involved in international education for a long time. Back in the 60s, we had a
number of faculty who were interested in international education. That's good. It's always great to have leadership from the faculty.”

According to the historical timeline on the website, in 1998, a year after Thomas Kepple was hired; Juniata dedicated the Oller Center for Peace and International Programs. The idea of the prior administration was to bring together two synergistic programs - international programs and the Baker Center for Peace and Conflict Resolution. The name honored the donors of the house - the Oller Family and physically elevated the status of both programs. In Kepple’s fourth year, 2002, Juniata received a national award from the Institute for International Education for its Language in Motion program. In 2005, an unprecedented number students, three, received Fulbright Fellowships followed by one Fulbright recipient in 2006 and another in 2007. In 2010, Juniata achieved a record when four students were awarded Fulbright Fellowships to Study Abroad. Juniata’s latest Fulbright scholar is a 2012 chemistry graduate who will be studying in Germany (Juniata College, n.d.k).

Juniata has a long history in the sciences: its first two graduates became physicians. Having students in the sciences study abroad combines two strengths of Juniata College that Kepple felt were distinctive and were strengths that he wanted to sustain. Juniata was included in the influential college guide, Colleges that Change Lives by Loren Pope, in both 1996 and 2013-14. Among other strengths, Pope recognized the strong commitment to study abroad indicating, “Even students on the health-sciences track can go abroad for a full-year” (Pope, 2012, p. 46). Most institutions find it difficult to marry a commitment to the sciences and study abroad, but Juniata faculty in
the sciences find a way to make it possible. “Students say they could not find another college that was as supportive of their desire to go abroad” (Pope, 2012, p. 46).

**Presidential Leadership of Internationalization**

Kepple started his presidency at a college that already had a strong foundation in the sciences and international education. He recognized those strengths and focused on making Juniata better known for them:

> When I came here, I realized that there were several things we had to do. One is we weren't known by anybody particularly, and we had certain strengths that we needed to continue to work on. Obviously, one of the strengths was international. The other strength was science, where we have really first class science program here with something like the eighth highest percentage of science students in the country. Our chemistry department is fourth in the country in terms of PhD production as a percentage of their graduates.

Building on Juniata’s strengths was where President Kepple saw the greatest opportunity. Juniata’s commitment to international education has progressed, and it has always been grounded in history and mission.

President Kepple sees the strategic plan and organizational structures as key elements to advancing international education. When asked about the role of the president in furthering campus internationalization, he said, “I think making sure that international things are in the strategic plan and hiring the right people, and then occasionally travel also is important.” The dean of international education believes the president also sets the vision and inspires people to embrace the vision:

> The biggest challenge for any president, if you’re a president worth your salt, is you’ve got a vision, and you see the institution in where it could be, but you see it from this institution level. Most people at the institution are in a department in their field, and they don’t have that 35,000 [foot] view so how do you translate that vision so that every person on campus gets it, and says “yeah we want to work towards that,” so I guess inspiring people, that’s maybe what it is.
Setting Measurable Goals

The president’s leadership style is collaborative, and he uses people and systems to accomplish priorities. President Kepple talked about setting priorities with respect to internationalization:

So it's basically setting the goals. Those are usually done jointly. Some are coming up. Some are coming down, mostly coming up usually. The goals are based on our key strategic plan. We want to kind of keep within the balance of that, taking advantage of opportunities when they arise, and asking people to be responsible for and acting on those plans.

Juniata’s tagline is “think, evolve, act”, a motto that aligns with its mission “to provide an engaging personalized educational experience empowering students to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in the global community” (Juniata College, n.d.j).

In 2007, Juniata revised its 2000 strategic plan containing a continued commitment to internationalization. Two of the three distinctive areas designated for planning and fundraising are increasing experiential learning opportunities and expanding connections in regional, national, and international communities. Several goals in strategic plan 2008 (Juniata College, n.d.n), focused on international education:

- Expand our international programs by 2010, with special emphasis on new and expanded programs in China, India, Germany, and Africa,
- Ensure every Juniata graduate will have at least one distinctive experiential learning opportunity related to that student's educational objectives. These may include: internships, service projects, extended off-campus class experiences, research, student teaching, or international study. These experiences will provide the opportunities for our students to test and develop their skills in a "real world" setting, develop self-confidence and/or gain a better understanding of a culture or perspective different from their own. The vast majority of our graduates will have several such experiences. We will work diligently with Juniata alumni to cultivate existing partnerships and establish new ones,
• By 2011 our student body will comprise at least 40% from outside Pennsylvania, of which we seek to include 10% international and at least 10% domestic minority.

In 2012, Juniata’s website reports that “10% of their students are international and 40% of the students study abroad” (Juniata College, n.d.p). Making international education a priority is a campus-wide event. President Kepple is quick to admit that leading such an effort in an institution that did not have committed faculty would not have been successful:

Having the support of the faculty is critical here, and we’ve been very fortunate to have very strong faculty leadership in this area. You know our faculty just thinks that's what you ought to do, and so when they're advising students, they’re talking more about what international program they need to do.

The director of international programs also agrees that faculty leadership is essential and that a top-down approach to advancing international education would not work at Juniata College. What works for Juniata is consistent with Kepple’s leadership approach -- to build on the strengths of the institution and faculty and to support those strengths so as to elevate them to a higher level.

The president has used the strategic plan to align mission with priorities that have measurable goals. Some goals for internationalization are very general, and others are very specific. Stating a measurable goal in the strategic plan helps to keep people focused on the goals. He proudly stated, “We had a goal of getting to 10% of our student body, and we've accomplished that. We had a goal of continuing to increase the number of our students who are having international experiences, and we’re continuing to do that, so it [internationalization] does connect with the strategic plan.”
To further internationalization, during the winter of 2008-09, the president also created the Global Presidential Task Force to develop a strategic plan for global initiatives. The Task Force is a cross-campus collaboration to provide “ethical leadership in the global community” by cultivating intercultural competencies (Juniata College, n.d.h). As far as his role in the task force, Kepple said, “The idea was to think through these things, and so I set sort of an agenda but then let the group work on their own.” The comprehensive approach to internationalization is operationalized through the Global Engagement Initiative, which is the roadmap created in 2009 to focus on the strategic priorities related to internationalization highlighted in the 2008 Strategic Plan (Juniata College, n.d.b). Dean Cushman acknowledged the role strategic planning played in the Paul Simon Award:

We had the strategic plans for international; we followed it through over the five years, got results, and many other results came along with those in terms of international successes. I think that was one of the reasons we were awarded the Simon Award for Comprehensive Internationalization.

The Global Engagement Initiative was a collaborative effort between the Office of Diversity and Inclusion and the Center for International Education. When talking about the strategic focus on internationalization, the dean of international education reported,

People were initially skeptical -- not sure, but we asked the president to appoint a presidential taskforce, and people from all across the institution came together. It was a yearlong process where we got together and argued and talked about ideas, and in the end we came up with what I think is the much stronger roadmap for my office really, and in terms of laying our priorities, targeted areas that we want to look at, and it’s been very helpful for me since I got here, and we’ve achieved most of what we said I had to achieve in that document.
Establishing the Organizational Structure

One of the first new people President Kepple hired was the dean of international education. Creating a full-time administrative position for international education had been an identified need before the president arrived in 1988, but the hiring took place shortly after he arrived, a change for the campus culture. Kepple recalled,

There was some resistance to it [the administrative hire] because I think some faculty saw the position as taking away an opportunity, and taking it away from the faculty and giving it to the administration. The person that went into the job . . . took care of that issue and people saw her as a professional who brought some things into the program that we didn't have before and connections to the federal government and programs that the feds have for bringing students to the United States and studying on the campus which we didn't have.

Kepple has invested in people and admitted, “We have a big staff, and there's a lot going on, so it's a big percentage of the budget,” but he does not sense any tension with the faculty about the investment in internationalization or the professionalizing of the department. The staff supporting the Center for International Education consists of fifteen individuals. The dean of international education is also an associate professor of German. She is supported by an assistant dean, an international advisor for visa services, an international services coordinator, an international education advisor for study abroad, and an office assistant. There are also six staff providing intensive English services and three associated staff are responsible for coordinating cultural exchanges, advising Chinese students, and directing the Language in Motion Program, respectively.

The provost believes both the financial and personnel investment is justified. Historically, faculty took the leadership role in study abroad when the international office was established in the early 90s. Faculty received release time to run the international programs. The student exchange between Juniata and international universities provided
a unified approach in which the same faculty member was involved with international students and study abroad students, but there was a lack of continuity. The provost suggested that there are benefits to having international education as an administrative function rather than as a faculty function:

The people who had served in that role and the faculty who were most interested in international programs probably planted the seeds to that idea [hiring a director] as well. I think the notion that somebody has to relearn this job every three years, and by the time you got it figured out, you're going out the door back to your faculty position.

The provost believed that there was support for making international education an administrative function, and Kepple acted on that belief. Kepple praised the administrative leadership and commented on his role in shaping the unit using his good instincts and astute hiring.

When I got here, and saw that we already had a pretty successful international program, I encouraged it. We hired the right people to lead it. Jen Cushman is a wonderful professional in this area. She has done a terrific job. Her predecessor was also very, very good.

The provost also acknowledged the value of creating an organizational structure for internationalization. He claimed, “It was really time to sort of institutionalize and formalize that position of leadership in international programs,” and when speaking of the newly created position, he added,

Creating that position -- I think it was a critically important piece, but I think that it was a matter of not so much expanding what we were doing, but trying to professionalize and institutionalize policies and procedures that would help us going forward in the internationalization.

In addition to building the infrastructure for international education, President Kepple has also used the Board of Trustees as leverage for internationalization by working with them to recruit members who are international or have international
experience. The board now includes a German national, a person who born in China, but who is now a U.S citizen, and many people who have international experience through their business or profession. Kepple says, “It is a small chip of how we choose board members . . . our two international persons, who are literally international, are very good donors as well.”

Internationalizing the Campus with Students

“Over 150 students from 39 countries study at Juniata College” (Juniata College), thus representing approximately 10% of its full-time students. President Kepple is proud of what Juniata has accomplished under his leadership, particularly the growth in numbers of international students. He claimed, “Now 10% of our student body is international students coming from 40 some countries around the world. You look around the country, and you look at how many institutions are doing that. It's very few, at any level, so we feel pretty good about that.”

Kepple saw the recruitment of Chinese students as an opportunity that would be beneficial not only educationally but financially. Juniata’s admissions officer was responsible for international recruitment, but the provost indicated that the college had little success in China. Speaking about the role of the president in international student recruitment, the provost noted:

He [the president] said “you know, given the demographics of where we are and given the income characteristics of our students, we have to begin thinking about broadening our recruitment base,” and his sense is that China represents for us an opportunity to do something. They will be good for us educationally, and will also be good for us financially.

The dean acknowledged that getting broad-based input for strategies related to internationalization is important for the culture at Juniata. She asserted, “Juniata is not
for somebody who is going to come in and say ‘Look at me. I got all these great ideas, and yes, I’m going to implement them,’ which is maybe what it sounds like I’m saying, but it’s not. We need somebody who will see what’s happening on campus, and say these are the great things that are happening.”

Juniata provides significant financial and support services to international students to ensure their academic success and their graduating. The college does not view international students as a revenue source but as an investment. The provost pointed out, “A lot of the investment is for you to recruit international students. If you turn it into some sort of a revolving door where they come and stay for a year and then they leave, that’s unethical and it’s not consistent with who we are and who we want to be. It's not fair to the students. It's not fair to us.”

Recruiting students from China has been one of the president’s priorities. Speaking about the president, the dean of international education pointed out, “In terms of an initiative that he has gotten behind and really pushed, it’s been the China initiative, recruiting students from China basically.”

President Kepple believes achieving diversity among international students is necessary. He is less concerned about the higher percentage of international students than he is about a lack of diversity among international students. When asked about whether Juniata would increase the goal for international students, the president responded,

I think the overall percentage is not an issue to us, but the percentage among international students could be an issue. For example, of our 160 international students, 50 are from China. If that gets to be overwhelming and we're not growing the other percentages then I think that's an issue for us. So in our minds,
at least, [the thought is] that around 80 Chinese students is about as many as we want. Having international students on campus adds to the education of all students.

Those that do not have the opportunity to study abroad benefit from exposure to people from other cultures and countries. The provost asserted, “I think our students who are here, even those who don’t go abroad, have a tremendous benefit from interacting with international students.” The Chinese students are important in this regard because a majority of them are four-year students and not part of the exchanges. Thus, there is greater opportunity for the Chinese and American students to interact and create friendships over a four-year period rather than over just a semester or year. The recruitment of Chinese students has several benefits. The provost said, “Not all of our Chinese students are coming on exchange, and we're working to develop exchanges there, but the Chinese model is simply one where we're recruiting students from China to come for four years.”

*Using Study Abroad Exchanges*

“Juniata offers 55 study abroad programs in 22 countries on 6 continents” (Juniata College, n.d.a). Most of the study abroad experiences happen through exchange programs. As a Brethren College, Juniata collaborates with other Brethren Colleges to send students abroad. Juniata joined the Brethren College Abroad (BCA Study Abroad). “The BCA was founded in 1962 as a consortium of six charter member colleges affiliated with the Church of the Brethren: Bridgewater College, Elizabethtown College, Juniata College, McPherson College, Manchester College, and the University of La Verne” (BCA Study Abroad). The exchanges are a good fit for Juniata and are a distinctive
feature of their history in internationalization. The president, provost, and dean all see value in the exchanges.

The increase in number of international students was a goal of the strategic plan and had wide input from the international office and from alumni. The provost also commented on a collaborative approach to leadership and the positive impact it has had in moving forward a number of initiatives that have facilitated international efforts. When referring to the role of the president in the growth in international exchanges, the provost said,

It was this [idea of] recruitment partners in the grand strategy. It was a little bit fortuitous, but he [Kepple] recognized it, and he recognized the importance of it, and he didn’t try to get in the way. He didn’t try to manage it or micromanage it early on. When situations arose, if we had to make changes and make some decisions on things, he was willing to do that without there being this grand vision or plan in place. He’s willing to say “let’s see where this goes”, and if it goes far enough, then we will talk about ways of maybe institutionalizing it or making it formal, which we have begun to do.

As a member of the Brethren Colleges Abroad (BCA) consortium, Juniata has access to exchange programs with seventeen schools abroad. The mission is “to promote international understanding, awareness of global citizenship and academic scholarship through educational exchange” (BCA Study Abroad). BCA’s program has expanded to include a number of non-Brethren institutions and offers an opportunity for U.S. students to study abroad while simultaneously offering international students the opportunity to study in the United States. Over the years, Juniata has created its own exchange programs with other universities, and, in addition to the BCA Study Abroad, it also started the Keystone Study Away Consortium (Juniata College, n.d.g).
President Kepple acknowledges the financial barrier associated with study abroad and sees presidential leadership as a factor in addressing this issue. Students are allowed to carry Juniata aid with them on a study abroad program but are also encouraged to apply for other financial support, if needed. Juniata has a donor-funded travel grant that can assist students with travel expenses. Kepple argues,

Presidential leadership around recognizing the importance for first-generation students, and those that probably don't have the means, so you have to develop strategies to make sure it’s accessible to those students. The strategy is they don't pay any more to be somewhere else in the world than they pay to be at Juniata - other than a trip to get there.

For students studying abroad, there are five named scholarships awarded based on merit or area of study. The provost believes that faculty and staff know that the president supports the exchange model and the resources, both human and financial, required to make the exchanges a valuable part of an international ethos on campus. Provost Lasko asserted, “You know the investment and the people and the infrastructure that are required to nurture and support those exchanges is important, and he [the president] is willing to do that.”

*Pushing Short-term Study Abroad*

President Kepple sees business students as an untapped opportunity to advance Juniata’s commitment to internationalization. He would like to see all business majors be required to have an international experience abroad. He believes, “People are going into business more often than anything else. We now have international programs focused on business in Germany and in China. I'm pushing them to make it a requirement. I haven't gotten there yet, but hopefully they will one day.” To make an international experience a requirement for business students, there would have to be options for short-term study
abroad programs. Kepple acknowledged that many of the business students are athletes, and he recognizes their challenge: “A basketball player is not able to get out for the semester and still play basketball so that person has to deal with the summer program.”

President Kepple acknowledged that there is some resistance to short-term study abroad programs, but hiring a new business faculty member to run the China programs resulted in the development of a summer study abroad and a winter program. Having the right people in place is important. Kepple said an important change has been, “Hiring Wei-Chung Wang, who is one of our new business persons and running the China program, so he has taken students to China. There is a new department chair. I think the new Department Chair is more willing to do this than the past chair, so it's been an important structure.”

*Mapping Internationalization on the Campus*

One of the most significant indicators of internationalization on campus is obvious from a quick review of the campus map, which indicates internationally themed houses. As part of the participation in ACE Internationalization Laboratory in 2005, one of the desires expressed was to establish language houses, and President Kepple embraced the idea. Dean Cushman said, “Part of the ‘08 strategic plan was let’s have some language houses. When I got here, we had an intercultural house which was more or less themed housing. It wasn’t living and learning, and it wasn’t really doing much in terms of outreach to the rest of the campus.” The Global Village has since been developed and highlighted in publications.

“The Global Village is comprised of four theme housing options: the Intercultural Floor (1st Floor Terrace Hall); La Casa Hispánica (1631 Mifflin St.); Haus Wanderlus
There are residential homes on the outskirts of campus near the Center for International Education, and they create a physical global village. The living and learning options provide and encourage dialogue and activities to help build global understanding, intercultural competencies, and international friendships. The houses are intended to encourage native and non-native residents to speak in Spanish, German or French and give them an opportunity to exchange stories about their personal experiences. Even if no international students live in a house, students who studied abroad tend to select the global village houses to continue to practice their language skills.

The other significant building is the Oller Center for Peace and International Programs, which houses the administrative offices for internationalization, ELS, and student gathering space. The Oller Center was originally intended for use as the president’s house (NAFSA: Association for International Educators, 2004, p. 73). Dedicating what was to be the president’s house to international programs and naming the center sends a significant message to the campus community that international education is important to its leadership.

**Traveling and Connecting: Abroad and on Campus**

President Kepple also sees the importance of traveling and making connections abroad:

Travel and meeting with alumni is an important role for the President . . . This year I was in Germany, China, Taiwan, and Thailand doing things. Internationally, we have an international group in Europe who gets together as an alumni group every year, and I was at that meeting last summer, and then visiting various places in China, Taiwan, and Thailand where we either have alums or parents or prospective students or current students. In almost every case, all of those, I tried bringing those people together, letting them know about what's
happening in Juniata and making sure they know we care about Chengdu or Shanghai or Taipei or Bangkok -- wherever we are.

The provost sees the president’s travel and making connections as a very positive factor in internationalization. He asserted, “Making that personal connection makes a huge difference. I think the biggest thing that Presidents have to do is to live this. They can't talk about the benefits of internationalization and stay at home all the time.” While having the president travel and be comfortable internationally is an asset, it is also beneficial to have the president return to campus and share his experiences. The provost noted, “He travels internationally and talks about that. He will spend a lot of time in China this summer and not only talks about it, but talks about it with faculty.”

The dean confirmed that the president’s trips to visit international alumni and his connecting them to Juniata have been very important: “We have this group of European alums who feel the essence of Juniata. Its startling actually in a way, and every year they need to have an alumni association meeting, and Tom [the president] has been to that meeting.” The provost added, “They [European alumni] have established a little Juniata College reunion at some city in Europe every year, and they would invite people from the college. The President is always one of the persons who goes to that.”

The president also makes connections on campus. He supports faculty and staff and is present at and supports international events and ceremonies. The provost acknowledges the importance of the president’s visibility, and when asked about the president’s role in globally focused events on campus, he claimed, “He is a participant. He shows up at events. He shows up at things, which you know, I believe in the Yogi Berra idea that 90% is showing up. He is visible.” The provost commented that the
president will often attend student-sponsored events, including a Chinese dinner, Fiesta Latina, and an Ede dinner. Emphasizing his comment about the president’s visibility, the provost noted, “He shows up for that type of stuff... students, international students sort of see that. They like that. The families he visited in China -- when they came and brought their students back to school, they all want to stop in and say hi to him.” The president has built relationships with the students at campus events and through some of his international travel, and he recognizes the importance of those relationships.

The president also felt that there were more symbolic aspects to his leadership beyond strategic vision, travel abroad, and fundraising. He claimed,

There are other things that presidents can do, by the way. And that's not only travel for this institution internationally, but also participate in some of the things like ACE conferences that have taken place. Again, that suggest to the faculty and others that the institution is taking it seriously if the president's spending the time participating in those things.

The dean also mentioned another symbolic tradition that the president has instituted. Every year at graduation, the president asks those students who have studied abroad or had an internship to stand, a gesture that emphasizes the importance of experiential learning opportunities at Juniata.

The provost and dean agreed that Kepple has provided great support and leadership for international programs, but the dean indicated she thought that internationalization was actually “thrust upon him by the faculty”; she stated, “There were many international elements within that strategic plan, but I would say the best thing that this administration has done, has been to allow people to follow their interests and create innovative projects.” President Kepple has been supportive of a number of faculty and staff initiatives and sees internationalization as a stronger distinction to
Juniata than it was when he arrived. The dean added, “He is proud of internationalism at Juniata, and he is quite open to anything we suggest.”

It is clear that a collaborative leadership style works well at Juniata. Identifying the strategic strengths of an institution and doing so in a way that creates engagement and support from others is essential at Juniata. The dean argued that any major initiative “would have to kind of emerge more organically at this institution. We would need somebody who has strength and vision, but who doesn’t do top down administration and that’s an interesting balance to strike.” She sees President Kepple’s leadership as a good fit for Juniata and as having a lasting impact for internationalization. She said, “I think that a president is doing what a president should be doing if the projects and the initiatives that happen are more ground up than top down and they last beyond that president’s tenure.” The provost agrees with such statements and thinks President Kepple has let faculty take on a leadership role: “As an academic officer I think sometimes the best thing you can do is to get out of the faculty's way. They have good ideas and you need to let them explore and then try to allow and see how they work.”

Kepple will complete his 15th year as president of Juniata College before retiring in June 2013. He recognizes and commends faculty and staff support of internationalization. While Kepple has embraced international travel during his tenure, he acknowledges that his leadership of internationalization started with supporting what he saw as a strength and as interests of the faculty, such as study abroad programs and the Global Village:

You know I think you gain momentum by doing things people are already doing. So my leadership style is to think about things strategically and then try to get out
of the way, and then help where necessary. What presidents can do in this regard is to help at the periphery, for example our mission statement says global.

**Challenges with Internationalization**

As with most college campuses, those at Juniata have more ideas than money can support. The president, provost, and dean of international education all recognize the importance that resources play in internationalizing the campus. President Kepple said the two biggest challenges are money and finding good people. Both the provost and dean agree that finances are a challenge to internationalization. Talking about the advice he would give to presidents wanting to internationalize the campus, the provost said,

> I would pay a lot of attention to the budget decisions that were made, and I think that the president really ends up putting the money where the mouth is when they make a financial commitment to support internationalization. It is an investment because these are programs that sort of build momentum over time, and they take people, and so you have to make that investment in people, and there will be a lot of pushback that you get, so he/she has to acknowledge that internationalization is important.

The dean of international education confirms that sufficient funds and balancing resource allocation are the greatest challenge: “That's the challenge. It’s the resource question. If the institution perhaps focuses its efforts in one area, it is what’s perceived as to the detriment of the other. How do we get beyond?” One way to get beyond a sense of internal competition is to engage faculty in the process and help them see how internationalization can be important for them.

The dean of international education also believes that making the vision for internationalization applicable to people helps to engage them. It is important for faculty and staff to be part of the process, and it helps if they can see their role in the effort. She believed that success “involves taking that big vision and translating it into what it means
for you, math professor, and making people feel they’re part of the community, part of the process, part of the vision.” The provost sees the role of the president as a person who lives the international life and encourages and supports faculty innovation. He argues that a president needs to “live it, visit our partners, and encourage it by supporting the international office, encouraging faculty to do time abroad, and getting out of the way of good ideas.”

Taking on the vision, getting support from others, and raising money to support the vision are what the president sees as needed stages for success. When asked about lessons learned, President Kepple claimed,

I think it [internationalization] can't just come from the president. It's got to come from some other place. And if I was in a place that had no international program today, for example, the place to start is to raise money so you can create an international program. It's going to be very difficult to carve out money in very tight budgets away from something to create an international program because people will be resistant to that, obviously.

Within Case Analysis: A Structural and Human Resource Approach

President Kepple advanced internationalization by identifying it as a potential distinction for Juniata College and building an organizational structure to support existing and future initiatives related to internationalization. He noted that the strategic plan that he helped shape focuses on global. Juniata's mission is “to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community” (Juniata College, n.d.j). One of the president’s first hires was a dean of international education, which was his attempt at symbolically confirming a recommendation to professionalize and to elevate an important commitment to
international education. This hire is consistent with Bolman and Deal’s structural frame, which focuses on the architecture of the organization as an important element in achieving change. His leadership style involves identifying the right people to move internationalization forward and then providing guidance and support. He indicated that the organizational structure around international education requires a large staff and a significant allocation of the budget, but he believes an investment in people and systems is what will make internationalization at Juniata sustainable. He also recognizes the model of international exchanges as one of Juniata’s strengths and expanded these exchanges by creating the Keystone Consortium, an international exchange consortium. He has also focused on board structure and recruited international board members.

Clear and measurable goals were incorporated into the strategic plan, and the president feels setting goals based on key strategic priorities is important. He commented that the goals mostly bubble up from the bottom with only a few coming down from the top. Kepple established a presidential task force to develop the Global Engagement Initiative, the international plan that identifies the specific initiatives to help achieve the strategic planning goals. That plan resulted in setting clear goals and priorities for recruiting international students, which has been very successful. Kepple believes that the increase in the number of international students is one of his legacies, but he wants to balance growth of international students with diversity among them. He set limits for admitting Chinese students to balance the mix international students. Recruiting students from China was partly financially driven, but enriching the educational environment was also a priority. He leads by taking advantage of opportunities when they arise and relying on people to take responsibility and act on the strategic plans.

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According to Bolman and Deal’s human resource frame, people within the organization are assumed to be the most important asset in getting things done, so that recognizing and rewarding people become leadership strategies. Kepple commented on the importance of people and on the role of the president to identify initiatives and then to support and elevate those that can move internationalization forward and can make the college distinctive. He sees the faculty as playing a significant role with students. Professors advise and expect students to study abroad. Kepple expressed his personal desire to increase the international experiences of business students and athletes, but he also emphasized the importance of a few new faculty members in the business department who will be beneficial to achieving that goal.

For Kepple, traveling abroad is about building relationships. He uses his travels abroad, especially to China, to connect with alumni and prospective students, and then brings his experiences back to share with faculty. The provost commented on the relationships Kepple builds with students and their parents saying that those families that he visits in China stop by to see him when they come to campus. The provost also talked about the president’s role in growing the exchanges by supporting recruitment partners and staff/faculty initiatives and taking time to evaluate them and determine if they should be formalized. Even though recruitment partners were not part of the grand vision, the president was willing to let the staff and faculty experiment and then support their desire to formalize. The dean of international education commended the president and administration for allowing people to follow their interests and create innovative projects.

President Kepple believes that advancing internationalization comes not just from the president, but has to come from other places as well. There needs to be internal
support because an international agenda takes staffing and financial resources. The political frame recognizes the importance of resource allocation among competing priorities. While Kepple acknowledged the importance of resources and competing needs, his focus is on raising new dollars. He believes that resource allocation and funding are critical: “If I was in a place that had no international program, the place to start is to raise money so you can create international programs.”
Chapter 8

MARK HECKLER, President, Valparaiso University
Planning an International Future

Presidential and Institutional Profile

Mark Heckler became president of Valparaiso University in 2008. The institution he leads, founded in 1859, is a comprehensive Lutheran university located in northern Indiana about an hour south of Chicago, Illinois. The university has approximately 3000 undergraduate students and 1100 graduate students enrolled in its law school and other graduate programs. The students come from all over the United States with 9.7% being international students from approximately 50 different countries (Valparaiso University, n.d.a).

Prior to coming to Valparaiso, President Heckler served as the provost and vice chancellor for academic and student affairs at the University of Colorado Denver. While at UC Denver, he also served as the coordinator of the International College at Beijing from 1996 to 1998. Heckler was attracted to Valparaiso because of its Lutheran mission and its commitment to internationalization, and the board and search committee were attracted to Heckler, in part, because of his international experience. President Heckler claimed,

That's one of the reasons why I was brought here. From the board's vantage point and for the institution's vantage point, they saw that [international experience] as a plus because they thought that we still have an interesting desire in moving that [international] agenda forward and they were right.

Valparaiso’s provost also felt that the president’s prior international experience played a role in his hiring. The provost asserted, “I think one of the things that drew the search
committee to his candidacy was his experience in internationalization because he had established campuses for the University of Colorado Denver all around the country."

It wasn’t just his experience in international education that was important in President Heckler’s hiring. The provost indicated that another factor was the president’s personal interest in and desire to advance internationalization: “Mark had it as a kind of personal interest as well as a professional one for the university.” The Senior Associate Provost (SrAP) of International Affairs also mentioned Heckler’s personal interest in getting involved in Valparaiso’s international partnerships. She indicated that President Heckler was eager to go to India and meet their partner institution. She said, “President Heckler came with enormous international experience. I was surprised that he had been here [only] a year and he said, ‘Okay, this spring break, we are going to India’.”

His personal interest extends to how the president chooses to spend his time, said the provost:

When [the president] is on campus, he is always the ceremonial person meeting foreign delegations as they come, hosting lunch, extending greetings, presenting gifts. So every time there is a delegation from another university overseas or a set of performers that come over from China to do something musically, or you name it, he is there. He loves this kind of thing.

The senior associate provost (SrAP) agreed, “He came with his own passion. He has now instituted this [international spring break trip]. We have a two-week spring break that he always does something international during that time.” When it comes to internationalization, the president’s experience and passion are of great value to Valparaiso. “Every president brings different strengths, and I don't know if you would have got another one who would have been as excited about internationalization,” the SrAP stated.

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President Heckler has a clearly articulated philosophy on global learning. He talks about the importance of recruiting and retaining students with different backgrounds and perspectives as a means of enriching Valparaiso’s learning environment. He also believes that an international strategy should be institution-wide and comprehensive; it brings students to Valparaiso but also provides opportunities for students and faculty to spend time abroad. He said,

The focus on international strategy is this, that in order to have well-educated students, it’s essential that they be able to interact on a daily basis with people from all over the world. So we’re deliberately building out an international university here and then we are building over time locations where students and faculty can move seamlessly from location to location, this is something that John Sexton was trying to do with New York University as well, and I think that’s a very important way to think about the university. So we are intentionally international here, not principally for revenue, but for programmatic and educational purposes. So that's our philosophy and our approach to the international strategies for the campus.

From a virtual tour of the campus or a tour on foot, one sees the obvious commitment to global education. The university has a strategic priority to internationalize the campus further through a significant increase in the number of international students and international programs. The Global Valparaiso page of the website includes the statement:

International education at Valparaiso reflects the institution’s mission to “prepare students to lead and serve in both church and society.” To accomplish this, a multitude of rich international programs, organizations, activities, and other resources exist across campus for students, faculty, and staff. Global learning has also been integrated into the curriculum of each individual college, ensuring that every Valparaiso student has the opportunity to gain international perspectives (Valparaiso University, n.d.d).
Institution’s International Context

The international agenda being advanced by Heckler has deep roots. In 1968, the college started its first international programs, opening study centers in Cambridge, England and Reutlingen, Germany (Valparaiso University, n.d.e). President Heckler built upon the natural links to the international study centers and on the depth of the study abroad programs. He claimed, “There was a natural connection to Germany and that was the first study center. Because there was a strong affinity with the Anglican Church and particularly Cambridge, there was then a study center that was created in Cambridge, England.” Over the years, multiple study abroad opportunities have been created through Valparaiso programs and exchange programs. “The university has four international study centers, one each in England, Germany, Costa Rica, and China and 17 study abroad programs in Europe, Asia, Africa and South America” (Valparaiso University, n.d.a). Valparaiso-led programs are located in Cambridge, England, Hangzhou, China, Reutlingen, Germany, and San Jose, Costa Rica. There are 12 exchange programs for study abroad and/or service learning opportunities and 5 cooperative agreements for internship or service opportunities (Valparaiso University, n.d.h). The Valparaiso International Engineering program (VIEP) is offered in partnership with universities in 3 different countries: Germany, France, and Mexico. The VIEP program is a 5-year engineering program, students spending their fifth year working and studying abroad.

International initiatives continued to expand prior to Heckler’s arrival. In 2000, The Kade-Duesenberg German House and Cultural Center opened on campus; it provides a living learning environment for those wishing to live in a German-speaking
environment (Valparaiso University, n.d.e). In 2002, Valparaiso expanded programs abroad by creating a partnership with Hangzhou University in China. In 2007, Valparaiso was awarded the NAFSA spotlight award for the interdisciplinary fifth hour, which is part of the core that all freshmen are required to take. The award came the same year as President Heckler. The freshman core was recognized for its internationalized curriculum. The spotlight award also highlighted the faculty development that takes place in Cambridge, England. Valparaiso was awarded the 2008 Senator Paul Simon Award for Campus Internationalization by NAFSA: Association of International Educators. Study abroad programs, the curriculum, the living and learning center, and faculty development are part of Valparaiso’s comprehensive approach to internationalization and garnered accolades.

The senior associate provost indicated that President Heckler gave the award much prominence so as to build on Valparaiso’s strong history of internationalization. Speaking of the award, she said, “He lifted that up in a way that needed much more significance.” Heckler used the award as a spring board and a symbol to advance internationalization, and he developed a strategic plan to build the structure and goals for internationalization. The president noted,

The Simon Award recognized the assets that were already here, but they were assets in absence of a strategy, and so we really began to think through our international position and get a strategy for the institution. At that point, we began or enhanced many programs that were just happening casually. We began to really think about, “How do you grow it [internationalization] in a strategy?”

In 2010-11, Valparaiso was invited to be one of eight institutions participating in the American Council of Education’s Internationalization Laboratory. Participation in the ACE Internationalization Laboratory was a strategic priority for the president.
Because of his relationships and his commitment of $25,000, Valparaiso was named one of the participants. He saw the laboratory as a process that would engage multiple constituents and result in an operating plan for internationalization. Heckler recalled being at an ACE gathering with the person who leads the laboratory; he said, “I came back and I said, ‘I'm paying for it. We're going to go into this lab’.” The SrAP also acknowledged the critical role that the president played in getting Valparaiso to participate in the international laboratory: “It was the president who met the Director of the ACE International Laboratory, Dr. Barbara Hill, and through that, got an invitation to join the ACE International Lab. He paid for it from his own budget.”

The ACE Internationalization Laboratory provided an opportunity for the university to assess their strengths and weaknesses in the area of internationalization, to engage the community in understanding Valparaiso’s strengths, weaknesses, opportunities and threats, and to develop a strategy that would enhance international efforts on campus -- articulating a vision, assessment, and strategy. While the president made participation in the laboratory possible and got energy behind it, he credits the senior associate provost for pulling it all together. He said that the task force spent a year in the lab and from that came their strategic plan for internationalization. He said, “We have the overall strategic plan, now we have a very focused plan for how we're going to take our internationalization to the next level.” Heckler’s use of the Simon Award to elevate Valparaiso’s reputation as an institution committed to international education and his instrumental role in the institution’s invitation to the ACE Internationalization Laboratory symbolize his desire to advance internationalization as a distinctive identity of the university.
Presidential Leadership of Internationalization

Creating a Narrative and Strategic Plan

The president acknowledged that the history of the institution and its focus on international study centers played a role in his interest in coming to Valparaiso. He admitted that he had a sense of the international activity at the institution but said, “What was interesting at that time was that it had largely centered on a study center strategy that went back some 40 years when a faculty member established a formal relationship in Reutlingen, Germany.” He seemed to feel that international education had become one directional, with Valparaiso delivering international education abroad:

So those were the four major study centers that were established and hundreds and hundreds of students over the years would go with faculty to those outposts and they come back, but this is basically Valparaiso delivering a Valparaiso program with their partners there and focusing on language and culture and those sorts of things.

Heckler wanted to see the university also focus on bringing international students to Valparaiso, Indiana, to create a more global learning environment on campus.

The president used the international foundations in Valparaiso’s history to ground the commitment to internationalization and began to create a narrative for the university. He started referring to Valparaiso as an international Lutheran university. He asserted, “It's interesting that it's always had this connection internationally. There have always been international students that come here, but the intentionality of making the campus international, of calling it an international Lutheran university, that came when I came in 2008.” The senior associate provost (SrAP) of international affairs, who oversees international education, agrees:
We’d always had strong internationalization. We’ve had our own study abroad centers for 45 years. In our own way, we made great strides in internationalization, but really lifting it to a strategic priority, to the level it has now become, is under President Heckler.

In the opening remarks of the strategic planning pamphlet, *Our Common Pursuit: Valparaiso’s Call to Lead and Serve for the Next Generation*, Heckler states, “This plan will help chart Valparaiso’s course for the next two decades, ensuring that the University continues to prepare graduates to lead and serve, women and men committed to addressing the world’s most pressing challenges.” The strategic plan contains a specific area vision statement claiming that “Valparaiso University will be acclaimed for the vitality of its international programs, which empower both U.S. and international students to lead and thrive in a global community” (Valparaiso University, 2011). Speaking of the president’s leadership in developing the strategic plan, the provost said, “He led the most comprehensive visioning and strategic planning process in the University's history, a process involving alumni, students, faculty, staff, and community leaders that charts the course for Valparaiso to achieve new levels of excellence over the next two decades.”

The most significant implications for internationalization are spelled out in goal 3 of the strategic plan. According to the strategic plan, Valparaiso will change the size and composition of its student body. The university wants to grow the undergraduate population by nearly 1700 students, with 600 of these being international students, bringing the percentage of international students to 15% (Valparaiso University, 2011). Having a critical mass of international students will help with another priority of the plan. It focuses on graduating students who have inter-cultural competencies and increasing the number of students who participate in cross-cultural learning experiences. Even with a
significant portion of growth being international students, the president believes that
cross-cultural learning is as much about the learning as it is about the numbers.

Reflecting on what he saw on a recent walk through the dining hall, Heckler pointed out,

You have a Christian pastor who was sitting and engaging with them [a student
from Syria and a student from Iraq] and just learning from that interaction
between these two Muslim groups who were violently opposed to one another,
and so that's to me as important as 900 international students.

When asked about indicators of success, the provost agreed that an enriched learning
environment resulting from the presence of international students would be indicative of
success. He articulates successful outcomes:

We have become much better . . . seeing to it that those [international] students
and their presence here are used to provide cross-cultural experiences for all our
students and they are not just here taking classes. That we have been ingenious in
seeing to it that their presence here really does, on a day-to-day basis, enrich the
experience for everyone. That, I think, is one of the key measures.

Cross-cultural learning will be facilitated by additional programs and opportunities that
allow students to participate in cultural exchanges. Whether through physical exchanges
in study abroad programs or through personal exchanges on campus, the goal is to
provide students the chance to develop an understanding of the world and the diversity of
its people. Cross-cultural learning is clearly a presidential priority, reflected both in the
plan and in the language of other senior leaders.

The plan also focuses on service, both locally and globally. Several references in
the plan direct students to serve those in need and give back to the world. Valparaiso
states its vision to be the “world’s definitive independent Lutheran institution, a center for
dialogue between people of all beliefs” (Valparaiso University, n.d.g, p. 13). A two-year
planning process launched under Heckler’s leadership in 2010, called for input from
faculty, staff, students, alumni, trustees, and community members. The university is an important part of its community and recognizes its importance in the economic development of the town and the vibrancy and diversity of its community.

President Heckler felt that it was strategically important to include the broader community in the planning discussion. He included community members in the planning process and maintains a close relationship with the mayor of the city so that they can address any tensions within the town. The university shares its name with the town of Valparaiso, which has a population of 32,000. The university’s domestic and international diversity enhances the diversity of the town, which has historically been nearly all white. In 2010, the population of the town was 85.6% white, 3.3% black, 2.1% Asian, and 7.1% Hispanic or Latino, with an average of 4.9% reported as foreign born between 2007-2011 (U.S. Census Bureau, n.d.c). In fall 2011, the university had 3,964 undergraduate students of which 79% were white, 5% black, 2% Asian, 6% Hispanic or Latino, 3% two or more races or unknown, and 5% international (NCES). Of the first-year undergraduate students living on campus in fall 2010, 60% were from outside the state of Indiana and 4% were from foreign countries (NCES).

The provost credits the strategic planning process as a way in which leadership helped to develop a more cohesive approach to internationalization, an approach that could be a distinctive signature for the university and one everybody would embrace. According to President Heckler, it was no accident that internationalization and diversity became key priorities in the strategic plan. Prior to writing the strategic plan, the president engaged in a year of visioning that started with a retreat. The goal was to answer the question “What is the most desired future for Valparaiso University?” The
The president indicated that 250-300 people were invited to the retreat. The invitation list, which was developed by the president in consultation with a small group of senior administrators, was designed to make sure that those individuals who were early adopters of internationalization and diversity, those with connections and networks deep and broad, and those outspoken advocates of internationalization and diversity were included. The president indicated, “The retreat and break-out sessions were intentionally seeded with people that had a deep understanding and interest in internationalization.” The year-long visioning resulted in the strategic planning priorities. Strategic plan task forces were then developed to figure out how to implement the elements of the strategic plan as they related to international education, such as task forces for intercultural and interfaith, international students, international awareness and reputation, and community outreach.

The provost believed that the strategic process promoting internationalization engaged the entire community and generated support for an investment of resources:

The planning process was really building on something that had already been underway for a decade or so, but had been more scattered and diffused rather than an owned objective by the entire university community. So the trick there was to get leadership for something that was already important but diffused and scattered -- as far as the energy and programs -- to become something of a university signature, something that everybody would own. Of course, we are going to be allocating resources both personnel and dollars and so forth to this endeavor because it is one of the primary strategic objectives.

The president sees his role as one of focus and bringing the pieces together. He argued, “The president can't do much else except decide on what to focus on and to consistently support to make sure that our investments are following our focus and that we are being consistent on that year after year after year.” With the expansion of activity with international partnerships, the president indicated that there needs to be a way to pull
them all together and really focus on some of the programs. He indicated that the strategic plan is a means to provide focus. He noted, “Renu [sr. associate provost of international affairs] is out to sign 25 different agreements for 25 institutions because – she does that because that's her – that's how she works and so part of what you'll see in there is the need to bring it together, give a greater focus in terms of recruitment, particularly on agreements that are signed, when that happens then the resources will follow.”

The provost feels that President Heckler has done much more than provide focus when it comes to leading internationalization and believes he has played an instrumental role in collaboratively and transparently moving internationalization to the next level. He summarized the impact and the leadership style of President Heckler:

There is also no question that there was nowhere near the campus-wide and community-wide buy-in on this as there is now thanks to his leadership. His style of leadership is not top down; it is to enable people, collectively, to come to a sense of common action, and then he makes decisions, and he is very transparent about the process.

The president attributes some of the success to the readiness of the university community to advance internationalization. He feels that determining the readiness of community members to embrace an international focus is a critical factor. He claimed,

If the issue is ripe, then the organization will be ready to deal with that and you can't misjudge that, because if it's not, you'll know almost immediately because the pushback will be great or perhaps they need more information in order to make a judgment and move ahead.

One of the ways that the president determined institutional readiness was by being patient and taking time to understand the institution’s culture and people’s passions and
how they spend their time. He took a multi-year methodical approach to leading internationalization. He recalled,

I really spent the first year just making sure I understood culture and looking at a lot of people doing good work, and I just observed who was doing the work and how was it working, and it really wasn’t until the second year where I began to formulate strategies and then the third year, I started to execute, and in the fourth year I started to be more – much more aggressive.

During his first year, the president used the visioning process to help develop and reinforce the language of internationalization. He used consistent language to stress the priorities, but also gave room for the university community to shape those priorities. He indicated that he would constantly use language about the importance of embracing and embodying international education with a diversity of people and beliefs:

Something that I state in every setting and it is a reminder -- and this came out of the vision process in my first year here -- Valparaiso University will be a community of learning constituted by people of many and various beliefs and backgrounds, in dialogue with one another and a common pursuit of truth. Even the strategic plan, you’ll see on the cover says, "Our Common Pursuit," and when you look inside, you will see photographs of people from all over the world.

The senior associate provost says that the language the president used and encouraged others to use was a significant change for Valparaiso. She indicated, “Now in our strategic plan, we say this is a community constituted of people of all faiths and religions. This is a huge shift.”

Creating the Organizational Structure

One immediate change the president made was to develop Valparaiso’s organizational structure to support international education: the responsibilities of the senior associate provost were divided so that she could increase her focus on international programs and initiatives, and her title was changed to the senior associate provost (SrAP)
for international affairs. The Office of International Programs reports to the SrAP and is staffed by the director and two assistant directors of international students and scholars, the director of study abroad, assistant director of international admissions, coordinator of international student services, and the administrative assistant.

President Heckler also evaluates the infrastructure beyond the campus to indirectly support students and to ensure internationalization efforts abroad are successful. He commented on the structure of the collaboration in India to start a new program and on how the structure duplicates successful internship programs created in other countries:

The plan there [in India] is around that campus. [There] will be a whole area of multinational corporations, all whom are desperate for well-prepared undergraduates of that system. So those will be around and so we've got all the companies connected. This has already started in engineering today, the ability for students to leave and go to an internship in India and then come back. So we've started these programs. We have them in business, and we have them in engineering now. In engineering they're called the VIEP Program, the Valparaiso International Engineering Program. So they can do their four years here and get their fifth year as intern in Germany with Bosch.

The president focused on ensuring that the infrastructure to continue with the international efforts and successes is in place and that the right structures help to foster greater participation in the institution’s international agenda and embed it in the institution. He recognizes that continued internationalization relies on people and systems to ensure its sustainability. He acknowledged,

We got more people involved. Now, I'm in my fifth year, and the focus this year is really thinking through a legacy and succession because a number of our folks have been here a long time and they're getting toward the end of their careers, so I'm really now looking at getting the succession and stabilization in place so that it's not personality-dependent.
The president believes that the role of the faculty in mission and internationalization is important. In the summer after their first year, new faculty members go on a retreat to Cambridge to learn about the institutional mission, but the retreat trip is also an international experience for them. The SrAP indicated, “That's another instance of the president's commitment to both the mission and international. We started this Cambridge thing out of a Lilly Grant. The money ran out during the first year the president was here, and he said ‘we'll find the money.’” The president sees the trip to Cambridge more focused on immersion into mission and Lutheran history rather than international: “That's really focused on mission. So they go there, and they do a number of readings about what it means to be a Lutheran University.” The senior associate provost believes that this faculty program has benefits beyond mission: she sees the trip to Cambridge as a way to help the faculty expand their international knowledge. The SrAP believes that making internationalization a central part of the mission is key to faculty buy-in:

So just being in Cambridge, and for many people this is their first time that they're gone, I think it makes a big difference. I know that in one of the years, two of my colleagues, young colleagues decided, “Okay, let's also go to France.” So they went for a three-day trip to France after that.

The president has also been strategic with board development to bring a more structured international element to the board. Heckler indicated that the board has been involved at the start when they were part of the visioning process during which internationalization was elevated as a priority for the institution:

The board was part of the visioning process where internationalization was lifted up as a key area of vision for the future. They were involved at the very beginning and certainly approved the strategic plan at the end where we talk about growing our international presence from about 200 students to 900.
The provost acknowledged that board representation has changed since President Heckler arrived and that the president has been successful in internationalizing the board with individuals who have international experience: “I think the president has done a couple of things with the board that are pertinent to internationalization. One is that the kinds of people that he is now recruiting are people that have had a lot of international experience.” President Heckler said that he has recruited two board members with international experience and is currently considering recruiting a Syrian national.

The education of the board of trustees has been equally important. The president indicated,

We have done educational sessions for the board and for our national councils as well. National councils are the next tier of leadership for all the schools and colleges. We've convened them, and we reviewed this internationalization plan in detail and have discussions across all the national councils.

The new program in India has involved the board extensively in the business and legal advisory capacities. Describing the India program, Heckler asserted,

I convened an ad hoc committee of the board for the India initiative, and they have advised me at key moments in our conceptualization and our negotiation. They've been incredibly valuable to me and then there's a subgroup of those, the officers of the board and a few other folks, that are the group that reviews and approves the legal agreements of the business plan. So I've involved the board very actively in that process because it's a multimillion dollar – multi-multi - multimillion dollar operation that we're dealing so they've been heavily involved.

The senior associate provost also commented on the education of the board; she recalled a presentation she made to the board on one of the international initiatives. She indicated that the board is made aware of the various international activities, and the information helps to keep engaged. She said, “Always in our board report there will be something about internationalization.”
Creating an International Environment

Valparaiso has had a strong history of serving international students, and the president commented on the strategic plan’s clearly stated goal to increase the number and percentage of international students. Heckler referred to institutional history when he established a priority for recruiting international students. While the study abroad centers were started in 1968, the presence of international students on campus dates back to the early 1900s. He indicated that the goal for recruiting international students (15%) in the strategic plan is similar to the percentage of international students on campus in 1911: “There were about 700 international students in 1911 of about 5,000 [students], which is almost the ratio in our strategic plan. We intend to go to 900 out of 6,000, so it's almost that same ratio that the university had in 1911.”

A key element of Valparaiso’s approach to internationalization is to increase the presence of international students on campus. An important role for the president in this regard is reassuring faculty that there will be support to serve international students and that the growth in international students will enrich education for all students, not just generate dollars. The senior associate provost said,

One of the challenges that we've had is that as you put an emphasis on growing the international student population that puts strains on the faculty. The faculty then will have to work harder with students whose English is not their first language, and so, that kind of resistance and the resistance that this is lowering the quality -- for money. So the president has to be very good about getting the message around that this is important as an educational resource.

The provost indicated that there is some faculty concern about the international student population growing too fast and about not having enough resources to support them. The provost said,
There was a lot of skepticism about it from various quarters for various reasons, and there is still some residual skepticism. There is some worry that we are going to become too international too fast. Understandable reasons, like is there enough housing stock; do we have enough infrastructure in place to address such things as housing, diet, transportation; and do we have enough ESL training for people who come here when their English isn’t good enough? Some of the worries are that, not that they oppose internationalization, but they want to do it well and they are not sure that we are yet positioned to handle that kind of volume of international students.

The president indicated that he was actively involved in addressing the concerns about housing for international students. Valparaiso partnered with a third party to develop the ESL condos on the edge of campus to house international students.

Personnel and bricks and mortar are not the only resources needed to support international students. The president noted that financial aid is used to recruit international students and that the discount is close to that of a transfer student. The president feels the investment is justified:

We make as much on our international students as we would on a transfer. We don't subsidize the international students. We're not using domestic tuition to subsidize international students. So international students, in that regard are paying their way . . . they are paying for the cost of their education, but they're not paying necessarily the full fare.

The recruitment efforts at the undergraduate level are working. The president noted, “Last year we had about 30 international students at the undergraduate level, and now, we have over 100.”

Another initiative for internationalization has been bringing international faculty to campus for short-term engagements so that they experience Valparaiso and teach classes. When those faculty return to their home institutions in other countries, they become advocates for Valparaiso. The president said,
So we then began to offer many more programs globally where we would bring faculty here at Valparaiso. They've stayed for six weeks. They've stayed for a semester. They've stayed for a year. They would study with the faculty, observe classes, observe administrators. They would then, in the second semesters, teach and so they would get accustomed to our style and our way of teaching and they go back to their institutions, and so now you'll see your faculty from all over the world that come here and then they go back and they are our biggest advocates.

The provost believes the president’s collaborative approach helps to emphasize the importance of international efforts. He said the president is willing to recognize the tensions and address them in a very open and collaborative way; he listens to concerns and works with others to address them. The provost spoke about a summit the president called to deal with the tensions that occurred in the fall 2012 when there was a noticeable increase in the number of both international and minority students:

The president, having sensed we have reached an important tipping point here with this present class having reached 27% minority, including international students, 28% actually, he called a university summit, which was basically anybody can come, and let’s brainstorm together about what the university can do to make this new population feel welcome -- make sure they are retained and that they finally graduate.

The provost also acknowledged the success of the summit: it produced outcomes and a community-wide approach to addressing tensions related to a change in the mix of students. He claimed,

This whole brainstorming session produced a lot of action steps, which are feeding into the normal administrative machinery, and they range all the way to academic advising, to better ESL training, to housing and issues of diet and religious holidays and how they are recognized and celebrated by people of different religions. All of those things are very much on the front burner of people’s conversations and actions percolating out of that summit.

The president spoke of his leadership and approach to the summit. Speaking of the same dynamics, he noted there was a significant increase in the percentage of minority students entering the freshmen class: from 9-11% minority to 25%. He said,
We had a summit. I called the summit and we – using the Gladwell\(^2\) Approach - we identified about 40 or 50 connectors in the institution, and we sent them an invitation saying the president has invited you to attend the summit to examine diversity at the institution and determine our strategy in going forward for the students that we have admitted this fall. I waited until we admitted the students – because everyone understands, we need to retain them, we need to graduate them.

The president wants to demonstrate his commitment to minority students and that he is equally interested in the success of minority students as he is international students. He admitted, “We called the Diversity Summit, which is really focused primarily on those domestic minority students who are coming into the institution, who I'm working for.”

*Further Enhancing the Curriculum*

In 2007, Valparaiso University was awarded the Spotlight Award by NAFSA for being “international to the core”. That year, the university had three Fulbright Scholars – one each going to China, South Korea, and Germany. All freshmen, including those in the business, nursing, and engineering programs, are required to take an interdisciplinary course focused on global and religious education (NAFSA, 2007). According to the profile for the award, the most significant aspect to the core is the fifth hour that takes place outside the classroom, during which students participate in various globally focused activities, and after which they are required to reflect and write on them.

In addition to the core, Valparaiso offers majors in French, German, and Spanish and minors in Chinese, Hebrew, and Japanese. In fall 2011, only 1.9% of the graduates

\(^2\) Malcolm Gladwell in his book the *Tipping Point* (2000) discussed the “Law of the Few” which refers to a few key types of people (i.e. connectors) who must champion an idea before it can reach a tipping point to widespread popularity.
majored in foreign languages. Another 2.2% majored in International Business, International Relations and Affairs, or International Economics (NCES). The most recently added international program is the Masters in International Economics and Finance. The president mentioned that several programs have been added under his leadership to focus on international education:

We have Masters in International Economics and Finance. I can say we're just starting a Masters in International Commerce and Policy, those are two big ones. The third one that started was a Masters in Digital Media. These are all really, really popular and now we're working on law degrees at the masters level that are also oriented toward the international market, so we've got a whole group of professional masters programs which are targeted to the various international markets, and those are very successful.

While programs focusing on international education are being expanded on campus, one of the most significant initiatives taking place is a program in India;

Valparaiso will design the curriculum and course content and work with a new university in India to deliver it. It will be a Valparaiso degree in India. The president indicated that he has worked closely with the board on this program and is working to get it approved abroad. President Heckler sees this program as a key international strategy for Valparaiso:

We will deliver the intellectual property. We will prepare the faculty. We will do quality assurance. They will deliver the degree. We will give them our brand and we've got a very elaborate IP and branded trademark agreement with them. We've got all those controls in India. The program will open with a thousand students and will grow to about 20,000. We're working our way through the legal system right now. I expect that we will be open around the fall of 2015, so we've been laying the ground work for that program. That's a key strategy for us.

He admitted the India program is really an academic and reputation strategy more than a financial strategy:
It is primarily international. We will make money. We won't lose money on it. But we've chosen to not make a lot of money. We've chosen to mitigate risk and lower the cash returns in order to have something that was a little bit less of a risk strategy for us.

The provost also mentioned the opportunities to develop a new partnership and to engage faculty in the process:

KIU, Kalyani International University, was the projected university that has not yet been created and we were going to get in on the ground floor . . . But the point is that it is a huge initiative that engaged a lot of our faculty in trying to think through what this would look like and define what was really altogether a new form of partnership, because it wasn’t an established university. It wouldn’t be a Valparaiso degree, it would be a KIU degree but we would be, in effect, the educational provider and in terms of staffing it, training, curriculum development, everything. They wanted an American-type degree offered there, even though the degree would be conferred by them.

Making International Visible

The physical space dedicated to internationalization sends strong messages about the trajectory of internationalization at Valparaiso. The Gandhi-King Center is located in the new Harre Union Building in a prime location, near the entrance of the building and across from an active student area. President Heckler indicated that the center is “multicultural and it is international with a central lounge and then a study space with a kitchen – and it is the prime real estate in the union. It's symbolical.” The president said that the space was designed before he arrived, but the naming was symbolic:

That was all designed before I got here, and so that center and the naming of it, that all came after. It's Mahatma Gandhi and Martin Luther King, and they put that together, and there are all those connections between the two anyway. So that [the naming] philosophically was to talk about what they envisioned that space to be now.
The SrAP also acknowledged the role of the president in renaming the center and using the naming of the center as a symbolic gesture to highlight the importance of internationalization and of tolerance (See Appendix 7):

He said let's think of a name that would be good, and so we brainstormed. Then we came up with Gandhi-King Center for Global and Multi-Cultural Engagement. He said let's make it a bigger location in terms of the diversion to what had happened, and we had a dedication – I mean there was nothing to dedicate, it was just the renaming of the center, the building had already been functioning, but he was good about that, let's make a symbolic gesture out of this name and lesson.

The president indicated that the space has its own challenges. As diversity in numbers of minority students and international students has grown, the center is not big enough; expansion is needed. He said that it is important to manage the message around the expansion: “Gandhi-King Center . . . we are expanding and that space is going to be inadequate. So now, the tensions begin.” He believes that the domestic minority students see the international students as a priority for the institution, which has created tension that is not necessarily unique to Valparaiso. He pointed out,

The international students are getting more support than the domestic minority students, and they all know that because they can all see it, because they're in the same space – it is an inherent tension in American higher education institutions. If there's value in them together, it can exacerbate the tension.

Planning the Work and Working the Plan

Setting strategic goals and developing strategies to achieve those goals requires institutional focus, said the president. Heckler has focused his leadership on helping others stay focused on the strategic priorities. He admits that provosts have “several balls in the air” and that part of the president’s job is to help the provost stay focused on the plan and move it forward. When asked about his advice to presidents wishing to advance internationalization, he emphasized,
Focus on this, figure out how to pay for it, get the leadership identified and send it on this way... I try to keep the provost focused on it because the provost is torn a thousand different ways so I keep bringing that [international priorities] back to the table so we continue to look at it. We're now getting ready for the next set of things for a year from now, which we're going to do in the international arena and get the personnel lined up -- and the resources.

President Heckler also sees value in supporting faculty development and sending faculty abroad. He indicated that there was a Freeman Foundation gift of $1.8 million that was received to send faculty abroad. This grant is used strategically to build awareness and support for international ties to China and India. He said,

That helped send the faculty out and that really helped to really pique curiosity about China. So there were large groups of faculty that went to China. Overall, China is well understood here because so many people went, and then we've done the same sort of thing in India. We were sending groups of 20 or 30 to India.

The president also works with multinational businesses to create internships for students. He said, “I had a meeting with the CEO of Caterpillar two weeks ago, and we're finishing off an internship there with Caterpillar in China, so students graduate here with their engineering degree. They have two years of Chinese and then they go intern.” The president is focused on moving the elements of the strategic plan forward; the effort requires using personal networks both locally and globally.

The president has traveled abroad and met with different partner institutions in the process of establishing international partnerships, but he is also committed to taking an international spring break trip as a symbol of his commitment to study abroad. The senior associate provost recognizes this new tradition as a symbol to both students and faculty that the president values time abroad: “So the president has reserved this time on his calendar where he will do something international.”
Challenges with Internationalization

President Heckler recognizes some of the challenges associated with internationalization. One of the primary challenges for the institution is staying focused on it and finding ways to integrate all of the disparate activities. He pointed out, “Everyone's going in a thousand different directions and we're just not leveraging those opportunities. That's why we did the ACE Internationalization Lab.” His networking and funding resulted in Valparaiso’s participation in the internationalization laboratory, participation that resulted in the strategic plan for internationalization.

At the same time that Heckler acknowledges the university’s success with international students, he also admits that more strategies to ensure diversity among the international students are needed so that there is truly a balanced international classroom:

The problem that we're dealing with is that they [admissions] are too successful and that we need to find ways to balance the portfolios of students, that we're creating an international classroom, that we don't get overloaded with Indians or with Chinese who want to come in and fill up all those classrooms; that's not the strategy.

The provost believes the strategic plan, which was followed by the supplemental strategic plan for internationalization, is helping to develop an ethos of internationalization. The provost said, “I think that is exactly the project we are undertaking as part of this strategic plan of internationalization is to try to get that activity of cross-culture conversation and experience pervading the campus and not just located in the classroom.” The resources needed to make sure that this cross-culture happens is often seen as a roadblock, so the president feels that a clear strategic plan is needed to make sure the funds are allocated to advance priorities. The president noted that people worried about money often say, “Oh, I don't have any money to do this, and I don't have
any money to do that," so he believes that it is part of his job to be supportive and ensure that the funds are available. President Heckler admitted, “In the absence of a clear strategy when you’ve got a thousand different people doing different things, you're not going to put your money in there in any major way until it starts to bring some focus and direction.”

A significant implication of growing international student numbers is the need for personnel resources -- faculty and international student support services. The senior associate provost acknowledged that there is also some resistance and some concern that quality is being lowered in exchange for the money that international students bring to the campus:

I think one of the challenges that we've had is that as you put an emphasis on growing the international student population that puts strains on the faculty. The faculty then will have to work harder with students whose English is not their first language and so, that kind of resistance, and the resistance that this is lowering the quality -- for money [is a challenge].

Increasing the number of international students too fast is a challenge not just for the university; the university must be aware that the increase poses a challenge for the city of Valparaiso, which lacks diversity. The provost indicated that before 1980 there was not a single black person living in the community. The university has brought diversity and internationalization to Valparaiso, but international students have not always felt welcome off campus. The provost reported a few incidents occurred in the town but says that the president works with the mayor to try and address them. Speaking about the townspeople, the provost said,

Most of them are tolerant, but not enthusiastic about the prospect of having just a lot of Chinese, and Indian, and African students in town. They’re slow to capitalize on the economic opportunity there. But that has happened. But the
president has taken the lead, I believe, more than anybody within the community, in cooperation with the mayor in moving that whole conversation and agenda forward.

President Heckler commented on the recent diversity summit as a means to galvanize the internal community and get them committed to addressing issues with the external community. He described the theatrical role he played in the process. He pulled people together and gave examples of racial/ethnic incidents that had occurred at Walmart or in the town’s parking lots:

So I just read with no emotion, right? You hear people go, "Huh? Huh? Huh?" in the room, right? So by the time that was done, there were 85 people who were going to work like mad to figure out what needed to be done. They were galvanized and there was a sense of urgency and need, because these young people are walking around now and they are our students and we care about them.

The university is aware of the need to work together to create a broader community of learners. President Heckler has worked collaboratively with the Mayor to develop opportunities for the community and the university to work together. One of the ways that is done is through Communiversity Days. Valparaiso wants to be a resource to the town and invites its residents on campus for concerts, lectures and special events.

The provost indicated that the president plays a leadership role in blending the university and the town into a healthy community:

There is a need for perpetual town/gown cooperation in attempting to educate the community on the value of having a more diverse population by having the university here, so that is a kind of never-ending project that the president has taken some significant leadership in.

Faculty development is another priority and challenge. Providing opportunities for current faculty to gain international exposure so that they develop global perspectives and international connections is a way to address this challenge. The president discussed the
value of the study centers for faculty development: “Certainly, the study centers all have
directors that go for one to two years, and so they are residents in those various study
centers, and we maintain that tradition, and that really circulates our faculty out in these
various programs.” The president believes that faculty describing their experiences
abroad when they return to campus helps to promote internationalization on campus.

The provost acknowledged the importance of the board’s readiness to embrace
internationalization as a strategic priority: “You need to sound out the board fairly early
to measure its own interest in taking the institution in that direction.” The board plays an
important role in approving the strategic plan and accepting internationalization as part of
a strategic plan that has been developed in collaboration with faculty and staff will be
beneficial for moving international aspects forward. The provost believes that a president
who tries to bring internationalization to the campus as a personal priority will not get
very far. He advised against “just suddenly introducing one big institutional emphasis in
left field that happens to be yours.” He believes that “unless you get buy-in on the
beginning, you are not going to get very far.”

Within Case Analysis: A Multi-Frame Leadership Approach

President Heckler has advanced internationalization at Valparaiso to the next
level. When he arrived in 2008, he spent his first year assessing the institution and its
people, a strategy consistent with Bolman and Deal’s human resource frame, which
emphasizes understanding people and their strengths and needs. In his second year, he
engaged in a strategic planning process that culminated in a structural framework for
internationalization.
Heckler’s approach to leadership has been consistent with Bolman and Deal’s multi-frame approach for bringing about change. The strategic planning process included multiple perspectives, or frames, to lead the institution forward. Heckler used the political frame to invite people to a year of visioning based on their interest, knowledge, influence, and networks. The president indicated that the year of visioning blended a political and structural frame, so that the right people and right voices were around the table. Those “right” people were identified in a small group the president convened. The role of the identified individuals, who were predisposed to international as an institutional priority, was to listen for internationalization and diversity as an institutional priority. Those same individuals were then reengaged in various planning task forces. Consistent with the structural frame, task forces are used for “lateral coordination”, but the political frame was also an underlying leadership strategy to make sure those tasks forces were seeded with stakeholders so that goals that would advance an international priority emerged.

On the heels of the strategic planning process, Heckler engaged the political, human resource, symbolic, and structural frames were again engaged around participation in the laboratory. Because of Heckler’s encouragement, his networks and his financial commitment, Valparaiso was invited to participate in the ACE International Laboratory. The process engaged numerous influential individuals on the campus to help give meaning to the internationalization priority. Participation in the ACE Lab also was a symbolic recognition of Valparaiso’s commitment to internationalization and it created the structure that furthers the plan with specific internationally focused goals and strategies. The most significant goal resulting from the strategic plan was the
commitment to increasing the percentage of international students to 15% of the student population.

Consistent with the human resource frame, Heckler was very aware of faculty and staff fears about increased workload and their potential inability to serve adequately a growing number of international students. Heckler addressed the fears by including in the planning document a projected increase in faculty. There was also concern about inadequate housing for an increasing number of international students that would live on campus. Working with a third party, the president addressed these concerns about housing by building residences for international students.

Heckler’s use of the symbolic frame for leading internationalization is evident in a number of ways. According to Bolman and Deal’s symbolic frame, leaders create symbols to resolve confusion and anchor hope and faith, and story becomes an important part of the organizational life. President Heckler created a narrative about the importance of internationalization and began using the phrase, “an international Lutheran University” when describing Valparaiso University. He has also been visibly active in the community, a strategy consistent with Bolman and Deal’s symbolic frame, which includes the use of ceremony and culture as important aspects in leading change. In partnership with the Mayor of Valparaiso, Heckler has co-sponsored events and educational opportunities and has taken a leadership role in promoting the benefits of internationalization for the university and the community. President Heckler co-authored an article with the mayor about the changing face of Valparaiso (see appendix 8). The president is also a consistent supporter of international events and ceremonies on campus. He indicated, “If there is an event and I am in town, I am there.” He also acknowledged
that he tends to prioritize those events over other events and activities on campus. Many of those events are organized through the Gandhi-King Center for Global and Multi-Cultural Engagement, the naming of which was another symbolic leadership moment for Heckler. He prompted the naming and dedication for the Center which provided the ceremony around a story.

Heckler has engaged other structural approaches to leadership to realize the vision. Organizationally and programmatically, he has made a significant contribution. As soon as he arrived on campus, he created the senior associate provost for international affairs position, and he recruits board members with international experience. Under Heckler’s leadership, several undergraduate and graduate programs have been developed to increase global learning within the curriculum, and partnerships with international universities, which will offer a Valparaiso degree, are underway.

Heckler’s use of a multi-frame approach has advanced internationalization at Valparaiso University. During his five years as president of Valparaiso, he has had a significant impact on the university community and played a significant role in the surrounding community when it comes to advancing the university mission and the commitment to creating an environment for global learning. In charting the future of Valparaiso, Heckler wrote in his introduction to Our Common Pursuit: “These are exciting days in the life of Valparaiso University. Our time is now. For future generations, for our world, it is time to set sail.”
Chapter 9

CROSS–CASE ANALYSIS

Introduction

This chapter presents an analysis of the five cases to answer the research questions posed in the introduction. To focus on leadership, five presidents of small colleges, which had been nationally recognized for comprehensive internationalization, were selected. Information was gathered on the institutions and their presidents, the historical contexts and organizational infrastructures for international education, and their elements of internationalization.

Based on the findings from five sites, it is clear that the presidents who advance and sustain internationalization do so using a multi-tiered approach. They develop the organizational structure, fund and encourage faculty development, develop board interest and commitment, are intentional about budgeting and fundraising, and provide the narrative and symbolism for internationalization. Drawing on data from each of the sites, this chapter presents the findings that answer the research question. The chapter is organized by the research questions. The section on leadership is further divided into four parts; each dealing with the four frames of leadership identified in the scholarly work of Bolman and Deal (2008): structural, human resource, political, and symbolic. These findings can assist future presidents in identifying 1) elements that enable success in developing a comprehensive approach to internationalization; 2) the frames of leadership used to advance an international focus; and 3) the challenges associated with internationalization.
The Role of the President in Advancing or Sustaining Comprehensive Internationalization

Internationalization on all five campuses comprises a three-pronged approach: sending students abroad, bringing international students onto campus, and integrating international education and degrees into the curriculum. The institutions may have more strength in one of the prongs than in the other two, but all three are present in each institution. Depending on the history of the various components of internationalization and the longevity of the president, the leadership frameworks and strategies vary, but six common themes appear in the strategies the president uses in advancing internationalization: Organizational structure, faculty development, board development, fundraising for internationalization, presidential symbolism, and focus.

Organizational Structure

Three of the institutions illustrated the importance of the president in ensuring an effective organizational structure to support internationalization. Four of the five institutions employed at least six staff members in the office that oversees international education. One of the first hires President Kepple made at Juniata was the dean of international education, the first administrator for international affairs. Prior to Kepple’s arrival, international activities were being coordinated by faculty who rotated as acting directors. It was decided before the president’s arrival that Juniata needed to professionalize the office to provide consistency in staff and focus. Upon his arrival, Kepple saw international education as one of Juniata’s strengths and endorsed the recommendation to hire a dean of international education; this endorsement demonstrated Kepple’s investment in and value for internationalization. The president also appointed a
global presidential task force, which developed a supplemental strategic plan, its Global Engagement Initiative, which in turn guides strategies related to internationalization. The organizational staff has grown during Kepple’s tenure. He acknowledged, “We have a big staff, and there’s a lot going on, so it’s a big percentage of the budget.”

In some of the cases, the presidents had to build or restructure the units responsible for driving internationalization. At other institutions, the presidents supported the current effective structure. An example of the latter was Beloit. The office of international education and the director of international education at Beloit College are highly and publicly praised by President Bierman. He sees his role as personally and financially supporting the efforts of the office and its director. He believes part of his role as president is to support what is an “enormously sophisticated operation at Beloit.” He indicated that if an institution does not have enough structure supporting international education, it will need to create and staff an office to support faculty.

Chatham is still developing the organizational structure to support the faculty. Chatham has used a collaborative approach between faculty and staff, with President Barazzzone taking a leadership role in both program development and program structure. This president believes that globalization needs to be part of Chatham’s culture and an institutional value, not just the passion of a few. Speaking of the role of the president and the importance of deepening internationalization on the campus, she stressed that “you need to expand it beyond your personal championship, but it needs your personal championship.” She sees the organizational structure as an important factor for sustaining internationalization and indicates that “my time here is to try to very much
create the structures now, even more than they are, so that it is truly within the institution.”

To build organizational structure at Dickinson, President Durden brought the Forum for International Education to the college and elevated the identity of the Forum by providing a physical presence, signage, and financial support. The founder of the Forum became the first director of international education. The Forum provided greater visibility of Dickinson’s commitment to internationalization throughout the world of higher education and provided a valuable onsite resource for the college.

At Valparaiso, President Heckler also made an organizational change in his first year. During a change in leadership in the provost’s office, the president divided the responsibilities of the associate provost and created a separate position called the senior associate provost of international affairs, who would focus on international efforts. The reorganization was done by the president before the new provost was appointed. The president is ensuring that through the organizational structure and through succession planning internationalization is institutionalized and not dependent on certain individuals.

An analysis of the cases with respect to their organizational structures reveals a few similarities among them. Two of the presidents, Kepple at Juniata and Durden at Dickinson, at their institutions for 15 and 14 years respectively, used the organizational structure to enhance the institution’s focus on internationalization and to build systems to support and elevate it to as a strategic priority. At Dickinson, study abroad and foreign languages were part of a rich history of international education, but President Durden created an organizational structure to enhance its reputation among its peers: Dickinson
hosted the Forum on Education Abroad and made the founder and executive director of the Forum the first director for the Center for Global Study and Engagement.

At Beloit and Valparaiso, the presidents, early in their tenure, elevated the role of the administrators leading internationalization either through a title change or through public recognition, moves that demonstrated to the campus community that internationalization was a priority and that it garnished support from the president. Beloit College is well known for its study abroad programs and already had an established organizational structure, but the president publicly recognized the importance of these administrators in advancing international education, and he has been committed to supporting the director.

Chatham has taken a slightly different approach. President Barazzone has been at Chatham for 20 years and has championed the importance of international education, but she has used the curriculum as her primary vehicle. Because internationalization happens through the curriculum and the Global Focus Program, the faculty plays a significant role. Barazzone recognizes the importance of faculty and administrators sharing ownership of internationalization. At Chatham, the administrative structure is less developed than in other cases, but Barazzone expresses caution: “If you create too much of the bureaucracy, then they [faculty] say let them [administration] do it.” At the same time, she recognizes the need to create structure and infuse internationalization more deeply into the institution.

*Faculty Development and Education*

All components of internationalization – study abroad, international students, and curriculum integration – require faculty involvement. Presidents at all five sites
recognized the importance of faculty development and provided opportunities and/or encouragement for faculty to prioritize their own education in and understanding of internationalization. In the cases, the president played two important roles related to faculty development and education. One was modeling behavior, and the other was committing financial resources to support faculty development.

At Beloit, President Bierman strongly supports faculty development and sees it as a focus for the future. He believes that the faculty could learn from the International Symposium that offers students an opportunity to share their study abroad experiences with the campus community. He feels that the faculty should create a similar reflection and sharing experience to help educate and encourage fellow faculty members. Bierman shares his personal experiences directing short-term study abroad trips at his former institution with faculty and encourages them to think more broadly about study abroad. He believes faculty should explore and consider short-term programs as a means of increasing the percentage of students who study abroad. He thinks such programs provide a “tasting” that could encourage future interest in international experiences. He understands the differing philosophies on short-term and long-term study abroad programs but continues to encourage faculty to engage in the conversation.

At Chatham, President Barazzone encourages faculty to apply for Fulbright Senior Scholarships and to participate in study abroad opportunities. The president herself was a Fulbright Scholar and said, “I’ve asked everyone to apply to be a Fulbright Senior Scholar . . . I’ve asked my staff to apply to be a Fulbright Senior Scholar.” The assistant vice president of international affairs gave credit to the president for her role and support in sending faculty abroad. She indicated that many faculty members have
participated in Maymesters, taking students abroad, and she claimed that they did so because of the encouragement of the president.

At Valparaiso, President Heckler institutionalized a faculty trip to Cambridge, England, which had previously been funded externally through a Lilly Grant. When the grant money ran out during his first year as president, he committed institutional dollars to continue sending new faculty abroad on a trip designed to further mission integration among faculty. The senior associate provost believes the trip does as much to further internationalization as it does to promote mission. She believes the president’s support of the trip was indicative of his support for sending faculty abroad.

Heckler’s language about the importance of internationalization to create a diverse and enriching learning environment and about the role of the faculty plays. The provost and senior associate provost for international affairs both believe it is important for the president to address faculty concerns that Valparaiso is growing too fast and appears focused on generating dollars from international students on the backs of faculty. Faculty members are also concerned that rapid growth in numbers of international students will jeopardize quality. To address the tension in the faculty, President Heckler has incorporated faculty growth in Valparaiso’s strategic plan and has committed to support services for international students. At every opportunity, he emphasizes the importance of international students, not for revenue, but for building a diverse learning environment at the university. For example, he said,

To have well-educated students, it’s essential that they be able to interact on a daily basis with people from all over the world. So we’re deliberately building out an international university here, and then we are building, over time, locations where students and faculty can move seamlessly from location to location.
Board Development and Engagement

Three of the five presidents discussed their efforts to internationalize their boards. At Chatham, President Barazzone stressed the importance of board commitment and said internationalization “needs your personal championship and it certainly does need some board buy-in.” She also indicated that “we recruit board members partially for their international commitment.” She also uses some of the international trips to educate the board and expose them to other countries. One educational opportunity for the board occurred when she led an alumni and board trip to Cambodia and Vietnam during the year the Global Focus Program featured south Asia.

The president of Juniata has made international experience one of the factors for board recruitment. The board of trustees at Juniata includes a German national, a Chinese-born individual, and members who have international experience. The president acknowledged that the ability to donate financially to the institution is an important factor in recruiting board members and indicated that these international board members are also committed to supporting the institution financially. Kepple said that nationality or international experience of board members “is a small chip of how we choose board members” and further added, “our two international persons, who are literally international, are very good donors as well.”

At Valparaiso, President Heckler also recognized the importance of board development and of recruiting trustees with international experience. The provost indicated, “I think the president has done a couple of things with the board that are pertinent to internationalization. One is that the kinds of people that he is now recruiting are people that have had a lot of international experience.” The president also engaged
the board in the visioning process, which resulted in goals for growing the number of international students. Including the board in the visioning process helped build their knowledge and support from the beginning. The board has also been heavily involved in taking a Valparaiso education abroad by providing key advisory support for a new program in India.

Based on the cases, the institutions that have the longest history in study abroad did not highlight the recruitment of board members based on their nationality or international experience. This could be due to the fact that alumni serving on the board already had a study abroad experience while at the institution or that the board was already committed to international education because they saw it as part of the historical identity of the institution. At Juniata and Valparaiso, some board members were recruited or relied upon for their technical expertise or their international networks.

At Chatham, President Barazzone relies on the board for its commitment to internationalization and deliberately educates the members of the board and personally engages them to ensure their support. Board support is important given two recent initiatives underway at Chatham. Chatham is building, literally, a School of Sustainability and the Environment that will require significant fundraising and board support. Barazzone hopes to develop with EARTH University in Costa Rica a joint degree, which will require board approval. She contended, “This should be international from the beginning, so I’m taking a group of trustees and groups of local foundation people to Costa Rica in January.”
Strategic Budgeting and Fundraising

In all five institutions, internationalization was a significant part of the strategic plan. In four of the five institutions, the presidents highlighted the need for financial resources to advance internationalization. Strategic budgeting is identifying the resource plan to achieve strategic priorities. Presidents use the strategic plan to leverage resources and fundraise new dollars or to reallocate existing resources and “strategically budget” to achieve strategic goals. At Beloit the strategic plan prioritizes the funding of student grants to support experiential learning, including study abroad. The provost indicated that President Bierman is focused on strategic budgeting and on determining priorities and then putting resources behind them. The president believes that attracting a diverse group of international students takes financial aid. The president wants to “make sure that going abroad is an affordable option for our [Beloit’s] students.”

One of the strategic goals for Chatham is to increase student participation in semester or year-long study abroad programs. Ironically, when President Barazzone came to Chatham, she discontinued the policy of using Chatham aid for third-party study abroad programs because of financial constraints. Because one of the goals in the strategic plan is to increase long-term study abroad programs, she subsequently introduced a voucher program, like one at another university, to incentivize students to study abroad longer. At the president’s initiative, students participating in semester-long programs are now eligible for Chatham grants to help defray the cost of their study abroad.

Juniata has invested dollars to ensure that students from all socioeconomic levels have the resources to study abroad. Students can take Juniata aid with them on any travel
abroad experience. Juniata has managed the financial outlay by utilizing exchanges, so that when a student goes abroad, an international student comes to Juniata. The provost indicated that the investment in people and infrastructure to support the exchanges is significant and acknowledged that the president has been willing to support such an investment as a strategic and financial priority for the institution. The president indicated that it is difficult to carve money out of tight budgets and that the best way to start a new international program or fund new international initiatives is to raise money. The dean also confirmed that presidential fundraising is necessary to take Juniata’s internationalization to the next level.

Increasing the percentage of international students is a strategic priority for Valparaiso and President Heckler. International students at Valparaiso receive financial assistance, but the president claims that the support given to international students is less than the typical student discount, but is comparable to that which a transfer student receives. He is committed to financial aid to recruit diversity among international students believing it is a critical component of an enriching global learning environment. He also recognizes and supports the services necessary for international students. Heckler indicated, “We have become much better than we were at seeing to it that those students, and their presence here, are used to provide cross-cultural experiences for all our students, and they are not just here taking classes.”

President Heckler at Valparaiso and President Kepple at Juniata actually supported the strategic planning process for internationalization by funding the participation in the ACE Internationalization Laboratory, a strategy that helped each institution focus on initiatives to advance internationalization. Those initiatives, whether
they are recruiting and supporting international students or expanding study abroad participation, require funding.

At most private institutions, there is never enough money to support the desires and needs of the faculty and staff, so it is important that the strategic plan have clear priorities to help identify those areas for external support or internal allocation of tuition dollars. Strategic budgeting and fundraising would be more difficult without a strategic plan that articulates the importance of internationalization. One of the roles of the president is to fundraise for strategic priorities, and board members and alumni are key constituents for fundraising. At three of the five institutions, the presidents spoke of visiting alumni who live abroad. President Kepple attends an annual alumni event in Germany and visits Juniata alumni and their families when he travels to China. President Durden spoke of annual trips to Germany to build relationships and expand networks, and President Bierman spoke of engaging and valuing alumni in China. President Kepple also acknowledged the recruitment of board members who are foreign nationals or foreign born, and who have giving capacity.

*International Travel and Lived Experience*

There was consistency among all presidents that personal travel abroad is an expectation and one of the roles of the president if he/she is committed to internationalization. Of the five cases, President Durden of Dickinson referred several times to the importance of his lived experience and international lifestyle. He believed that his first task as president was to “introduce or to confirm for the community that its leadership lived a global life, and international was part of his personality and personal direction.” He is fluent in German and uses opportunities to speak German to elevate his
international commitment so that students and faculty can see that he is comfortable conversing in another language. He wants to model for students an international lifestyle. He commented on the fact that he carries a European bag, eats a European breakfast, and tweets when he travels abroad. He has developed networks in Germany and spends time there every summer.

At Beloit, the president’s lived experience includes his leading two short-term study abroad programs while a faculty member at Carlton. He indicated that such experiences opened his eyes to an entirely different way of thinking about the world. Early in his presidency, he joined the director of international education on a trip to China to visit one of the partner schools; to the director this trip was a clear symbol of the president’s commitment to international education.

At Chatham, President Barazzone routinely travels abroad networking and generating potential ideas and opportunities about the Global Focus Program and other new academic programs. She believes that the travel and contacts that she makes contribute to the internationalization of the institution. She is seen on campus as someone who lives an international lifestyle, and she has been publicly recognized with honorary degrees from institutions abroad. She said, “People are used to me traveling.”

President Kepple of Juniata believes occasionally traveling abroad and meeting with alumni is an important role for the president. He travels internationally and meets with international alumni and their parents, and with prospective students and their parents to talk about Juniata. He wants to ensure that international students and their families see that they are important to the institution and to the president. The provost asserted, “The biggest thing that presidents have to do is to live this. They can’t talk
about the benefits of internationalization and stay at home all the time.” The provost also felt that the president’s coming back to campus and talking about his travels abroad with faculty was an important symbol of his comfort and commitment to international.

At his former institution, the president of Valparaiso had experience running an international program in China; however, the senior associate provost commented on her surprise when he approached her about his going to India to visit one of their partners over spring break. The provost indicated that the previous president was not comfortable traveling abroad, so it was not part of his role. The president has now started using every spring break for his own international travel experience, which indicates to the campus his comfort with international travel and his own personal and professional interest and development.

Presidential travel and an international lifestyle come naturally for most of the presidents. For President Barazzone and President Durden, their experiences as Fulbright Scholars in Spain and Germany, respectively, and their ability to speak another language makes an international lifestyle part of their DNA. At Beloit and Valparaiso, President Bierman and President Heckler had prior experience being abroad: Bierman ran study abroad programs and Heckler established an international site. However, they both used international travel as an early indicator of their support for the director/AVP of international education and joined them on international trips. All four presidents have embraced international travel and find it enjoyable and enriching. President Kepple learned to enjoy international travel and now travels to Germany annually.
Focus and Strategic Planning

Four of the five presidents discussed the importance of staying focused on internationalization and keeping others focused. The strategic plan is one way to keep leadership focused on goals and priorities. Another way to keep people focused is more organic. The president of Chatham is seen as hands-on with internationalization. She stays current on and reads about the topic of internationalization, and she often forwards articles or programs of interest to the appropriate people and provides personal thoughts and follow-up. The assistant vice president for international affairs indicated that the president is “personally interested and well versed in international -- unlike others.” The president is personally focused on enlarging international and has been personally recognized for her efforts.

At Dickinson, the president has created a narrative and a strategic plan that has helped to elevate internationalization. The provost claimed that the president deepened internationalization and articulated a story for it and that “no other president had done for international what President Durden has done.” Measurable goals in the strategic plan help focus attention and effort on international education. The provost indicated that the president became the storyteller of a compelling narrative about internationalization, which included the founder of Dickinson. By including international in his narrative, the president indicates to the community the importance of international education.

At Juniata, one of the president’s goals was to increase the percentage of international students on campus, and he set the goal of 10% to help keep people focused. That goal was achieved during his tenure, and he takes great pride in the benefits international students offer to Juniata and to the wider community.
Valparaiso is similar to Dickinson in that the president uses the strategic planning process to engage the community in internationalization. President Heckler also created Valparaiso’s institutional narrative by starting to refer to the university as an international Lutheran university and “a community of learning constituted by people of many and various beliefs and backgrounds.” Heckler incorporates his personal belief about internationalization into the institutional narrative and the language of the strategic plan. The senior associate provost acknowledged that the university had a strong history of internationalization with numerous study abroad centers but that the current president is really the one that “lifted up” internationalization as a strategic priority. The president sees one of his roles as remaining focused on strategic priorities. He indicated that his main role is to ensure that the investments are consistently following the priorities - year after year. The president also sees his role as helping the provost stay focused, given the provost’s numerous responsibilities.

Summary

Strategic planning and strategic budgeting are key elements for furthering internationalization and keeping others focused both on strategic priorities and on the need to identify and allocate funds to support those priorities. Achieving the strategic priority of internationalization requires an investment in the organizational structure and people to advance the various prongs of internationalization. Staff is needed to provide international students with language courses, to create study abroad exchanges, and partnerships, and to support faculty in organizing study abroad trips and integrating international content into courses. Board support is another important element for advancing internationalization. At Beloit and Dickinson, board engagement was not
highlighted as much as at the other institutions, but in both cases the focus for the
president was to sustain and elevate internationalization.

One of the strategies used to elevate internationalization is the narrative that the
president develops to ground the plan. In the case of Dickinson, President Durden
created the narrative around the founder of Dickinson and on a relative liberal arts
education. At Beloit, the president’s narrative described the liberal arts in practice, which
included experiential learning and study abroad. At Valparaiso, President Heckler began
using the narrative of an “international Lutheran university” to advance international
priorities.

At Dickinson and Chatham, the presidents also developed a personal narrative
about living an international lifestyle and also modeled such behavior. Both presidents
are bilingual and and travel frequently, creating international partnerships and networks.
The campus communities see their presidents as comfortable interacting on an
international level. The awards received by Barazzone also reflect recognition of her
commitment to international education by leaders at institutions abroad. Because of her
longevity at Chatham, her personal narrative has become Chatham’s narrative. The
assistant vice president for international affairs asserted, “When you talk about Chatham,
she becomes a very dominant piece of it.” At Dickinson, Durden sees global as leading
the narrative. He claims, “If you build a compelling narrative, people want to be in that
narrative.”

**Leadership Frames and Tactical Strategies**

The following section is organized by the frames of leadership discussed in the
literature review and attributable to scholarly work by Lee Bolman and Terrence Deal.
Each frame includes a brief explanation of characteristics and examples of its use by the five presidents in the study.

**Structural Frame**

In all five cases, elements of the structural frame of leadership were observed. The structural frame focuses on putting the right people in the appropriate roles, creating organizational structures, and strategically using committees and task forces to lead change. The structural frame assumes that organizations exist to achieve established goals and that organizations increase efficiency and enhance performance through specialization and the appropriate division of labor (Bolman & Deal, 2008, p. 47).

**Putting the right people in place:** Some examples of the way presidents used the structural frame to put the right people in the right places can be seen at three of the five institutions. At Dickinson, President Durden brought the Forum for International Education to Dickinson. The director of the Forum brought specialization to the assessment of study abroad program. “The structural configuration most closely aligns to the divisionalized form. In a divisionalized organization, the bulk of the work is done in quasi-autonomous units” (Bolman & Deal, 2008, p. 83). At Dickinson, internationalization happens primarily through the language curriculum and study abroad experiences coordinated to the languages. The provost and executive director of the Center for Global Study and Engagement worked with the program directors to develop a tactical plan. The provost is a tenured faculty member in Russian.

President Barazzone hired a vice president of academic affairs who was born in China and an assistant vice president from Iran; then she put individuals with international backgrounds and experiences in positions of leadership. Because of her
longevity and the role Barazzone has played in mounting an international agenda at Chatham, the organization operates like a simple structure when it comes to internationalization, with her at the strategic apex. In higher education, a top-down approach is typically counter cultural given shared governance. It has worked at Chatham, though, because Barazzone was hired at a time of financial crisis, and she rebuilt the institution. “When a start-up company grows in size, a simple structure struggles to manage the accompanying complexity” (Bolman & Deal, 2008, p. 80). Barazzone is focusing on expanding the organizational structure further to advance and deepen international efforts.

At Juniata, President Kepple approved the hiring of a dean of international affairs and appointed a global presidential task force to develop the strategic plan for global engagement. He stated, “We hired the right people to lead it [internationalization]. Jen Cushman is a wonderful professional in this area. She has done a terrific job. Her predecessor was also very, very good.” He also indicated that there is a large staff and that international is a significant part of the budget. He has supported the investment of people and resources in internationalization during his tenure as president. He felt the professionalizing of the position was not so much about expanding activities as it was about institutionalizing policies and procedures that would help advance internationalization.

To stay focused on expanding international programs and creating international partnerships, President Heckler reorganized the associate provost’s position and changed the title to senior associate provost (SrAP) of international affairs. He praised the efforts of the SrAP but also indicated that organizational structure to sustain international efforts
goes beyond a single person. He said, “I am really now looking at getting the succession and stabilization in place so that it’s not personality dependent.”

Utilizing Task Forces: Presidents Kepple and Heckler created a planning structure using the ACE International Laboratory and identified task forces to develop an international strategic plan. President Kepple indicated that he appointed the task force, set the agenda, and then let the group do the work to help the college think through strategically the global initiatives for the college. At Valparaiso, in response to faculty and staff concerns, Heckler called a university-wide summit to bring faculty and staff together to discuss the rapid increase in minority and international students and strategies to retain and support them so that they are successful graduates.

Structured Programs and Activities: At Valparaiso, the addition of degree programs is a structural method of internationalizing the curriculum. President Heckler is very engaged both in developing and supporting masters programs oriented towards an international market as well as in creating the new degree that will be offered in India. The Global Focus Program at Chatham University is a structural element, created by President Barazzone to advance global learning. Rather than add staff positions, faculty have been given release time to direct the programs. Another faculty member has been assigned the responsibility of developing global certificates.

The only case that did not reflect a focus on the structural frame of leadership was Beloit College. However, President Bierman indicated that Beloit “had a very sophisticated operation” already in place, so developing the organizational structure was not necessarily observed as a frame for leadership. Since Bierman is early in his career
as president, he has relied on the human resource frame to further international priorities rather than on the structural frame.

**Human Resource Frame**

The human resource frame sees people within the organization as the most important asset and as the organization’s competitive advantage. The human resource frame is built on the belief that “organizations benefit from a talented, motivated, loyal and free-spirited workforce” (Bolman & Deal, 2008, p. 141). Some of the human resource strategies include hiring people who are a good fit for the organization, rewarding and recognizing good people to keep them, investing in training and development, and empowering employees. Managers rely on relationships to achieve goals.

**Developing and Relying on Relationships:** At Beloit, President Bierman relies on relationships with the provost and the director of international affairs to further international efforts. The president has worked to garner support from the director by endorsing policies that the director had trouble getting approved before the president arrived. During the first year of his presidency, Bierman accompanied the director on an international trip. He indicated that one of the reasons he went was to build relationships; he wanted to show the director that “I value your work in this area and I’m going to support you.”

**Rewarding and Recognizing Good People:** President Bierman publicly recognizes the talent and commitment of the individuals in the office of international affairs. At Beloit, a well-developed structure existed when the president arrived, but he has acknowledged people for their good work. One of his goals is to increase the
percentage of students who study abroad, but he recognizes that there is tension around short-term study abroad programs. The president is trying to create relationships with faculty open to the idea of leading short-term study abroad trips and to encourage them by providing financial or grant incentives.

*Faculty Development:* At Beloit, the president also sees faculty development as a key element to advancing internationalization. He would like to develop an opportunity for faculty to share their international experiences with one another in a more formal way. He commented on the organic method of senior faculty mentoring junior faculty; but he felt the faculty could imitate the International Symposium of student experiences by sharing their own international experiences and perspectives as a way to educate and engage fellow faculty members. This sharing might motivate more faculty to lead a study abroad program.

President Heckler has invested in an international experience for all new faculty members at Valparaiso. After their first year, they attend a faculty retreat in Cambridge, England, which is designed not only to develop the faculty’s understanding of mission, but also to provide first-year faculty members with an international experience of their own. President Barazzone has also encouraged faculty development and encouraged Chatham faculty to engage in global scholarship through the Fulbright Senior Scholars program.

As might be expected, the human resource frame of leadership is most evident in those situations where the president is relatively new and trying to advance an international agenda; however, the importance of faculty development and their international experiences and exposure was mentioned by all presidents, even though the
human resource frame did not appear as dominant as the other frames of leadership. At Beloit, the human resource frame was the dominant frame of leadership.

**Political Frame**

The political frame views organizations as “coalitions of assorted individuals and interest groups and scarce resources result in power. Position and power are important elements in negotiating goals and decisions. The most important decisions involve allocating scarce resources. Goals and decisions emerge from bargaining and negotiation among interest groups” (Bolman & Deal, 2008, p. 195).

*Leveraging people and interest groups:* At Beloit, President Bierman worked with the provost and supports those departments that find creative ways for short-term study abroad programs, which he thinks can add value and increase opportunities for certain students, such as athletes, to study abroad. He believes that fundraising can be used to provide financial incentives for faculty creating coalitions that then generate a leadership circle around certain ideas to advance internationalization.

At Valparaiso, President Heckler claimed that the planning process was very much a political frame of leadership. He identified individuals to serve on working groups to establish strategic objectives that further internationalization. Heckler made sure that they were in the right circles during the planning phase.

*A Position of Power:* Due to financial distress, President Barazzone leveraged the power of her presidency to discontinue languages at Chatham and to create partnerships with a neighboring university to provide supplemental language instruction. She indicated this change was a politically contentious issue among the faculty, but she said, “My strategy was to choose only core languages that had varieties of cultural expressions
around the world.” She weighed and negotiated the alternatives: “We could do it and not have a mental hemorrhage because we’re six blocks from the University of Pittsburgh, which is a regional language center.” The president also used her position to start the Global Focus Program at Chatham, which was based on a much smaller, but similar program at her previous institution. The political frame makes power the most important asset. Political skills include agenda-setting, mapping the political terrain, networking and forming coalitions, and bargaining and negotiating (Bolman & Deal, 2008, p. 214). Barazzone is very involved with program development, takes a leadership role in setting the agenda for the Global Focus Program, and uses her internal and external networks. She is currently working on negotiating a joint degree program on sustainability with an institution in Costa Rica; she sees this program as a golden opportunity to be international.

The president of Dickinson was involved in developing the program on sustainability and the green economy with the University of Bremen in Germany. He sees sustainability and collaborations in Germany as an opportunity to further international education at Dickinson. He uses his position and his networks to advance internationalization through partnerships in Germany.

The president at Juniata would like to see more business students required to study abroad because he believes that, given the global economy, study abroad is important for their education. He indicated that he is “pushing to make it a requirement, but has not gotten faculty approval yet.” He has used his position as president to promote what he believes is an important educational value for business students and has networked and negotiated with business faculty to support those interested in study
abroad. The dean mentioned that an MBA program in Germany that is now being considered.

*Negotiating Tension:* President Heckler plays a significant role in the city of Valparaiso and works with its mayor to identify opportunities for the city and university to come together. The president believes that there is a continual need for town/gown events to educate the city on the value of having a diverse population and to address tensions surrounding the growth in numbers of international students. The president sees community politics as a never-ending project, which takes presidential leadership. There are also concerns among faculty that a rapid growth in number of international students will impact workload and the quality of education. To negotiate with the faculty to be more accepting and supportive of the growth in international students, Heckler has included in the strategic plan explicit numbers for increasing faculty. He has also forged coalitions with the community to address faculty and staff concerns about housing for international students.

*Symbolic Frame*

Creating meaning, instilling faith, and using symbols and ceremonies to develop a culture unified and committed to a vision are aspects of the symbolic frame. According to Bolman and Deal (2008), “rituals and ceremonies provide scripts for celebrating success, and symbolic activities are the basic building blocks of culture to shape an organization’s unique identity and character” (p. 278).

Presidents use various opportunities to incorporate symbolism and ceremonies in order to demonstrate their commitment to internationalization. At Chatham, the president is seen as an international traveler. Because of her networks around the world, she has
been awarded honorary degrees from institutions abroad, which are framed and displayed in her office and included in her biography. The president is also fluent in Spanish, symbolic of her ability to communicate easily with other cultures around the world. One of the subtle but significant symbols in her office is a framed caricature of her standing on top of the world (see Appendix 4); it was drawn to symbolize all things important to President Barazzone; it was given to her by the board of trustees at her 20th anniversary celebration. She pointed around the room and referred proudly to her honorary degrees: “Behind you is an award from the Turkish Cultural Center, a copy of an honorary degree from Seoul, and that scroll in Japanese from behind me, that is an honorary degree from Japan.”

The Global Focus Program, there are many symbolic activities that bring international to the campus in a very visible and ceremonial way. Several international leaders have been awarded honorary degrees by Chatham.

At Dickinson, the symbolic frame of leadership is dominant and has been used to energize the community and elevate international as a distinctive strength of the college. President Durden symbolizes internationalism in his appearance, in his speech, and in his involvement with international organizations, such as the Fulbright Scholars Program. Durden claimed, “If you’re in leadership, then you have to have a transparent global lifestyle. You have to be revealing, as you go, what you are learning – and share it.”

One of the significant symbolic ceremonial activities of internationalization occurs when the president recognizes during graduation those who have studied abroad. Students wear a patch of those countries where they studied on their commencement gown. The president also sees the value of recognizing students who did not study abroad and who nevertheless represent a Dickinson education, by creating a Dickinson patch. Bringing
the Forum for Study Abroad to Dickinson reflects President Durden’s use of the structural and symbolic frame of leadership, because the Forum enhanced Dickinson’s reputation and the visibility of internationalization. Another more subtle but indicative symbol associated with Durden’s leadership is his use of technology. He will send emails with the subject line reading “big idea” while traveling. According to the provost, Durden’s ideas come from his travels and experience, but he tries to engage others in determining whether his ideas are worthy. Durden also uses blogs when he is traveling to share his experiences with the campus community.

The president of Juniata is a visible participant at events. He attends dinners sponsored by international clubs and visits with families of international students when they are to campus. In speaking of Kepple’s visibility at international activities, the provost claimed, “He shows up for that type of stuff . . . international students see that. They like that.” Off campus, the president engages in international travel and participates in ACE conferences on internationalization, both of which, he claims, symbolize to the faculty and others that the institution is taking internationalization seriously. An invitation to the ACE Internationalization Laboratory was another symbolic initiative that enhanced the reputation of Juniata as an institution that is committed to internationalization. The provost sees the president as a person who lives the international life, travels internationally, and encourages faculty to spend time abroad. At Juniata, the president recognizes students with experiential learning at graduation by asking them to stand if they have studied abroad or have had an internship. The gesture demonstrates to faculty and parents that experiential learning taking place at Juniata is preparing students for life after college.
A very visible symbol at Valparaiso University is the Gandhi-King Center for Global and Multicultural Engagement, located in the union. At the prompting of the president the Center was named to symbolize the importance of internationalization and tolerance of diversity. The center had already been designed, but the president dedicated it formally to emphasize the naming. The senior associate provost acknowledged the role of the president in renaming the center and using the ceremony as a symbolic gesture. She said, “There was nothing to dedicate, it was just the renaming of the center. The building had already been functioning, but he was good about that –let’s make a symbolic gesture out of this name and lesson.” When the president is on campus, he always meets foreign delegations, attends performances of Chinese musicians, and participates in student-sponsored international dinners or events. The senior associate provost also sees the president’s vacations as symbolic. When speaking of the president’s own spring break, she said, “So the president has reserved this time on his calendar where he will do something international.” Like Juniata, Valparaiso also received an invitation to participate in the ACE Internationalization Laboratory; the invitation symbolized to the campus that President Heckler intended to make international education a strategic commitment. Heckler played a key role in getting Valparaiso invited into the year-long laboratory.

At Beloit, the president hosts an annual “thank you” reception for international students. He talks with international students and personally thanks them for attending Beloit. One of the ways Bierman uses symbolic leadership is through use of rhetoric. He refers to the “liberal arts in practice,” students’ preparation before they study abroad, and the celebration of students’ experiences when they return. He prioritizes attending the
International Symposium and being present at several of the student sessions at which they present their international learning experiences.

Summary

Presidents use multiple frames of leadership to advance internationalization. On some campuses, all four frames are used without a dominant frame. Of the five cases in the study, President Heckler provides an example of a multi-frame approach, where there did not appear to be a dominant frame of leadership. When he first arrived at Valparaiso, he divided job responsibilities and elevated the position of the senior associate provost of international affairs; both moves provided a symbolic statement and structural support to strengthen international partnerships. Heckler then engaged in a year-long strategic planning process to engage the university community in defining the future of Valparaiso. Working with a small group, he identified individuals committed to the importance of creating a global learning environment that would enrich a Valparaiso education. Being familiar with Bolman and Deal’s frames of leadership, Heckler admitted that he used the political frame in his strategic planning process to negotiate priorities among multiple needs and to ensure international was one of the strategic priorities. Heckler’s use of language with respect to the strategic plan was also important. He began referring to Valparaiso as an “international Lutheran university.” During the early years of his presidency, the structural and human resource frames were dominant. As goals and tensions surrounding rapid growth have developed, the political and symbolic frames have become more dominant, but all frames of leadership are present. It is likely that President Heckler has used all four frames because he was familiar with Bolman and Deal’s scholarly work and was putting theory into practice.
The structural and symbolic frames seem to be the dominant frames of leadership for presidents at institutions that have a history in international education, but that desire to elevate internationalization as a distinguishing identity. For example, President Durden has effectively used both of these frames to enhance the organizational structure and symbolically build Dickinson’s reputation of commitment to international education. At the onset of his presidency, Durden used the structural frame by hiring personnel for critical staff positions and engaging the community in the strategic planning process. As a result of the strategic planning process, the university’s narrative about a relevant liberal arts education became symbolic. Durden has used the symbolic frame of leadership throughout his presidency by employing rhetoric about an international lifestyle and by his ability to speak German and model the international lifestyle for faculty, staff, and students. He “walks the talk.”

In times of financial distress, the political frame of leadership was the dominant frame but was used alongside other frames of leadership. At Chatham, President Barazzone was the driver of international, but had to negotiate hard decisions with the faculty. She eliminated the position of a tenured German professor and maintained the teaching of only two foreign languages. She negotiated a partnership with the University of Pittsburgh to supplement foreign languages taught at Chatham. Barazzone used both her fundraising acumen to leverage support for international initiatives and her personal and professional networks to bring global leaders to campus. She has also used the structural framework to identify the top three visions for the institution, and activities align with those top three priorities – women’s leadership, global learning, and environmental sustainability. The symbolic frame of leadership has also been used by
Barazzone, but more as it relates to her personal lifestyle. Unlike Dickinson, the Chatham’s physical campus environment lacks visible international symbols. However, Barazzone saw building international elements into the physical environment as an opportunity.

The human resource frame was used most prominently at the two institutions with an established strength in international education, a strength recognized and valued by the presidents at the beginning of their terms. Both Beloit and Juniata had histories of study abroad that the president identified as a valuable asset. In his fourth year at Beloit, President Bierman has used the human resource frame to create relationships with key individuals, and he supports those individuals publicly and financially. Bierman is also using the political frame to negotiate and leverage short-term study abroad experiences, which have not been part of Beloit’s study abroad portfolio. Using financial incentives to encourage faculty to consider short-term trips has been a more recent activity and aligns with the political frame. The director of the office of international education indicated that President Bierman needed to focus on financial matters when he arrived, a focus that points to the political frame of leadership, in which resource constraints play a role.

President Kepple also used the human resource frame when he arrived at Juniata, possibly due to the fact that he did not come with international experience. He considered the tuition exchange model a strength of the institution. Building on that strength, he saw an opportunity to elevate international as a strategic priority. Using the structural frame, he hired staff and funded Juniata’s participation in the ACE Internationalization Laboratory, which engaged the entire campus and resulted in the development of a strategic plan for international education. Consistent with the structural
and political frames of leadership, Kepple focused on recruiting of international students both for financial and educational reasons. To enhance structures, Kepple was one of the founders of the Keystone Tuition Exchange, established to widen exchange opportunities and to help manage the resource challenges of study abroad. While Kepple started with the human resource frame of leadership, he has effectively used structural and political frames to advance internationalization. He has also used a symbolic leadership frame through ceremonial events at graduation and through his visible presence at international activities. Like Heckler, Kepple is a leader in a small town, Juniata, and uses his networks to educate the town on the value of international students.

**Challenges with Internationalization**

*Financial Resources:* Internationalization under financial distress or constraint was a challenge raised by three of the five presidents. At Chatham, language majors were cut, but the savings were redirected to fund other international priorities that could have a broader impact on more students. At Beloit, the president indicated that funding to recruit international students can be a challenge. The president of Juniata commented on the significant financial resources invested in internationalization. He further commented on the need for fundraising to start an international program at an institution that was looking to become more international or advance internationalization to the next level at Juniata. When financial resources are constrained, the prioritization of strategic initiatives is an important task for the president. This study found that all three presidents who spoke of financial challenges employed the political frame as one of their leadership frames.
Leadership Development: In the opinion of the president of Dickinson, there is lack of international experience in senior level positions within the academy. He believes higher education leaders, as a whole, are not typically comfortable with international travel and experiences. Developing global learning among leaders is a challenge and an opportunity. Building international partnerships requires leaders to go beyond their comfort zone and often operate in a zone of ambiguity that is unfamiliar and uncomfortable for most college presidents. Durden serves as chair of the Fulbright Senior Scholars Program for the Council of International Exchange of Scholars. He also served as senior education consultant for the U.S. Department of State for 11 years and consulted with several U.S. ambassadors around the world on education issues. He is a symbolic leader, internally and externally, on matters of international education advising and expanding leadership of internationalization.

International Students: Creating a balanced mix of international students so that there is diversity among international students both in the classroom and within campus activities is a challenge. The presidents at Dickinson and Valparaiso commented on the need to provide financial resources to recruit a diverse mix of international students. The president of Juniata said that providing truly global learning opportunities rather than just having an American and Chinese perspective is important. The challenge is creating a global environment and encouraging interaction among the students from around the world. Because of Juniata’s recent success in recruiting students from China, the president has placed a cap on the number of students from China. President Heckler has worked with the mayor of Valparaiso to educate the global community on the value of
having a diverse and international learning community. He has also worked to address faculty concerns around the rapid growth in numbers of international students.

*Balancing the Study Abroad Philosophy:* The challenge of balancing long-term programs with short-term programs was noted at both Beloit and Valparaiso. At Beloit, the president felt that the percentage of students studying abroad was lower than peer institutions because Beloit offers few short-term programs. Some students have difficulty studying abroad for a semester or longer due to financial, academic and/or personal reasons. The senior associate provost at Valparaiso felt that interest in long-term programs was declining because of financial constraints, tight schedules, or career-focused students. While both institutions believe that longer international educational experiences are more transformative than short-term ones, they recognize the challenges and appreciate the philosophical tension between short-term study trips and semester-long immersion experiences.

*Multi-cultural versus International:* Due to the increase in the minority population at Valparaiso, President Heckler indicated that he needed to balance the focus on international students and minority students. He said people see the strategic plan and the focus on increasing the number of and support for international students as a priority. He must make sure that minority students also feel supported in order to minimize the perception that recruiting and supporting international students is more important than recruiting and supporting minority students.

*Deepening Internationalization:* Bringing all the global initiatives together in a focused approach to internationalization is challenging. The president at Valparaiso funded the university’s participation in the ACE Internationalization Laboratory to
engage members in developing a strategic plan for internationalization. Developing a strategic plan can help to integrate internationalization throughout the campus and focus resource allocation to fund strategic priorities. The president of Juniata also created a presidential task force to develop an international plan. At Chatham, the president indicated that making internationalization part of the ethos of the institution is a challenge. At institutions that already had a long history of and reputation for study abroad, internationalization was already part of the ethos. In both cases, a presidential narrative was used to elevate an international education that was already grounded in the past. President Durden used a relevant liberal arts education tied to the language used by the founder and important in today’s global society. President Bierman used the history of the Brussels Sprouts (12 Beloit students who went on the first study abroad program to Brussels in the 60’s) and statements about the importance of liberal arts in practice and of experiential learning as evidence of the historical and current value of a Beloit education.

**Considerations for the Cross-Case Analysis**

*The Elements of Internationalization:* The institutions have similarities and differences with respect to a history and a culture of internationalization; however, all five institutions have a comprehensive approach to internationalization that involves integrating three elements: recruiting international students, sponsoring study abroad programs, and incorporating international elements into the curriculum. The presidents at each institution tend to focus on one or two element(s) of internationalization more than on others. It is different at each institution depending on whether there is an overall history and culture of internationalization or if the institution is focused on a particular aspect. For some institutions, study abroad was part of the established history of the
institution and presidents focused more on creating a more global environment with international students or expanding curriculum to include global content or internationally focused programs. Student participation in study abroad programs and the percentage of international students on a campus are the easiest elements to measure. The integration of global learning into the curriculum was a theme, but one that was less developed and discussed during the interviews. Global learning is more difficult to measure than percentages or numbers but this difficulty does not make it less important; it just makes it more difficult for an institution to articulate success.

*Context for Leadership:* Each president leads within a unique culture. Each institution has a different history, financial structure, organizational structure, and different personalities and talents within that organizational structure that provide the framework for how a president leads. In addition, each president brings a different background and experience to the position of president, differences that influence their leadership styles and methods. Presidents also possess different levels of global learning, including skills, knowledge, and attitudes that inform their leadership and that may limit their ability to apply the leadership and tactics that worked at one institution to another institution. Because of the nature of internationalization, it is possible for presidents to lead an international agenda using consistent frames of leadership even if their individual context for leading is different. The data from the five case studies show that structure, politics, people, and symbolism are present when a president/institution sustains or advances internationalization. While one frame of leadership may be more dominant and appropriate for one institution than another, all four frames of leadership can be used as effective tools to institutionalize internationalization.
Chapter 10

CONCLUSION

An Overview

In January 2013, Under Secretary of Education Martha Kanter co-authored the lead article in Change: The Magazine of Higher Education, arguing that “knowledgeable, engaged, globally minded citizens hold the key to this country’s shared democratic values, prosperity, and security” (Kanter & Schenider, 2013, p. 7). Colleges and universities play a critical role in educating globally minded students for a global society, and presidential leadership is an important factor in shaping, honoring, or redefining a mission statement that focuses on internationalizing the campus. Mission statements of many colleges and universities make clear that outcomes, such as graduating globally educated students, preparing students to be citizens of the world, and increasing global citizenship have become more prominent. Association of American Colleges and Universities’ global research project which examined college mission statements found that preparing students for both citizenship and global citizenship were found to be newly prioritized institutional goals (Saltmarsh & Hartley, 2011, p. 252). A commitment articulated in the mission statement is a required first step, but colleges vary in the degree to which they articulate and commit themselves to international education. While it would be hard to imagine an institution that wouldn’t agree with such values, such commitments are easier to state in a mission statement than to put into practice.

There is a call for presidential leadership on college campuses to turn mission statement rhetoric about internationalization into measurable reality. Colleges and universities have not only an opportunity to answer the call, but also a responsibility -- to
the students, to the country, and to society. American colleges committed to developing globally minded citizens have found ways to internationalize their campuses to facilitate global learning. The purpose of this study was to discover how presidents of small college campuses advance or sustain comprehensive internationalization. In addition to examining what presidents do to promote internationalization; the study was also designed to answer questions about how presidents lead and what leadership frameworks they use. The study highlights the context and the challenges within which presidents lead internationalization and foster an environment for global learning.

Five presidents of institutions with a comprehensive approach to internationalization were selected for the study. Data on the institution, the president, international efforts, and its organizational structure were gathered. Bolman and Deal (2008) provided the theoretical framework for analyzing presidential leadership. They suggest multiple frames of leadership -- structural, human resource, political, and symbolic -- which help leaders use different thinking to solve problems and to recognize the multiple dimensions of society and people in order for them to implement their visions (Bolman & Deal, 2008). A cross-case analysis was done to discover whether multiple leadership approaches are, in fact, used by presidents, or what factors contribute to a dominant leadership approach. Understanding how presidents lead international education efforts provides a valuable contribution to the literature on internationalization and presidential leadership.

**Internationalization of College Campuses**

The five institutions committed to internationalization and recognized for their commitment, have used a three-pronged approach. First, and most common, is the use of
study abroad programs, a finding consistent with those by ACE in their report *Measuring Internationalization at Liberal Arts Colleges*. Between 2001 and 2006, the growth in study abroad programs being offered by U.S. colleges and universities was significant. In 2006, 91% of institutions offered study abroad programs, compared with 65% in 2001 (Green, Luu, & Burris, 2008). The presidents in the study expressed differing philosophies on the length and the funding of study abroad programs, but all recognized the role study abroad programs play in student learning. The second and more recent focus on internationalization has been on recruiting international students. Presidents in the study agreed that a diverse learning environment enriches education for all. The study found that resources and presidential engagement are important factors in recruiting and supporting international students. The third approach to internationalization has been through the curriculum.

Within this framework, the role of the president varied. Some presidents (Barazzone, Heckler and Durden) were involved in developing programs and negotiating international partnerships. Others (Kepple and Bierman) saw their role as supporting and encouraging faculty initiatives. For instance, the role of foreign languages was discussed by three of the presidents, but they had different opinions. On one end of the continuum, President Durden felt learning a second language was essential, not just for students, but for the president of an institution committed to internationalization. In fact, he felt speaking a second language should be part of the job description for his successor. Two of the presidents, Durden and Barazzone, are bilingual, but Barazzone felt that the overall curriculum was more important to creating global understanding than simply requiring
language proficiency. Making the Global Focus Program part of the curriculum has been the primary approach to global learning for Barazzone.

If internationalization is to occur, it needs to be embedded in the curriculum, and the president can play a crucial role by supporting ability of faculty in their efforts to redesign their courses to incorporate an international focus. Presidents can also support faculty by providing release time and encouraging faculty travel abroad and faculty-led student trips. Then the faculty needs to determine the learning outcomes and the course requirements. This finding is similar to the one made by Kezar and Eckel regarding presidential leadership that advances campus diversity agendas. They claim the curriculum is simply too vital not to be leveraged to advance diversity on campus. Internationalization is an important element of diversity, so what professors teach and how they teach it reflect important institutional values (Kezar & Eckel, 2005).

**Faculty, Staff and Presidential Development**

Faculty and staff development is a crucial component in internationalization. It can also be expensive, so support from leadership needs to filter down to those on the budget committee or those responsible for resource allocation. Professional development requires time and money so that faculty and staff can acquire the skills and knowledge necessary to have both a fuller understanding of global learning as well as the ability to redesign courses and programs to facilitate and assess global learning. ACE reports that colleges and universities have increased their financial investment in faculty on multiple levels, such as running study abroad programs, attending international conferences, and participating in workshops on learning a second language. In 2006, 58% of institutions indicated support for faculty to lead study abroad programs compared to 46% in 2001,
and a similar percentage, 56%, indicated support for faculty to travel to international meetings and conferences compared to 40% in 2001 (Green, Luu, & Burris, 2008).

Ironically, the other aspect of professional development relates to the president. President Durden felt that presidential development for internationalization presented an overarching challenge for higher education. He indicated that the traditional route to the presidency does not necessarily prepare presidents to become global learners, let alone global leaders. Two of the presidents (Durden and Barazzone) have a very international lifestyle; they speak a second language, travel abroad frequently, and have created personal and professional networks abroad. As undergraduate students, both studied abroad on Fulbright Scholarships. Three of the presidents (Durden, Heckler, and Bierman) had prior international experience working or teaching abroad. In all three cases, their international experience and the internationalization of their institutions were factors considered during the presidential search process.

It is important for presidents and faculty to have a global perspective and to value the contributions international students bring to the campus and the classroom. At Juniata and Valparaiso, Presidents Kepple and Heckler were very committed to the recruitment, retention, and educational success of international students. Both recognized and supported the necessary investment in services for international students. Where internationalization was more embedded in the curriculum, such as at Beloit and Dickinson where foreign language education is prominent, recruiting international students was a more recent focus. At all of the institutions, the presidents discussed and valued the international partnerships and exchanges used to advance global learning. Such efforts are consistent with the literature on internationalization. According to
Lovett, “Hundreds of American colleges and universities are recruiting foreign students, forming global or regional partnerships, and establishing programs and campuses abroad” (Lovett, 2013, p. 73). Recruiting international students is a short-sighted goal if presidents, faculty, and staff fail to develop cultural competencies. Equally important, the study found that institutions must provide the organizational structure and academic support services to ensure the success of international students. Opportunities for diverse students to engage on campus need to be intentionally designed and supported by people, space, and dollars. Leadership to support and engage international students, to embed international elements into the curriculum, and to promote study abroad is necessary to advance internationalization on college campuses.

**Presidential Leadership**

The duties of a leader include setting direction, aligning people with a vision, and motivating and inspiring people (Kotter, 2001). Leading any international initiative requires a president to identify the initiative as an institutional priority, align people with that initiative, and motivate and inspire the campus community. Advancing a diversity initiative on a college campus would likely receive little resistance, but this study found that components of internationalization create tensions. One tension arose from the sense that the president and/or senior administration are more focused on international diversity than domestic diversity. Funds needed to recruit and serve international students can be seen as competing with funds needed for other priorities.
Bolman and Deal (2008) discuss four types of frames or perspectives, which were operational in the cases of the five presidents leading internationalization: structural, human resource, political and symbolic.

The structural approach focuses on the architecture of the organization -- the design of units and subunits, rules and roles, goals and policies. The human resource lens emphasizes understanding people, their strengths and foibles, reason and emotions, desires and fears. The political view sees organizations as competitive arenas of scarce resources, competing interests, and struggles for power and advantage. The symbolic frame focuses on issues of meaning and faith putting ritual, ceremony, story, play, and culture at the heart of organizational life (Bolman & Deal, 2008, p. 21).

Some presidents used a multi-frame approach, while others had dominant frames for leadership. There were various points of leverage employed by presidents to lead internationalization at the five sites studied. When a dominant frame was used, it could be linked to a particular aspect of the institution and/or president. In multi-frame leadership, the symbolic frame provides a unique opportunity that might not be as obvious in similar initiatives surrounding diversity. Internationalization provided an opportunity for the president to demonstrate symbolically and on several levels a personal commitment. In all five cases, the president used the symbolic frame to demonstrate the importance of internationalization. In three of the cases, the symbolic frame was one of the dominant frames the president used to lead.

For example, President Durden lived a visibly international lifestyle, and so the symbolic frame was his dominant frame. In institutions where resources were constrained, the political frame was evident. For example, President Barazzone used both the political and the symbolic frames to lead internationalization at Chatham. In all institutions, the structural frame of leadership was an important factor for setting
direction, establishing goals, and putting people in place to advance internationalization.

The human resource frame was less apparent but was used in two institutions where the president was relatively new and valued the asset and investment in people, or where the president recognized international education as an existing strength upon arriving on the campus. What is distinctive about internationalization is the opportunity and necessity for the president to use all four frames of leadership. The multiple frame approach provides flexibility for presidents to use leadership approaches at the appropriate juncture in order to move an international agenda forward.

The frame of leadership depends on the starting point - the characteristics of the president, the institutional culture, and the institution’s international context. The presidents of the five institutions were able to assess the culture and context and to determine the frame(s) of leadership needed for the institution. The history of the various prongs of international education (study abroad, international students, globally focused curriculum) also seemed to play a role in board engagement. At those institutions where there appeared to be a more aggressive approach to international student recruitment or to program development abroad, such as Valparaiso, Juniata, and Chatham, the president concentrated on board engagement. At Beloit and Dickinson, there was less discussion about board involvement, but both institutions have the benefit of a long history of foreign language majors and study abroad. At both institutions, the board is predisposed to international education as part of the core educational experience.

The five case studies allow for comparisons to be made on how presidents have provided leadership and on those common aspects and challenges associated with internationalization. The study finds that the experience and passion of the president as
well as the history of internationalization on the campus appear to play significant roles in the frames of leadership used. Three of the five presidents had significant international experience as a point of leverage (Barazzone, Heckler and Durden), and all three used the symbolic frame of leadership. The symbolism in the case of President Barazzone related to the person of the president as a symbol of internationalization. At Chatham, she was seen as an iconic figure with little distinction between her and the university. This was also somewhat true about President Durden, but at Dickinson, the symbolism reached beyond the president and to the university as a whole: signage, displays of student testimonials in the Hubbard Union Building, and at graduation recognition of students who had international experiences. President Heckler used symbolism in a very public and ceremonial way when he formally named the Gandhi-King Center for Multi-Cultural and Global Engagement. At Valparaiso, the symbolic frame related to the institution rather than to the president, who was viewed as someone with international expertise. In the case of the two presidents who had less robust personal histories of international experience, the structural and human resource frames were much more dominant.

Each president inherited a culture and history that helped to shape his/her leadership of internationalization. Institutions with a rich history with respect to one or more elements of internationalization provided a different context within which the president led. At Chatham University, President Barazzone had to create the culture and engage faculty. She used a decentralized approach to leadership; however, she was clearly the apex. Her use of the symbolic and political frames helped to create the international culture over time. Now that there is a culture of internationalization, President Barazzone is attempting to ensure sustainability by using the structural frame.
Without a culture open to internationalization, the structural frame of leadership would be
difficult to use. Having a culture predisposed to internationalization facilitates building
structures such as strategic plans with specific goals for internationalization as well as
more formalized organizational structures necessary to support and achieve those goals.

Two of the presidents highlighted the importance of storytelling, of creating a
narrative in which people could see themselves. At Dickinson and Valparaiso, the
narrative was important to elevate internationalization as a clear institutional priority.
Both institutions had a history of both study abroad and a rich international component in
their curricula. However, the presidents at both institutions wanted to advance
internationalization and ensure the importance of a more global perspective for every
student, not just those who had the opportunity to study abroad. Valparaiso is focusing
on increasing the exposure of all students to an international campus environment by
aggressively recruiting international students. Nearly 10% of the student body at
Valparaiso was already comprised of international students, but increasing that
percentage to 15% required President Heckler to create a narrative describing Valparaiso
as an “international Lutheran university.” He recalled the history of the institution and
used it to ground the strategic plan. He strategically created a much more international
future. President Durden undertook a similar approach at Dickinson using history, the
strategic plan, and storytelling to create the future vision of a Dickinsonian education, of
which global understanding is a key dimension.

All presidents identified challenges associated with internationalization. The
most common challenges were related to the financial resources necessary to support
various aspects of internationalization. One common theme was the affordability of
study abroad programs for students and the faculty resources needed to develop and run study abroad trips. Another common theme was the financial aid needed to recruit international students and to maintain diversity among them. Additionally, making internationalization permeate the institution so that it is sustainable beyond the term of the president and/or other leaders on campus was another challenge, but an essential one to make internationalization more than “skin deep”. Presidents in the study spoke of their role in keeping people focused and creating the organizational structures to support internationalization priorities and challenges; this challenge is consistent with the literature by Heifetz and Laurie. They believe that it is important for leaders to be aware of the potential challenges and conflicts that may arise during adaptive change and tolerate uncertainty, communicate confidence and instill confidence in people. Leaders must help employees maintain focus and confront tough trade-offs in values and power (Heifetz & Laurie, 2001).

The president cannot overlook the importance financial resources play in defining institutional priorities and engaging others in decision making. Presidents Barazzone and Kepple discussed the impact that resources have on international initiatives. President Barazzone reallocated resources from Chatham’s language programs to fund a broader cultural studies approach and reduced Chatham’s financial investment in short-term study abroad programs to allow for greater support of semester-long programs. At Juniata, President Kepple said that bringing international students to the college was an important financial strategy as well as an opportunity to enrich the campus learning environment. He also stressed the importance of the study abroad exchange model to manage the financial investment in student aid. He acknowledged that the resources allocated to
internationalization are significant, and his advice to any president attempting to prioritize internationalization on campus was to fundraise.

Recommendations for Presidents

Clearly global learning is essential in developing students capable of working and living in a global society, interconnected on many levels. It is also apparent that several means need to be available to students to increase their global learning. In addition, programs and courses need to be assessed to ensure that knowledge is being gained and that attitudes and skills are being developed. Study abroad experiences and language proficiency are valuable for a global learner, but only a small percentage of the students have these advantages. Therefore, additional strategies are essential if an institution hopes to develop global learners for the 21st century. There is ample justification for engaging students in service, in global issues, in residential communities or in co-curricular activities that give more students the opportunity to develop the characteristics of a globally competent citizen. Internationalization is a means to an end – globally-educated and globally-minded students. The role of the president can help achieve that end.

The president, those engaged in strategic planning, and the chief financial officer all need to be supportive of internationalization. Personnel and financial resources will need to be allocated to bring about change. If administrative structures do not already exist, positions and job responsibilities will need to be added to increase internationalization. The president is in a position to guide the visioning, resource allocation, and hiring, but without support from senior leaders and the campus community the impact of additional personnel and financial resources could be limited.
A president can use the human resource frame to engage, recognize, and reward faculty and staff. As they identify the administrative structures as well as other elements that can foster global learning through internationalization, presidents need to be intentional about involving and collaborating both with those faculty and staff in leadership positions and those in junior ranks/middle management from the initial conception of strategies to their implementation.

The symbolic frame is one of the more rewarding and impactful frames with which presidents can lead. An important aspect of building momentum and sustaining commitment is the visible activity of leadership, particularly the president. Activities related to internationalization must be visible and promoted so that individuals can see that international education is an important and continuing priority. Presidents in the study took the opportunity to be visible at events that promote internationalization. While presidents need to “walk the talk”, they also need to “talk the walk”. It is important for presidents to articulate in speeches and welcoming remarks the importance of internationalization. Remarks at alumni functions and other public functions are also visible signs to the broader community that internationalization is a priority for the campus, not just the president. Creating public spaces and centers for internationalization initiatives and events is a powerful symbol of leadership. Presidents also need to live an international lifestyle by traveling internationally, creating international networks, and sharing their own experiences of global learning with the campus community.

Advancing internationalization as a new priority requires a political approach, which was apparent in the cases of two of the presidents (Barazzone and Heckler). The political approach was always combined with at least one other frame of leadership. In
both cases, the structural and symbolic frames of leadership were also important and were used to motivate and inspire people. The structural frame was the dominant frame Kepple used to advance internationalization. He immediately professionalized the international office and supported Juniata’s participation in the ACE Internationalization Laboratory in order to develop and document an international plan. Where a president was new and the institution had an established international program, the human resource frame was dominant initially, but then it was combined with other frames to advance internationalization. It is important for a president to understand the frames of leadership, to scan the environment, and to move between multiple frames in order to accomplish the vision for internationalization.

Suggestions for Future Research

Based on this study, future research that could enhance understanding of a university’s efforts to internationalize could include research on the various organizational structures to determine the most effective organizational structure for advancing internationalization. The balance between centralized and decentralized efforts to internationalize appears important. Faculties play a critical role both in the classroom and in experiential learning opportunities, but they also need the infrastructure to support study abroad and the success of international students. It would be interesting to compare a faculty-driven approach with an administratively-driven approach for internationalization in order to identify the strengths and weaknesses, the right balance, and methods to create effective links between the two. Presidents create organizational structures to advance global learning, but the study does not address the question of whether one organizational structure is better than another in facilitating global learning.
It would be interesting to look at two cases and compare one university that has centralized and professionalized the international education effort with a campus that has a decentralized, highly engaged faculty approach.

Research on leadership development for presidents and on their effectiveness in building knowledge, skills and attitudes relative to global learning could help determine the ways in which presidents could become more prepared to advance internationalization. Internationalization is the process of facilitating global learning, so one of the most significant limitations is the president’s effectiveness in achieving global learning. This study does not measure that aspect of leadership. Rather than doing a multi-case study, a single case study with multiple interviews from the corner office to the student commons would help determine whether the role of the president and specific strategies increase students’ global learning. It would be beneficial to understand how presidents who do not have significant international experience acquire the necessary skills and leadership strategies to start or advance internationalization on a college campus.

One of the strong symbolic frames that presidents used to advance internationalization was the creation of an institutional narrative. The presidents at Valparaiso, Dickinson, and Beloit created narratives focused on internationalization. At Valparaiso, the president began using the phrase “an international Lutheran University”. At Dickinson, the president capitalized on the founder’s reference to a “relevant liberal arts” education and on the current need for global understanding. At Beloit, the president began highlighting the phrase “liberal arts in practice” to promote the need for study abroad experiences. Future research could focus specifically on an understanding of the
role an institutional narrative plays in presidential leadership and in stakeholders’ engagement with strategic priorities. Understanding how the president promotes and uses such a narrative could support current literature on the role of the president as storyteller (Birnbaum, 2002).

One of the presidents indicated that speaking another language should be prioritized when interviewing for a president to lead internationalization. Given the limited number of academic leaders fluent in another language, it would be interesting to know whether fluency in a foreign language plays an important role in the goal of expanding a student’s global understanding. From this study, there appear to be presidents that lead a comprehensive approach to internationalization that do not speak another language; however two of the five were fluent in a language other than English. Given the importance of global learning on college campuses and the role of the president in creating a campus environment that fosters global learning, it would be worth surveying presidents whose institutions have been recognized as leaders in internationalization to determine if the presidents possess similar characteristics.

Finally, the study focuses on different institutions and presidents, each with unique characteristics. A further study focused on Bolman and Deal’s multi-frame leadership could be helpful in determining if specific characteristics lend themselves to dominant frames of leadership. The following illustration is an example of two characteristics that could distinguish the use of one frame of leadership from another. In the illustration, the structural frame of leadership is deemed central regardless of the presidential or institutional characteristic.
Presidents trying to advance an internationalization agenda might be able to assess the institutional culture and the extent of their own global understanding to determine the blend and timing of leadership frameworks that will be most effective in making international education to a shared institutional priority.
Conclusion

As presidents are faced with tighter budgets and declining governmental support on the one hand and with increasing demands from students, parents and the public on the other, their leadership has never been more critical. University presidents are charged with leading an organization that has the education of students as one of its primary missions. Higher education is operating in a time of change and the need to develop graduates and future leaders for a more global society is greater than ever. Presidents and faculty recognize the need for more globally educated students, and leadership to ensure a focused commitment to global learning is required. In 2004, the National Association of State Universities and Land Grant Colleges produced a report *A Call to Leadership: The Presidential Role in Internationalizing the University*. This report summarized the ways presidents should lead internationalization; it indicates that they should articulate a vision for internationalization, advocate for international education, and then act to implement transformational change (NASULGC Task Force on International Education, 2004, p. 17).

The role of the president in small colleges requires them to leverage the various tools that can advance internationalization. The ability to advance internationalization and integrate all its disparate parts depends on leadership style, culture, and an effective use of human and financial resources. The tools that need to be leveraged include an understanding of institutional readiness based on its history and culture, a mission and strategic plan that prioritizes international education, and an organizational infrastructure to support internationalization. Having an integrative approach articulated in a strategic plan helps to identify, synthesize, and stay focused on the various aspects of international
education. Presidents’ leadership style and the frames they use are important factors in making internationalization part of the institutional ethos. The timing could not be more critical. In the next decade, there will be a wave of new presidents that will inherit mission statements and a higher education priority to lead internationalization on their campuses and foster environments that promote global learning.
**APPENDIX 1**

**Mission Statements of Top 10 Midwest Regional Universities**
*Per U.S. News and World Report*
*(All information was quoted from the institution’s website in November, 2012)*

<table>
<thead>
<tr>
<th>University</th>
<th>Mission Statement</th>
<th>Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.</th>
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<tbody>
<tr>
<td>Creighton</td>
<td>Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.</td>
<td></td>
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<tr>
<td>Butler</td>
<td>Butler's mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts with professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among students, faculty and staff. Commitments: 1. Providing the highest quality of teaching and to achieving the highest ideals of student learning, which include clear and effective communication, appreciation of beauty, and a commitment to lifelong learning, community service, and global awareness. 2. Being a national university which serves students from other regions and other countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest. 3. Cultivating an awareness and understanding of other cultures in its curriculum, and to promoting cultural and ethnic diversity of its faculty and its students.</td>
<td></td>
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<tr>
<td>Valparaiso</td>
<td>Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society. Internationalization: Valparaiso University will be acclaimed for the vitality of its international programs, which empower both U.S. and international students to lead and thrive in a global community.</td>
<td></td>
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<tr>
<td>Drake</td>
<td>Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and</td>
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<tr>
<td>Institution</td>
<td>Description</td>
<td>Note</td>
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<tr>
<td>Xavier</td>
<td>Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.</td>
<td>New mission statement pending approval.</td>
</tr>
<tr>
<td>Bradley</td>
<td>Inspired by founder Lydia Moss Bradley’s commitment to useful learning and ethics, Bradley University educates leaders, innovators, and contributors to the well-being of all humanity.</td>
<td>Core Values: Excellence: Bradley is a dynamic educational community that values excellence in teaching, research, creative production, applied scholarship, and service that transcends the classroom with immediate benefit to students and the campus community and with enduring benefits for students and the world. Globalization: Bradley University is committed to providing knowledge and skills for life work that will promote the common good of humankind and lead to informed and principled participation in the global marketplace.</td>
</tr>
<tr>
<td>John Carroll</td>
<td>As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the</td>
<td>Vision: John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and</td>
</tr>
<tr>
<td>Institution</td>
<td>Strategic Initiative</td>
<td>Values</td>
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<tr>
<td>Truman State University</td>
<td>The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.</td>
<td>Intellectual integrity, celebration of difference and diversity, informed ethical values, and courageous aspiration toward the best for oneself, one's family, one's society, and the world</td>
</tr>
<tr>
<td>Hamline University</td>
<td>To create a diverse and collaborative community of learners dedicated to the development of students' knowledge, values and skills for successful lives of leadership, scholarship, and service.</td>
<td>Multicultural competencies in local and global contexts</td>
</tr>
<tr>
<td>Drury</td>
<td>Drury is an independent university, church-related, grounded in the liberal arts tradition and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks: • to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought. • to foster the integration of theoretical and practical knowledge; and • to liberate persons to participate responsibly in and contribute to life in a global community.</td>
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### Mission Statements of Top 10 National Liberal Arts Colleges rated Great Schools at a Great Price

<table>
<thead>
<tr>
<th>College</th>
<th>Mission Statement</th>
<th>Website</th>
<th>Mission Goals</th>
</tr>
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<tbody>
<tr>
<td>Amherst</td>
<td>Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.</td>
<td><a href="https://www.amherst.edu/aboutamherst/mission">https://www.amherst.edu/aboutamherst/mission</a></td>
<td>- Terras irradient: “Let them give light to the world.” 1821</td>
</tr>
<tr>
<td>Williams</td>
<td>Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character. Academic virtues include the capacities to explore widely and deeply, think critically, reason empirically, express clearly, and connect ideas creatively. Civic virtues include commitment to engage both the broad public realm and community life, and the skills to do so effectively. These virtues, in turn, have associated traits of character. For example, free inquiry requires open-mindedness, and commitment to community draws on concern for others.</td>
<td><a href="http://archives.williams.edu/mission-and-purposes-2007">http://archives.williams.edu/mission-and-purposes-2007</a></td>
<td>- To serve well our students and the world, Williams embraces core values such as welcoming and supporting in the College community people from all segments of our increasingly diverse society and ensuring that College operations are environmentally sustainable.</td>
</tr>
<tr>
<td>Vassar</td>
<td>The primary mission of Vassar College, to furnish “the means of a thorough, well-proportioned, and liberal education,”</td>
<td><a href="http://www.vassar.edu/about/vassar/mission">http://www.vassar.edu/about/vassar/mission</a></td>
<td>- Goals: To develop a well-qualified, diverse student body, which, in the aggregate, reflects cultural pluralism, and to foster in those students a respect for difference and a commitment to common purposes. To educate students…..through curricular offerings to promote gender and racial equality and a global perspective To continue to be a significant source of national and international leadership, producing graduates who will be distinguished both in their professional careers and in service to their communities and the world.</td>
</tr>
</tbody>
</table>
| Wellesley| Mission: To provide an excellent liberal arts education for women who will make a difference in the world. | [http://www.wellesley.edu/about/missionandvalues](http://www.wellesley.edu/about/missionandvalues) | - Bottomly believes in the power of a liberal arts education to address global challenges. “Complex modern problems require not just leadership, but the ability to collaborate and
<table>
<thead>
<tr>
<th>Institution</th>
<th>Description</th>
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<tbody>
<tr>
<td>Pomona</td>
<td>We gather students, regardless of financial circumstances, into a small residential community that is strongly rooted in Southern California yet global in its orientation. (<a href="http://new.wellesley.edu/about/president">http://new.wellesley.edu/about/president</a>)</td>
</tr>
<tr>
<td>Swarthmore</td>
<td>The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society. ... Swarthmore seeks to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern. (<a href="http://www.swarthmore.edu">http://www.swarthmore.edu</a>)</td>
</tr>
<tr>
<td>Grinnell</td>
<td>The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good. (<a href="http://www.grinnell.edu/offices/institutionalplanning">http://www.grinnell.edu/offices/institutionalplanning</a>)</td>
</tr>
<tr>
<td>Goals: The rigor of a Wellesley education is part of what makes our graduates so effective “out in the world.” navigate through multiple interests and viewpoints. There is no better foundation than a Wellesley education for integrating knowledge across disciplines without losing sight of the human dimension.” Under her leadership, Wellesley recently launched the Madeleine Korbel Albright Institute for Global Affairs and formalized a collaboration with Olin College of Engineering and Babson College to explore closer academic, social and business ties. (<a href="http://new.wellesley.edu/about/president">http://new.wellesley.edu/about/president</a>)</td>
<td></td>
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</tbody>
</table>
| Soka University of America | The mission of Soka University of America is to foster a steady stream of global citizens committed to living a contributive life. | University Mottos
* Be philosophers of a renaissance of life.
* Be world citizens in solidarity for peace.
* Be the pioneers of a global civilization.
The university prepares students for graduate studies and the world of work in an increasingly diverse and global society. All undergraduates also study a non-native language and spend a semester of their junior year abroad in a country where that language is spoken. Study abroad is included in tuition. |
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<tr>
<td>Haverford College</td>
<td>Haverford College is committed to providing a liberal arts education in the broadest sense. This education, based on a rich academic curriculum at its core, is distinguished by a commitment to excellence and a concern for individual growth. Haverford has chosen to remain small and to foster close student/faculty relationships to achieve these objectives.</td>
<td>Two guiding ideas….The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, &quot;to be at home in all lands and all ages&quot; (President Hyde).</td>
</tr>
<tr>
<td>Bowdoin College</td>
<td>It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.</td>
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</tbody>
</table>
APPENDIX 2

Personal Interviews: Contact Information, Date of Interviews and Sample Recruitment Letter

Case Study Sites and Contact Information:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valparaiso University</td>
<td>Mark Heckler, President (September 4, 2012)</td>
</tr>
<tr>
<td></td>
<td>Mark Schwehn, Provost (September 27, 2012)</td>
</tr>
<tr>
<td></td>
<td>Renu Juneja, Associate Provost for International Affairs (September 27, 2012)</td>
</tr>
<tr>
<td>Juniata College</td>
<td>Tom Kepple, President (September 13, 2012)</td>
</tr>
<tr>
<td></td>
<td>Jim Lasko, Provost (September 12, 2012)</td>
</tr>
<tr>
<td></td>
<td>Jen Cushman, Dean of International Education (September 12, 2012)</td>
</tr>
<tr>
<td>Dickinson College</td>
<td>Bill Durden, President (October 17, 2012)</td>
</tr>
<tr>
<td></td>
<td>Neil Weisman, Provost (October 16, 2012)</td>
</tr>
<tr>
<td></td>
<td>Brian Brubacker, Associate Provost of International Education (October 30, 2012 via Skype)</td>
</tr>
<tr>
<td>Beloit College</td>
<td>Scott Bierman, President (November 1, 2012)</td>
</tr>
<tr>
<td></td>
<td>Ann Davies, Provost (November 1, 2012)</td>
</tr>
<tr>
<td></td>
<td>Elizabeth (Betsy) Brewer, Director of International Education (November 1, 2012)</td>
</tr>
<tr>
<td>Chatham University</td>
<td>Esther Barazzone, President (November 8, 2012)</td>
</tr>
<tr>
<td></td>
<td>Ida Mansourian, Asst. Vice President for International Affairs (November 8, 2012)</td>
</tr>
</tbody>
</table>
Information Sheet Sent to Participants:
Researcher: Amy McCormack

Title of the Research Study: The Role of Presidential Leadership in Fostering Global Learning through Comprehensive Internationalization

Protocol Number: 816377
Principal Investigator: Blake Naughton, GRAD SCH OF EDUCATION, 3700 WALNUT ST, Philadelphia, PA 19104. 215-898-5670. blaken@gse.upenn.edu
Emergency Contact: Ginger O’Neil, GRAD SCH OF EDUCATION, 3700 WALNUT ST, Philadelphia, PA 19104. 215-573-2284. gingero@gse.upenn.edu.

You are being asked to take part in a research study. Your participation is voluntary which means you can choose whether or not to participate. Before you make a decision you will need to know the purpose of the study, the possible risks and benefits of being in the study and what you will have to do if you decide to participate. The researcher is going to talk with you about the study and give you this document to read. Please ask the researcher to explain anything you do not understand, including any language contained in this form. Keep this form; in it you will find contact information and answers to questions about the study. You may ask to have this form read to you.

What is the purpose of the study?

The purpose of the study is to learn more about presidential leadership on small college campuses that have been recognized for comprehensive internationalization. The qualitative study focuses on the role of the president and leadership approaches and strategies used to advance and/or sustain comprehensive internationalization. I am conducting this study as part of the Executive Doctorate program at the University of Pennsylvania’s Graduate School of Education.

Why was I asked to participate in the study?

You have been identified as a potential participant in the study given your role as president at an institution that has been recognized by NAFSA or IIE for its commitment to comprehensive internationalization. Your tenure at the institution and the size of the institution were also considered in the selection criteria. Learning about your personal experiences and leadership approach along with challenges encountered are very important to the study.

How long will I be in the study? How many other people will be in the study?

The study will take place over a period of 9 months between August 2012 and March 2013. This means you will be asked to take part in an approximately 60-90 minute interview sometime during this period. If the interview requires further clarification or elaboration, we may request you for one or more subsequent interviews. We will also be interviewing 2 other academic leaders that report to you, directly or indirectly, and play a leadership role in international education. You will be one of approximately 15 people in the study.

Where will the study take place?

The interviews will take place on your campus in a location that is convenient for you.

What will I be asked to do?

You will be asked a series of questions based on a semi-structured interview protocol. If the data acquired in the interview requires further clarification or elaboration, you may be requested for one or more subsequent interviews.
What are the risks?

The risks are expected to be minimal.

How will I benefit from the study?

Your participation could help us understand the role of the president in advancing comprehensive internationalization on college campuses. Understanding the role of the president in fostering global learning through internationalization would provide an important contribution to existing literature.

What happens if I do not choose to join the research study?

You may choose to join the study or you may choose not to join the study. Your participation is voluntary. You have the right to drop out of the research study at anytime during your participation. If you no longer wish to be in the research study, please contact Amy McCormack, at amccormack@dom.edu or 708-524-6770 requesting the withdrawal.

How will confidentiality be maintained and my privacy be protected?

Given the nature of the case under study and the specific institutions selected as well as the titles of the individuals being interviewed, confidentiality of identity cannot be provided. If information from this study is published or presented at conferences, your name and other personal information will be used as appropriate. The audio-tapes and other interview data will be maintained in a secure location and shared only with the researcher’s dissertation committee members. The data may potentially be entered into a qualitative coding software package, which will be maintained on the researcher’s computer.

Who can I call with questions, complaints or if I’m concerned about my rights as a research subject?

If you have questions, concerns or complaints regarding your participation in this research study or if you have any questions about your rights as a research subject, you should speak with the Principal Investigator listed on page one of this form. If a member of the research team cannot be reached or you want to talk to someone other than those working on the study, you may contact the Office of Regulatory Affairs with any question, concerns or complaints at the University of Pennsylvania by calling 215 898-2614.
APPENDIX 3

Global Focus Program 2012-2013
Chatham University
Fall 2012

Sunday, Aug. 26: Year of Scandinavia Opening Convocation and picnic, Quad, 4:00-7:00 p.m.

Thursday, Sept. 6: "Dramacy and Righteousness: Reflections for the Centennial of Rudolf Nansen's Book," presentation by Pastor Erik Andreat, First Trinity Lutheran Church, Coe Kopf 237, 12:45-2:00 p.m.

Thursday, Sept. 13: "Mr. Alfred Nobel and His Idea," presentation by Pittsburgh attorney Mary K. Koval, Coe Kopf 237, 12:45-2:00 p.m.

Tuesday, Sept. 18: Launching of Scandinavia Awareness Bowl, Weinapel gymnasium.

Tuesday, Sept. 18: "The Welfare State of Scandinavia," presentation by Dr. Germaine C. W. Nogard, University of Massachusetts-Amherst. Author of books on Swedish social policy.

Wednesday, Sept. 19: Film, "In Better World." Sweden-U.S. Alliance with "Scandinavian Aid to the Developing World," presentation by Dr. Jean Jacques Sjöberg, Chatham University, Leighton House, 6:00-8:00 p.m.

Wednesday, Oct. 10: Europe at Akin, Lengthening Eyewitness in Scandinavia," lecture by Prof. David Knopp, Chatham University, Academic Board Room, 4:00-5:00 p.m.

Friday, Oct. 12: "Scandinavian theme lunch, Anderson Dining Hall. All theme lunches are courtesy of the Nordic Institute." Conrad S. Defrans

Friday, Oct. 12: "Singer-songwriter for Fall 2012: Café Racine," 7:00-8:30 p.m.

Saturday, Oct. 13: "Get Cottoned" excursion to Nordic Night at Church of the Redeemer social hall, Seabury Hall, 5:30 p.m. Contact Dr. Sean McCauley

Wednesday, Oct. 24: Film, "Vision for Beginners: Gogstaplippt." Videoconference with director Tore Sveen, Sanger Lecture Hall, 6:00-8:00 p.m.

Friday, Oct. 26: Welcome to Alumni-Leifström, Ambassadors of Sweden in the USA, Neelands Building, Room 400, 4:00-6:00 p.m.

Nov. 6-9: All-Campus author tour. Sign your book! Instructor: Contact Dr. Bo Larus

Friday, Nov. 15: "Martini Day," Costume, Nov. 11 (in Sweden) theme lunch, Anderson Dining Hall

Saturday, Nov. 10: Global Focus display for family and friends. Weekday, Conrad Hall Ari... 

Nov. 13-16: International Education Week: Lunch and learn on past Global Focus trips. Monday, Scandinavia Tuesday, Weimars; Wednesday, Turkeys; Thursday, West Africa; Friday, Brazil, Contact: Person-Digimon

Friday, Nov. 16: "World's Oldest Surfboard Exchange," bike-sharing program, Wexler Room, 4:00-5:00 p.m. Contact Prof. Robert Kayan

Tuesday Nov. 27: "The Swedish Textile Handwork Movement," presentation by Janis R.N. McCauley, Art & Design Center Bridge, 4:00-5:15 p.m.

Wednesday, Nov. 28: Film, "Bergman." Discussion hosted by Anna M. Alm, "Svenska," residence hall, 6:00-8:00 p.m.

Sunday, Dec. 1: "Soft-Cultural" excursion to Scandinavian Christmas Party at Blackstone Civic Association, Contact: Prof. Stuart Giger


Spring 2013

Friday, Jan. 18: The Nordic Sound Sweden (Jens Solheim, Thomas Steen, Anders Jepsen) in concert with the Mariinsky, piano, Wexler Lecture Hall, 4:00-6:00 p.m. Contact Prof. Pauline Bruck

Wednesday, Jan. 23: "The President's Film," Chris Fivers, Goldman Lecture, Discussion facilitated by Thore B. Duej. Room 10, Woodland Hall, 6:00-8:00 p.m.

Friday, Jan. 25: "Finnish theme lunch, Anderson Dining Hall.

Sunday, Feb. 3: Designers with presentation by Danish designor Doris Shot, Art & Design Center, 4:00-4:30 p.m.

Tuesday, Feb. 5: "The Art of Swedish Embroidery," presentation by Kari Kari, Anderson Lecture Hall, 4:00-5:00 p.m.

Tuesday, Feb. 12: "Japanese Art in America," presentation by Prof. S. H. J. Lim, Department of Art and Music, Anderson Lecture Hall, 4:00-5:00 p.m.

Tuesday, Feb. 19: Finnish theme lunch, Anderson Dining Hall.

Wednesday, Feb. 20: "The Righteous One," Tommas Anderlax with discussion after screening. Wexler Lecture Hall, 6:00-7:00 p.m.

Thursday, March 21: "Sustainable Energy in Scandinavia. One Region, Many Choices," lecture by Dr. Derek Elsworth, Penn State University, 6:30-7:00 p.m.

Wednesday, March 27: Film, "Woman," discussion after screening, Woodland Hall, 6:00-8:00 p.m.

Thursday, March 28: "Women's Rights in Scandinavia," presentation by Dr. Margaret Harford, St. Olaf College, 6:00-7:00 p.m.

Wednesday, April 16: "The Norwegian Sound," presentation by Dr. Pauline Bruck

May 15: Dr. Heath Kiernan leads AMA to Celebrate Morning field seminar in Ireland.

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APPENDIX 4

Esther Barazzone’s 20th Anniversary Depiction
Chatham University
APPENDIX 5

Dickinson Dimensions Display
Student Union Poster Display, reflecting one of five Dimensions
APPENDIX 6

Sign-Post for Study Abroad
at Dickinson College
APPENDIX 7

The Gandhi-King Center
for Diversity & Global Engagement
(Entrance display at Valparaiso University)
Heckler Diversity Letter
Valparaiso University

Going Global City and VU are advancing a world perspective

The world is shrinking as the city’s global presence grows, due in part to partnerships between the city and Valparaiso University. “We’re pleased to welcome students and businesses from all over the world to Valparaiso,” said Mayor Jon Costas. “Together with Valparaiso University, we’re reaching out to explore new markets, new cultures and new ideas.”

VU Welcomes largest international enrollment ever
As the school year began this year, Valparaiso University welcomed its largest new undergraduate enrollment in 31 years and the largest international student enrollment in VU’s history. “Welcoming a more diverse student body is very intentional on our part,” said Mark Heckler, VU President. “Our interest in diversity is about expanding the whole scope of who is on campus and in the community, what they’re learning, and what they’re talking about. We want to prepare our students to be leaders in a global world,” he said. The university is actively recruiting worldwide, visiting countries such as Saudi Arabia, Turkey, India and China on recruiting missions.

Not only are international students appearing in Valparaiso in growing numbers, but Valparaiso is also expanding its presence outside of Indiana through distance learning tools, said Heckler. A new Master of Business Administration program was recently introduced in which students can learn from anywhere in the world, using synchronous video, which connects students via a live picture around the globe. “Valpo is going to start popping up all over the country, and even all over the world,” said Heckler.

The City of Valparaiso is also thinking globally when it comes to economic development. “Our location, resources and business climate make us an attractive location for business and we’re communicating these benefits to companies worldwide,” said Matt Murphy, the city’s Economic Development Director.

The city was delighted to welcome Paul Wurth, Inc. to the city earlier this year. The Luxembourg-based company invested $3.6 million to buy, renovate and equip their 55,000-square-foot facility at 2800 E. Evans Ave, bringing 14 new jobs. The company recently announced plans to create up to 40 additional jobs at its Valparaiso location within the next six years. “So many companies in our city are shipping worldwide, such as Task Force Tips, Urschel Laboratories, Emerson Power Transmission and many more. We’re excited to welcome companies from anywhere in the world, and to help our existing companies expand and succeed,” said Murphy.
Who’s Teaching? Who’s Learning?

Even American students are having more of an international experience these days, according to Renu Juneja, Senior Associate Provost for VU. “Our Engineers Without Borders group recently returned from two weeks in Africa where they worked with wells and water purification. Our nursing students traveled to Korea. We have dozens of business students interning in China, plus exchange programs with India and Namibia,” she said.

Through the Confucius Institute at Valparaiso University, high school students and businesses are expanding their learning. This summer the CIVU hosted its first Chinese Immersion Program for high school students from around the world as American, Mongolian and Pakistani students spent three weeks studying the Chinese language and culture. The students then returned to their own communities to share the knowledge.

“As we welcome global students and global learning, we find that we learn as much as the students,” said Costas. The city recently supported a Diversity Summit on the VU campus, designed to create awareness of different cultures, encouraging students, faculty, and community to succeed together. “We want to foster an environment in Valparaiso where we all feel at home. I encourage each of us to represent Valparaiso by creating a community that welcomes diversity,” said Costas.
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