COMMUNITY COLLEGE INTERNATIONALIZATION:
THE ROLE OF PRESIDENTIAL LEADERSHIP

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COMMUNITY COLLEGE INTERNATIONALIZATION:
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Michael Brennan
DEDICATION

It's these little turns in life that are so important. If you change the direction of your life by a little degree, years later you're going to end up in a very different direction than if you hadn't.


My decision to stay in Belize for a second year changed the course of my life.

FOR MY WIFE

Giovanna Ulanee

AND OUR CHILDREN

Kirby Elizabeth

Sean Michael
ACKNOWLEDGEMENTS

I acknowledge Diane Eynon and Joni Finney for their guidance and insights; and extend a special “thank you” to Don Dellow for supporting me throughout my doctoral studies and serving as an invaluable member of my committee. The Penn GSE faculty and my fellow Exec Doc students contributed to my education by respecting different perspectives and creating a learning environment conducive to unrestrained inquiry.

Pursuing a doctorate full-time, working full-time, and remaining family-centered presented challenges. My job-related responsibilities were made manageable because the following colleagues helped me to create a culture that values autonomy, encourages horizontal accountability, and promotes respect for difference: Angela Carlson, Glorianna Felix, Ashley Marie Sansotta, Matt Barrett, Minami Eberhard, Stella Munday, Nina Johnson, Eileen Menendez, and Suzanne Hughes.

I enjoyed extraordinary access to my research sites because my colleagues serving as presidents are committed to affording community college students opportunities to learn about the world and their place in it. I acknowledge Jack Bermingham, Carl Haynes, and Kate Hetherington; and appreciate the contributions made by their trustees, faculty, administrators and staff who volunteered to participate in this research study.

My doctorate was a multi-generational achievement. At age five, my Dad lost his father to an accident in the coal mines in Shamokin, Pennsylvania. Nevertheless, his widowed mother and grandparents made sure that he and his three siblings had the opportunity to pursue higher education. In turn, my parents Mary Anne and Steve made sacrifices so that their five children could go to university. In the end, the coal miner’s grandson made it to the Ivy League.
ABSTRACT

COMMUNITY COLLEGE INTERNATIONALIZATION:
THE ROLE OF PRESIDENTIAL LEADERSHIP

Michael Brennan
Diane E. Eynon

The literature differentiates between globalization and internationalization, but views the two phenomena as inextricably linked. Globalization is defined as a set of imposing economic and political forces that demand higher education pursue increased levels of international engagement (Altbach & Knight, 2007, p. 290); and has been explained as a process accelerating the “…flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. x).

Internationalization is a response by higher education to manage the impact of globalization. Approaches for internationalization may involve infusing intercultural perspectives into curriculum, recruiting international students, promoting study abroad, engaging in international development initiatives, and building international partnerships (Knight, 2008, p. xi). Exploring the academic landscape, the capacity to respond to global forces by internationalizing varies considerably. Community colleges are among the institutions failing to respond. International initiatives remain marginalized on most community college campuses (Boggs, 2007; Green, 2007; Raby & Valeau, 2007).

Community colleges educate nearly 50% of U.S. undergraduates and a disproportionate share of minority, first generation, and first time in college students (AACC, 2015c). Given the inevitability of continued globalization (Altbach, 2010, 2015;

The purpose of this research study was to understand how presidents assert leadership and create organizational capacity for internationalizing their public community colleges. Qualitative research methods were employed to inform the development of research questions, structure data collection, and frame the data analysis. By design, this study brought together evidence from multiple sources. A minimum of ten interviews were conducted at each site. Relevant documents were collected for analysis.

The presidents and campuses chosen and research methods allowed for a robust, in-depth examination of the president’s role in the internationalization process over a sustained period of time, but in dissimilar geographic, demographic and economic contexts. While they employed different strategies, the three presidents successfully achieved consensus among stakeholders that internationalization was an institutional imperative.
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CHAPTER ONE: INTRODUCTION

The literature differentiates between globalization and internationalization, but views the two phenomena as inextricably linked. Globalization is defined as a set of imposing economic and political forces that demand higher education pursue increased levels of international engagement (Altbach & Knight, 2007, p. 290); and has been explained as a process accelerating the “…flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. x).

Internationalization is a response by higher education to manage the impact of globalization. Approaches for internationalization may involve infusing intercultural perspectives into curriculum, recruiting international students, promoting study abroad, engaging in international development initiatives, and building international partnerships (Knight, 2008, p. xi). Exploring the academic landscape, the capacity to respond to global forces by internationalizing varies considerably. Community colleges are among the institutions failing to respond. International initiatives remain marginalized on most community college campuses (Boggs, 2007; Green, 2007; Raby & Valeau, 2007).

U.S. education leaders are calling on higher education to prepare students for a knowledge economy and international economic integration (CIGE, 2012; IIE, 2012). Exploring the higher education landscape, the capacity to respond to this call by building consensus on mission-centered strategies and sustaining international initiatives varies considerably. Privileged higher education institutions with significant endowments, selective admission standards and highly regarded faculties are able to leverage their resources and status to create international learning opportunities while less advantaged
colleges and universities labor to respond to global forces (Cantwell & Maldonado-Maldonado, 2009). Community colleges are arguably among the disadvantaged institutions struggling to respond to the forces of globalization. International initiatives remain marginalized on most community college campuses (Boggs, 2007; Green, 2007; Raby & Valeau, 2007).

In an increasingly interconnected world, colleges and universities are driven to internationalize for a variety of reasons, including securing market share, generating revenue, gaining knowledge, acquiring language proficiencies and creating a learning environment that prepares students for a global society (Altbach & Knight, 2007, p. 290). Community colleges face the same barriers to internationalization as other higher education institutions yet they have not developed support or undertaken programmatic action at a comparable rate. The locally-focused mission and the student demographic that typify community colleges represent distinct challenges (Green, 2007).

Perceived as institutions with locally-focused missions, community colleges are often governed and led by individuals who view internationalization as a peripheral concern and low priority (Green, 2007, p. 18). Moreover, the student demographic that typifies community colleges includes a significant number of older, part-time, and economically disadvantaged students. In fall 2014, for example, the average age of the 7.3 million students enrolled in credit programs was 28; and 62 percent of students attended part-time (AACC, 2016a). In 2011-12, 41% of dependent students attending community colleges lived in households with parental incomes below $39,999 compared to 34 percent of all dependent undergraduates regardless of institution type; and 63% of
independent students attending community colleges had incomes below $29,000 (Radwin, 2013, pp. 13-14).

Additionally, community college students are increasingly covering a larger share of their education costs. Public community colleges have become more dependent on tuition dollars due to repeated budget reductions from state governments at a time of declining enrollments (Phelan, 2014, pp. 8-10) Over the course of a decade (2001-2011), national trends in community college financing included a 23 percent decline in state funding and a corresponding 42 percent increase in tuition costs (Romano & Palmer, 2016, p. 19).

Unlike their 4-year college and university counterparts, especially institutions with research capacity, however, community colleges do not readily enjoy the capabilities to generate alternative revenue streams, including the recruitment of international students, to offset their growing dependence on enrollment-driven, tuition revenues. The data on international student enrollments, for example, reveal that 40 institutions among the nation’s 1,108 community colleges enrolled 72% of the total international student population attending associate degree institutions (IIE, 2014).

Several community colleges have earned national recognition for sustainable and impactful international initiatives (IIE, 2016b; NAFSA, 2013). However, absent aspirational leadership capable of building a sense of urgency, nearly 50% of all undergraduates attending community colleges will most likely not encounter learning environments that prepare them for an increasingly interconnected world (Raby & Valeau, 2007). Community colleges educate a disproportionate share of minority, first generation, and first time in college students (AACC, 2015c); and the community college
is the only post-secondary institution that many students experience in their lifetimes (Raby & Valeau, 2007). Given the inevitability of continued globalization (Altbach, 2010, 2015; Altbach & Knight, 2007; Hudzik, 2011, 2015; Knight, 1993, 1994), community college internationalization is an imperative for U.S. higher education.

This research study endeavored to understand how community college presidents assert leadership and create organizational capacity for comprehensively internationalizing their public community colleges. Specifically, this study explored the following questions:

1. What is the president’s role in creating a campus culture that prioritizes comprehensive internationalization?
2. What strategies and action steps for change do presidents employ to sustain a comprehensive internationalization process?
3. How do presidents make comprehensive internationalization integral to an institution’s ethos?

By examining how leaders constructed meaningful, aspirational frameworks to comprehensively internationalize their campuses, this research sought to inform the work of community college presidents committed to creating learning environments that educate students for a changing and interdependent global community.

The three presidents and campuses chosen to participate allowed for a robust, in-depth examination of the president’s role in the internationalization process over a sustained period of time, but in dissimilar geographic, demographic and economic contexts. Jack Bermingham at Highline College in Des Moines, Washington; Carl E. Haynes at Tompkins Cortland Community College in Dryden, New York; and Kathleen
“Kate” Hetherington at Howard Community College in Columbia, Maryland have worked at their respective institutions for a combined 86 years, including a collective total of 41 years as chief executives. While longevity of service at a single institution is a characteristic shared by these three presidents, the institutions they led were different in several ways from each other, including geography, student diversity, and regional and state economies.

Qualitative research methods were employed to inform the development of research questions, structure data collection, and frame the data analysis. Adhering to Creswell’s (2013) methodology, data were collected on the campuses where participants actually experienced the challenges and witnessed the results associated with the internationalization process.

Digitally recorded and transcribed semi-structured interviews conducted on campus during a 3 to 4-day visit served as the primary means for data collection. In preparation for data collection through one-on-one interviews, four separate interview protocols were developed and refined through a pilot study (see Appendices A-D) for each of the following four categories of campus stakeholders: presidents, board of trustee members, administrators/staff, and faculty. The interview protocols developed to generate data through conversations with presidents and campus stakeholders were designed specifically to explore whether multiple perspectives within the campus ecosystem converged or diverged on the president’s role in comprehensive internationalization. In addition to interviewing the presidents at the beginning and conclusion of each campus visit, nine to ten stakeholders representing the four different
constituent groups were interviewed at each campus. In total, 32 individuals were interviewed and 34 hours and 47 minutes of digitally-recorded audio data was collected.

Kotter’s (1996) eight stage model for organizational change as a conceptual framework was used to code data, structure the case study narratives, and inform the data analysis process. In order to begin assigning meaning to data, both inductive and deductive coding processes were employed. Given the volume and complexity of data collected, including nearly 35- hours audio data from interviews, Computer Assisted Qualitative Data Analysis (CAQDAS or “cactus”) software was used to code data. Since the first case yielded a robust dataset, the codebook developed proved sufficient for making sense of the data produced from the remaining two cases.

The evidence revealed six elements that proved essential to creating a campus culture that prioritizes and sustains comprehensive internationalization. In terms of institutionalizing internationalization, analysis of the data reveals vulnerabilities as well as noteworthy core competencies and strategies at each of the three sites studied.
CHAPTER TWO: LITERATURE REVIEW

A review of the literature on higher education internationalization affirms that creating a learning environment that supports student learning about the world requires steadfast and sustained action by everyone involved in the education of students (Hudzik, 2011). In other words, comprehensive internationalization must be regarded by presidents, governing board members, administrators, faculty, and staff as an institutional imperative.

This literature review explores different scholarly perspectives on the internationalization phenomenon and traces the origins and evolving mission of the community college, so that the rationales and strategies for internationalizing are better understood. While the rate of progress may be slow, community college leaders have sustained a dialogue on internationalization since the 1980s, and many institutions have contributed to catalyst and capacity-building initiatives. Reviewing these early efforts, identifying common obstacles, and recognizing success stories reveal a pattern of uneven internationalization among the nation’s 1,108 community colleges. Finally, exploring the college president’s role in complex academic environments establishes a foundation for further inquiry into whether the chief executive can lead the change process required to comprehensively internationalize.

Community colleges educate a disproportionate share of minority, first generation, and first time in college students (AACC, 2015c); and the community college is the only post-secondary institution that many students experience in their lifetimes (Raby & Valeau, 2007). Given the inevitability of continued globalization (Altbach,
community college internationalization is an imperative for U.S. higher education.

**Internationalization**

Universities have been described as international since their inception. Students studying and faculty teaching in foreign countries, universities establishing campuses in different nations, and the transfer of knowledge across cultures have been part of the higher education landscape for centuries (Gürüz, 2011, p. 2). By the dawn of the 21st century, the transnational movement of technology, people, culture, ideas, and capital had accelerated the growth of a knowledge economy and international economic integration. As a result, students, faculty, and higher education programs are crossing national borders in unprecedented numbers (Altbach & Knight, 2007, pp. 302-303; Knight, 2008, p. x).

The literature suggests, however, that internationalizing higher education is not limited to student, faculty and curricular mobility across national boundaries. Jane Knight is most often credited with establishing the term “internationalization” as a process verb in higher education. Her seminal works in the 1990s established internationalization, not as a state to be achieved, but an ongoing process by which colleges could strive to increase the global learning of students (Knight, 1993, 1994).

Building on Knight’s work, for example, NAFSA: Association for International Educators commissioned an Internationalization Dialogue Task Force in 2011. Authoring the group’s report, John K. Hudzik (2011) defined comprehensive internationalization as a persistent effort to introduce ideas and perspectives from different national and cultural contexts into higher education’s core purposes. According
to Hudzik, internationalization becomes comprehensive when it “shapes institutional ethos and values” and enjoys widespread support among multiple stakeholder groups, such that it emerges as “…an institutional imperative, not just a desirable possibility” (p. 6). Comprehensive internationalization is a process that over a sustained period of time transforms higher education learning environments.

**Globalization and Internationalization**

The literature differentiates between globalization and internationalization, but views the two phenomena as inextricably linked. Globalization is defined as a set of imposing economic and political forces that demand higher education pursue increased levels of international engagement (Altbach & Knight, 2007, p. 290). Globalization is viewed not as a static influence, but as a process accelerating the “…flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. x). Colleges and universities react to global forces in different ways and for diverse reasons.

Internationalization is a response by higher education to manage the impact of an increasingly interconnected world that is centered on knowledge enterprises and dependent on an educated workforce to grow economically. Colleges and universities are driven to internationalize for a variety of reasons, including securing market share, generating revenue, gaining knowledge, acquiring language proficiencies and creating a learning environment that prepares students for a global society (Altbach & Knight, 2007, p. 290). Approaches for internationalization may involve building international relationships with partner organizations, engaging in international development initiatives, infusing intercultural perspectives into curriculum, supporting professional
development through faculty exchanges and sabbaticals, recruiting and retaining international students, promoting student study abroad, encouraging co-curricular activities, and forging curricular linkages with sister institutions in other nations. (Knight, 2008, p. xi)

Globalization and internationalization affect individual higher education institutions or specific higher education sectors such as community colleges in divergent and often inequitable ways. Examined in a northern hemisphere-southern hemisphere context, for example, international education activities reflect the status quo of global economic relationships. International student flows are mostly south to north and yield benefits to the countries of origin; but colleges, universities and other providers in the north manage the process and largely capture the profits from the enterprise (Altbach & Knight, 2007, p. 291)

**Strategies for Internationalization**

The literature on strategies for comprehensive internationalization is largely university-centric, but the concepts translate in many respects to the community college context. Building on his definition of comprehensive internationalization, for example, Hudzik (2015) emphasizes the importance of a sustained commitment to organized and interrelated initiatives that are linked to institutional mission and enjoy far-reaching institutional support. The challenges inherent in the process emerge from the interplay between strategically building support and actually taking action. Ideally, creating an institutional ethos that values international education paves the way for programmatic action, but both often occur to varying degrees alongside each other in campus environments. If an institution does not move from the language-intensive, support-
building phase to actual programming, stakeholders may turn their attention to other matters. Moreover, it is not uncommon for institutions with records of international engagement to regroup on the programming front by engaging in a thoughtful strategic planning process (pp. 60-61).

Consolidating supportive conditions and sustaining programmatic action are critical to institutionalizing international education. Hudzik (2015) asserts, for example, that creating a broad base of understanding and support “…is less a matter of building consensus over specific programs for comprehensive internationalization than it is to build a sustainable view of it as an institutional imperative” (p. 62). If viewed as an imperative, internationalization can be included in essential planning and decision-making processes which Hudzik refers to as “strategic inclusion” (pp. 62-63). In such an environment, leaders routinely articulate the importance of internationalization to the institution. Moreover, internationalization is explicitly articulated in mission and vision statements; integrated into strategic and budget planning activities; included as a fund raising goal; supported by changes to domestically-focused policies and procedures; and comprises an integral part of the conversation when an institution faces a moment of significant change (Hudzik, 2015, pp. 62-64).

**Paradigm, Policy and Practice**

Reconsidering the relationship between global and local may generate different ways of thinking about internationalization strategies. Cantwell and Maldonado-Maldonado (2009), for example, accept that the globalization-internationalization paradigm represents the consensus way to make sense of globalization’s impact on higher education and that it serves as framework for policy making and practice in the field.
Nevertheless, they have questioned the adequacy of the conceptualization for disadvantaged national and institutional contexts. In addition to suggesting that some colleges and universities lack the institutional rationality to initiate cross-border activity, for example, Cantwell, et al. assert that higher education can move beyond default reactions to globalization by intentionally exploiting global opportunities for local benefit. International initiatives designed to engage global expertise and networks to realize local priorities, for example, can rebalance the dynamic between global and local on both theoretical and practical levels (pp. 291-304).

Community colleges are arguably among the disadvantaged institutions struggling to respond to the forces of globalization. Perceived as institutions with locally-focused missions, community colleges are often governed and led by individuals who view internationalization as a peripheral concern and low priority (Green, 2007, p. 18). Additionally, public community colleges have become more dependent on tuition dollars due to repeated budget reductions from state governments at a time of declining enrollments (Phelan, 2014, pp. 8-10). Unlike their 4-year college and university counterparts, especially institutions with research capacity, however, community colleges do not readily enjoy the capabilities to generate alternative revenue streams, including the recruitment of international students, to offset their growing dependence on enrollment-driven, tuition revenues. The data on 2013-14 international student enrollments, for example, reveal that 40 institutions among the nation’s 1,108 community colleges enrolled 72% of the total (69,580) international student population attending associate degree institutions; (IIE, 2014).
Given the combined challenges emerging from parochial mindsets and tight budgets, community colleges face constraints that to varying degrees require rethinking the relationship between global forces and institutional responses through internationalization to take advantage of opportunities presented by these forces. Employing this framework, community colleges could pursue internationalization strategies aligned more appropriately with their institutional capacity and context instead of defaulting to programming choices made by institutions with significant resources, networks and leverage.

Internationalization involves choices and scholars have voiced criticism about current trends. Specifically, scholars assert that colleges and universities are favoring financial objectives instead of focusing on learning when making decisions about strategy (Merrill & Rodman, 2012, p. 4). In this environment, scholars are calling on faculty to focus the decision-making process on the public good that can come from internationalizing learning and the distortion that can result from prioritizing financial gain over academic endeavors, “Internationalization …can fuse with academic values and enrich the learning experiences of students and faculty alike, or it can act as a centrifuge, pulling institutional activities outward toward economic or political ends, shattering the cohesive nuclear bonds that have defined institutional purposes” (Merrill & Rodman, 2012, pp. 19-28). Responding to this call to action in the community college context, however, may prove difficult for faculty. Adjunct or part-time faculty at community colleges are growing in number and their involvement in decision-making is marginal. Full-time faculty have long been actively involved in curricular issues, but faculty contributing to institutional decision-making through shared governance is a relatively
new and evolving phenomenon (Miller & Miles, 2008, pp. 36-37). The economic benefits from internationalizing, especially through international student programming, are substantial; and help explain why colleges and universities are undertaking narrowly focused efforts designed to produce immediate returns. NAFSA: Association of International Educators, for example, reported that 974,926 international students enrolled in U.S. higher education during the 2014-2015 academic year which produced a $30.5 billion impact on the U.S. economy and supported more than 373,000 jobs (NAFSA, 2016a).

Prioritizing revenue-generating opportunities at the expense of a more balanced approach is not consistent with the consensus view that comprehensive internationalization requires anchoring initiatives in the core teaching, research and service functions of higher education. In an interview with the media during the Association of International Education Administrators (AIEA) annual conference in February 2016, for example, Hans de Wit suggested that recruiting international students and attracting exceptional faculty have become the primary foci of internationalization efforts within higher education. Instead of concentrating on infusing global perspectives into the curriculum and improving student learning, de Wit contends that leaders are working on generating revenues and improving institutional status. As a result, educators find themselves operating in an increasingly competitive environment trying to produce outcomes that do not necessarily improve “…the quality of what our main purposes are as institutions: research, teaching and service to society” Redden (2016).

While a select group of 40 community colleges has exploited the economic benefits of aggressive international student programming, many institutions are not
involved in recruiting and retaining international students or with internationalization more generally (IIE, 2014, 2015a). Exploring the origins and evolving mission of the community college provides the necessary context for appreciating both the challenges and opportunities facing community colleges developing internationalization strategies in response to global forces.

**The U.S. Community College**

The development of community colleges increased the capacity of the U.S. higher education system in the post-World War II era and afforded location-bound Americans greater access to higher education, including historically disadvantaged populations. Today’s community college sector educates nearly 50% of U.S. undergraduates, including students from all racial/ethnicity groups, and serves as a bridge for students to upper-division undergraduate and graduate studies (AACC, 2014a, 2015b). Before examining the challenges facing community colleges with respect to internationalizing, reviewing the changing mission and integral role played by community colleges in U.S. higher education allows for a more complete understanding of the difficulties that must be overcome.

During the first six decades of the twentieth century, the percentage of students graduating from U.S. high schools and enrolling in college steadily increased, so that by 1960 nearly fifty percent of college-age students went to college. Some states responded by expanding capacity at universities. Other states chose instead to follow the lead of the University of Chicago. Aspiring to become a research institution in the European tradition, the University of Chicago created a new type of institution in 1901, specifically
the ‘junior college,’ to deliver its freshman and sophomore instruction (Cohen & Brawer, 1996, pp. 6-7).

By the mid-20th century, the term *junior college* was generally associated with freshman and sophomore campuses of private universities and faith-based institutions, and the term *community college* with public institutions (Cohen & Brawer, 1996, p. 4). Quigley and Bailey (2003) described the 1950s as a time period when “… two-year colleges, which numbered more than six hundred, were confused in mission and faced an uncertain future” (p. xii). A leadership group assembled by a U.S. president, however, changed the way two-year colleges thought about their mission and created conditions for these institutions to educate students traditionally underserved by American higher education.

In 1946, U.S. President Harry S. Truman convened the President’s Commission on Higher Education with a mandate to respond to the many challenges facing higher education after World War II. Responding to the economic and societal changes taking place, the community college as intended by the Commission emerged to educate citizens for a changing world. Over the course of the ensuing decades, the nation’s economy moved from agrarian to industrial and citizens witnessed profound changes within society, including an end to segregation and the empowerment of women (Quigley & Bailey, 2003, pp. xii-xv).

Critics of international education at community colleges in the decades that followed the Commission’s report have argued that as community-based institutions the focus should be on local issues, not global ones. President Truman’s Commission did describe the community college as designed to serve the educational needs of their local
communities, but this mandate did not preclude responding to global issues. In fact, the Commission’s report explicitly called on community colleges to ensure, “…the adequacy of curricula, particularly in the fields of international affairs and social understanding” (Vaughan, 1983, pp. 22-24). Nonetheless, community college presidents determined to create learning environments promoting international education have often confronted “the reality of constricted attitudes, isolationist views, and lack of understanding that diversity and multiplicity are essential to surviving in the twenty-first century” (Boggs, 2007, p. 27).

Given the societal context at the time, Quigley and Bailey described as “radical” the Truman Commission’s 1947 report calling for greater access to higher education and the creation of community colleges to serve populations historically excluded.

In a nation that was male dominated, segregated, anti-Semitic, anti-Catholic, with deep pockets of urban and rural poverty, the report called for the end of barriers to higher education based on race, gender, religion, income, and geographic location. In a country in which less than 10% of the college-age population was attending higher education institutions, the Truman Commission said a majority of Americans was capable of enrolling. (pp. xi-xii)

**Sustained Commitment to Access.** Today, in keeping with the Truman Commission’s vision, community colleges are integral to the U.S. higher education system because these local institutions provide access to individuals from diverse backgrounds. Community colleges educate 46% of all U.S. undergraduates, including more minority, first-time freshman (41%), and first generation college (53%) students than their 4-year institution counterparts (AACC, 2015c). In fall 2014, community colleges educated 57% of Hispanic, 52% of African American, 43% of Asian, and 62% of Native American undergraduate students (AACC, 2016a).
Community college enrollments are evenly divided between whites and minorities, decisively part-time, decidedly female, and disproportionately from low-income households. Currently, the 1,108 community colleges in the United States comprise 982 public, 90 independent and 36 tribal colleges. The race/ethnicity profile of the 7.3 million students enrolled in credit programs in fall 2014 included White (49%), Hispanic/Latino (22%), African American/Black (14%), and Asian (6%). The average age of students enrolled in credit programs was 28. Sixty-two percent of students attended part-time and 57% were women (AACC, 2016a). In 2011-12, 41% of dependent students attending public 2-year colleges lived in households with parental incomes below $39,999 compared to 34 percent of all dependent undergraduates regardless of institution type; and 63% of independent students attending public 2-year colleges had incomes below $29,000 (Radwin, 2013, pp. 13-14).

**Money Matters.** Similar to their four-year public counterparts, community colleges typically rely on two primary funding streams to finance their operations: student tuition and state appropriations. Additionally, local funding in thirteen states accounts for more than 10% and as much as 47% of community college funding (Baime & Baum, 2016, p. 5).

Funding structures for community colleges are complex and varied both across states and within state higher education systems. Moreover, national trends on financing suggest that state government appropriations are declining while the student burden is increasing. Romano and Palmer (2016) examined budget allocations, for example, on a full-time-equivalent (FTE) basis in different states to reveal significant variances. In 2011-2012, for example, California provided $1,000 per FTE compared to New
Hampshire’s $7,176 (p. 19). To illustrate the degree to which funding levels from the same sources can vary within one state, Romano, et al examined Illinois.

Community colleges in Illinois enjoy the discretion to establish tuition rates which accounts for some of the variation. Additionally, property values differ significantly across community college districts. The end result is a hodgepodge of funding patterns. In 2009-2010, the share of total funding from local tax funding for the state’s 39 community college districts, for example, ranged from a low of seven to a high of forty-seven percent. Similarly, “…the proportion derived from state sources ranged from 6 percent to 31 percent, and the proportion derived from tuition and fees ranged from 19 percent to 36 percent” (p. 18).

One national trend in community college financing is a dramatic shift away from state and local tax funding to a growing dependence on tuition and fees. According to Romano, et al. a “…23 percent decline in tax appropriations per FTE student between 2001 and 2011 coincided with a 42 percent increase in net tuition, signaling greater reliance on students themselves to shoulder the burden of paying for college” (2016, p. 19).

In 2011, state and local tax appropriations accounted for 46 percent of operating revenues at the nation’s community colleges compared to only 33 percent at public baccalaureate institutions. Evidence shows that state and local funding levels fluctuate during difficult and good economic periods, but the long-term results are lowered government financing for community colleges. In contrast, increases in tuition are rarely reversed (Romano & Palmer, 2016, pp. 19-21).

Romano et al. frame the growing dependence on declining state and local dollars as an issue requiring unprecedented public policy action lest community colleges lose the
capacity to fulfill their mission. One option these scholars put forward is to federalize funding for the nation’s community colleges. Alternatively, they assert that states must raise taxes or cut the budgets of other state entities to increase community college appropriations (2016, p. 29).

**Governance.** Community college governing boards throughout the nation share many responsibilities in common such as exercising fiduciary, legal and ethical oversight and often appointing their institution’s chief executive officer typically referred to as president or chancellor. Governing boards approve expenditures and make sure that their institutions navigate successfully a number of increasingly complex regulatory environments. Moreover, together with the president or chancellor, governing boards address their local communities’ education and training needs while setting goals to realize national priorities such as graduating more students with high quality degrees and certificates. Since states are largely responsible for education, however, fifty different governance models comprise the governance landscape overseeing our nation’s community colleges (Polonio & Miller, 2012, p. 1).

Governance structures vary state by state. In some cases, state and local governing bodies monitor community colleges. Other states employ statewide governing or coordinating entities to oversee the sector. Specifically, thirty-six states have local governing or advisory boards; and twenty-four states have a statewide higher education governing or coordinating board that includes oversight of community colleges. In thirty-two states a blend of state and local entities govern community colleges (Polonio & Miller, 2012).

The process for selecting trustees and determining the size of governing boards differs from state-to-state. Governors (see Figure 1) appoint trustees in thirty-two states;
thirteen states choose governing board members through elections; and five states select trustees through a combination of appointment and election.

Local board composition varies from five to thirty trustees; and state-level governing or coordinating boards range from seven to thirty-six members. In total, 7,074 citizens serve on community college boards (Polonio & Miller, 2012, pp. 5-6).

**Mission and Programs.** Community colleges share a sustained commitment to access to post-secondary education, but their missions and corresponding academic programs vary considerably. Reflecting the aspirations of their student body, for example, some community colleges primarily offer associate degree programs preparing students for transfer to four-year, baccalaureate-degree institutions. Responding to local economic conditions, business and industry partners, and student demographic educational needs, some community colleges prioritize occupational degree and certificate programs designed to prepare students for immediate entry into the local workforce. Still, others invest significant resources into non-credit continuing education programs in response to community demand (Baime & Baum, 2016, p. 2).
Departing from their sustained mission of awarding associate degrees and workforce certificates, a growing number of community colleges throughout the United States are exploring or actually offering bachelor’s degrees. More than twenty states have baccalaureate degree-granting community colleges and California is piloting the bachelor’s degree at some campuses beginning in the 2017-2018 academic year (DiSalvio, 2015).

This growing trend is not without controversy. Some within the community college sector view it as broadening a shared commitment to access while others assert that the primary motivation is improving institutional status or generating more revenue at the expense of the sector’s core mission. Universities are concerned about losing enrollments to bachelor’s degree programs at community colleges. Meanwhile, the data indicate abysmal transfer and bachelor degree attainment rates by students who begin their studies at associate degree institutions.

One study found evidence that addressing the needs of students, particularly demands faced by students over the age of 25, who are balancing work and family responsibilities, was the chief reason for creating bachelor degree programs at community colleges, not a desire for increased prestige or revenue streams. Moreover, this same study suggested that the growth of baccalaureate programs at community colleges “…has enabled thousands of lower-income and place-bound students to earn their bachelor’s degree, many of whom would not have been able to do so without the accessibility of these programs” (McKinney, Scicchitano, & Johns, 2013, pp. 61-62). Addressing both the issue of access and the concerns voiced by 4-year colleges and universities that community college baccalaureate programs siphon enrollments, a recent study in Florida
suggested that “community college baccalaureate degrees in Florida are successfully increasing access, especially for nontraditional populations, without sustained impacts on state university system enrollments” (Neuhard, 2013).

While disagreements abound and more research is needed, growing community college baccalaureate programs may gain support because they represent an alternative to the failure of the transfer function. The data show that only about 14% or 100,000 of the 720,000 degree-seeking students who began their education at a community college in 2007 actually transferred to a 4-year institution and earned a bachelor’s degree within 6 years (Wyner, Deane, Jenkins, & Fink, 2016, p. 1).

**Contributing to a Knowledge Economy.** In recent decades, technology has transformed the U.S. economy and reinforced the importance of community colleges. Carnevale, Smith and Strohl (2010) estimated that 63% of jobs created through 2018 will require more than a secondary education (p. 110). The industrial revolution that compelled the nation to build a strong K-12 educational system to train citizens for work in manufacturing has been supplanted by a technology revolution requiring a robust post-secondary education system graduating students prepared for a knowledge-based economy with a growing array of technology centered industries. Describing the dynamic relationship between a changing economy and higher education, Carnevale, et al. suggested that

…the economic history of the United States is one of lock-step progression between technology and educational attainment…technological development and the organizational changes that come with it favor workers with more education because they have the expertise needed to handle more complex tasks and activities. Demand for these workers, in turn, grows across the board as the technology spreads throughout the economy.” (p. 15)
In the context of an increasingly technological and interconnected world, therefore, community colleges face the twofold responsibility of increasing educational attainment and providing international learning opportunities, so that students are qualified for the jobs of the future and prepared to navigate the complexities of globalization.

Community college leaders are responding to the changing economic landscape by extending the sector’s shared commitment to access to include a collective focus on increasing the number of completions. In April 2010, for example, the American Association of Community Colleges (AACC), Association of Community College Trustees (ACCT) and four other national membership groups jointly committed to an ambitious goal – to assist their members to produce “50% more students with high-quality degrees and certificates by 2020” (McPhail, 2011, p. 2).

In addition to offering programs leading to certificates, the highest credential offered by most community colleges remains the associate degree. The importance of the associate degree in a technology-driven economy extends beyond preparing students for immediate entry into the workforce. The associate degree affords students access to upper-division higher education through the transfer function. Students begin their studies at a community college and transfer credits to an institution awarding bachelor degrees in order to complete their undergraduate studies. As reported recently, “In the 2013-14 academic year, 46 percent of all students who completed a degree at a four-year institution had been enrolled at a two-year institution at some point in the previous ten years...nearly half of them were enrolled for five or more terms” (National Student Clearinghouse, 2015). Associate degree institutions serve as important gateways to upper division undergraduate and graduate studies.
The extent to which community colleges serve the public good can be measured in part by the students whose educational pathways included community colleges before pursuing medical, engineering or science degrees; and more generally in the percentage of students who complete or persist after transferring to a baccalaureate institution. Thirty-four percent of Latino and 28 percent of African American students enrolled in medical school in 2012, for example, had previously enrolled in a community college while a high school, college or post-bachelor degree student compared to 27 percent of whites (AACC, 2014b). Similarly, among individuals earning science and engineering degrees in 2008-2009, 49% of students who earned a bachelor’s degree and 46% of students who earned either a bachelor’s, master’s or doctorate degree had previously attended a community college (AACC, 2014c). A recent study of completion and persistence rates among students transferring from community colleges to 4-year institutions over the course of three academic years revealed that 60% of these transfer students earned a bachelor’s degree or higher within four years; and an additional 12% were still enrolled. Seventy-one percent of students who earned an associate degree prior to transferring graduated with a bachelor degree within four years (National Student Clearinghouse, 2012). Building international learning into the associate degree experience ensures that students, including many minority students, are afforded opportunities to develop global perspectives prior to pursuing upper division undergraduate or graduate studies, including academic programs in demanding Science, Technology, Engineering and Math (STEM) fields.

The nation’s leaders are calling on higher education to prepare all students for a technology-driven, knowledge-based, global economy so that America sustains its
competitive advantages. Community colleges educate nearly 50% of the nation’s undergraduates, including a disproportionate share of minority, first generation, and low-income students. In this context, internationalizing community colleges is a matter of promoting equal opportunity access to international education and improving prospects for higher education, specifically public community colleges, to serve the public good.

Over a period of nearly four decades beginning in the early 1980s, community college leaders contributed to the literature, welcomed the support of an educational foundation to provoke broader engagement, and partnered with the federal government and a private Jesuit university to build campus-level experience with international programming. These formative, catalyst, and capacity-building efforts, however, did not erase the long-standing barriers to more comprehensive internationalization at the nation’s two year colleges.

**Formative, Catalyst and Capacity-Building Stages**

Community college leaders began exploring the importance of international education in the 1980s which set the stage for an organized series of conversations and actual programmatic action. Seymour Fresh, a former Asia Society education director and Fulbright Scholar in India, was an early and important thought leader on community college internationalization. Fersh became a community college Humanities Professor in 1981, chronicled and interpreted the formative development of international education at community colleges (Fersh, 1990; Fersh & Greene, 1984a, 1984b; Fersh & King, 1992; King & Fersh, 1982). According to Fersh, prior to the 1980s few presidents predicted that international education would become part of the community college mission and curriculum, but immigration, the growing interconnectedness of national economies, and
the National Security Act passed by Congress in 1991 contributed to a change in thinking. Echoing the Truman Commission’s finding that barriers to higher education, especially among historically disadvantaged minorities and women, represented a significant threat to democracy in post-World War II America, the National Security Act linked foreign language acquisition and area studies to the national security of the United States (Fersh & King, 1992, pp. 1-3).

In response, the Association of Community College Trustees (ACCT) and American Association of Community and Junior Colleges (AACJC) jointly issued a position statement on the reauthorization of the Higher Education Act which called on Congress to recognize the importance of funding international education at community colleges (Fersh, 1990, p. 7). Responding to these national advocacy campaigns, presidents, academics, educational organizations, and the federal government created and sustained opportunities for campus and community stakeholders to actually participate and create capacity for international education at community colleges.

**Formative Thinking.** As reflected in the literature, campus-based practitioners and scholars have examined international education community colleges since at least the 1980s (Fersh & Greene, 1984a; King & Fersh, 1982; Vaughan, 1983). In a journal publication replete with chapters addressing a range of international initiatives at community colleges including internationalizing the curriculum, study abroad, faculty exchanges, international development, and international student programs; for example, Seymour Fersh distinguished himself as an early advocate for centering international programming on student learning. Fersh’s short but powerful abstract statement for his chapter captured his perspective which connected efforts to the curriculum: “Community
colleges must find ways to make international education a meaningful reality that pervades all aspects of instruction” (Fersh, 1990, p. 67).

In the early 1990s, two organizations joined with U.S. community college leaders to advance international education at the nation’s two-year colleges: the American Council on International Intercultural Education (ACIIE) and the Stanley Foundation. An affiliate council of the American Association of Community Colleges (AACC) and headquartered at Oakton Community College in Des Plaines, Illinois, ACIIE facilitated opportunities for member community colleges to share expertise and disseminate information on a wide range of international education issues. The Stanley Foundation based in Muscatine, Iowa, was a private foundation dedicated to “…encouraging dialogue on world affairs and to promote secure peace with freedom and justice” (Stanley Foundation, 1996).

**Catalyst Conversations.** In November 1994, ACIIE and the Stanley Foundation convened a conference of 24 community college leaders in Airlie, Virginia for the express purpose of achieving consensus on a mission statement, goals, strategies and plan of action for international education. The mission statement adopted by participants in the gathering was viewed as an important outcome: “To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multi-culturally competent citizenry” (Stanley Foundation, 1994). In his opening address, Richard H. Stanley, president of the Stanley Foundation, challenged community colleges to consider the consequences for students if their education did not prepare them for life and work in an inter-connected and changing world. Stanley challenged the educators present to provide educational experiences to facilitate student learning of five
global competencies, including an understanding of interdependence, diversity, respect for the natural environment, peace and conflict management, and innovation and change (Stanley Foundation, 1994, pp. 3-4).

In the two years following the inaugural conference, ACIIE and the Stanley Foundation convened a number of regional and national conferences and satellite teleconferences for the purpose of engage a wide range of stakeholders, including presidents, administrators, trustees, and faculty, in a national conversation focused on internationalizing the community college curricula and learning environments. In November 1996, ACIIE and the Stanley Foundation invited a second group of 23 community college leaders as well as representatives of government agencies once again to the Airlie Center in Virginia to define what it meant to be a globally competent learner and to construct an institutional framework to support such learning (Stanley Foundation, 1996, pp. 1-3).

This conference series and related educational events produced results matched by few other national efforts undertaken by community colleges. Enjoying access to the Stanley Foundation’s evaluation of these sustained initiatives, Floyd, Walker and Farnsworth (2003) described the outcomes as follows: “…cosponsored three national videoconferences on global education involving over 100 colleges and 1000 participants; convened 29 state global education seminars between 1995 and 2002, with approximately 3,300 instructors from 720 community colleges in 37 states participating; served as a catalyst in the creation of 24 state community college global education consortia, involving the majority of community colleges in each state” (pp. 13-14).
**Capacity-Building Action.** Contributing to capacity-building among community colleges for international education, the U.S. federal government sustained for 27 years a program that placed economically disadvantaged students from Latin America and the Caribbean at community colleges throughout the nation. In 1984, the National Bipartisan Commission to Central America and the Caribbean, commonly referred to as the Kissinger Commission out of deference to the chair, recommended to Congress that the United States address the region’s political and civil disorder by facilitating U.S. based training programs for young men and women (Chesterfield & Dant, 2013, p. ix).

Congress appropriated U.S. Agency for International Development (USAID) funding and designated Georgetown University’s Center for Intercultural Education and Development (CIED) to deliver programming. In partnership Georgetown/CIED, community colleges provided 2-year technical training programs. Initially, the project was called CASP, the Central American Scholarship Program (1985-1988); then, CASS, the Cooperative Association of States for Scholarships (1989-2008); and finally, SEED, Scholarships for Education and Economic Development (2008-2012) (Chesterfield & Dant, 2013, p. ix).

The community colleges that participated in the CASP, CASS and SEED programs developed the capacity to support international students from developing countries over multiple, 2-year program cycles. The deliverables required of host colleges included academic/technical programs, English language training, leadership development, orientation support, cross-cultural programming, host family stays, independent living options, internships, and counseling/ongoing support (Chesterfield & Dant, 2013, p. 17). Over the course of nearly three decades beginning in 1985,
community colleges educated 9,191 students from Latin America and the Caribbean with federal support totaling $320,820,029. In-kind contributions from colleges and other sources brought the total amount of funding for this sustained, capacity-building program to $450,000,000 (Chesterfield & Dant, 2013, p. ix). While this sustained partnership, significant investment, and resulting capacity did advance international education at community colleges, enduring obstacles continue to hinder many institutions from pursuing comprehensive internationalization.

Community Colleges Lagging Behind

Internationalizing comprehensively U.S. community colleges for the purpose of preparing students for an interdependent and changing global community has been a topic of discussion for several decades, yet many obstacles keep international initiatives on the periphery (Boggs, 2007, p. 26). National membership organizations have underscored the importance of international programming to campus-based colleagues. While individual community college campuses have achieved success worthy of national recognition, associate degree institutions for the most part, struggle to internationalize at a pace comparable to other undergraduate institutions.

In 2006, two national membership organizations, the American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT), issued a joint statement reaffirming their commitment to global education. In the statement, association leaders framed their call to action as promoting the public good, economic growth and innovation, “Enhancing global awareness is not only in the community’s self-interest, but it also serves the nation as a whole. The ability to understand, appreciate, and communicate effectively—irrespective of national and
cultural origins—frees the forces of economic development and allows ideas, capital and innovation to move unimpeded” (AACC/ACCT, 2006). Since then, several individual colleges have received awards for innovative international programming from leading international education organizations, including NAFSA: Association of International Educators and the Institute of International Education, but accomplishments at the individual campus level have not triggered a national conversation for more comprehensive action or accelerated the sector’s performance in fundamental areas (IIE, 2016b; NAFSA, 2015).

In a 2012 report, the Center for Internationalization and Global Engagement (CIGE) at the American Council on Education (ACE), for example, acknowledged progress, but characterized internationalization at associate degree institutions as lagging behind other higher education sectors; and issued a challenge to higher education policy makers, “Finding ways to bring global learning to non-traditional students should be seen as an essential aspect of providing quality education to all students, and as an important element in America’s higher education attainment agenda” (CIGE, 2012, p. 24).

Traditionally, two important benchmarks for measuring internationalization are international student programs and study abroad. The data reveal that community colleges are not performing as well as their four-year undergraduate counterparts on these two metrics.

On an annual basis, the Institute for International Education (IIE) publishes the Open Doors data report on international students in the United States and study abroad by American students. While community colleges educate nearly 50% of all U.S. undergraduates, they do not educate a corresponding percentage of international students.
In 2013-14, for example, 69,580 international students attended associate degree institutions which represented about 19 percent of the 369,724 students studying at U.S. undergraduate institutions (IIE, 2014). In the same year, only 10 community colleges sent 100 or more U.S. students on credit-bearing study abroad programs; and the total number of community college students studying abroad was 6,404. By comparison, 258,482 students from bachelor degree institutions studied abroad in the same year (IIE, 2015a, 2015b).

The level of international activity within the community college sector is uneven. The data on international student enrollments and study abroad participation, for example, reveal that among the nation’s 1,108 community colleges fewer than 60 institutions accounted for a disproportionate share of the programming. In 2013-14, 40 colleges in 12 states enrolled 50,072 international students, the equivalent of 72% of the total international student population attending associate degree institutions. During the same year, 20 associate degree institutions in nine states awarded credit to 37% or 2,338 of the 6,404 community college students who participated in study abroad (IIE, 2014, 2015a). While revealing disparities, that data indicate that some community colleges have achieved measurable and noteworthy success. A closer examination of the literature framing a range of internationalization strategies contextualizes both the challenges and success stories encountered at the campus level.

**Barriers to Internationalization**

The American Council on Education (ACE) suggests that community colleges face the same barriers to internationalization as other institutions although the scale of the challenge on some fronts may differ. Essentially, ACE asserts that the major obstacles
fall into two categories: institutional and individual. The most significant institutional challenge among community colleges is the view held by governing board members, college leaders, and community members that international education is less important, perhaps, even irrelevant, when compared to priorities linked directly to the locally-focused mission of their institutions, including remediating students who are not college-ready or graduating workforce ready employees. Additionally, most community colleges lack a comprehensive internationalization strategy, particularly one linked to broader institutional goals and student learning outcomes. In many cases, colleges rely on a narrow set of initiatives such as growing the number of international students or study abroad participants as their internationalization strategy (Green, 2007, pp. 18-19).

The lack of adequate financial resources is the reason most often mentioned for insufficient progress on international initiatives at community colleges; and while some institutions have secured external funding to support faculty development and curricular change, these funding streams cannot “create a strategy or commitment where one does not exist. Reliance external funding also jeopardizes continuing internationalization activities after the funding ends” (Green, 2007, p. 20).

Community college students are often balancing some measure of work, family and school obligations. Given these demands, they do not have the time to participate in co-curricular international activities or seriously consider studying abroad; therefore, infusing international perspectives and content into the curriculum is vitally important. The challenges to curricular innovation are many, “…faculty must have the expertise and the inclination. Unfortunately, not all faculty have both” (Green, 2007, p. 20). Moreover, as asserted by Raby (2012), securing faculty leadership to revise the curriculum is not the
only challenge to internationalization, “…specific administrators and staff with international professional experiences are even less common. Those who work in the areas of counseling, financial aid, curriculum committee, and transfer rarely understand or advocate for international education” (p. 92). Geography can also impact levels of internationalization. According to Harder (2010), community colleges located in rural areas “…are experiencing significantly less internationalization than their urban and suburban counterparts” (p. 152).

**Campus-level Pathways to Success**

Scholars have constructed conceptual frameworks to advance understanding of the challenges and choices inherent in the internationalization process. Knight (2004) acknowledged that internationalization at the national and sector level influences “policy, funding, programs, and regulatory frameworks” but asserted that “the real process of internationalization is taking place” at the institutional level (pp. 6-7). At the individual campus level, Knight described a consensus view among scholars that assigns international initiatives into one of two broad categories of action: “internationalization at home” and “internationalization abroad” (pp. 17-18).

Relying on this conceptualization, community colleges pursuing strategies aimed at building international dimensions into the campus learning environment may undertake efforts to infuse global perspectives into the curriculum, or recruit international students with the intent of optimizing their presence for the benefit of all faculty and students. Alternatively, intentional efforts to pursue internationalization abroad may include facilitating student and faculty study abroad, forging linkages with sister institutions in different nations or establishing a campus in another country (Altbach, 2010, p. 24).
Hudzik (2015) describes higher education institutions as “idiosyncratic” to underscore the principle that the best approach individual institutions can adopt when pursuing comprehensive internationalization is the one that “fits its missions and circumstances” (pp. 21-22). The distinctive pathways to success adopted by three community colleges illustrate this point. All three institutions earned national recognition for their achievements.

**Andrew Heiskell Awards.** The Institute of International Education (IIE) created the Andrew Heiskell Awards for Innovation in International Education “…to reward innovation and foster new ideas and new opportunities. A winning initiative does not have to be the biggest or oldest. It should bring new approaches and new resources to bear on addressing a need or taking advantage of a new opportunity” (IIE, 2016d). Madison Area Technical College (MATC) in Wisconsin earned the Heiskell Award in 2015 for bringing together community colleges to collectively build capacity for study abroad. MATC secured funding from the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) to create the Community College Sustainable Development Network (CCSDN). Leveraging a Costa Rica field studies program on renewable energies that they had launched years earlier, MATC facilitated opportunities for faculty, especially in the Science, Technology, Engineering and Math (STEM) fields, to shadow MATC faculty in-country after completing training in Madison on study abroad management and shared program development and delivery.

Over the course of three years, 24 faculty from 19 states benefited from the CCSDN; and 19 new faculty-led, short-term study abroad programs were developed, including programs in engineering, renewable energy, sustainable construction, tropical
ecology, education, and nursing. As a result of increased levels of cooperation with sister colleges, particularly with faculty in applied science fields, MATC built on its STEM field strengths to develop MATC faculty-led programs to Belize, Guatemala and Jamaica (IIE, 2016b).

Paul Simon Award for Campus Internationalization. NAFSA: Association of International Educators created the Paul Simon Award for Campus Internationalization to recognize “…colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization—especially those using innovative and creative approaches” (NAFSA, 2016b). Green River Community College (GRCC) in Auburn, Washington, garnered the Paul Simon Award in 2013 in recognition the institution’s deliberate effort over 25 years to build a comprehensive and impactful international student program. On its suburban campus, GRCC educates 8,000 students, including 1,500 international students. President Emeritus Rich Rutowski, former President Eileen Ely, and former Executive Vice President Mike McIntyre are among the senior leaders who sustained an institutional commitment and actively encouraged others to support comprehensive internationalization (NAFSA, 2013).

Over one-third of the international students at GRCC are from China; and Vietnam, South Korea, Indonesia, and Japan are among the top sending countries. Leveraging the high school completion program authorized by the state government to their competitive advantage, GRCC attracts international students as young as 16 years of age who want to earn their high school diploma and, then, proceed with coursework leading to the associate degree. GRCC’s extensive student services, strong English as a
Second Language (ESL) program, student housing on-campus, host family program, and successful track record facilitating student transfers to select 4-year colleges and universities reflect the college’s commitment to comprehensive international student programming (NAFSA, 2013).

The Lone Star College System serving 78,000 students in the communities north of Houston, Texas earned the Paul Simon Award in 2013 for sustaining a commitment to faculty development, promoting study abroad, hosting an annual international education conference, supporting international student programming, and, most recently, establishing a campus in Jakarta, Indonesia. Chancellor Richard Carpenter is credited with envisioning and leading the change process required to internationalize Lone Star College (NAFSA, 2013).

Recognizing that faculty leaders drive the internationalization process, Lone Star created a program in 2008 that awarded $4,000 mini-grants to faculty members for internationalizing the curriculum or creating study abroad programming. By 2013, $270,000 had been awarded to 55 members of the faculty. While study abroad programming is growing slowly, 70 courses have been designated as having substantial international content (NAFSA, 2013).

Piloted with support from a federal grant in 2002, Lone Star continues to offer an international conference each spring that attracts highly regarded speakers and academics. In addition to investing $60,000 of its own resources, Lone Star has partnered with the World Affairs Council of Houston to bring senior-level State Department, Pentagon and even Nobel Peace Prize winners to the event. In 2011-2012, Lone Star enrolled 2,000 international students on its six campuses. Only three other
community colleges in the nation hosted more. Perhaps, the most innovative development at Lone Star was establishing a partnership with the Putera Sampoerna Foundation in Jakarta to offer dual degrees. The joint effort is expected to enroll 300 students per year (NAFSA, 2013).

While the three individual colleges profiled achieved noteworthy levels of success, the data referenced throughout this essay indicate that international education remains on the periphery at most community colleges. The impressive accomplishments realized by Green River Community College and Lone Star College; however, underscore the important role of senior leaders, particularly the chief executive officer, in realizing change.

**Leading the Change Process**

Strategies for overcoming the obstacles to internationalization faced by community colleges include securing leadership from presidents and senior leaders, and developing a framework for meaningful change that internationalizes the curriculum and culture. Recognizing that faculty members play a critical role, investing in faculty development and engagement is fundamentally important to sustaining progress (Green, 2007, pp. 23-24). Internationalization requires that everyone involved in the education of students; however, work collectively to build a learning environment that prepares students for a global society (Altbach, 2015; Hudzik, 2011; Hudzik & McCarthy, 2012). For this to occur, community college leadership teams, starting with presidents and boards of trustees, need to demonstrate a sustained commitment to making their campuses more globally aware and committed to change. As Kotter notes, a vision, such
as promoting greater global awareness and action, must be reaffirmed repeatedly over time (Kotter, 1996).

In the U.S. higher education context, the degree to which an institution’s success is dependent on the chief executive officer or determined by well-established organizational and stakeholder behaviors is a matter of sustained debate. Birnbaum (1992) asserted that the impactful president of today is not the charismatic, authoritative president of one hundred years ago. Change in academic settings is no longer realized by presidents leveraging unchecked power (pp. xii-xiii). Colleges and universities have evolved into complex systems with multiple units performing different internal functions and interacting with discrete external environments. No single individual can completely understand or navigate the different constituent parts and the network of interconnections currently comprising higher education environments (Birnbaum, 1992, p. 12).

Birnbaum built on the consensus view among scholars that successful leaders must formulate and articulate a vision by further defining leadership as “a process of interaction” (pp. 18-25). By prioritizing engagement with campus stakeholders and actively listening to them, presidents gain insights into the shared values, attitudes and beliefs at their institutions. By observing their academic environments from what Birnbaum called a cultural and interpretive perspective, presidents are able to advance a vision focused on improving, not necessarily transforming their organizations, “The reality of presidential vision is that goals are already within the institution, waiting to be both discovered and renewed through interpretation”(p. 28). In other words, successful leadership in a dynamic higher education environment requires communicating an
aspirational view of the future that resonates because it reflects the collective aims and cultural norms of the campus to be governed.

A vision that creates a common sense of reality selects from among an institution’s existing goals those to which special prominence should be given…Once articulated, the vision provides a sense-making lens through which the leader’s substantive ideas can be assessed and understood. It sets up the framework that allows others to connect what is being proposed to the shared values of the institution (pp. 25-26).

In this context, the president improves prospects for leading change by gaining legitimacy and instilling confidence among different constituent groups. The community college president’s role in comprehensive internationalization, particularly long-serving chief executive officers, is an area of inquiry that may reveal the way forward for internationalizing the community college sector.

Conclusion

Unless current worldwide trends change, scholars assert that the future landscape of international education will feature countries with significant access and others with considerably less. Similar inequities will divide advantaged and disadvantaged institutions with national systems of higher education (Altbach & Knight, 2007; Cantwell & Maldonado-Maldonado, 2009). Given the current dominance of profit-generating activity, aligning emerging programs and practices to realize more equitable access for the public good is an immediate challenge facing higher education (Altbach & Knight, 2007).

In the U.S. higher education context, community colleges are among the disadvantaged institutions with respect to gaining access to international education opportunities (Green, 2007; Raby & Valeau, 2007). Absent a compelling strategy and a dominant collective voice for accelerating internationalization, the nearly 50% of all
undergraduates and a disproportionate percentage of minorities, first generation, and first time in college students who attend associate degree institutions likely will be denied equitable access for developing global perspectives (Raby & Valeau, 2007).

Raby and Valeau (2007) suggest that community college leaders and their institutions are at a crossroads, “The philosophy of open access is placed at risk if four-year college students have access to international programs but community college students do not” (p. 10). On behalf of the students attending community colleges, leaders that recognize internationalization as a goal for community colleges since their inception are needed to construct meaningful, aspirational frameworks to motivate stakeholders and accelerate the internationalization process at our nation’s associate degree institutions.
CHAPTER THREE: METHODOLOGY

Research Questions

The purpose of this research study was to understand how presidents assert leadership and create organizational capacity for comprehensively internationalizing their public community colleges. Specifically, this study explored the following questions:

1. What is the president’s role in creating a campus culture that prioritizes comprehensive internationalization?

2. What strategies and action steps for change do presidents employ to sustain a comprehensive internationalization process?

3. How do presidents make comprehensive internationalization integral to an institution’s ethos?

This research study employed qualitative research methods to inform the development of research questions, structure data collection, and frame the data analysis. Adhering to Creswell’s (2013) methodology, data were collected on the campuses where participants in this research study actually experienced the challenges and witnessed the results associated with the internationalization process. In addition to observing campus interactions, face-to-face interviews with participants were conducted in their “natural setting” (pp. 44-45). Yin (2016) characterized this approach as intentionally focused on examining “…the meaning of people’s lives, in their real-world roles…attending to and accounting for real-world contextual conditions” (pp. 8-9).

Ravitch and Carl (2016) described validity or trustworthiness as “an active methodological process, a central value of qualitative research” that must be considered at each and every stage of a research study (p. 185). By design, this study brought
together evidence from multiple sources instead of relying on information provided by presidents alone. In addition to interviewing the president at the beginning and end of each campus visit, for example, governing board members, college administrators, senior international officers, faculty members and staff involved in international initiatives were interviewed. Relevant documents were collected before, during, and after campus visits to further strengthen validity.

The case study method is the specialized type of qualitative research that was used in this inquiry. Creswell (2013) described case study research as an approach in which “the investigator explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (p. 97). This research study examined the systems or ecosystems of three community colleges. Given my relationship with the field of higher education, specifically the internationalization of community colleges, I considered practitioner research as an alternative method of inquiry; however, the focus of the research is not limited to examining and improving my professional knowledge and skill sets (Ravitch & Carl, 2016, p. 24). Ultimately, the research questions determined the choice of methods to study in-depth how community college presidents led the change process to internationalize comprehensively their campuses.

**Site Selection**

The search for presidents and sites to participate focused on the membership of Community Colleges for International Development (CCID). Specifically, the 25 community college presidents serving on the organization’s Board of Directors (CCID, 2016). CCID is a not-for-profit, membership organization founded in 1979 with a
mandate "to identify, develop and expand mutually beneficial international relationships" (Humphrys & Koller, 1994, p. 5). On behalf of the American Association of Community Colleges (AACC), CCID serves as the affiliate council on international education (AACC, 2016b). Today, an institution wishing to join CCID must be a community, technical, or vocational college with regional accreditation that offers certificate and associate degree programs (CCID, 2015).

Based on the 7 selection criteria provided below, CCID’s 25 board member colleges were evaluated to pre-qualify a pool of presidents and campuses for participation.

1. The president had served as chief executive officer at his or her campus for seven or more years;
2. The president had sustained engagement among Board of Trustees members in international education initiatives;
3. The president had designated an individual to serve as Senior International Officer (SIO) or the equivalent. Specifically, the president had charged an individual with leading international initiatives at a campus-wide level and measuring progress on strategic internationalization goals;
4. The president had invested resources in international student recruitment and retention; and had grown international student enrollments as a result;
5. The president had created a guiding coalition to forge linkages with educational organizations in different nations for the purpose facilitating faculty and/or student mobility, dual degree programs, and/or program/professional development;
6. The president had led efforts pursuing external grant funding to support international initiatives such as educating sponsored students, and/or internationalizing the curriculum.

7. The president had mandated active membership/leadership (attending/presenting regularly at conferences and/or serving in leadership positions) among college staff and faculty members in one or more international organizations, such as Community Colleges for International Development (CCID); NAFSA: Association of International Educators; The Forum on Education Abroad; and/or the Association of International Education Administrators (AIEA).

These criteria for participant and site selection were intended to ensure that institutions committed to comprehensive internationalization were involved, so that the president’s role in prioritizing, initiating, sustaining, and, ideally, establishing comprehensive internationalization as essential to the institution’s culture could be explored. Six presidents serving on the CCID Board met the selection criteria the remaining nineteen presidents did not satisfy the selection criteria or were disqualified because they were non-U.S. community colleges.

Three presidents with extraordinary service to their home campuses and demonstrated leadership on international education were invited to participate in this research study; and one president was identified as an alternate should circumstances require a change. The three presidents and campuses chosen and research methods employed led to a robust, in-depth examination of the public community college
president’s role in the internationalization process over a sustained period of time, but in
dissimilar geographic, demographic and economic contexts.

The fourth president and campus identified as an alternate site met the selection
criteria, but the college was part of a technical college system emphasizing workforce
training instead of university transfer. The three institutions invited to participate in this
research study offered both transfer and workforce academic programs. The decision was
made to defer introducing a substantial difference in mission variable to the study.
Additionally, two presidents and campuses that satisfied the seven selection criteria were
eliminated from further consideration because of unique circumstances. One college, for
example, was part of a state system that had not had an operating budget for one year and
the other had experienced disruption in the CEO-Board relationship.

The three presidents selected for this study were Jack Bermingham, Ph.D. from
Highline College; Carl E. Haynes, Ph.D. from Tompkins Cortland Community College;
and Kathleen Hetherington, Ed.D. from Howard Community College. Jack Bermingham
served for 12 years as Vice President for Academic Affairs and two years as Interim
President prior to accepting the presidency in 2008 at Highline College in Des Moines,
Washington. Carl E. Haynes started as a faculty member in 1969 and served as Dean
prior to becoming president in 1994 at Tompkins Cortland Community College in
Dryden, New York. In 2007, Kathleen “Kate” Hetherington became the fourth president
at Howard Community College in Columbia, Maryland after serving as the College’s
executive vice president, capital campaign manager, and vice president of student
services. In the event one or more of these presidents was not able to participate in the
study, Lori A. Weyers, Ph.D. from Northcentral Technical College was identified as an alternate participant in the study.

The three presidents selected had worked at their respective institutions in different capacities for a combined 86 years, including a collective total of 41 years as chief executives. While longevity of service at a single institution was a characteristic shared by the three presidents, the institutions they led were different in several ways, including geography, student diversity, and regional and state economies; therefore, the same phenomenon could be explored in dissimilar contexts. In sum, selecting these three cases as the focus of this study allowed for a robust, in-depth examination of the president’s role in comprehensive internationalization over a sustained period of time in three very different worlds, and presented an opportunity to identify cross-case themes.

Data Collection

Digitally recorded and transcribed semi-structured interviews conducted on campus during a 3 to 4-day visit served as the primary means for data collection. Presidents identified a liaison to help the research identify and invite individuals to participate in this research study. Interviews were requested with one board member who was relatively new to the college and a second board member who had served for a longer period of time to gain access to different perspectives. Requests were made to interview administrators with experience directing international projects or services, including managing grant-funded projects, supporting curricular initiatives, and/or sustaining partnership activities with institutions in other nations. Requests were made to invite faculty to interview who had experience contributing to curricular innovation which may have included infusing global perspectives into existing courses or programs,
creating global studies pathways or adapting courses for delivery in different national and cultural contexts; and/or faculty who had led students on study abroad programs, developed international co-curricular programming on campus and mentored student organizations with an international or intercultural focus were identified as.

In an effort to convey consistent information to each of the three designated liaisons shaping the campus visit at their respective institutions, a briefing memorandum (see Appendix A) was prepared for distribution to their campus stakeholders. The memorandum provided the study’s research questions, described the data collection process, outlined an interview roster by position, and delineated the types of documents needed for additional context. The memorandum specified a request for a substantive, 90-minute interview with the president at the beginning of the campus visit; and one 30-minute interview at the conclusion. In addition to the president, 60-minute interviews were requested with ten additional stakeholders. The memorandum also included a simple fill-in form for individual participants to complete which captured name, title, and contact information, and a brief statement on each participant’s contribution to international initiatives.

In preparation for data collection through one-on-one interviews, four separate interview protocols (see Appendices B-E) were developed and refined through a pilot study for each of the following four categories of campus stakeholders: presidents, board of trustee members, administrators, and faculty. The interview questions were sequenced to discover how the president started and guided the internationalization process over time; and to determine how the president involved governing board members, administrators and faculty. Since qualitative research is an iterative process, supplemental
questions exploring areas of interest that emerged during interviews augmented the interview protocols in order to secure data aligned with the study’s research questions.

During a three to four-day campus visit, research study participants were interviewed and documents collected for analysis. As reflected in Table 1, in addition to interviewing the presidents at the beginning and conclusion of each campus visit, multiple stakeholders representing different constituent groups were interviewed. In total, 31 individuals were interviewed and 34 hours and 47 minutes of digitally-recorded audio data were collected.

| Table 1
| Interview Roster by Position
| Number of Interviewees |
|-------------------------|-----------------------|----------------|
|                         | Highline College | Tompkins Cortland | Howard |
| President               | 1 | 1 | 1 |
| Board Member            | 2 | 2 | 2 |
| Administrator           | 2 | 2 | 2 |
| Senior International Officer | 1 | 1 | 1 |
| Faculty                 | 4 | 4 | 3 |
| Staff                   | 1 | 1 | 1 |
| Totals                  | 11 | 11 | 10 |

Additionally, the proceedings of a board of trustees meeting at one site were recorded because the president and his senior international officer co-delivered a comprehensive presentation on international education. By attending the meeting, interactions between administrators, faculty and governing board members were observed.

During campus visits, interviews were conducted and interactions with multiple campus stakeholders documented through memo writing. Data collection memos and
field notes were written to document observations, reflections and how the research study evolved in response to participant reactions and insights. As Ravitch and Carl noted, “…observation without fieldnotes does not constitute data; it is only through the recording of activity through various stages in the fieldnote-writing process…that the observation becomes data” (pp. 160-161).

To provide additional context for understanding the president’s role in comprehensive internationalization, documents were requested in advance of the campus visit such as strategic plans, mission and vision statements, annual reports, data on international student enrollments and study abroad participation, budget data, and reports on externally-funded international initiatives. After conducting interviews on campus, multiple requests were made for documents that were relevant to issues that surfaced during on-campus interviews. Since the presidents at Highline, Tompkins Cortland, and Howard had worked at their institutions for 22, 47, and 17 years, respectively, gaps in the data and added detail to interviewees’ recollections were filled by conducting electronic searches to secure a range of items, including annual reports, press releases, policy manuals, state statutes, historical accounts, and interview transcripts. Relevant information was found on websites belonging to the colleges, their state systems of higher education, educational associations, and local history and civic organizations. Online databases and digital archives also served as resources for data.

Data Analysis

In order to begin assigning meaning to data, both inductive and deductive coding processes were employed. Ravitch and Carl (2016) suggest that opportunities for inductive coding emerge when research participants use language and share specific
observations that convey meaning to portions of data. In other words, the coding or sense-making comes from the data itself. By introducing concepts during interviews, engaging the data over a period of time, and relying on tacit theories, data were deductively grouped into meaningful segments. Ravitch and Carl (2016) suggest that coding in this way has value because “the thought and sense-making processes that go into creating, defining, and refining codes as well as generating categories are important components of data analysis” (pp. 248-249).

Given the volume and complexity of data collected, including nearly 35-hours audio data from interviews, Computer Assisted Qualitative Data Analysis (CAQDAS or “cactus”) software was employed. Specifically, Atlas-ti7 software functionality was used to code data. Coding the first case study produced 50 codes which were reorganized into 26 codes before engaging the data from the remaining two case studies. Since the first case yielded a robust dataset, the codebook developed proved sufficient for making sense of the data produced from the remaining two cases.

As Yin (2016) cautioned, the Atlas-ti7 software supported the qualitative research performed, but the researcher needed to “…do all the analytic thinking” (pp. 187-189). In addition to refining codes, therefore, analytic memoranda were written to document emerging patterns, themes, and concepts that surfaced from sustained engagement with the data (Saldaña, 2016, p. 44). Participants’ statements about important documents, key contributors, and pivotal moments in the internationalization process were documented in memoranda. By writing memoranda during the coding process, insights about individual cases were captured and a foundation constructed to support cross-case analysis.
Kotter’s (1996) eight stage model for organizational change as a conceptual framework was used to code data, structure the case study narratives, and inform the data analysis process. Kotter delineated an eight step process for transformational change, specifically these steps are: “establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering a broad base of people to take action, generating short-term wins, consolidating gains and producing even more change, and institutionalizing new approaches in the culture” (pp. 20-22). Kotter suggested that achieving consequential change requires following all eight steps in sequence. Functioning in more than one phase at a time is common, but “skipping even a single step or getting too far ahead without a solid base almost always creates problem” (p. 23).

Kotter’s framework aligned well with this study for several reasons. Kotter noted, for example, that extraordinary leaders think long-term and derive meaning and motivation from a compelling vision (p. 144). Presidents participating in this study have spent the majority of their professional careers at their institutions, including ten or more years a chief executive. In a higher education context, Birnbaum (1992) maintained that presidents lead effectively by articulating a vision that is authentic and provides “a sense-making lens through which the leader’s substantive ideas can be assessed and understood. It sets up the framework that allows others to connect what is being proposed to the shared values of the institution” (p. 26). Kotter’s insights into leading change centered on transforming organizations through sustained, active involvement by stakeholders for the purpose of realizing meaningful and lasting change.
Trustworthiness and Reliability

Interviewing presidents served as one data source and method to answer the study’s research questions. As stated by Ravitch and Carl (2016), using data and methodological triangulation are strategies that help support validity. “Within-methods triangulation means that researchers use one method (e.g. interviews) but different strategies associated with that method” (pp. 194-195). The interview protocols developed to generate data through conversations with presidents and campus stakeholders were designed specifically to explore whether multiple perspectives within the campus ecosystem converge or diverge on the president’s role in comprehensive internationalization. The interview protocol for the presidents and administrators were substantively very similar. Two of the 12 questions developed for presidents carried over to the 5-question protocol developed for the Board of Trustees.

Additionally, observations, reflections and changes to research methods were documented by writing document collection memos and field notes. As an added validity measure, documents were gathered before, during, and after campus visits for analysis. Documents such as strategic plans, international student and study abroad enrollment reports were collected from public sources such as the college website or other electronic sources and from the appropriate individuals or departments on campus. Document analysis supported evaluating the credibility of evidence obtained through interviews and documented through memos.

Participant validation strategies, defined by Ravitch and Carl (2016) as a “…process-oriented and person-centered approach to challenging interpretations by creating conditions for study participants to speak into and about a study” were used to
assess the researcher’s interpretation of the data (pp. 197-198). Specifically, a dialogue with participants was sustained to elicit their feedback on my interpretation of the data as it related to understanding the president’s role in comprehensive internationalization.

**Confidentiality**

Since selection criteria led to specific presidents and sites, confidentiality to participants in the study could not be ensured; however, interviews were conducted in settings that protected the privacy of individual research participants. Each participant was informed when agreeing to participate and, again, prior to the start of interviews that confidentiality could not be granted. In advance of on-campus interviews, research study questions, a summary of the study proposal, and consent forms for review and signature by interview participants were provided. Additionally, these documents were made available at prior to the start of interview sessions. Participation in the research study was strictly voluntary and participants had the option to withdraw at any time.

Interviews were digitally recorded and the recorded data were transformed into text by contracting professional transcription services. The transcription services firm sent and received files in a secure manner to protect confidentiality of the data. An account was opened through the University to manage, access and store securely in the clouds all digitally recorded audio data and transcripts. Additionally, all files were backed-up regularly on an external hard drive stored at a safe location at the researcher’s residence; and access to the researcher’s laptop was protected through encryption software.
CHAPTER FOUR: HIGHLINE COLLEGE

A Brief History

Founded in 1961 as the first community college in Kings County, Washington, Highline College and its 15 instructors educated 385 students during its first year using 14 portable classrooms located on a local high school campus. In 1964, the College moved just south of downtown Seattle to its current 80-acre campus in Des Moines, Washington with views of the Puget Sound and the Olympic Mountains. The Community College Act of 1967 allowed Highline to separate from the school district and become a self-governing institution. Today, a member of the state’s 34 community and technical college system, Highline enrolls nearly 17,000 students and has more than 350,000 alumni. Jack Bermingham, the institution’s 6th president, has served since 2006 (Highline, 2016d).

College Profile

President. Joining the Highline administration in 1994 as Vice President for Academic Affairs, Jack Bermingham, Ph.D., served for 12 years as chief academic officer prior to becoming Interim President in 2006. The Highline Board of Trustees formally appointed him to the presidency in 2008. Dr. Bermingham arrived at Highline as an accomplished academic and administrator. After earning his Ph.D. from the University of California, Santa Barbara, Dr. Bermingham accepted a faculty appointment at the University of the West Indies in Jamaica. Subsequently, he became a tenured faculty member and eventually dean of social sciences at Pacific Lutheran University (PLU) in Tacoma, Washington. During his 12 years at PLU, Dr. Bermingham was active internationally. Building on PLU’s Lutheran church affiliations with Namibia and
capitalizing on his substantial relationships in South Africa, for example, Bermingham created institutional linkages between PLU and higher education institutions in southern Africa to facilitate faculty and student exchanges.

**Board of Trustees.** The Highline College Board of Trustees is comprised of five members who are appointed by the state’s Governor to represent the community. Trustees are appointed for a 5-year term and may be re-appointed for a second 5-year term at the governor’s discretion. Each trustee must be a qualified voter residing in the college’s designated service district which for Highline includes the Highline, Federal Way and Tukwila school districts. Citizens who are employees of the state’s community college system or who serve on the board of any school district or any public or private educational institution are disqualified from serving on a community college board of trustees (Highline, 2016c). The Board of Trustees of Highline College adopted its most recent Mission Statement in August 2013:

As a public institution of higher education serving a diverse community in a multicultural world and global economy, Highline College promotes student engagement, learning, and achievement, integrates diversity and globalization throughout the college, sustains relationships within its communities, and practices sustainability in human resources, operations, and teaching and learning (Highline, 2016b).

**Operational Revenues, Academics, Student Demographic, Employee Profiles.**

In fiscal year 2015-2016, Highline relied on $42.8 million in revenue to support College operations. Revenues were derived from three primary sources: 58% from state government; 28% from student tuition and fees; and 14% from other sources. At the lower division level (certificate and associate degree programs) resident tuition for 15 credits totaled $1,284 and non-resident tuition was $3,087. In the Bachelor of Applied
Science degree programs resident tuition for 15 credits totaled $2,060 and non-resident tuition was $6,046 (Highline, 2016a).

Highline offers Associate in Arts (AA) and Associate in Science (AS) degrees that educate students for transfer to four-year colleges and universities and Associate of Applied Science (AAS) degrees and certificates in over 60 professional technical fields that prepare students for direct entry into the workforce. Building on the strength of its applied associate degrees, the College also offers four Bachelor of Applied Science (BAS) degrees in Cybersecurity and Forensics, Global Trade and Logistics, Respiratory Care, and Youth Development (Highline, 2016a).

During academic year 2015-2016, Highline enrolled 16,898 students in both credit and not credit courses with 64% of all students (10,765) enrolled in credit courses. The median age of students was 22 and the student body gender breakdown was 59% female and 41% male. Students self-identified as 25% White, 20% Asian, 17% Hispanic/Latino, 17% African American, 13% Multiracial, 7% Other, 1% Native Hawaiian/Pacific Islander and less than 1% Native American or Alaska Native (Highline, 2016a). International (F-1 visa) student enrollments over a 5-year period (see Figure 2) grew approximately 26% reaching 555 international FTE in Academic Year 2016-17 (Highline, 2017).
In academic year 2014-15, the total employee headcount at Highline was 771 comprised of 169 full-time and 294 part-time faculty members; 54 administrators (president, vice-presidents, deans and directors); 195 professional personnel (managers, coordinators and executive assistants); and 149 classified staff (SBCTC, 2016).

Profile of Service Area: Federal Way, Kent and Des Moines. Highline College’ service district centers on southwest King County, Washington and spans five congressional districts. Since King County data cover a much larger geographic area than the College’s designated service district, population characteristics of the three municipalities (Federal Way, Kent and Des Moines) sending the largest numbers of students to the College are provided to provide context for understanding the influence of the community on the internationalization process. Data are provided on the total population, number of foreign born residents, median age, percentage of inhabitants under the age of 17 years and percentage of the population speaking a language other than English. Additionally, data are provided on educational attainment and median household income (see Table 2).
Examining race and ethnicity data on Highline College’s top three sending communities (see Table 3) expands the context for understanding internationalization at Highline. Immigrants and refugees resettled in the communities served by the College and intentional efforts to recruit international students proved successful. These two phenomena intersected on the campus and in the classrooms of Highline College. The institution’s commitment to preparing students for a “multicultural world and global economy” was not targeting some distant horizon. The world’s diversity and evidence of increased mobility across borders was increasingly represented in local communities and on campus.
Table 3

<table>
<thead>
<tr>
<th>Community Race and Ethnicity</th>
<th>Federal Way</th>
<th>Kent</th>
<th>Des Moines</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>60.0%</td>
<td>55.5%</td>
<td>63.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11.3%</td>
<td>10.6%</td>
<td>7.7%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.0%</td>
<td>1.1%</td>
<td>.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>13.4%</td>
<td>17.7%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>2.0%</td>
<td>2.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Some other race</td>
<td>5.1%</td>
<td>6.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>7.2%</td>
<td>6.1%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Hispanic or Latino (any race)</td>
<td>17.6%</td>
<td>16.6%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates

Across all three sending communities, the following six industry sectors accounted for approximately 73% of the workforce: 1) educational services, and health care and social assistance; 2) retail; 3) arts and entertainment and accommodation/food services; 4) manufacturing; 5) professional, scientific and management services; and 6) transportation and warehousing (U.S. Census Bureau, 2010b, 2010c, 2010f).

Special Recognitions. Highline has earned national recognition from two organizations and a leading higher education publication. In 2014, the American Association of Community Colleges (AACC) selected Highline for the Award of Excellence in Promoting Diversity; and in 2016 recognized the mutual respect and trust that characterizes the relationship between the president and governing board with the Exemplary CEO/Board Award. In 2015, Highline received the Higher Education in Excellence in Diversity (HEED) award for a third consecutive year (Highline, 2016a). In 2010, 2013 and 2015, the Chronicle of Higher Education recognized Highline as one of the Best Colleges to Work For.
Making the Case for Internationalization

Jack Bermingham was an undergraduate during the Vietnam War. He could not understand why his country was waging war against a people about whom Americans knew very little. Deciding that Africa could be the next target for U.S. aggression and recognizing that he knew little about the continent, Jack enrolled in an African cultural geography course as a first-step. Eventually, while pursuing his Ph.D., Jack found himself spending time in South Africa’s governmental archives during the apartheid era researching U.S. policy on Africa as part of his doctoral studies. Years later, as a faculty member and dean for a decade at Pacific Lutheran University (PLU) in Tacoma, Washington, Jack lead efforts to connect PLU with the higher education sector in Namibia and South Africa. In his own words, Jack thought that international education “would likely be a small if any part” of his opportunity at Highline College.

Upon his arrival at Highline College in 1994, as the chief academic officer, Jack Bermingham learned that a few faculty members had led study abroad programs for student groups and a limited number had participated in Fulbright summer programs. In other words, international education was not a core component of the institution as he had assumed. Bermingham also discovered, however, that just prior to his arrival the Highline faculty had defined six critical learning outcomes as part of a recent accreditation process and one of these six was related to understanding different cultures and worldviews. Specifically, the faculty had determined that the curriculum should challenge students to develop diversity and global perspectives.

The same accreditation process that called for the development of college-wide learning outcomes also identified strategic planning as an institutional weakness. In
response, Dr. Edward Command, Highline President for ten years (1990-2000) made a conscious decision to change Highline from an insular, mostly transfer-degree institution to one more attuned to the community it served. He asked his recently hired chief academic officer, therefore, to join him in leading a collaborative planning process centered on becoming more responsive to local business and industry. Bermingham connected his president’s desire to engage the local community and the expressed intent by faculty to introduce diversity and globalism into the curriculum to initiate a broader discussion on international education. The local/regional context supported such a connection. The Highline service district is located between the major seaports of Seattle and Tacoma and includes the Seattle-Tacoma (Sea-Tac) International Airport. At the time, one in four jobs in the state was tied to international trade.

Over the course of two years (1994-1996), Bermingham facilitated a planning process that led to the development of the institution’s first strategic plan which was released in June 1996. The Strategic Plan centered on three initiatives:

1) Create a College climate that attracts, welcomes, enrolls, and retains students;

2) Expand visibility and involvement of the College with the community; and

3) Create a College climate that values diversity and enhances global perspectives (Highline, 1996).

In support of the diversity and global perspectives initiative, the planning committee identified action steps for achieving the following four goals: 1) appreciating local and national diversity; 2) differentiating outcomes for diversity and global perspectives; 3) building a support infrastructure for internationalization; and 4) growing the number of international students and facilitating their integration with domestic students (Highline,

To move beyond strategic conversations to programmatic action, Bermingham formed a group called Curriculum Odyssey 2020 (CO 2020). The group worked to define the vision for engaging students in both transfer and professional technical programs in ways that prepared them for success. According to Bermingham, the group was “…keenly aware at that time, probably for the first time, of what were pretty significant shifting demographics pushing down towards us with the gentrification of Seattle. So we were probably, oh I don't know, a little under 25 percent students of color at that point and we’re now like 74.” The group coalesced around the idea of requiring the transfer curriculum to support diversity and global understanding. A course developed to satisfy the new requirement had to include content – at least 50 percent – that addressed diversity and global issues. Over time, Bermingham’s strategy for faculty development through international development projects would enable faculty to expand the requirement to include professional technical degree programs.

Coinciding with the College’s intentional move to work more closely with business and industry, a Washington state legislator invited Bermingham to join a trade mission to South Africa. Bermingham’s experience in southern Africa began as a doctoral student conducting research in the region and continued as an administrator at Pacific Lutheran University forging exchange linkages with African higher education institutions. Bermingham accepted the Highline vice president post just as a newly independent South Africa emerged from the apartheid era. Bermingham’s participation in the trade mission with community leaders strengthened the College’s Washington state
ties; and his networking in southern Africa with colleagues in the higher education and non-profit sectors ultimately led to a series of successful grant proposals that funded projects involving faculty and staff exchanges. Bermingham renewed contacts and made new ones in both South Africa and Namibia. He described with excitement that he and his colleagues,

…were in the education sector trying to transform post-apartheid South Africa. So that trip provided an opportunity to begin some substantive partnerships and some shared conversations…they had some money coming in from various sources and were fascinated with community colleges as a response to both their aspiring democracy and training retraining and undereducated previously disadvantaged majority.

Reflecting back on his start at Highline, Bermingham credits his predecessor for supporting his plans to increase internationalization, “In my case, with the support of the president before I became president, we really had the opportunity to make a lot of momentum and build infrastructure for international education.” As chief academic officer, Bermingham communicated an aspirational view of the future that resonated because it reflected the collective aims of the faculty and responded to the needs of local business and industry. Bermingham facilitated faculty-led development of institutional learning outcomes that required revising the curriculum to make sure Highline graduates understood and appreciated cultural and national differences; and he began a process of engagement with greater Seattle employers, and business groups many of whom were increasingly interconnected with international trade and commerce.

Bermingham frequently repeated during his two interview sessions for this research study that bringing faculty into the conversation about international education was paramount to the internationalization process. Highline faculty report directly to the Vice President of Academic Affairs, so Bermingham convened and actively participated
in the CO 2020 group’s deliberations which produced a faculty-driven process anchoring internationalization in the curriculum. Bermingham described this strategy as “structural integration” because faculty in multiple disciplines shared responsibility for infusing global perspectives throughout the curriculum. According to the College’s senior international officer, Bermingham adopted a strategy early in his tenure as vice president to create a critical mass of faculty advocates for internationalization by identifying faculty who expressed personal interest in international education and understood “…its relevance to the students as they prepared for jobs and moving on in this particular geographical location between two major ports….from the beginning and he's always believed that faculty are at the core of the college's business.” The CO 2020 group’s pioneering work helped foster a shared commitment to the revising the curriculum to ensure that a Highline education prepared students for a global economy and culturally diverse world.

In a college with 106 full-time and 98 part-time teaching faculty for a student headcount of 8,711 (4,733 FTE) in fall 1994 (SBCTC, 1994), Bermingham had to devise strategies and mechanisms for nurturing the interest he discovered among faculty without imposing undue demands on their time given their teaching responsibilities, but taking full advantage of the direct reporting relationships faculty had with him as chief academic officer.

For the greater part of his vice presidency (1994-2006) and four years into his tenure as president (2006-present), Bermingham’s efforts to expand the number of faculty advocates for internationalization were helped by a governing board member who led by example. Moreover, Bermingham hired an individual in 1998 with the writing skills and
ability to communicate the collective vision to produce winning grant proposals that
decided opportunities for faculty leadership on international initiatives.

**Developing Leaders for Internationalization**

While Highline’s involvement in Africa stemmed from Bermingham’s substantial
experience in the region, Dr. Elizabeth Chen, a Board of Trustees member from 1995-
2010, led the way for the College in China. She signaled strong governing board support
for internationalization by visiting partner institutions in China and using her language
skills to engage Chinese colleagues. In addition to legitimizing Highline’s work
internationally for Highline’s internal stakeholders and local constituencies, Dr. Chen’s
sustained involvement proved critical to sustaining a 20-year relationship with Shanghai
Jiao Tong University, one of China’s more prestigious universities. Built on faculty
exchanges, the relationship between the two institutions provided Highline faculty from
multiple disciplines opportunities to teach English to the University’s graduate students.

Dr. Chen’s service as a trustee and advocate for internationalization began in
Bermingham’s second year as vice president (1994-2006) and continued four years into
his presidency (2006-present). Chen’s focus on building linkages with educational
institutions in other nations to facilitate faculty exchanges validated Bermingham’s
strategy for building capacity through partnerships. In his fourth year as vice president
and Chen’s third year as a trustee, Bermingham hired an individual to build the College’s
competence for writing grants and managing externally funded projects. This strategic
move produced 21 successful proposals securing over $4.7 million in grants and contracts
(see Appendix F) over a 16-year period (1999-2015). The individual hired principally to
secure grants and coordinate grant-funded activities would subsume responsibilities for
international student programs when a 2006 restructuring moved the department from student services to instruction.

Employing these external funds as vice president, Bermingham engineered a partnership-centered, project-based, and faculty-driven approach for professional development that increasingly cultivated campus engagement with the world. One project at a time, Bermingham assembled an informal cadre among faculty and staff dispersed throughout the College that came together when needed to support the next initiative and advance the international agenda. He did not create a central international office to direct all international initiatives. Instead, he conveyed responsibility for driving the internationalization process to faculty and staff responsible for curriculum and student learning. As one administrator remarked, “I think that he's able see people's interests and really kind of empowers them to take them on in ways they may not necessarily even know themselves.” All participants in this research study addressed Bermingham’s distinctive ability to recognize and grow talent. They unvaryingly noted that his guidance went beyond supporting their professional development. He helped individuals redefine their aspirations including how they could contribute to student learning about the world and their place in it.

Bermingham capitalized on $1.39 million in external funds to support 15 different international projects during his final seven years as chief academic officer (1999-2006); and he used these opportunities to measure individual readiness and nurture influential faculty leaders. One faculty member who emerged as a leader described Bermingham’s modus operandi as follows “…the way Jack works is that he starts with kind of a seedling group and then it grows from there. And so he's an expert at not only mentoring but
selecting those who not only would be interested but then also have that leverage with the rest of the faculty.”

Highline successfully secured funding for two broad categories of activities while Bermingham was academic vice president: 1) internationalizing the curriculum, and expanding foreign language offerings; and 2) engaging in international development. The grants and contracts were awarded by the U.S. Department of Education and various entities belonging to the U.S. Department of State. Ten different projects were international development initiatives with international partner institutions and funded by the U.S. Agency for International Development (USAID).

**Internationalizing the Curriculum and International Development.**

Bermingham’s networking in southern Africa in the mid-1990s led to an immediate series of summer programs and workshops at Highline for colleagues from South Africa and Namibia. Facing demands for new models of post-secondary education in the post-apartheid era, these visiting educators were interested in learning how U.S. community colleges provided greater access, especially among disadvantaged student populations. After learning more about the challenges facing educators in South Africa and Namibia through these summer programs, Highline faculty and staff were determined to witness the changes taking place in their colleagues’ home countries and higher education environments. In collaboration with their southern Africa partners, therefore, Highline staff pursued funding for a Fulbright Group Programs Abroad program to the region.

Awarded $62,000 by the U.S. Department of Education in 1999, Highline sent eight faculty and three teachers from local K-12 districts to South Africa and Namibia for a five week program of workshops and community-based activities organized by the
same institutions that had visited Highline during the summers. The stated purpose of the Fulbright Groups Projects Abroad program was to bring back knowledge, materials and information to support curriculum internationalization and for dissemination among campus colleagues, but this project’s impact extended well beyond its original intent. The program accelerated discussions with international partners on future collaborations which led to the development of several follow-up international development and curricular initiatives. Engagement with southern Africa would continue to shape the learning environment and campus culture at Highline.

Highline’s 1999 Fulbright Groups Project Abroad program strengthened relationships with partners in southern Africa which gave the College a competitive advantage when pursuing external funds to continue supporting higher education development in South Africa and Namibia. Bermingham intentionally pursued USAID funding to help colleagues in the region and to use these international development projects as a vehicle for Highline faculty professional development and College internationalization. In the years (1999-2006) leading to his appointment as President, Bermingham secured ten USAID grants to support a range of capacity-building initiatives among sister institutions in South Africa and Namibia. In his role as Vice President for Academic Affairs, Bermingham actively participated in projects and routinely led Highline faculty teams dispatched to work with colleagues in southern Africa.

Three overlapping $50,000 USAID grants, for example, supported Highline’s work with the National Access Consortium, Western Cape (NACWC) in South Africa. Bermingham selected faculty and staff with the requisite expertise to help NACWC partners build the consortium’s capacity to deliver training for organizations involved in
workforce and economic development. In a report to USAID submitted by the Association Liaison Office (ALO) which administered the grant program, Highline was recognized for facilitating opportunities for South Africans to observe train-the-trainer programs at Highline and to make presentations on South African higher education to Highline faculty and staff. The report highlighted Highline faculty and staff efforts to develop and deliver workshops in South Africa to complement the applied learning that occurred in the United States. Project outcomes included South African partners adapting Highline’s practices to their home country environments in order to deliver workshops and customized consultations to non-governmental organizations, businesses and public sector entities. Moreover, Highline and NACWC developed a Centre for Extended Learning which served as a model for consolidating and delivering workforce training to businesses and public sector entities to support micro-enterprise development (ALO, 2003).

Fostering Highline faculty and staff engagement in international development projects continued in the years leading up to Bermingham’s presidency in 2006. In partnership with the Polytechnic of Namibia, for example, Highline secured two USAID grants totaling $150,000 to develop a Centre for Teaching and Learning modeled on a similar center at Highline, so that the Polytechnic could address faculty professional development needs in pedagogy, the use of instructional technologies, and measuring student learning outcomes; and Highline helped the Polytechnic transition from correspondence courses to online distance education by employing emerging technologies (Hasselblad, 2017). After completing these two projects in 2003, Highline
shifted focus back to South Africa to partner with Cape Technikon and False Bay College in Cape Town.

Leveraging three $100,000 USAID grants, Highline worked with Cape Technikon to develop student support services, including tracking systems for measuring student retention; and collaborated with faculty and staff to develop curriculum focused on entrepreneurship supporting micro-enterprise development, particularly in science and engineering fields. In partnership with False Bay College, Highline secured a $125,000 USAID grant to facilitate opportunities for False Bay leaders to learn more about Highline’s work supporting individuals with disabilities seeking employment and adapt the Highline model to the South African context (Hasselblad, 2017).

Exploiting the College’s growing capacity for partnership-centered international development initiatives, Bermingham broadened the scope of grant-funded efforts to consolidate College ties with local business and industry, and to ensure continued curriculum innovation. Using a $131,000 grant from the U.S. Department of Education, for example, Highline partnered with the Trade Development Alliance of Greater Seattle and Washington State Office of Trade and Economic Development to assist small to medium sized businesses expand their international trade activity in South Africa and Namibia while also augmenting international business curriculum. Leveraging Highline’s relationships in China, Bermingham and his team secured $146,447 in U.S. Department of Education funding to develop modules and courses focused on Pacific Rim countries; and to grow curriculum for two years of Chinese and a second year of Japanese language study (Hasselblad, 2017).
Sustaining faculty involvement in international projects is not without its share of challenges. A business faculty member advanced a point of view shared by several other participants in this research study that many faculty are not interested in projects abroad because of the “particular place they were in life” and described identifying faculty interested and ready for international work as a “sifting process” requiring vigilance on the part of project leaders to sort out who should and should not be involved. An academic dean, vice president, senior international officer, two faculty members, and one professional staff member each remarked during their individual interviews for this research study that the practice of selecting participants capable of working in different cultural contexts required rejecting some who proved themselves incapable and this vetting process had generated a perception on campus that the president was playing “favorites.” The vice president for institutional advancement explained, however, that selecting individuals for particular projects was also a function of an intentional process that sought to align academic or technical expertise with project objectives.

Despite the challenges and misperceptions, Bermingham used this extraordinary series of international development projects and curriculum initiatives to challenge faculty and staff to discover the potential he saw in them. One faculty member characterized Bermingham’s aptitude for discerning talent as follows, “I would say that that's really kind of what Jack does…it's almost scary the way he knows and mentors people and grows them. You know he knows their skills and abilities and then moves them around.” The vice president for institutional advancement offered a slightly different perspective. She described Bermingham’s use of international development projects as a deliberate strategy for providing faculty and staff their own individual
intercultural learning experiences, so that they emerged better prepared to educate a
domestic student population that was changing. The vice president asserted that
participation in these international opportunities “…started a difference in faculty
thinking about what faculty were bringing into the classroom and it was about the same
time we started to see the local demographics change.” In her view, faculty returned from
project work abroad with the exposure needed to develop curriculum that addressed
diversity and globalism requirements and to teach effectively an increasingly diverse
student body.

One faculty member who contributed to multiple international projects concurred
with the vice president. Besides validating that Highline had something to offer, he
described his involvement with African colleagues who were facing challenges similar to
those encountered by Highline as opportunities to “think about other approaches and
consider different alternatives. You know in a richer and deeper way.”

The College’s senior international officer addressed Bermingham’s practice of
energizing colleagues to help shape opportunities, “He starts talking about an idea here
and he sees a longer vision and he just can't resist going there...he doesn't have a precise
plan of how you get there. And so that's where all the collaboration gets to happen and
works. Jack is Jack.” In subsequent iterations of the 1995 strategic plan, strategic
initiatives were renamed core themes, and along the way the commitment to diversity and
global perspectives became institutionalized. According to Bermingham, “…over time
we were able to articulate it better and over time we were able to get the words in our
mission that absolutely [we] were… responding to a multicultural society and operating
in a global economy.”
Bermingham nurtured and aligned individual skill sets with areas of responsibility in order to build complementary teams for different international projects; and, then, leaders emerged and they began modeling this behavior. Developing leaders among faculty and administrators for internationalization prior his 2006 appointment to the presidency was important for a number of reasons. He had to relinquish day-to-day interaction with faculty when he became president, so he relied on colleagues to continue hiring faculty and staff predisposed to supporting internationalization; and he needed colleagues to sustain faculty leadership and consolidate gains despite the inherent challenges.

**Leveraging the Office of the President**

Bermingham became Interim President in fall 2006. The Board of Trustees appointed him President on a permanent basis in May 2008 after conducting a national search. Transitioning to the president’s office meant giving up direct and routine interaction with faculty colleagues; therefore, Bermingham prioritized empowering campus leaders capable of identifying faculty leaders for international initiatives and overcoming challenges inherent in the process; and he continued to influence the way faculty and staff thought about the growing domestic and international diversity in the student body. Additionally, taking full advantage of his chief executive role, Bermingham took significant steps toward institutionalizing international education. He accelerated efforts, for example, to strengthen community engagement and solidifying governing board advocacy for international education; and he worked with his board to optimize the impact of revenues generated from international student tuition and international training initiatives.
Consolidating Gains and Overcoming Challenges. Consolidating gains required sustained administrative leadership. A faculty member with nearly two decades of teaching experience at both K-12 and college levels, including nine at Highline, never considered becoming an administrator because she loved being in the classroom. Eventually, after several years of involvement in international partnership-centered projects, she yielded to Bermingham’s persistence and accepted an academic dean post about one year before Bermingham became president. In her new role, she found herself paying attention to what different faculty and staff members were thinking so that she could identify “good matches for the kinds of programs or projects we were working on in other places. Who could really add value and expand thinking and be creative and would be up to the flexibility needed…” Bermingham had nurtured the development of an academic dean from the faculty ranks by involving her in project execution and, then, modeling for her how to match qualified faculty with international projects. Nevertheless, a number of factors converged to decrease faculty-led internationalization initiatives during the first decade of the 21st Century.

The economic recession slowed the hiring of new faculty and the federal government reduced funding for international projects that historically had supported faculty members’ professional development. Bermingham continued collaborating directly with his senior international officer, but faculty now reported to a new chief academic officer. Reflecting on the interplay of these developments, President Bermingham observed that “…faculty leadership has been less broad in my mind than it used to be.”
A business faculty member currently on partial release to manage a study abroad capacity-building grant echoed the President’s concerns that faculty ‘thinking’ about internationalization had narrowed. In her view, newer colleagues in particular had reduced “internationalization” to the diversity and global perspectives requirements in their academic programs, “They just don’t get what we do with our grants. They don’t get any of that. They are just in their academic silo and that’s that.” An economics instructor, who had contributed to multiple grant-funded projects in other nations, focused his concerns on the disinterest demonstrated by faculty colleagues in particular disciplines, “It’s the people capacity. There’s a lot of stuff that we could do in stem related fields but there’s been less sustained interest and sustained activity in the stem fields for internationalization.” In the dean’s view, not every faculty member is suited for this type of international work “because it does require flexibility. If you’re going to take somebody with you and your going to be talking to people in a different cultural context, you can’t have them being the ugly American.”

In a flat organization like Highline, according to Bermingham, the president and vice presidents actively build relationships with faculty and staff; and are attentive to operational details. Bermingham regarded giving up direct relationships with faculty when becoming president as a negative, but was confident that the “high level of personal and professional trust among executive staff” would allow for continuity. Commenting on the individual he had elevated to the chief academic officer post, Bermingham believed they shared the same priorities, but he accepted that his successor’s “passions are a little bit different.” One faculty member characterized the new academic leader as having “a slightly different emphasis” which has produced a “subtle change in the energy
dedicated to internationalization” especially with regard to faculty hiring since the Vice President for Academic Affairs made final hiring decisions. Faculty driven efforts to institutionalize appreciation for diversity and global perspectives that were started in 1995 and consolidated in the years that followed, however, had added dimensions to the screening process for prospective new faculty hires that encouraged sustained faculty commitment to international initiatives.

Candidates for faculty positions are required to respond to a series of questions and scenarios, according to an academic dean, that are intended to reveal strategies for supporting “diversity and inclusion in teaching practices.” Evaluated using a rubric, an applicant’s diversity statements can draw on personal or professional experiences. In the dean’s words, “It's a really big part of the application process.” In the view of many who participated in this research study, identifying prospective faculty and staff who value diversity and global perspectives is an established practice that is becoming refined and institutionalized.

One faculty member, for example, recounted a recent search during her interview for this research study to give emphasis to how hiring committees are increasingly able to discern whether a candidate truly understands the importance of employing teaching practices that reinforce diversity and global perspectives. Since the open position’s responsibilities included teaching marketing courses, candidates were instructed to come to the interview with a presentation critiquing different advertisements. Unlike her competitors, the person who secured the job offer showcased ads featuring people of different races and ethnicities. She did not lecture on the importance of racial or ethnic diversity in advertising, but her choice of ads demonstrated that she recognized that
customers and students needed “to see someone sometimes that looks like they do. So if … all you show are white guys even if you are talking cultural diversity, you are not giving them examples. And so it’s a very fine line and she got that. She nailed it.” This same faculty member also described the President’s constant encouragement to view the differences found in classroom settings as “assets” to foster learning about different cultures and international economic integration.

**Integrating Local Diversity and International Students.** In a May 9, 2008 press release, the College announced that the Board of Trustees had appointed Jack Bermingham permanent President. The announcement included a statement from Bermingham that he intended as the chief executive officer to continue Highline’s work preparing “students to live in a multicultural society and to work successfully in a competitive global economy” (HCC, 2008a). Nearly nine years later (2016), the College’s mission statement included this language and Bermingham used nearly identical words during interviews for this research study to describe the College’s core purpose. Bermingham’s choice of words has endured because it captures the Highline context. The world’s cultural diversity is represented on campus and the greater Seattle area’s economy is increasingly interconnected with global trade and commerce. Immigrants and refugees as well as non-immigrant international students continue to add layers of diversity to the College’s learning environment.

Optimizing the presence of international students and recent immigrants to improve local students’ understanding of the world, particularly in the classroom setting, remains a College priority that is supported by ongoing investment in faculty professional development. A business faculty member characterized the value of creating an asset-
based learning environment as Bermingham had repeatedly suggested. Reflecting on a recent international business class with students speaking 15 different languages and outnumbering native English speakers in the class, she said “My English speaking, my American, my regular students, they got to kind of start appreciating what it's like to speak a foreign language or try to learn in a foreign language or different perspectives.”

During the first decade of Bermingham’s presidency, students attending Highline increasingly self-identified as students of color. The growing mix of races, ethnicities, languages and cultures became visible on campus and in the classroom. An economics instructor described Highline as having “…an embarrassment of riches of diverse students. That means that in a sense the internationalization isn't something that we do but it's something that we respond to.” As students from neighboring communities became increasingly diverse, Highline’s deliberate efforts to recruit and retain international (F-1 visa) students grew the number of international students and their countries of origin. Bermingham and his colleagues acknowledged that this growth added levels of complexity to the college’s cultural landscape.

President Bermingham conceptualized local and international diversity as “overlapping circles.” Students from neighboring communities and those from other nations may to a degree have similar needs, but they often had discrete challenges, motivations, and aspirations. To illustrate his point, Bermingham suggested that in order to understand the ‘black lives matter’ phenomenon, one needed to be mindful of African-American history and appreciate what it meant to be “dealing with the disadvantages of the past.” In his view, these complexities were not in conflict with international education, “but they just have their very own context.”
President Bermingham found symbolic ways to celebrate the growing diversity on campus and in the community. Recognizing that 120 languages were spoken in Highline’s local communities, for example, Bermingham decided to pay tribute to this linguistic pluralism at graduation each year by having students welcome attendees in more than two dozen languages. In addition to the students participating in the event, parents and family members in the audience and in other nations watching graduation streamed online are the intended audience for this gesture. Steps to institutionalize support for internationalization went beyond the use of symbols during Bermingham’s first decade as president. He created advocates and mechanisms for ongoing strategic investments in the internationalization process.

**Creating Trustee Advocates.** One trustee who participated in this research study bluntly reiterated the point made by several faculty members regarding President Bermingham’s ability to grow leaders for internationalization, “Jack’s a manipulator. He is. He can draw you in. He can create things for you and he can suggest things where you can contribute; and that’s his job.” Reflecting the mutual respect and trust between CEO and Board that earned Highline national recognition, this same trustee shared examples of Bermingham creating opportunities for him to champion the College’s capacity for international education. Attending a conference in Washington, D.C., for example, this trustee found himself joining his president in meetings with officials at embassies, congressional staff and representatives, international association leaders, senior officers at grant-making organizations, U.S. diplomats, and White House personnel. The trustee explained that he viewed these encounters as Bermingham’s way of building credibility with partners, sustaining relationships, and exploring future
opportunities. The trustee valued the growing reputation of the College in the nation’s capital, “…when we go back East and we go in February every year and meet with all legislators. Everybody from the White House to Congress knows Jack. When we walk in the door it's, ‘hi what are you doing this year?’” Bermingham admitted that he did not always have specific agenda items to discuss with those he visited, but he took every opportunity to bring his trustees into the conversation with partners. A second trustee explained Bermingham’s external relations strategy from a different perspective, “I tell people that Jack gives us an unfair advantage, we cheat. We don't go through it the same way. We use personal relationships to leverage resources coming to the college and those resources then allow all those good outcomes.” Relationship building in the greater Seattle-Tacoma region is also an integral part of Bermingham’s ongoing effort to build alliances to advance international education and build the College’s profile regionally, nationally and internationally.

**Strengthening Community Involvement.** In an effort to strengthen the College’s profile among Seattle’s business leaders and government officials, for example, college representatives serve on the China Relations Council, Washington Council on International Trade, World Affairs Council, and Seattle World Trade Center. Moreover, Highline hosts one of ten Washington State Centers for Excellence (COE) to develop industry-driven or in the case of Highline sector-driven education and training. Secured through a competitive process, Highline serves as the COE for Global Trade and Supply Chain Management. Serving as a resource for all 34 community and technical colleges in the state, the director explained the center’s mandate as connecting industry with the colleges, promoting trade as a career path and assisting faculty to incorporate elements of
trade and supply chain management in their curricula. By encouraging colleagues to engage with business and industry groups, Bermingham empowered these same colleagues to define ways to expand and accelerate the internationalization process on campus, in the classroom, and with stakeholders.

**Bringing the World Home.** Highline College was becoming an increasingly diverse institution with the capacity to promote understanding of different cultures, races and ethnicities through the curriculum. One trustee shared a story about a recent encounter with student that illustrated how the College helped students discover the world’s diversity on campus:

I literally spoke with one student here on campus… she said ‘You know I've grown up here in Federal Way, I've never gone outside of Washington State but I went to Highline College for two year degree and it was like I went outside of the country to an international university because of the people and the students and the faculty that I was able to interact with.’ That’s pretty powerful for a kid who has not been outside of the state before.

Bermingham’s strategy of using international development projects to afford faculty and staff their own immersion experiences in different national and cultural contexts did not impact everyone on campus for a number of reasons. On behalf of faculty and staff that could not travel internationally, therefore, President Bermingham facilitated learning opportunities closer to home.

Bermingham helped lead efforts by Community Colleges for International Development (CCID) to secure a Cooperative Agreement with the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA) to deliver the Community College Initiative (CCI) program. The federally-funded CCI program facilitated opportunities for non-elite students from the Middle East, Africa, Latin America and Asia to study on U.S. community college campuses. Over a six year period (2007-2013),
Highline served as one of the CCI host institutions and educated CCI cohorts comprised of 12 to 16 students participating in one-year academic programs. While CCI students lived independently in apartments, one feature of the program was placing students with mentor families.

Students and families would spend time together on a routine basis, including holidays and breaks in the academic year. For the most part, Highline faculty and staff, many of whom were unable to travel internationally, served as families and valued the relationships made with the visiting students. The Vice President for Institutional Advancement, for example, served three years as a mentor for students, “So I'm still in contact with all three of them. One’s getting married and I'm trying to figure how to get India. And they still call me ‘mom’. And it's about families so they ask about my daughter and all of them got to meet my mom. So they ask about grandma. It’s a beautiful thing.” Connecting faculty and staff with students from around the world participating in the CCI program marked the first six years of Bermingham’s presidency. By partnering with his Board of Trustees to strengthen the College’s financial capacity for growing and diversifying international initiatives; however, Bermingham’s use of the president’s office may prove more impactful than the Institution’s 16-year record of grant-funded activities.

**Capturing Revenues for Strategic Investments.** Bermingham regarded grant funded or “soft” money programs like the Community College Initiative (CCI) as vitally important to advancing the internationalization process; however, he was determined to secure a return on Highline’s capacity for international initiatives by exploiting
regulations allowing Highline to control revenues generated through international enterprises.

The leadership at Highline had for some time leveraged the flexibility afforded by state board policy to “contract” international student tuition, and had derived financial benefits from a third party provider of English language instruction. Once Bermingham became president, however, he worked with his Board of Trustees and the State Board staff to assert even more control of international student revenues. Additionally, the College ventured successfully into contract training in other nations to generate additional revenue streams that could be controlled by the College.

Bermingham described three revenue sources that financed both operations and strategic investments such as support for instruction, professional development, international travel, international student scholarships, faculty exchanges, contract training and, eventually, student housing. The most significant of these revenue sources was international student enrollments.

As one of 34 public institutions, Highline relies on the State Board for Community and Technical Colleges (SBCTC) for guidance on statutes, policies and regulations. In the SBCTC Policy Manual, specifically Chapter 5.80.30 International Student Tuition and Fees, community colleges are afforded the flexibility to code international students as “International Contract” which means students pay a fee instead of tuition and the College retains the fee revenue. The rate must be at least equal to non-resident tuition (SBCTC, 2017b).

In 2006, Highline moved international student programs from student services to academic affairs and renewed efforts to grow international student enrollments. Using the
flexibility to designate international student payments as fees retained by the College and anticipating that a growth in international students might be viewed as taking seats away from local students, the College directly transferred a significant share of the revenues generated to the instructional budget. At the vice president’s discretion, these funds were held in reserve for future needs and used to increase and improve instructional capacity by adding classes, upgrading instructional technologies, remodeling instructional spaces, and purchasing new classroom furniture. Highline also continued to generate revenues from a subcontracted provider of English as a Second Language (ESL) instruction.

Located on the fifth floor of the library, Kaplan provides ESL instruction to students on the Highline campus. The partnership between Kaplan and Highline has reciprocal benefits. Kaplan co-brands with Highline and recruits in the China market on behalf of the College. Highline affords Kaplan the opportunity to immerse their ESL students in a college campus environment; and about 40 students per year gain sufficient English language proficiency and choose to matriculate at Highline. The College rents space to Kaplan and charges for a range of services. Highline transfers Kaplan revenues to the continuing education department’s budget which also captures revenues from international contract training.

Since becoming president (2006-present), Bermingham has expanded opportunities for contract training in several nations including Egypt and Indonesia which generate revenues for the College after covering costs. Kaplan and contract training revenues are directed to continuing education. These funds are used to subsidize rent and refurbish apartments for visiting international faculty and are invested strategically to build more capacity for contract training and seed new initiatives.
A recent and significant development with respect to managing international student fee revenues at Highline was described by a trustee as “absolutely unbelievable.” Per SBCTC policy, President Bermingham worked with his governing board, state board staff, and legal counsel to create an International Contract program with an approved third party provider (SBCTC, 2017a). In the Highline context, the contracted agency is the Highline College Foundation. By mutual agreement, the Foundation accepts international student payments and holds these monies in a restricted fund. In the words of the same trustee, “Once again Jack is the driving force behind some of the thought strategy about how we can make this happen and work overall. That's pretty good when you can take $4.5 million and add it to our whole budget which is only 44 million.”

The funds generated by international student tuition continue to support instruction and the international student programs office, but also support broader internationalization efforts such as faculty professional development, international travel, and scholarships for international students and study abroad. Additionally, these international revenues support contingency funds for the President and each member of the executive staff. Moreover, the College is currently developing a public-private partnership that will leverage reserve funds that have accrued from international student revenues to build student housing. Achieving strategic control over international revenues required persistence, but President Bermingham with the support of his Board of Trustees and College Foundation strengthened prospects for sustained international programming.

**Addressing a Major Gap.** Multiple participants in this research study lamented the lack of study abroad programming at the College. According to the Senior International Officer, the new Vice President for Academic Affairs thought that study
abroad was a ‘missing piece’ for a global institution like Highline. President Bermingham had repeatedly asked the executive team and Senior International Officer to think about what study abroad would look like at a community college. Recently, the College was awarded a grant from Partners of the Americas to build study abroad capacity. The faculty member managing the grant identified significant interest among her faculty colleagues and is currently developing a formal process for developing and delivering short-term, faculty-led programs. Given the College’s improved financial position for launching new international programs, Bermingham was confident that the College will capitalize on the capacity built with external support to financially subsidize student study abroad experiences moving forward.

**Case Study Summary**

Asked to address whether or not comprehensive internationalization was integral to Highline’s ethos, one trustee voiced confidence that the nearly 20-year process that he had witnessed had institutionalized internationalization, “It was a dream. It was desired. It was a goal or an outcome back in 1998; and by 2008 it was firmly entrenched; and here we are in 2016 and it's part of the DNA. “

Employing over $4.7 million in grants and contracts over a 16-year period, Bermingham engineered a partnership-centered, project-based, and faculty-driven approach for professional development and curriculum innovation that sustained campus engagement with the world. Bermingham’s talent for identifying and mentoring leaders and his direct involvement in international development projects produced an informal network of faculty and staff advocates, one project at a time from different parts of the organization. He did not assign responsibility to one central office, but conveyed
responsibility for driving the internationalization process to faculty and staff responsible for curriculum and student learning.

Under President Bermingham’s leadership, Highline gained local, national and international visibility for international programming and formal national recognition for promoting diversity. Along the way, Bermingham engaged trustees in the internationalization process and secured their support for asserting internal control over international student and contract training revenues. In addition to supporting faculty development, student scholarships, and faculty exchanges, these funds are used to seed new initiatives and support operational and other strategic priorities. In short, the evidence suggests that Highline College created broad stakeholder support and a sustainable financial model for accelerating comprehensive internationalization.
CHAPTER FIVE: TOMPKINS CORTLAND COMMUNITY COLLEGE

A Brief History

Tompkins Cortland Community College (TC3) is one of 30 community colleges belonging to the State University of New York system. Founded in 1968 to serve Tompkins and Cortland counties, TC3 offered its first classes to 133 day and 47 evening students at a high school in Groton, New York. In September 1974, the College opened its current 220-acre campus in Dryden in the state’s Finger Lakes region (TC3, 2017b). In fall 2016, TC3 enrollment totaled 2,768 with 72% of students attending full-time (1,981) and 28% (787) part-time (TC3, 2016j). TC3 is located near Cornell University, Ithaca College and SUNY Cortland. The College has seven student housing complexes with a 820-bed capacity (SUNY, 2017). Carl Haynes, Ph.D., the institution’s third president, has served as president since 1994.

College Profile

President. Carl Haynes, Ph.D., joined the faculty at Tompkins Cortland Community College in 1969. He would later serve as division head for business, dean of administration, and, eventually academic dean for eight years before becoming the institution’s third president in 1994. After 23 years as president and 48 years at the College, Carl intends to retire in August 2017. Dr. Haynes received his bachelor’s degree from the Rochester Institute of Technology, a Master of Science and Master of Business Administration from Syracuse University and Ph.D. from Cornell University (TC3, 2016i).

Board of Trustees. The Tompkins Cortland Community College Board of Trustees is comprised of ten voting members. The New York State Governor appoints
two residents from Tompkins County and two residents from Cortland County to serve as trustees. The Cortland County Legislature appoints two trustees and the Tompkins County Board of Representatives appoints three. The appointed members each serve a seven year term. One student trustee is elected by the student body to serve a one-year term. According to the Board’s bylaws, the governing board’s authority is defined as follows “The Board of Trustees shall concentrate on establishing policies governing the College, and delegate responsibility for the administration and execution of those policies to the President” (TC3, 2017a, pp. 2-3). The Board of Trustees approved the following Mission Statement:

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society (TC3, 2017b).

**Operational Revenues, Academics, and Student Demographic, Employee Profiles.** In the 2016-2017 fiscal year, Tompkins Cortland operated on a $41.6 million budget derived from four sources: a projected total of $21 million from student tuition and fee revenue; an estimated $10.5 million from New York state government funding calculated on a $2,697 per Full Time Equivalent (FTE) basis; and funding from the two sponsor counties accounting for about 11.4 percent of the budget. Based on a 3-year average enrollment ratio, Tompkins’ share totaled about $2.9 million and Cortland’s was $1.7 million (TC3, 2016b). In academic year 2016-2017, TC3 charged New York State residents $4,790 and non-residents $9,880 in tuition to take 12 credits or more per semester for two semesters. Resident tuition for part-time students was $172 per credit (TC3, 2016c).
Tompkins Cortland Community College offers Associate in Arts (AA) and Associate in Science (AS) degrees that educate students for transfer to four-year colleges and universities and Associate of Applied Science (AAS) degrees and certificates in over 17 professional technical fields that prepare students for direct entry into the workforce (TC3, 2017c).

In fall 2016, TC3 enrollment totaled 2,768 with 72% of students attending full-time (1,981) and 28% (787) part-time. The median age of students was 21 and the student gender profile was 56.5% female and 43.5% male. The racial and ethnic composition of the student body included 59.1% White, 1.7% Asian, 10.5% Hispanic/Latino, 13.5% African American, 4% Multiracial, 7.3% Other, 0% Native Hawaiian/Pacific Islander and less than 1% Native American or Alaska Native (TC3, 2016j).

Tompkins Cortland Community College (TC3) reported international (F-1 visa) student data to the Institute of International Education (IIE) for inclusion in their annual *Open Doors Report*. International students at TC3 are pursuing associate degrees. Over the course of four years (see Figure 3), international student enrollments peaked in fall 2015 at 47 students which represented an increase of two students compared to fall 2014 and eight students compared to fall 2103. In fall 2016, the headcount decreased by one student to 46 international students (TC3, 2014a, 2015a, 2016f, 2017d).
In fall 2015, the total employee headcount at TC3 was 461 comprised of 61 full-time and 217 part-time faculty members for a total of 278 instructional staff; and 178 full-time and 5 part-time staff for a total of 183, including 43 full-time office support staff and 50 full-time in management occupations (NCES, 2015).

**Profile of Service Area - Tompkins County.** Tompkins County, New York has a population of 103,855 with 13,236 or 13% foreign born. The median age is 30.2 years and 15.5% of the inhabitants are 17 years of age or younger. A language other than English is spoken by 13.8% of the population. In terms of educational attainment, 23.6% have some college or an associate’s degree and 28.6% a graduate or professional degree. The median household income is $52,624 (U.S. Census Bureau, 2010h). The racial composition of the County is 81.3% White, 4.2% Black or African American, .4% American Indian, 10% Asian, 3.3% two or more races. Hispanic or Latino of any race comprises 4.6% of the population (U.S. Census Bureau, 2010g).
The top five industry sector employers in Tompkins County are 1) educational services, and health care and social assistance (46.3%); 2) arts and entertainment and accommodation/food services (9.7%); 3) professional, scientific and management services (9.1%); 4) retail (8.7%); and 5) manufacturing (5.8%) Among the employees in the educational services, and health care and social assistance sector, 63.4% are foreign born (U.S. Census Bureau, 2010h).

Profile of Service Area – Cortland County. Cortland County, New York has a population of 49,043 with a median age of 36.1 years and 26% of the inhabitants under the age of 19 years. The racial composition of the county is 94.3% white, 1.8% black, 0.1% American Indian, 0.9% Asian, 0% Native Hawaiian, 0.8% some other race, and 2.1% two or more races. Individuals identified as Hispanic or Latino (of any race) comprise 2.5% of the population (U.S. Census Bureau, 2010a).

The County has 1,026 businesses with 16,196 paid employees. The top five industry sector employers are 1) health care and social assistance (3,490 employees); 2) accommodation and food services (3,339); 3) manufacturing (2,985); 4) retail (2,341); and 5) professional, scientific, and technical services (985). These five sectors account for approximately 81% of paid employees in the County (U.S. Census Bureau, 2014).

Special Recognitions. Carl E. Haynes received the Chair Academy’s Paul A. Elsner International Excellence in Leadership Award in 2008. Among his many accomplishments, The Chair Academy cited his innovation and leadership on the Tompkins Cortland Community College (TC3) Global Connections program which enjoyed more than 30 institutional partnerships in 20 nations. By design, TC3’s Global Connections program provided students from sister institutions the opportunity to earn a
Making the Case for Internationalization

In his own words, Carl Haynes’ appreciation for international education “kind of evolved.” A native of Arkport, New York, Haynes had not travelled much until he pursued an international partnership when he was academic dean at TC3. In 1992-93, Dr. Haynes began exploring an international partnership with World University in Madrid, Spain, a proprietary business school that wanted to create semester-length opportunities for their students to study the English language and experience a different culture. Revealing his entrepreneurial mindset, Haynes realized that the College had capacity in English as a Second Language (ESL) instruction and summers were quiet on campus. Moreover, the College had experience hosting groups of international students in the late-1980s through the Central American Scholarship Program (CASP) administered by Georgetown University; and in the 1990s through a partnership with non-profit Youth For Understanding (YFU) International Exchange.

As a former business faculty member and division head, Haynes thought he could build a summer program for Spanish students that blended ESL and business instruction and included residence life. According to his colleagues, Haynes was attracted to the idea of international programming, but in the beginning he admittedly did not fully understand the complexities of working across cultures.

Remarking on his President’s relative lack of international experience at the start, the Vice President for Global Initiatives (who had been dean of students when Haynes became president) emphasized the importance of Carl discovering the possibilities, “I
think Carl's travels early on, in particular the very first two years, even though I don't think he emotionally understood all that, he understood its potential for our students, for our faculty, for the institution.” Reflecting on his President’s experience base, a faculty member shared his view, “Carl Haynes had never traveled outside the United States, and at first when he had started traveling with me; he was not quite yet the world citizen that he is now. So I had to take him by the hand. But all those exchanges have made this place very very different … This is not at all the place that it was in 90s.”

While the partnership with Spain only lasted about five years, Haynes was intrigued by the concept of bridging his institution to universities in other nations through articulation agreements, so TC3 could provide U.S. educational experiences for students from these sister institutions. After becoming interim president in August 1994 and the college’s third president on May 24, 1995, Haynes began taking steps to establish internationalization as an institutional priority.

In a 2006 interview conducted by the TC3 librarian, Haynes recalled his presidential inauguration, “…the audience included the vice president of Peru, a vice-rector of a university down in the Dominican Republic and the president of a university in Spain. We did that deliberately because we really wanted to make a statement that thinking globally is the future of what we needed to be doing as a community college” (Haynes & Poland, 2006). In order to realize his vision of a global college, Haynes recognized that symbolism was important, but articulating a rationale that resonated with his board of trustees as well as campus and community stakeholders was critical.

By coincidence, TC3 had conducted research to support business development efforts locally and discovered that approximately 80 percent of the businesses in the area
did business internationally. Local entities big and small either exported or enjoyed business linkages overseas. Haynes recalls one story about a small company named Coraline that manufactured a unique product, “They market their fish line all over the world. Matter of fact the president there I got to know him pretty well. Back in the days before Cuba was on our radar or screen, he was going down there on a business trip and selling fish lines to Cubans.”

Haynes created a sense of urgency by emphasizing that the College had a responsibility to increase international engagement in order to prepare graduates for employment with local business working internationally and for jobs in the social and health care sectors delivering services to people from a variety of cultural backgrounds. When he encountered opposition from community members for educating international students, he linked the benefits back to his community, “How are your students going to learn to work with people from other countries if they aren’t exposed to people from other countries? That’s part of the education experience.” Haynes also recognized the importance of involving others, “You’ve got to find your advocates and hopefully you can find them among your trustees, you can find them in your community, you can find them internally, and begin to build that coalition and a case.”

**Developing Leaders for Internationalization**

Once Dr. Haynes recognized the opportunity and articulated a compelling rationale for the College to become more engaged internationally, he set about identifying people with the interest and initiative to launch a broader effort. In the beginning, Haynes relied on two individuals in particular. A faculty member who was Peruvian and integral to the Spain partnership; he contributed the language, cross-cultural
communication, relationship-building, and deal-making skills required to put together and sustain international partnerships. This faculty member would later become the Director of Program Development. The founding Dean of Students brought the credibility needed to legitimize for internal stakeholders the idea of articulating credit with foreign universities and building intensive summer, dual-degree programs for their students. The Dean would later become the Vice President for Global Initiatives.

The program for Spanish business students started with 100 students in 1992 and reached nearly 300 students at its peak four years later or two years into Haynes’ presidency. Even though the program generated enrollments and revenue, the TC3 academic dean who served as Haynes’ chief academic officer had repeatedly voiced reservations about the lack of accreditation and for-profit status of the partner institution in Madrid. The faculty member (and eventual Director for Program Development) leading this pilot initiative recognized that the chief academic officer’s concerns as well as problems internal to the Spanish school would eventually end the partnership. In order to sustain international programming, therefore, he proposed to President Haynes the idea of pitching the program model used for the Spanish business students to prospective partners in Latin America.

President Haynes soon found himself getting his first passport. Reflecting on the outcome, Haynes recalled making his first trip to a country outside the United States, “…I met with various directors and they had this seminar group that came together to hear my pitch…We just believed in the concept and then the DR came along and the relationship with Pontifical Catholic University and that took off. And then the success of that helped us get credibility with some other institutions.”
The pricing strategy for the Dominican Republic was based on the same methodology that Haynes had employed to make the program work financially with the Spanish business school. The Pontifical Catholic University partners needed a discount to offset cost increases resulting from fluctuations in the value of Dominican Republic Peso. TC3 could not “discount” tuition per State University of New York (SUNY) policy, but Haynes maintained that the College could calculate the value of services performed by their university partner and adjust the university’s bill accordingly.

A founding faculty member of the partnership-centered summer programs and the Vice President for Global Initiatives both agreed that Haynes transformed a conversation about exciting possibilities into a joint partnership that produced concrete results. Essentially, Haynes assigned monetary value to administrative efficiencies that lowered TC3’s costs for dual-degree programming. The Vice President explained the outcome this way, “They handle all the administrative stuff… recruiting, applications, movement of academic records. We only send one bill. We don’t have to send 150 bills to 150 students… It’s about 40 percent discount. Another way of saying it, we got to a point where we charge them 130 percent of resident tuition.” TC3 and their partner universities structured finances and services to support their joint programming.

Even though TC3’s pricing strategy allowed summer programming to proceed, Haynes found himself facing other challenges that threatened these international partnerships, “My first year as president I was all excited about being president, and trying to do some new things, and we got whacked with enrollments.” The enrollment declines precipitated serious budget challenges. Haynes recalled his bittersweet emotions as a new president facing difficult circumstances, “For the first time in the whole history
of the College we were looking at cutbacks and possible layoffs. So, welcome to being a community college president!” International education at TC3 was in its infancy and vulnerable.

In this troubling context, campus stakeholders started asking a lot of questions about budget priorities. Many voiced concerns about the costs associated with travelling to other countries and dedicating resources to summer programs educating foreign students. Haynes chose transparency and communication to demonstrate that these partnership-centered programs were part of the solution, not part of the problem. He shared profit and loss statements that showed summer programming increased enrollment and revenues with his board of trustees and college-wide for three consecutive budget cycles. Haynes did not particularly enjoy advocating for international partnerships solely on the basis that they generated revenue. In his view, international education was the “right thing to do” for several reasons, but “…when you're getting budget crunches, money is at the forefront of your attention span for the college community. So I had to address it from that standpoint.” Haynes confided that if these partnerships had been a budget drain, the outcomes may have been different.

Haynes willingness to champion international education, especially when the College faced budget constraints due to enrollment declines at the start of his presidency, allowed the College to enter into agreements with international partners that yielded benefits for many stakeholders over a sustained period of time. The program model and pricing strategy for the Pontifical Catholic University partnership yielded tangible benefits for the University’s students, the University and TC3.
Over the course of two intensive summer programs at the TC3 campus in Dryden, New York, students from the Dominican Republic earned credits in business which when combined with credits earned at their home institution and transferred to TC3 qualified them for an associated degree from a State University of New York (SUNY) institution. TC3 built transfer pathways to 4-year institutions such as the Rochester Institute of Technology (RIT), and some students availed themselves of this opportunity.

Besides not losing enrollments during the traditional academic year, the University differentiated itself in their home country’s higher education marketplace because it offered students summer pathways to an American degree at a reasonable price. TC3 built the capacity to deliver summer programming on their campus for international partners, increased occupancy their student housing, added enrollment, generated tuition revenue at a rate higher than resident tuition, and developed professional development opportunities for campus stakeholders.

TC3 faculty voiced appreciation, for example, for the opportunity to teach students from different cultural backgrounds. Moreover, partnership activities created gateways for TC3 faculty and staff to travel. According to the Vice President for Global Initiatives, “At one time we had over 60 percent of our faculty who had been involved in global initiatives and traveled to other countries for various reasons.” Faculty attended conferences and engaged with counterparts in their teaching disciplines in such places as the Dominican Republic, Spain, and Peru.

The Director of Program Development in the global office charged with building programming with the Pontifical Catholic University recalled investing a significant amount of effort to secure only 11 students for the first summer program in 1996, but
one of the students was the son of a University administrator. The Director discovered that this parent, the director of admissions, was keenly interested in the partnership, “She was so enthusiastic about this that she sent her son with the first group that came here. The results were excellent. Then, the following year my efforts were better rewarded. We had 30 something students, then 60 students, then 90 students and it kept on growing.” The director of admissions eventually sent all three of her children on program.

Reflecting on his early relationship the Dean of Students (who later became the Vice President), the lead faculty member responsible for developing the Dominican Republic partnership (who later became Director for Program Development) recalled the Dean’s steadfast support and his close relationship with the President which he used to keep the President informed and supportive, “For the first several years, he really didn’t have any involvement directly with the program. He was the dean of students. But he got Carl's ear. And then I took a lot of risks…” to fulfill the President’s mandate. The Dean’s relationship with the President started when they were both deans, “…we used to go to lunch together downtown almost every day until he became president… When he was academic dean in particular, I think he gained some insight in terms of who I was. We worked well together…I think there is just trust.” Together, they put together programs that improved the bottom-line, delivered benefits for domestic students, and built capacity for increased internationalization.

Asked to reflect on the early stages of the internationalization process, the Vice President for Global Initiatives stressed that the Spain and Dominican Republic initiatives provoked thinking on his part about the College’s role in preparing domestic
students for jobs that would involve other nations, “…back in those days 65 percent of our students were going into the workforce upon graduation. We hadn’t done anything to prepare them for global world. And if they don’t understand that differences can exist, they can quickly become the ugly American…” Internationalizing in order to prepare domestic students for an increasingly interconnected world resonated with the Vice President and his stewardship for international initiatives grew over time with the encouragement of his innovative President.

Two faculty members who started working at TC3 on the same day two years after the College was founded shared their insights into President Haynes’ well established modus operandi. In contrast to her experience with a sister college which required extensive planning before launching new initiatives, for example, one of these faculty believed that TC3 got to where it did because Carl was an entrepreneurial person who encouraged taking risks, “…he's definitely a let's dive in and let's figure it out as we go along kind of leader.” Her long-time colleague reinforced the view that Carl was critical to internationalizing, “Carl has an entrepreneurial brain. If it was somebody who was formerly a biology instructor, we would have been so out. But Carl saw the profitability in it; he also saw how this could change the vision here at the college.” Haynes’ decision to put together a deal-making faculty member (who later became Director) and a dean (who later became Vice President) with internal credibility as the team to build a case for internationalization; however, was a deliberate strategy to advance the internationalization process.

Haynes had travelled internationally with the faculty member to close deals, so he learned to appreciate his talents in the field, “I've been out there with him and I've seen
him operate and he's really good.” At the same time, Haynes knew that this faculty
colleague (who eventually became Director) disdained process and bureaucracy, “he
decrees middle management people are crazy!” By contrast, the Dean was the founding
dean of students who had earned a reputation as a principled and fair leader when he
resolved acrimonious contract negotiations between the administration and faculty in the
College’s early years. Haynes exploited their different skill sets and complementary
dispositions to move the internationalization agenda forward. Haynes described his
methods in his own words,

I have been given credit for an awful lot of things we've done here. I'd say 75 percent of
that wasn’t my idea. Somebody else came up with this idea and all I did was to nurture
it. That’s not invaluable because somebody else risk averse might have said, no we can’t
do that. Whereas I might have said, it’s an interesting idea. How can we do that? Then I
may get three or four other people together and we start talking about it.

Haynes’ confidence in his guiding coalition was not lost on the Vice President for Global
Initiatives who had witnessed Haynes overcome “a lot of international stereotypes” to
become instrumental to the internationalization process. In the Vice President’s view,
Haynes interacted well with partners in Colombia, Dominican Republic, and Peru, and
came to appreciate his role. When he accepted the presidency, Haynes left it to the Vice
President and Director to decide when his presence was critical to relationship building
and he made every effort to show up. President Haynes also made sure to bring his
governing board into the conversation to build a foundation of support for international
education.

A trustee with 26 years of service on the governing board shared Dr. Haynes’
vision for international education. She understood the bottom-line financial benefits
derived from growing the number of international students, particularly for a small
college like TC3 facing enrollment declines like so many public state colleges; and she valued the benefits for domestic students. Reflecting on the summer programs, she took pride in the President’s relationship building with faculty and presidents representing sister institutions in other nations, “…he can certainly tell the story of TC3 so well that through those connections they see the value of sending their students here for an education.” As a community representative on the board, she understood the importance of preparing local students for the global community, “I’m a native to the area so I went to one of the local schools, small schools. For a lot of our students they’ve never been outside the county, the state, and certainly the country. So, to be able to interact with those students from literally all over the world I think is just a huge benefit to our students.”

A second trustee with nine years of service on the board described Dr. Haynes’ pairing of the entrepreneurial faculty member and long-serving dean to drive internationalization as consistent with the President’s leadership approach, “…he trusts his entire staff and he enjoys their trust. So there's a lot of delegation. He very adroitly has surrounded himself with some very very smart people and creative people.” Asked to comment on Haynes’ entrepreneurial mindset and support for staff taking risks, this trustee stated “I'm a result oriented in the sense of people make mistakes, you've got to give them enough space -- they're not going to be successful unless they make mistakes.”

The 9-year trustee had sustained interaction with international colleagues during their TC3 visits and he delivered workshops on governance at their home institutions. Based on first-hand conversations, he was confident that they respected Haynes’ leadership and results, “…the folks in the DR, and the folks in Colombia, and the folks in
other parts of the world…they're very very appreciative that they sent students. I mean it's a remarkable relationship and Carl has worked hard to cultivate that.” As an attorney and community leader, this trustee differentiated Ithaca from other parts of upstate New York. In his view, the presence of Cornell University and Ithaca College and the range of employers in the area had helped create an environment with “twenty some languages being spoken at any given time.” The trustee held the view that civic leaders appreciated global education and he was pleased that Carl had maintained “a good relationship with a lot of these folks” in the community.

**Growing and Diversifying International Programs**

A reorganization accelerated the growth of summer programming. In 2006, when one of three deans who reported directly to the President Haynes retired, Haynes took the opportunity to restructure his top-level administration. The Academic Dean became the Provost and Vice President for the College. Essentially, this individual assumed responsibility for academic affairs, student affairs, budget and finance, and college operations with the help of dean-level direct reports. The founding Dean of Students became the Vice President for Global Initiatives and the lead faculty member who had developed international summer programming assumed the role of Director of Program Development. Together, the Vice President, Director, and various staff over the years comprised the Global Initiatives Office.

Capitalizing on the collaboration that Haynes had nurtured among his board members, the Vice President for Global Initiatives and Director for Program Development looked to grow and diversify international partnerships, and broaden the circle of internal stakeholders contributing to the change effort. Mindful that a significant
international programming took place during the summer months and not during the fall and spring semesters when most domestic students were enrolled, President Haynes charged his core team with bridging internationalization to the academic-year college in order to realize the shared vision of a global college.

**Establishing the Summer Global Connections (SGC) Program.** The summer program that evolved from serving students from the Pontifical Catholic University in the Dominican Republic eventually became known as the Summer Global Connections (SGC) program offering dual degree opportunities to students from partner institutions. Over the course of two summers, students accumulated sufficient credits by taking TC3 courses and by transferring credits from their home institution to earn an Associate degree in one of four disciplines: Business Administration, Construction Technology, Communication and Media Arts-Broadcast Journalism or International Business (TC3, 2016e). In April 2013, the Vice President for Global Initiatives stated in his report to the Board of Trustees that 181 students from eight Universities in four countries, specifically, the Dominican Republic, Honduras, Colombia, and Peru, were registered for the 2013 Summer Global Connections (SGC) program (TC3, 2013).

In his 2014-2015 Annual Report to the Board of Trustees, President Haynes shared Summer Global Connections (SGC) enrollment trends (see Table 4), specifically, students taking 12 or more semester credits which is described as “FTE” or full-time equivalent (Haynes, 2016).
Table 4

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<thead>
<tr>
<th>Academic Year</th>
<th>FTE</th>
<th>+/- Previous Year</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>101.2</td>
<td>---</td>
</tr>
<tr>
<td>2012-2013</td>
<td>116.6</td>
<td>+15.4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>129.9</td>
<td>+13.3</td>
</tr>
<tr>
<td>2014-2015</td>
<td>99.8</td>
<td>-30.1</td>
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Source: 2014-2015 Annual Report to the Board of Trustees

The FTE generated from SGC 2014-2015, a 23% decrease from the previous year, was partially offset by other new initiatives started in 2006. The first major step toward growing alternative international programs happened because of a long-standing but modest relationship between TC3 and one of the world’s largest media and entertainment corporations.

**TC3 Goes to Disney World.** In a manner consistent with its quick response culture, the College took advantage of an invitation from Disney in 2006 to participate in a new program designed to recruit large numbers of international students to work at Disney as paid interns and to enroll in college-level courses. TC3 had a Disney course in their curriculum and typically placed two or three domestic students per semester in Disney internships. By getting involved in this new Disney initiative, TC3 created additional capacity to educate international students and generated enrollment and tuition revenues.

In fall 2006, Carl Haynes, the Vice President for Global Initiatives, and Director presented a business faculty member the opportunity to work with the global office to adapt the Dominican Republic program model to fit Disney’s needs. On behalf of their
corporate client, TC3 would establish relationships with foreign universities; align TC3 courses with academic programs at these sister universities, and then, help recruit students for semester-length internships and academic programs at Disney World in Orlando. Prior to formally accepting students into the program, Disney staff would interview individual candidates. TC3 would manage the Exchange Visitor (J-1) non-immigrant visa program established for individuals participating in work and study exchange programs.

The faculty member who accepted the Disney challenge described the past decade as “a very wild ride.” She recognized early that Disney was not offering to host international students out of altruism, but to address their ongoing need for good workers to operate the company’s multiple resorts, theme parks, and media production units. At the same time, the faculty coordinator acknowledged that Disney brought integrity to the endeavor and they were “serious about the educational component.”

In the early stages of program development, TC3 established partnerships with schools in China, Denmark, France, Spain, and several Latin American and Caribbean nations to recruit students for the Disney Academic Internship Program. At its peak, TC3 enrolled approximately 200 students per year. Under pressure from federal authorities who expressed concerns about the program straying from the intent of the exchange visitor program to become a pipeline for lower-cost labor, however, Disney made several changes including reducing the number of partner U.S. higher institutions to ten colleges and universities and assigning each of them a specific world region for continued partnership-centered recruitment. TC3 survived the cutbacks to partner institutions and
was entrusted with the Latin American and Caribbean region, specifically the nations of Barbados, Dominican Republic, Honduras, Colombia, Ecuador and Peru.

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<thead>
<tr>
<th>Academic Year</th>
<th>FTE</th>
<th>+/- Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>73.5</td>
<td>---</td>
</tr>
<tr>
<td>2012-2013</td>
<td>96.8</td>
<td>+23.3</td>
</tr>
<tr>
<td>2013-2014</td>
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<td>+13.6</td>
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<tr>
<td>2014-2015</td>
<td>37</td>
<td>-73.4</td>
</tr>
</tbody>
</table>

Source: 2014-2015 Annual Report to the Board of Trustees

In his 2014-2015 Annual Report to the Board of Trustees, President Haynes profiled Disney Academic Internship Program enrollment trends (see Table 5), specifically, students taking 12 or more semester credits described as “FTE” or full-time equivalent. The data reveal the impact of Disney’s decision reducing TC3’s international footprint and requiring the College to withdrawal from productive international partnerships (Haynes, 2016).

Creating the Summer Intensive English Institute (SIEI). In an effort to offset the financial impact of enrollment declines in both the Summer Global Connections (SGC) and Disney programs, President Haynes authorized expanding the College’s instructional capacity in English as a Second Language. The Global Initiatives Offices created the Summer Intensive English Institute (SIEI) to offer English language instruction to adult professionals, specifically, faculty and staff from higher education institutions in other nations.
In 2010, TC3 inaugurated SIEI programming through a partnership with Colombian universities. By 2012, participant numbers had nearly tripled to 58 students representing six Colombian universities who spent about one month living and studying on the Dryden campus. Specialized tracks were developed to match each person’s professional needs and English language proficiency level. Students participated in approximately 20 hours of instruction per week. The stated intent of the program was to offer “… a chance for targeted language learning, professional development, and cultural awareness that will help participants navigate more confidently the increasingly English-dominant world of academics…” (TC3, 2016a).

Factors internal to sending partners influenced participant numbers year to year. In summer 2013, the SIEI enrolled 60 professors and administrators from seven universities in Colombia and Peru (TC3, 2013). By contrast, the SIEI enrolled just 17 faculty and staff from Colombia and the Dominican Republic in summer 2016. In summer 2015, however, TC3 began a parallel SIEI program on behalf of a new international partner to train a very different student demographic. The Ministry of Education in the Dominican Republic administered a national intensive English program and wanted to reward top students from around the country with scholarships to study English in the United States (Haynes, 2017).

A faculty member for six years who changed status from adjunct to full-time in spring 2016 described the students sponsored by the Ministry of Education as very motivated individuals. Unlike SGC participants, the students supported by the Ministry typically attended public schools and universities and came from economically disadvantaged backgrounds. In addition to studying English for six weeks beginning in
mid-June, they participated in a variety of activities such as panel discussions and formal presentations that were focused on U.S. history and culture, and took field trips to nearby state parks and Niagara Falls. In the first year of this initiative, TC3 hosted nearly 100 students. In summer 2016, 51 top students from the Ministry’s intensive English program spent the summer on the Dryden campus (Haynes, 2017).

The former adjunct and now full-time faculty member who coordinates and teaches in this program attributed the decline in participation during the second summer as a casualty of funding uncertainty during elections in the Dominican Republic. During a recent visit to the Dominican Republic with Global Initiatives Office colleagues, the English language faculty member received assurances that the Ministry would sponsor about 100 students for summer 2017; and the Ministry planned to give priority during the selection process to students who intended to teach English as a career. In response, the new full-time faculty member set about adjusting the summer program and curriculum to accommodate future teachers. In response to inquiries from prospective international students who needed to enroll in English as a Second Language (ESL) to achieve adequate language proficiency for admission to associate degree programs, the faculty member decided that a wholesale review and revision of ESL curricula was needed.

Building a ESL Pipeline for the Academic Year College. The Global Initiatives Office identified the spouses and dependents of international faculty teaching at Cornell University and Ithaca College as prospective English as a Second Language (ESL) students, so they supported updating the curriculum to meet the needs already present locally and to increase the College’s appeal to a larger segment of the international (F-1 visa) student market. As reflected in the enrollment data (See Figure 3), earlier
investment in growing the number of independent, degree-seeking international students failed for a number of reasons, including requirements that students be English language proficient to gain admission.

The English language faculty who revised the ESL curriculum described the result as still very “broadband,” but the revamped curriculum could now accommodate students with intermediate or advanced level language skills. In other words, students on F-1 visas who must enroll in 12 credit hours per semester in order to comply with visa requirements were now able to matriculate. Students with intermediate and advanced level proficiency were able to enroll in four credits of writing, four credits of reading, and four credits of speaking. The global office expressed confidence that the improved ESL capacity will contribute to growth in international (F-1 visa) enrollments moving forward.

In addition to developments linked to English language education, multiple initiatives undertaken in recent years serve as evidence that the global office leverages current expertise to create new international programming opportunities and as a matter of practice.

**Innovating the Dual-Degree Partnership Concept.** Exploiting existing capability for online education, for example, TC3 routinely augments course offerings available at sister institutions overseas; and a recent initiative with an established university in Colombia to create a subsidiary institution in Colombia shaped a different type of partnership-centered, dual-degree program.

TC3 collaborated with the Autonomous University of the West (UAO) in Cali, Colombia to establish the Centro Integrado Formacion Tecnologica College, commonly referred to as “UAO TECH.” In response to local market demand, UAO wanted to
develop an ancillary institution to deliver 3-year degree programs. TC3 offered an
innovative solution. Out of the 64 credits required for a TC3 associate degree, students
must earn 15 credits directly from TC3, and can transfer the balance to meet graduation
requirements. Under the terms of their agreement with UAO, students attending this new
institution would have the option to take TC3 online courses or spend a semester on the
Dryden campus to satisfy the 15-credit requirement. TC3 consulted on curriculum
development to ensure that UAO TECH transfer credits met TC3 standards. UAO TECH
launched in October 2014.

**Internationalizing the Academic Year College**

While international partnerships created teaching, coordinating, and consulting
opportunities for TC3 faculty and staff, and generated much-needed revenues for the
College through summer programs, President Haynes recognized by 2005 that more
needed to be done to internationalize the learning environment of the academic-year
college. Haynes had articulated a vision for international education shared by many
stakeholders that included a collective focus on educating domestic students for a
globally interdependent world. The newly hired ESL faculty member captured the
consensus view, “… exposing all of your domestic students to other cultures, other
languages, other points of views. I think that’s the greatest gift you can give to domestic
students…is to break them a little bit out of their ethnocentric shells.”

Appointing a cross-section of administrators, faculty and staff to various
commissions was one vehicle used by President Haynes to facilitate broader involvement
in priority issues. In 2006, Haynes established the Global Initiatives Council with a
mandate to support the ongoing internationalization of the College. The President stated
that his intent for the Council was to “encourage curricular integration with international and global kinds of initiatives” and he offered to financially support faculty efforts to gradually expand study abroad. The Global Initiatives Council delivered curricular change, and sponsored co-curricular activities; and faculty serving on the Council worked with the global office staff to develop guidelines for developing and leading faculty-led study abroad programming and produced more programs as a result.

On the curricular and co-curricular fronts, faculty on the Council led a broader effort that refreshed international business courses; secured formal approval to require hospitality students to take at least one semester of foreign language study; and developed an international studies degree program. Launched in fall 2013, the Associate in Science (A.S.) degree is interdisciplinary and transferable to 4-year State University of New York (SUNY) institutions. By design, the degree offers “…students the opportunity to immerse themselves in global learning, reflecting the College's mission of preparing students for citizenship in a global society” (TC3, 2016a). Faculty members continue to organize disciplinary pathways and study abroad programs to help students satisfy degree requirements. In the first three years (2014-2016), five students had graduated with the degree (TC3, 2016d).

In terms of promoting broader participation in the conversation about global issues, the Global Initiatives Council sponsored co-curricular activities during international education week each year and throughout the academic-year for the campus and local community. In December 2012, for example, the Council and Cornell’s Committee for U.S.-Latin American Relations (CUSLAR) collaborated to offer a lecture by a renowned anthropologist entitled “Globalization, Agriculture and Indigenous
Culture.” The following spring, the Council and Students Acting for a Greener Earth (SAGE) cohosted a Hubert Humphrey Fellow from Cameroon who delivered a public presentation entitled “Leadership, Environment, and Development: An International Perspective from Africa” (TC3, 2016a). Faculty serving on the Council also helped secure a grant to support the College’s first visiting Fulbright Scholar.

The global office and faculty came together to secure a Fulbright Scholar-in-Residence (SIR) grant award that brought an environmental studies scholar to the campus for the fall 2014 semester. Dr. Jorge Orejuela Gartner from TC3’s sister institution in Colombia, the Autonomous University of the West (UAO), lectured and established many relationships during his time in Dryden. One tangible outcome of the experience was the development of a 7-credit TC3 faculty-led study abroad program to Colombia supported by UAO.

The Tropical Ecology (4 credits) and History in Colombia (3 credits) program was one example of the global office responding to the President’s mandate to expand administrative and financial support for study abroad. According to one of the co-lead faculty members, the Colombia program is designed as “…a learning community…I do topical field Natural history and he kind of works the cultural historical component into it.” A tenured faculty member who has been at TC3 for ten years, this faculty member praised the budgeting and logistical help provided by the private university in Cali. Although he cited staff turnover in the Global Initiatives Office for the uneven support on marketing and recruitment, he voiced appreciation for the financial support provided. By absorbing costs associated with faculty participation and offering student scholarships,
the College lowered financial barriers to study abroad faced by students. Faculty members were also paid for teaching their courses.

Global office staff and faculty worked together to make improvements to study abroad program development, approval, and management processes; and faculty agreed to require student participation in pre-program instruction and team-building activities, so that students developed realistic expectations and understood their individual responsibilities as group members. By design, two faculty members serve as co-leaders for each program and typically deliver two courses per program. Pairing courses and faculty was a deliberate decision to optimize the number of credits students could earn on one program and to facilitate the study of a country and culture from different disciplinary perspectives. The administration also viewed having a two-person team as reasonable step to minimize risks and promote student health and safety.

In 2016-2017, the College offered four January and two May travel programs. In addition to the Colombia program, students enjoyed the option to study the culture and cuisine of Italy in May. Alternatively, January programs included studying the literature and history of Ireland; the culture and history of Cambodia; the art and history of Spain; and community health and culture on the Atlantic coast of Nicaragua (TC3, 2016k). In the view of the Vice President for Global Initiatives, “We've had a big challenge to study abroad. I think that we finally have a model that’s working…short-term, two and one half week programs, academically-paced, and faculty-driven.” The challenges are reflected (see Figure 4) in the fluctuating student numbers participating in study abroad as reported by TC3 to the Institute of International Education (IIE) for the annual IIE Open Doors Report (TC3, 2014b, 2015b, 2016g, 2017e).
In an effort to facilitate greater access, global office staff and faculty leaders are providing support to students seeking external funding for study abroad. Five TC3 students were awarded Benjamin A. Gilman International Scholarships to study abroad in January 2016 (TC3, 2016a). Funded by the U.S. Department of State and administered by the Institute of International Education (IIE), Gilman is an “undergraduate grant program for U.S. citizens of limited financial means to enable them to study abroad, thereby internationalizing their outlook and better preparing them to thrive in the global economy” (IIE, 2016c). A faculty member who just became full-time after six years as an adjunct acknowledged increased efforts to expand study abroad and admired the work of her faculty colleagues leading programs, “They put together study abroad trips; they maintain relationships with their colleagues in other countries…I feel like there is a change.” She voiced optimism that new faculty hired to replace a growing number of retiring colleagues could accelerate the internationalization process. The internationalization process thus far; however, has not been without problems and the College is about to lose to retirements 125 years of institutional knowledge.
On the Threshold of Significant Leadership Changes. The Global Initiatives Council was recently dissolved, so that it could re-emerge with a renewed focus. Multiple faculty and staff stated that membership attrition, dominant personalities with competing agendas, and the loss of strategic direction warranted putting the Council on hiatus. In the words of the group’s chair for three years, “…the global council needed to be rethought. It needs to be re-conceptualized because everyone on the council had their own interests and none of it really was focused on our students.” While the disbanding of this important campus-wide group was intended to be temporary, the timing was less than ideal.

President Haynes, the Vice President for Global Initiatives and the Director of Program Development will all formally retire in summer 2017. The evidence suggests that President Haynes created a culture that rewards creativity and values international education, but the College is facing significant change in leadership and experiencing a shared sense of uncertainty about the future. The Board of Trustees contracted the services of a national search firm to find the institution’s next president; and approved the hiring of a Senior Officer of Global Initiatives to replace the retiring Vice President and Director. It was anticipated that the start-date of the Senior Officer would occur in early 2017 to effect a transition in collaboration with retiring leaders.

Although trustees expressed support for internationalization, particularly the revenue generated by international student programming and the benefits of internationalizing the campus for local students, the board-approved position description for the next President did not place any special emphasis on international qualifications for the job. A 900-word “overview of the opportunity” included an 86 word description
of the international summer programs, and a 12 word final sentence was allocated to
study abroad, “The College also offers a vibrant study abroad program for its students”
(TC3, 2016h). The roles and responsibilities, key characteristics and selection criteria,
and required experience sections that comprised the balance of the position description
made no reference to international education or internationally related experience or skill
sets.

In the words of a faculty leader with a record of contributing to international
education in her 40 years at the College, hiring the right person for the Senior Officer for
Global Initiatives post represented a critical step for bridging internationalization to the
next administration, especially if the next president does not regard international
education as a priority, “ …we have to understand where we as a college want to go, and
we're going to have to find somebody who can articulate that, and stand up for it.”

The position description approved by the Board of Trustees for the new Senior
Officer for Global Initiatives listed 13 essential duties and responsibilities. One of the
thirteen was a broad statement about responsibility for international initiatives; three were
standard declarations about managing budgets, supervising staff, and serving on
committees, respectively. Eight duties and responsibilities were related directly to
Summer Global Connections (SGC) and Summer Intensive English Institute (SIEI)
programs. Only one statement covered broader internationalization aspirations that would
impact the academic year college, “Encourages faculty and staff participation to
internationalize the curriculum, cultivate study abroad opportunities, and increase
international experiences through agencies such as the Fulbright Commission” (TC3,
2016l). The position description’s narrow focus on summer programs suggests that the
individual hired to lead international will have to actively engage trustees, faculty and
staff to discern more precisely the shared aspirations for the future; and, determine how
to maintain the vitally important summer programs if the collective desire is expressed
for giving greater emphasis to academic year programming.

Absent a restructuring by the new president, the Senior Officer will report directly
to the Provost and Vice President, benefit from a horizontal relationship with the deans,
and serve on both the Provost’s Council and Executive Council. The retiring Vice
President for Global Initiatives disclosed that having the position report to the Provost
and not directly to the President was a deliberate decision to move global activities closer
to the core functions of the College. Several participants in this research study remarked;
however, that the Provost and Vice President had kept his distance from international
initiatives throughout the Haynes presidency. His involvement was described as
“peripheral” and even during the current transition period the Provost showed little
interest. Instead, over the last two years, the dean of instruction participated in
conversations around international, so as to retain some measure of institutional memory
moving forward.

The new President and new Senior Officer for Global Initiatives will need to
address the negative perceptions held by a few stakeholders regarding the global office.
Two participants in this research study, for example, were quite outspoken in their
criticisms of the global office leadership. One individual with nearly a decade of
experience working on international projects suggested that the office had a public
relations problem because of the “the extensive travel, the extensive schmoozing…In my
opinion it’s perceived as the last vestige of the madman era around here…They don't
care. That’s how comfortable they are…” A faculty member viewed the office as a money-making enterprise, but was not persuaded that the revenues were “…trickling down throughout the whole community college…that it is internationalizing and making us a more globally aware campus.” This faculty member was guardedly optimistic, however, that new Senior Officer would bring about positive change by advocating for study abroad scholarships, re-building the Global Initiatives Council, and facilitating curriculum innovation around international themes. The departing Vice President for Global Initiatives insisted that he believed the Senior Officer could affect a positive change by involving in the conversation a “whole new cadre of faculty” hired in the last decade.

TC3 has reasons to continue the enrollment and revenue producing summer programs, but relationships matter. Maintaining or growing international enrollments is one strategy TC3 has employed to mitigate the budgetary impact from continued enrollment declines. Theoretically, the College is supported one-third from the state government, one-third from student tuition, and one-third from the two sponsoring counties. In reality, state support has decreased to about 24 percent; student tuition accounts for about 50 percent; and the counties “cash contribution” is 11 percent; but New York state recognizes the revenues derived from international students paying tuition at non-resident rates as part of the counties’ contributions. As a result, the sponsor contribution looks like 26 percent according to President Haynes. A central challenge the new president and his team will face, however, is finding ways to maintain the relationship-driven, enrollment and revenue producing dual-degree and intensive English summer programs. The three primary custodians of the relationships are retiring.
Asked whether TC3’s emphasis on internationalization would carry over to a new administration, a trustee with nine years of service on the TC3 governing board responded, “Absolutely. We are committed as an institution.” In addition to underscoring that summer programs generated much needed revenues and filled student housing during non-peak summer months, he cited strong board of trustees, community, and faculty support for internationalization, “I think that we will insist that whoever is the new president will be committed to this as well.”

**Case Study Summary**

President Haynes had not travelled outside the United States until he became chief executive officer. Nevertheless, he discovered that 80% of the businesses in his two-county service area had international business linkages and as a result articulated a view that preparing students for a world of diversity needed to be integral to a Tompkins Cortland Community College education. Haynes empowered a unique two-person team with helping him drive the internationalization process by developing a partnership-centered model for summer, dual-degree international programming. Facing a first-ever enrollment decline during his first as President, Haynes was able to demonstrate through a transparent process of sharing profit and loss statements that the summer programs were part of the solution, not part of the problem.

Haynes’ willingness to champion international education, especially when his college faced budget constraints at the beginning of his presidency, yielded benefits for many stakeholders over an extended period of time. TC3 built the capacity to deliver summer programming on their campus for international partners, increased occupancy their student housing, added enrollment, generated tuition revenue at a rate higher than
resident tuition, and developed international professional development opportunities for campus stakeholders. Students from international partner universities could earn a State University of New York degree with interrupting their studies at their home university.

Described by many participants in this research study as an entrepreneur who was not afraid to take risks, Haynes demonstrated an ability to mitigate risk by pairing a deal-making faculty member who disdained college bureaucrats with a founding dean who had earned a reputation as a principled and fair leader to drive the international agenda. By re-organizing in 2006, Haynes created conditions to accelerate the growth of summer programming and establish the Global Initiatives Council to extend internationalization to the academic-year college.

Carl Haynes and his team created additional capacity to educate international students and generated enrollment and tuition revenues by adapting the summer programming model to serve other international partners and different types of student groups. He developed the capacity to deliver intensive English language instruction and tried but failed to grow international (F-1 visa) student enrollments.

TC3 has reasons to continue the enrollment and revenue producing summer programs, but relationships matter. Maintaining or growing international summer enrollments mitigates the budgetary impact from continued domestic enrollment declines, but these partnership-centered programs are relationship-driven and the three primary custodians of the relationships are retiring. While the members of the Board of Trustees are confident that the College’s commitment to comprehensive internationalization will continue in the next administration, the College is experiencing a shared sense of uncertainty about the future.
CHAPTER SIX: HOWARD COMMUNITY COLLEGE

A Brief History

In March 1966, the State of Maryland approved Howard Community College (HCC) as the 14th institution of the state’s 16 community college system. On October 12, 1970, HCC offered its first classes in a single building, described as having “only an old silo and barn to keep it company,” on its 120-acre Columbia, Maryland campus located approximately 28 miles from Washington, D.C. and 19 miles from Baltimore, Maryland. The inaugural class comprised 611 students who enrolled in one of nine credit programs taught by ten full-time and thirty adjunct faculty members. The city of Columbia was just emerging with only three of its planned ten villages completed (HCC, 2005). HCC’S current enrollment includes 14,467 credit and 15,751 non-credit continuing education students (HCC, 2016j).

College Profile

President. In August 1999, Dr. Kathleen Hetherington joined the administration of Howard Community College as Vice President of Student Services. She added capital campaign responsibilities to her portfolio for three years beginning in 2004; and became Executive Vice President in June 2005. The Board of Trustees named Dr. Hetherington as the College’s 4th president effective June 1, 2007. Prior to HCC, Dr. Hetherington worked at the Community College of Philadelphia in a variety of capacities including Acting Vice President for Student Affairs, Dean of Student Systems, and Acting Director of Financial Aid. Dr. Hetherington holds four post-secondary degrees. She earned an Associate in Arts and Sciences from Community College of Philadelphia; a Bachelor in Social Sciences from Pennsylvania State University; a Master of Science in Counseling
from Villanova University; and a Doctor of Education in Higher Education Leadership from Widener University (HCC, 2007).

**Board of Trustees.** The Howard Community College Board of Trustees consists of seven members. The Governor of Maryland appoints trustees subject to the approval of the state government’s Senate. Trustees are appointed to serve staggered, six year terms with the option of reappointment to serve a second six year term. The College president serves as secretary-treasurer to the governing board and may contribute to the group’s meetings and deliberations as a non-voting member. Six members of the board must be Howard County residents. As stated in the Board’s Bylaws, the board has the authority “…to establish policy governing the college, to maintain and exercise general control over the community college, to keep separate records and minutes, and to adopt reasonable bylaws, rules, regulations to effectuate and carry the provision of the state law regarding community colleges…” (HCC, 2014a). The College’s mission statement is “Providing pathways to success” (HCC, 2016m).

**Operational Revenues, Academics, Student Demographic, Employee Profiles.**

In Fiscal Year 2016-2017, Howard Community College relied on $114,397,265 in revenue to support College operations. Revenues were derived from five sources: 38% of revenues are from student tuition and fees; 28% from Howard County; 15% from the State of Maryland; 16% from Other Sources (such as operating agreement with bookstore); and 3% in Auxiliary Revenue. The College charges three different tuition rates: $134 per credit hour for in-county students; $217 for out-of-county tuition; and $262 for out-of-state tuition (HCC, 2016i).
Howard Community College (HCC) offers the Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.), and Associate of Science in Engineering (A.S.E.) degrees which are designed for transfer to four-year colleges and universities for further studies toward a baccalaureate degree. HCC offers the Associate of Applied Science (A.A.S.) degree in 25 different professional and technical fields preparing students for immediate entry into the workforce. HCC offers 32 credit and 5 non-credit certificates in professional and technical fields (HCC, 2016h).

In fall 2016, HCC credit enrollment totaled 9,741 with 37% of students attending full-time and 63% part-time. The median age of students was 22 years and the student gender profile was 55% female, 42% male, and 3% unknown. The racial and ethnic composition of the student body included 37% White, 29% Black or African American, 13% Asian, 11%, Hispanic or Latino (of any race), 0.3% American Indian, 0.3% Native Hawaiian, 5% two or more races, and 3% race unknown (HCC, 2016g).

Howard Community College reported international (F-1 visa) student data to the Institute of International Education (IIE) for inclusion in their annual *Open Doors Report*. International students at Howard are either pursuing an associate degree or taking English language courses to achieve proficiency at the College’s English Institute. Over the course of three years (see Figure 5), the combined international student enrollments peaked in fall 2015 at 321 students which represented an increase of four students compared to fall 2014. In fall 2016, the headcount decreased by eight students to 313 international students (HCC, 2015, 2016k, 2017e).
In fall 2016, the total employee headcount at Howard was 1,409 comprised of 197 full-time credit faculty members with 43% having five or fewer years at the College and the average number of years for full-time faculty was 9.77. In fall 2016, the part-time credit faculty at Howard totaled 622 and part-time non-credit faculty numbered 118. The total number of non-teaching staff was 472 including 37 part-time with 42% having five or fewer years at the College and the average number of years for staff was 9.7 (HCC, 2016b, 2016c, 2016d).

**Profile of Service Area: Howard County.** Howard County, Maryland has a population of 304,115 with 58,201 or 19% foreign born. The median age is 38.8 years and 24.9% of the inhabitants are 17 years of age or younger. A language other than English is spoken by 23% of the population. In terms of educational attainment, 20.3% have some college or an associate’s degree and 29.9% a graduate or professional degree. The median household income is $110,238 (U.S. Census Bureau, 2010e). The racial composition of the County is 60.1% White, 18.1% Black or African American, .2% American Indian, 16.2% Asian, 2% Native Hawaiian, 1.6% some other race, 3.6% two or
more races. Hispanic or Latino of any race comprises 6.3% of the population (U.S. Census Bureau, 2010d).

The top five industry sector employers in Howard County are 1) educational services, and health care and social assistance (24.2%); 2) professional, scientific and management services (19.3%); 3) public administration (11.9%); 4) retail (8.3%); and 5) finance and insurance, and real estate (7%). Among the employees in the educational services, and health care and social assistance sector, 24.2% are foreign born; and professional, scientific and management services, 21.2% are foreign born (U.S. Census Bureau, 2010e).

**Special Recognitions.** The leadership and good work of Howard Community College’s president, trustees, faculty, and staff have earned recognition from a national association of governing boards, leading higher education publication, prominent international exchange organization, and an international consortium of community colleges. The Association of Community College Trustees (ACCT) awarded the 2014 Chief Executive Officer Award to Kathleen Hetherington, Howard’s President, in recognition of her contributions and leadership (HCC, 2016n). The Chronicle of Higher Education selected Howard as a Great College to Work in 2016 for the eight consecutive year (HCC, 2016a).

In 2012, the Institution of International Education (IIE) awarded the Andrew Heiskell Award for Innovation in International Education to Howard Community College (HCC) and the Community College of Baltimore County (CCBC) for their joint efforts to internationalize the general education curriculum (IIE, 2016b). In 2010, IIE selected HCC as an honorable mention winner of the Heiskell Award for Study Abroad in the
Community College in recognition of the College’s Mexico Language Study Abroad Program (IIE, 2016a). In 2010, Community Colleges for International Development (CCID) recognized Ron Roberson, former HCC Vice President of Academic Affairs with the Werner Kubusch Award for Outstanding Achievement in International Education for his contributions to advancing international education in the community college sector of higher education (HCC, 2010).

**Making the Case for Internationalization**

In Howard Community College’s 2010 Annual Report to the Community entitled “Taking on the World: How HCC Prepares Students for the Global Economy,” President Hetherington prefaced the report with a message that included the following statement, “The college’s mission is ‘providing pathways to success,’ and in today’s world most paths encounter some international component – even for those who never plan to leave the country… students must acquire and strengthen their competencies to interact successfully in an intricate and complex global society” (HCC, 2010). President Hetherington was reaffirming an institutional commitment made by her predecessor and repeatedly reinforced by the community and Board of Trustees. Essentially, the College had long regarded preparing students for an economically, socially and culturally interdependent world as an institutional imperative; and she had good reason to be confident that this message would resonate. The community’s founding principles and the sustained relationship between college and community helped make global engagement a well-articulated and shared value.

James Rouse, a developer in the 1960s, imagined Columbia, Maryland as a civically-engaged community centered on intimate neighborhoods comprising a network
of small villages and committed to the concepts of racial and economic integration, and learning (Christensen, 2003). Rouse’s aspirations are manifest in Columbia today.

Founded by Charter in 1965 in preparation for the town’s 1967 opening, for example, the Columbia Association (CA) is dedicated to “working every day in hundreds of ways to make Columbia an even better place to live, work and play” (CA, 2016). A private, non-profit corporation governed by members of the community, CA manages the community’s parks, trails, playgrounds, and athletic facilities; and organizes a full calendar of free cultural and recreational events (CA, 2016).

Established during the nascent stages of Columbia’s development, Howard Community College also helped realize Rouse’s vision for an engaged citizenry committed to diversity and learning. Opening its Columbia, Maryland campus in 1970, Howard Community College was founded for the purpose of serving the educational needs of Howard County residents. Since its inception, the College has had mechanisms in place to make sure the community’s voice was heard when making decisions. Six out of seven governing board members, for example, must be Howard County residents. In 1999 just months before Hetherington joined the administration as Vice President for Student Services, however, the College piloted a new process for engaging community ‘thought leaders’ that would strengthen ties with the local community and advance the College’s internationalization process in ways not previously realized.

Commission on the Future (COF) of Howard Community College. Every five years, local residents and individuals representing the community’s schools, governments, employers, as well as civic organizations like the Columbia Association (CA) are invited to participate in the “Commission on the Future (COF) of Howard
Community College.” As stated in the Executive Summary of the COF’s 2013 report, the group’s declared purpose is to solicit innovative points of view, recognize developing issues, and explore alternative directions for the institution. The COF’s stated objectives include:

- increasing responsiveness to the emerging learning needs of Howard County;
- establishing a process that will serve as a model for continued citizen participation in helping the college prepare for the future;
- creating a widely understood and shared vision for the future;
- and promoting an understanding of the mission (HCC, 2013).

The Commission on the Future (COF) was started by Dr. Mary Ellen Duncan who served as HCC’s president for nearly a decade (1998-2007) and she convened the inaugural COF in 1999 and second COF in 2003. Dr. Hetherington served when she was Vice President on the 2003 COF; and convened the 2008 and 2013 Commissions on the Future as President of Howard Community College. Each COF issued reports with recommendations. Eight community members and 18 HCC trustees, faculty, and staff served on the inaugural 1999 commission. In the latest 2013 iteration under President Hetherington, approximately 140 individuals representing the community and college in fairly equal numbers served on the COF.

Relying on a Task Force structure, the COF typically addresses five themes proposed by the College and endorsed by the COF Chair. Each Task Force is led by a Chair and the process, refined over time, takes from August to November. Ideally, individuals invited to serve on a particular Task Force bring expertise on the topic to the
investigation. In addition to presenting a final report, the College periodically updates COF participants on the College’s progress implementing recommendations.

Dr. Hetherington served on the 2003 COF as a member of the “Providing a ‘World’ of Opportunities” Task Force when she was Vice President of Student Services (HCC, 2013); and has embraced the COF during her tenure as president. Hetherington described the COF as a unique vehicle to get “…very talented people from this community to really guide us in our strategic planning process.” All four COFs established Task Forces (see Table 6) to investigate international education.

<table>
<thead>
<tr>
<th>Year</th>
<th>International Task Force</th>
<th>Strategic Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Global Competency and Civic Engagement</td>
<td>Create a center for global excellence to integrate programs, curriculum, and professional development.</td>
</tr>
<tr>
<td>2008</td>
<td>Global Education</td>
<td>Accelerate the integration of global competencies into the curriculum</td>
</tr>
<tr>
<td>2003</td>
<td>Providing a “World” of Opportunities</td>
<td>Make a clear and visible strategic commitment to international competence</td>
</tr>
<tr>
<td>1999</td>
<td>Preparing Students as Global Citizens</td>
<td>Prepare students to be globally competent learners</td>
</tr>
</tbody>
</table>

Source: Commission on the Future Reports

The Co-Chairs for the inaugural 1999 Task Force “Preparing Students as Global Citizens” were representatives of the Columbia Association (CA) and the Community Foundation of Howard County and the group’s members included an HCC trustee and representatives from a local high school, African Art museum, technology firm, and a non-profit international exchange organization based in Columbia. Four HCC representatives served on the 1999 Task force including a faculty member who served part-time as the College’s senior international officer. In the group’s final report (see
Table 7), they advanced nine characteristics of a “globally competent learner” that were first articulated three years earlier in the Stanley Foundation’s 1996 report “Educating for the Global Community: A Framework for Community Colleges” (HCC, 1999):

<table>
<thead>
<tr>
<th>Table 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nine Characteristics of the Globally Competent Learner</strong></td>
</tr>
<tr>
<td>1. accepts responsibility for global citizenship;</td>
</tr>
<tr>
<td>2. is committed to global, lifelong learning;</td>
</tr>
<tr>
<td>3. understands the impact of other cultures on life in the U.S.A.;</td>
</tr>
<tr>
<td>4. is aware of diversity, commonalities, and interdependence;</td>
</tr>
<tr>
<td>5. recognizes the geopolitical and economic interdependence of our world;</td>
</tr>
<tr>
<td>6. understands the non-universality of culture, religion, and values;</td>
</tr>
<tr>
<td>7. is aware of world demography;</td>
</tr>
<tr>
<td>8. is capable of working in diverse teams; and</td>
</tr>
<tr>
<td>9. is empowered by the experience of global education to help make a difference in society near and far.</td>
</tr>
</tbody>
</table>

Source: Commission on the Future 1999 Report

The group recommended that the College help students develop the skill sets needed for success in a global society, identify ways to infuse the curriculum with global perspectives and secure internal and external funds to support international initiatives. On this foundation and under the leadership of Drs. Duncan and Hetherington, the College sustained a dialogue with the community on strategic directions for building capacity for international education through subsequent COF Task Forces, and in many cases, the input led to the College actually taking action.

While the College identifies the themes for the COF, community leaders are integral to the exploration that takes place. College representatives serve on Task Forces to make sure the College’s perspective is heard and staff administratively support the
four-month process that involves conducting a series of meetings, organizing guest lectures, conducting literature reviews, and producing final and follow-up reports. The senior member of Howard’s governing board with nine years of service described the COF as “very much a two-way dialogue” that gives College leaders a window into workforce needs by listening to employers articulate the skills shortage they are facing and the emerging issues requiring action; and the community informs the College’s decision-making.

Valuing Continuity and Community Engagement. Dr. Hetherington’s selection as President and subsequent decision to continue convening the Commission on the Future revealed a college culture that values continuity and community engagement when shaping the institution’s strategic priorities. The Board of Trustees chose Dr. Hetherington not by conducting a national search, but as a result of a 2-year, internal succession plan; and the Board issued her a mandate for maintaining the direction set by her predecessor. In the words of a trustee with 12 years of service on the governing board at the time, “We don't want to shift directions” (DeFord, 2007).

Hetherington had been involved in international initiatives prior to becoming president and understood that advancing internationalization was not a “stand alone” enterprise, but part of the culture, “…the Board has always been supportive of us making sure that we prepare global citizens.” In this context, Hetherington sustained a tradition of engaging trustees and the community; and empowering administrative and faculty leaders to communicate and execute the vision for advancing internationalization.

Internationalization: A Matter of Board Policy. Howard Community College’s governing board members served on all five COF Tasks Forces related to international
education and have participated in the community college sector’s national conversation on the topic as well. Three months after Hetherington arrived as Vice President for Student Services, for example, HCC governing board members formally endorsed the American Association of Community Colleges’ policy statement on international education during the Board’s November 1999 meeting; and five months later formally adopted a policy based on the national group’s statement. Under President Hetherington (2007-present), the HCC Board policy on international education has been revised and re-approved in November 2008 and April 2014. In the most recent version of the policy statement, the governing board asserted, “To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry” (HCC, 2014b). In response to this imperative, the Board policy affirmed that HCC shall provide the following:

- internationalized curricula;
- multicultural activities and programs;
- foreign language programs;
- cultural and ethnic studies;
- study abroad programs;
- faculty and student exchange programs;
- professional development;
- technical assistance to other countries and their businesses/industries;
- local/state/national and international forums;
- international student enrollment;
other appropriate education and training programs to ensure a well-trained and technically literate workforce, functioning collaboratively with other countries of the world (HCC, 2014b).

The policy concluded by asserting the College had the capacity to internationalize and declaring that the governing board will “…actively advocate this international role for Howard Community College and will articulate this mission to the many external publics that Howard Community College serves” (HCC, 2014b). Enjoying unambiguous policy support from the governing board, Dr. Hetherington guided the development of international education when she served as Vice President of Student Services (1999-2005); Executive Vice President (2005-2007); and as President (2007-present).

**Creating Synergies between Student Services and Academic Affairs.** As the chief student services officer (1999-2005), Hetherington contributed directly to international programming and collaborated with the chief academic officer to support a language faculty member’s determined effort to launch a study abroad program to Mexico; strengthen the Division of English and World Languages; and hire the College’s first full-time Director of International Education.

Hetherington took the lead on relationship-building with technical schools in Turkey while Vice President for Student Affairs. She travelled to Turkey and developed study abroad programming for students and facilitated exchange opportunities for administrators and faculty. During these first six years at HCC, Hetherington welcomed international visitors, executed Memoranda of Understanding and represented the College at international consortium meetings. Hetherington created a collaborative working relationship between student affairs and academic affairs to advance internationalization;
and she credited a fellow vice president at the time, specifically the Vice President of Academic Affairs (VPAA), for anchoring the internationalization process in the curriculum and empowering faculty to innovate – an approach she would later try to sustain as President.

In 1999, the year Hetherington joined the HCC administration as Vice President, a pioneering faculty member initiated the development of a Spanish language program in Cuernavaca, Mexico. Over a period of ten years including two years into Hetherington’s presidency, the program facilitated immersion opportunities for over 300 students, supported faculty exchanges, and expanded to address county firefighters’ and law enforcement officers’ needs to acquire Spanish speaking skills and improve their understanding of different cultures. The program earned an IIE Andrew Heiskell honorable mention in 2010 (IIE, 2016a). While increased levels of violence did not directly affect Cuernavaca, concerns about safety led to the closure of the Mexico program. Nevertheless, this faculty member was not deterred. She continued to lead the internationalization process by contributing to the development of the College’s English and World Languages Division which currently under President Hetherington offers American Sign Language, English French, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Persian, Russian, and Turkish. Students enjoy the option of pursuing a degree in Arabic, Asian Studies or Spanish (HCC, 2016p).

In 2007, under the leadership of this same language faculty member and just months before Hetherington became President, the College extended the reach of foreign language instruction when it received the first in a series of grants from the National Security Agency and administered by the National Foreign Language Center at the
University of Maryland to establish the “STARTALK” program at Howard (HCC, 2007). This 5-week summer program affords high school students the opportunity to gain “communicative ability and cultural awareness” in languages designated by the funding sources a critical such as Arabic and Mandarin Chinese (HCC, 2016p).

In the 2003 “Report of the Commission on the Future of Howard Community College,” Vice President Hetherington and her colleagues who served on the “Providing a ‘World’ of Opportunities” Task Force acknowledged the growth of international initiatives, but shared the following evidenced-based observations, “The efforts underway…seem to reflect ‘random acts’ by interested faculty and staff, rather than a systematic, strategic emphasis from the leadership of the College, focused on specific international/intercultural outcomes” (HCC, 2003). In 2005, Howard hired its first full-time Director of International Education and an assistant in response to the Task Force’s recommendation to “make a clear strategic commitment to international competence” (HCC, 2003). About two years later, the assistant became the Director.

**Internationalizing the Curriculum and Professional Development**

In 2008, Dr. Hetherington convened her first Commission on the Future (COF) as President. The COF Task Force on Global Education advanced five recommendations in their final report. By November 2008, Hetherington and the Board of Trustees acted on the group’s recommendation to reassert the Board’s policy on international education; and she supported two faculty-led initiatives addressing the Task Force’s call to integrate global perspectives into the general education curriculum and incorporate global competencies into faculty and staff professional development programs (HCC, 2008b).
The Award Winning Global Distinction Program. Howard Community College (HCC) collaborated with the Community College of Baltimore County (CCBC) to internationalize the general education curriculum, facilitate cultural immersion opportunities for students, and increase student learning from co-curricular activities. Student cohorts supported by program coordinators at both campuses complete 15 credits in designated courses with substantial globalized content, including a world language; participate in a study abroad or domestic intercultural experience; and actively participate in one international or intercultural co-curricular event each semester. Students’ coursework, immersion experience and participation in co-curricular activities are documented in an e-portfolio prior to graduation or transfer. Faculty developed six learning outcomes and companion assessment strategies. Students completing the requirements earn a “Global Distinction” credential on their transcripts and a letter of recognition. Five years into Hetherington’s presidency, the program was recognized by the Institute of International Education with the 2012 Heiskell Award for Innovation in International Education (IIE, 2016b).

The faculty member who provided leadership for the Global Distinction program had started teaching languages as an adjunct instructor in 1994 would eventually become yet another example of President Hetherington sustaining an HCC tradition of growing its own future leaders. After teaching part-time for four years, she went on to serve as Dean of the Division of English and World Languages, teach as a professor of English as a Second Language (ESL), and co-found HCC’s English Institute. In 2016, President Hetherington appointed her Interim Vice President for Academic Affairs (VPAA) and then chose her over an external candidate to serve as the permanent VPAA. Participants
in this research study had expressed hope for this outcome during interviews because of her leadership on international education, including her lead role in launching the College’s award-winning Global Distinction program in fall 2010.

Modeling Hetherington’s willingness to acknowledge the contributions of others, this new VPAA credited a business faculty colleague with whom she worked on the Global Distinction program for developing the e-portfolio component and for “single-handedly” working out the details of a 2013 articulation agreement with the University of Maryland Baltimore County (UMBC) that created a pathway for HCC students intending to transfer to UMBC for their culture and language program. A core contributor to the internationalization process, this business faculty member acknowledged the value of study abroad and world languages, but argued that relying solely on this type of program excluded most students. She asserted that campus opportunities were limited to “…food, flags and fun” prior to launching the Global Distinction program.

After working four years as an adjunct instructor in the College’s business division, this faculty member became full-time faculty in 2006. Recognizing that “Introduction to Business” was a foundational course for business majors, she globalized the course’s content to create an entry point to the Global Distinctions program for business students. Eventually, she broadened access even more by securing the designation of the introductory course as a general education core course. In addition to innovating curriculum, this business faculty member also developed a model for faculty and staff professional development that supports exploring global perspectives.

The INSPIRES Professional Development Initiative. A critical factor in the success of the “INSPIRES Global Perspectives” professional development program is
that it gave staff and faculty a global perspectives option to satisfy existing College requirements related to performance assessment and salary increases. Staff members can develop the annual plan required for performance assessment through INSPIRES. Similarly, faculty members can design a Merit Achievement Plan (MAP) required for promotion by participating in an INSPIRES project that leads to significant course or curriculum improvement and improves student learning. Faculty and staff can work together to develop projects which take an academic year to complete. The program’s larger objective is to create a more globally competent campus.

As Vice President (1999-2005), Hetherington forged linkages with schools in other nations, and supported the launch of study abroad and growth of world languages. Upon becoming President in 2007, Hetherington reinforced the value of anchoring the internationalization process in the curriculum and empowering faculty to innovate. She answered calls by the Commission on the Future as President to internationalize the curriculum, and develop options for professional development focused on global perspectives by nurturing faculty-led initiative and leadership. Capitalizing on these ground-breaking, collective efforts, President Hetherington created a supportive environment and generated momentum for continued internationalization. Creating conditions for greater collaboration among staff charged with managing international programs, but working in discrete administrative departments would be among the challenges Hetherington faced moving forward.

**A Portfolio of Productive, Nonaligned Administrative Units.**

President Hetherington (2007-present) continued to engage in international initiatives; empower administrators, staff and faculty to manage a broad portfolio of
international programs; and inform HCC strategic planning by convening a Commission on the Future every five years. Hetherington reported during interviews, for example, that she is currently involved in the details related to an emerging relationship with South Korea. After hosting a visit from the Mayor of Naju, HCC is planning a 4-5 week cultural immersion program for Naju high school students in summer 2017. Howard County has an active South Korean diaspora community and the first lady of Maryland is from South Korea. Hetherington delegates day-to-day responsibility for aligning the internationalization process, however, to the Vice President of Academic Affairs (VPAA).

Remarking on her recent decision to promote an internal leader who had led on international curriculum efforts to the VPAA post, Hetherington underscored that the individual selected had a strong record of initiating international projects, “I think that the faculty that are involved in international education and staff are going to be very happy with…the vice president because she understands it quite well.” Hetherington appointed the Interim VPAA to the position permanently. She had served as the Dean of the Division of English and World Languages and leader on Global Distinction program.

In meaningful ways, international learning at HCC is integrated. The College’s English and World Languages Division, for example, currently offers American Sign Language, English French, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Persian, Russian, and Turkish; and offers associate degrees in Arabic, Asian Studies or Spanish. Moreover, language and area studies students can use their language skills and deepen their intercultural understanding through study abroad and service learning abroad programs (HCC, 2016p). By contrast, the College’s decentralized approach for managing
and resourcing a comprehensive international initiatives portfolio poses a challenge to increasing administrative integration and achieving synergies.

President Hetherington has taken steps to integrate learning and has supported growing the scope and scale of international programming; however, she has retained an organizational structure that delegates management for different international programs to individual faculty or separate administrative units. Participants in this research study representing these faculty and staff reported that the decentralized approach limits opportunities for collaboration and creates conditions for misinterpreting decisions on financial and human resource allocations.

In addition to study abroad, world languages, and professional development programs, international education at Howard Community College (HCC) encompasses international student programs that educate full-time students on campus; exchange relationships that accommodate visiting student groups during summer months; and curriculum innovations that have created international studies pathways and multiplied foreign language programs. These international initiatives are productive but are managed by multiple departments or are dependent on faculty initiative and support. One faculty member and three staff who participated in this research study also served on the 2013 Commission on the Future, specifically the Task Force on “Global Competency and Civic Engagement” which addressed the need for integrating international programs (HCC, 2013).

**Recommendation for Creating a Center for Global Excellence.** In their final report, the 2013 COF Task Force that examined HCC’s global capabilities acknowledged that under President Hetherington’s leadership HCC had achieved strong global
competencies; and gave credit to the 2008 COF Task Force on global education for mandating the initiatives that were undertaken to internationalize the curriculum and the campus during the five years between commissions. Nevertheless, the 2013 COF Task Force called for the creation of a “Center for Global Excellence” to provide a single campus location for “providing the structure and visibility needed to communicate and coordinate global programs, curriculum, and professional development” (HCC, 2013).

The proposed Center would advance HCC strategic priorities and integrate the work of internal stakeholders engaged in global initiatives. Moreover, the Center would build external relationships to generate the visibility, funding, and shared resources for growing international learning opportunities for students (HCC, 2013). The evidence suggests that autonomous units and faculty-initiated programs continue to produce results but remain decentralized with limited opportunities to join forces.

**Study Abroad and Exchanges.** Initially, the Director of International Education who administers study abroad and exchanges, for example, reported directly to the Vice President of Academic Affairs. Effective summer 2016, however, the Director is one of five professionals reporting to the newly established Senior Director for Academic Enrichment and Integrated Learning. Hetherington made this change in reporting structure to reduce the number of direct reports to the Vice President of Academic Affairs and to bring centralized leadership for international education and four other departments focused on service learning, mediation and conflict resolution, and student retention and transfer. This organizational re-structure may realize the stated goals, but it keeps the Office of International Education separated from two departments managing international
student programs and faculty leading on curriculum innovation and globally focused professional development programs.

The Office of International Education is responsible for organizing campus visits by international visitors, managing exchange programs with sister institutions in other nations; and developing and delivering faculty-led study abroad programs for HCC students. Additionally, the Director represents the College to international consortia, keeps abreast of international opportunities, supports faculty exploration of international partnerships and projects, and organizes co-curricular events and activities on campus.

Over a six year period (2011-2016), the Office of International Education welcomed 69 guests including city leaders, university administrators and professors, scientists, and scholarship program representatives from the United States and 14 other nations. In partnership with two Danish high schools, the Office provided summer immersion programs for 195 Danish high school students (HCC, 2017a).

In spring and summer 2017, the Office of International Education planned to offer six, credit-bearing, faculty-led programs to five countries. Students have the option to study World War II in France; the culture and history of Ireland or Denmark or China; reef systems in Bermuda; or they could actually paint landscapes in France. The programs require pre-program instruction and stays in the destination country are scheduled to last between ten days to nearly three weeks (HCC, 2016o).

Over a five year period (2011-2016), HCC facilitated study abroad opportunities for 375 students (see Figure 6). On average, 75 HCC students per year participated; and 76% earned academic credit. Study abroad participant numbers peaked in 2014-2015.
with a total of 86 students, including 72 students (84%) earning credit and 14 students (16%) participating on a non-credit basis (HCC, 2017b).

The College awards scholarships to cover the cost of three credits to all HCC students taking faculty-led study abroad courses for credit. In addition to faculty-led programs, HCC students can design their own study or service learning abroad program and apply for a Schulte Travel Fellowship funded by a private donor. On an annual basis, $10,000 in fellowship funding is available. According to the Director of International Education, fellowship awards cover up to 100% of costs; however, the number of awards made in a given year may require imposing a ceiling. The application process for is competitive (HCC, 2017c).
Table 8

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: HCC Study Abroad Scholarship Data Report

The honors program at Howard, named after Columbia, Maryland founder James W. Rouse, also offers study abroad opportunities for Rouse Scholars to multiple countries through institutional partnerships with Dickinson College and the College of Notre Dame. HCC Rouse Scholars enjoy access to scholarships to support their international experiences (HCC, 2016).

President Hetherington strongly encourages study abroad participants to share their experiences with the Board of Trustees. A trustee appointed to the Board in 2013 shared her excitement about hearing from these students, “…so we actually get to hear what that was like, and what they feel they learned from it. And I must say that when those students come in, those are some of the most interesting nights. To hear about the different kinds of activity, kinds of programs, and kinds of experiences our students are really having…” Studying abroad programming has also been impactful on faculty.

Reflecting on her experiences leading students to Bermuda, a science faculty member with 15 years of service at the College remarked, “I think it's helped me grow as a professor because I find myself searching out more international examples and also bringing back to the classroom things that I've seen.” This same professor was invited to
accompany a student group to Ireland when a family emergency required a colleague to withdraw from supporting the lead faculty and student group, “So I was there to make sure kids were doing what they're supposed to do, but I was also a participant… it opens your eyes that Howard County, Maryland where some people have lived since they were born and never left is not how the rest of the world lives…” Since the Ireland and Bermuda programs take place on different dates, the geologist is joining her historian colleague in Ireland again next year, “…I'm going to offer historical geology on the trip and so the students can actually apply for six credits of course instead of just three. So he'll teach his history class and I'll teach historical geology.” Asked to expound on how she planned to teach the “history” of Ireland through geology, the faculty member demonstrated the value of an interdisciplinary approach, “We can see the whole history…Ireland was actually part of the Appalachian Mountains so the Appalachian Trail continues through Ireland.”

The Director of International Education underscored the value of study abroad for the students who participate each year. One particularly poignant story that she shared focused on an alumnus who had recently returned to campus for a visit. The student had participated in the World War II (WWII) program to France. The faculty and students organized a fundraiser to cover the costs of a WWII veteran whose enduring wish was to return to France before he died. Walking the same beaches where he had come ashore decades earlier, the veteran “shared some experiences with our students that he had never even shared with his family…just the value of that, can you imagine?”

The Director and faculty leading study abroad programs shared the view that financial barriers, difficulty getting time off from work, and family responsibilities put
study abroad beyond the reach of many students. Faculty in particular called for more scholarship support.

**English Language Learners and International Students.** In a February 2017 press release, Howard Community College (HCC) announced that its English Institute (EI) enrolled 114 students from 36 countries for the spring semester; and an additional 167 students from 45 nations were enrolled in degree-seeking programs (HCC, 2017d). Two different departments manage these distinct HCC international student populations.

The Director of the English Language Center is one of five professionals reporting to the Associate Vice President of Continuing Education and Workforce Development; and she supervises eight staff, two full-time instructors, multiple adjunct instructors, and two part-time staff managing the English Institute (EI). The EI has a budget of $12,000 for marketing and recruitment (HCC, 2017f). The Associate Director of International Students is one of five professionals reporting to the Director of Admissions and Advising in the student services division. The Associate Director manages six staff and multiple student ambassadors responsible for international student admission and advising (HCC, 2017f). The unit does not recruit international students. The Associate Director reported, however, that about 40% of their new admissions each year come from the English Institute, “…we've developed a nice seamless program to help those students to come right into our credit program.” Compliance with federal regulations governing the F-1 visa program is managed separately by specialists in each department.

Several participants in this research study expressed concerns that the College’s enrollment growth over the past decade had produced a more hierarchical management
structure which precluded achieving more synergies on international initiatives.

Moreover, the 2013 COF Task Force recommendation for a single organizing Center had has yet to be realized. The continued decentralized approach for international initiatives had limited prospects for accelerating systematic and strategic international development.

**Managing Growth and Deferring Strategic Integration on Global.** In his transmittal letter sending the College’s fiscal year 2017 budget to the Howard County Executive, the HCC Chair of the Board of Trustees remarked on the institution’s growth in comparison to its peers, “With nearly 30,000 credit and non-credit students annually, the college has grown by 51 percent since fiscal year (FY) 2005, while the average growth for community colleges in Maryland was 17.7 percent (HCC, 2016i). The growth was measured using Full-Time Equivalent (FTE) data which indicated credit and non-credit enrolments grew from 5,096 in FY 2005 to 7,736 in FY 2015 (HCC, 2016f). The actual number of individuals enrolled at Howard in FY 2015 was 29,415 or 5,941 more students than a decade earlier (HCC, 2016e).

During this 10-year period of growth, Hetherington served as Executive Vice President (2005-2007) and President (2007-present). In response to the growth, faculty and staff observed the administration add management layers and support units become less integrated with each other. Meanwhile the student body grew more diverse. The implications of these changes were felt by faculty leading international initiatives, and staff supporting international students and study abroad.

One faculty leader described President Hetherington as “very approachable,” but described the growing complexities of the administrative structure as an impediment. In her experience, getting important issues resolved now required navigating an increasingly
stratified hierarchy, “I have to go through my associate dean, then …through the dean, who has to go through the VPAA, who has to get to the president.” She asserted that the current organizational structure hindered consensus-building between faculty and administration on the best way to create a learning environment that prepares all students for a global society. She voiced concerns that only four students had actually graduated with Global Distinction, but took solace that about 35 students were currently active in the program. Students balancing school, employment, and family responsibilities partially explained the low completion rates, but she argued part of the problem was a lack of investment by College leaders, especially when compared to the human resource investments made to support other programs.

Several faculty and staff asserted that the Vice President of Academic Affairs over the past six years (2010-2016) demonstrated minimal leadership on international education, particularly in contrast to the passion demonstrated by the previous incumbent whose accomplishments earned him national recognition. Some of the criticism from faculty was particularly harsh, “I would call it ‘benign neglect.’” A staff member espoused a more nuanced view. She interpreted the lack of momentum since winning the Hieskell Award for the Global Distinction program in 2012 as a change in direction, “…there was a period here on the campus when we won that award that I felt like ‘wow’ we were exploding with international education, but I think that maybe there was a sense that we had to invent some other thing… maybe we needed to back off of this…” A language instructor approached the issue from a different lens.

She expressed frustration that the vertical growth of administration was causing breakdowns in communication and sending mixed signals about expectations. Reacting to
administration’s calls for larger class sizes, for example, she expressed skepticism that growing enrollments in courses like Persian was realistic. She considered the College’s language programs as exceptional and called on College leaders to reverse course on the class size issue for critical languages, “If you want to be able to say ‘look at all these things we are doing with Middle Eastern languages,’ then you are going to have to make some exceptions to these rules about numbers…it should be okay to run a class with six or seven students to encourage those students that are there.” This sense of disconnectedness was shared by international student program staff, but they tempered their perspective with a degree of optimism.

The three administrative units managing different parts of international student programs are not co-located in the same building and have reporting relationships to separate division or departmental heads. The Director of the English Language Center lamented the missed opportunities for collaboration because of the physical separation, “…when you put all those people in international education together and through the hallway conversation and sharing of stories…new ideas form and there is a synergy effect and we don't have that because we are in our own little worlds doing our thing. When there are opportunities for partnership we partner well with each other, but there is no central location.” Recognizing that budget and space issues are among the obstacles to better integration, the Associate Director of International Students suggested that “some consolidation of our international services…would be a great direction to move in…”

Staff expressed disappointment that that top leadership seemed disinterested in setting a strategic direction for growing international (F-1 visa) student enrollments especially given the welcoming and inclusive environment on campus, but they
understood that the cost of living and lack of student housing were impediments. Nevertheless, the overall attitude was positive as captured in this statement, “We have a lot of passion in our office and overall I think the state of international is great here at HCC!” Equally important, the trustees shared this optimistic outlook.

Internationalization Enjoys Continued Community Support. The senior member of the governing board underscored the community’s support for Howard’s leadership on international education, “As a matter of fact, I actually think they're proud of it. I think it demonstrates to them that there are community colleges are forward thinking and highly regarded academic institutions.” Asked to comment on the prospects that the commitment to international education would continue when the College changes presidents, a second board member emphasized that providing international experiences to students was “…in the fiber of the community college. And I don’t think that it will matter whether or not, the president changes.”

Dr. Hetherington reported that she was close to securing a commitment from a community member to Chair the 2017 Commission on the Future. Evidence suggests that greater integration of international initiatives will be addressed by the next Task Force on global education.

Case Study Summary

The Board of Trustees chose Dr. Hetherington as the institution’s fourth President in June 2007 not by conducting a national search, but as a result of a 2-year, internal succession plan; and the Board issued her a mandate for maintaining the direction set by her predecessor. President Hetherington has reaffirmed an institutional commitment made
by her predecessor and the Board of Trustees to prepare students for an economically, socially and culturally interdependent world.

Hetherington had been involved in international initiatives prior to becoming president and understood that advancing internationalization was not a “stand alone” enterprise, but part of the culture. In this context, President Hetherington sustained a tradition of engaging trustees and the community; and empowering administrative and faculty leaders to communicate and execute the vision for advancing internationalization. The Commission on the Future has proven to be an especially effective and sustainable vehicle for engaging the community in order to inform the college’s strategic directions. Continued internationalization is supported by a Board policy on international education established in 2000 and revised and re-approved twice under President Hetherington.

In meaningful ways, international learning at HCC is integrated. The College’s English and World Languages Division, for example, currently offers courses in thirteen languages; and offers associate degrees in Arabic, Asian Studies or Spanish. Moreover, language and area studies students can use their language skills and deepen their intercultural understanding through study abroad and service learning abroad programs (HCC, 2016p).

In addition to study abroad, world languages, and professional development programs, international education at Howard Community College (HCC) encompasses international student programs that educate full-time students on campus; exchange relationships that accommodate visiting student groups during summer months; and curriculum innovations that have created international studies pathways and multiplied
foreign language programs. These international initiatives are productive but are managed by multiple departments or are dependent on faculty initiative and support.

Several participants in this research study expressed concerns that the College’s enrollment growth over the past decade had produced a more hierarchical management structure which precluded achieving more synergies on international initiatives. The two Board of Trustees members interviewed remain confident; however, that the community’s support for international education remains steadfast. Asked to comment on the prospects that the commitment to international education would continue when the College changes presidents, a second board member emphasized that providing international experiences to students was “…in the fiber of the community college. And I don’t think that it will matter whether or not, the president changes.”

Dr. Hetherington reported during her second interview that she was close to securing a commitment from a community member to Chair the 2017 Commission on the Future. Evidence gathered for this study suggests that greater integration of international initiatives will be addressed by the next Task Force on global education.
CHAPTER SEVEN: THEMES IN A CROSS-CASE ANALYSIS

The literature differentiates between globalization and internationalization, but views the two phenomena as inextricably linked. Globalization is defined as a set of imposing economic and political forces (Altbach & Knight, 2007, p. 290); and has been described as a process accelerating the “…flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. x). Internationalization is a response by higher education to manage the impact of globalization. Approaches for internationalization may involve infusing intercultural perspectives into curriculum, recruiting international students, promoting study abroad, engaging in international development initiatives, and building international partnerships (Knight, 2008, p. xi).

The primary objective of this research study was to understand how community college presidents assert leadership and create organizational capacity for comprehensively internationalizing their public community colleges. Drs. Bermingham, Haynes and Hetherington each served as chief executive officer for a community college that was part of a state system of higher education, governed by a local Board of Trustees, and focused on providing students access to associate degree and certificate programs designed for transfer to baccalaureate degree programs or for immediate entry into the workforce. Their community colleges differed from each other, however, in terms of size, geography, student and community demographics, and regional and state economies. In sum, studying these three leaders allowed for an in-depth examination of the president’s role in comprehensive internationalization over a sustained period of time in three dissimilar contexts; and presented an opportunity to identify cross-case themes.
Three research questions framed this study. The analysis of the data produced many insights; for example, the three presidents assumed the role of chief executive at their institutions with considerably different levels of international experience. Nevertheless, they each successfully articulated an aspirational view for internationalization that resonated which suggests that community college presidents with little or no international experience can effectively lead campus internationalization.

**Six Elements for a Long-term Strategy**

The evidence suggests that presidents committed to creating a campus culture that prioritizes and sustains comprehensive internationalization would be well advised to consider the following six elements when developing a long-term strategy.

**A Fundamental Understanding of the Phenomena.**

1. Presidents must understand the relationship between globalization and internationalization, so they can anchor their advocacy for internationalization in the evidence that global forces are affecting the daily lives of their students and community members.

At both an intellectual and practical level, the three presidents understood that the forces of globalization were real and required a response. When each made the transition from focusing on one area such as academic affairs or student services to accepting the role of chief executive responsible for the whole educational enterprise, they had witnessed the impact of global forces on their students and communities and had thought about the college’s obligation to respond through internationalization.

All three presidents grounded their advocacy for internationalization in their state, regional and local contexts. Whether located in a state with an economy dependent on
international trade or in a more rural setting with 80% of local business either exporting
their goods or working with firms overseas or in a suburban locale near the nation’s
capital and all its international dimensions, the three community college leaders
articulated a vision for internationalizing that made sense because they advocated
programmatic action that leveraged institutional strengths and intentionally advanced
internationalization as a means to preparing students to succeed in a knowledge-based
global economy as manifest locally.

**Articulating an Authentic Vision that Resonates.**

2. Presidents need to invest time learning to understand their campus community, local community and board of trustees, so they can leverage support were it exists and build support where it does not.

New presidents who take the time to learn about their community and campus constituencies can take advantage of existing support for greater engagement with the world or educate stakeholders on the importance of deriving local benefits from globalization if resistance is encountered. Presidents are advised to promote understanding and articulate a vision for internationalization in ways that are meaningful and acceptable to local and campus stakeholders.

In part due to the longevity of their service, all three presidents were able to develop strategies for internationalization that fit their local and campus environments. Bermingham and Hetherington helped shape campus cultures that prioritized internationalization while serving as vice presidents; and, then consolidated conditions for sustaining programmatic action upon becoming president. Whereas, Haynes formulated a rationale for internationalizing while an academic dean, argued persuasively
that international programs were a part of the solution when facing enrollment challenges early in his presidency and over time expanded international programming.

In a limited resource environment, Bermingham exploited external funding and international partnerships to prepare faculty for optimizing the diversity increasingly found on campus and in the classroom. Over time, college stakeholders recognized that immigration and international enrollments created opportunities for all students to learn how to navigate different cultures. The leadership advocated for academic and workforce programs that were intentionally designed to prepare students for success in an economy linked to the world in very tangible ways through the seaport, airport and transportation infrastructure.

President Hetherington articulated a vision for internationalization that resonated because the college, its governing board and the local community had long regarded preparing students for an economically, socially and culturally interdependent world as an institutional imperative. The community’s founding principles and the sustained relationship between college and community helped make global engagement a well-articulated and shared value. Hetherington empowered administrators, staff and faculty to manage a broad portfolio of international programs.

President Haynes demonstrated that a local college serving two largely rural communities could derive local benefits from globalization. He created an entrepreneurial culture on campus and among his governing board members, so that he and a small team could leverage the State University of New York (SUNY) brand for quality higher education on the global marketplace. They discovered a demographic in Latin America that valued and could afford sending students over the course of multiple summers to
earn dual degrees. The program model was adapted to different national contexts and expanded to serve different partner organizations and a diverse range of students. The revenue supported faculty development, launched study abroad programming, helped populate student housing, and mitigated the financial impact of state budget cuts and declining domestic enrolments. His approach broadened support and created a critical mass of advocates.

Engaging Global Expertise and Networks to Address Local Needs.

3. Presidents need to promote programmatic action that engages global expertise and networks for the purpose of realizing campus and local community priorities in order to sustain comprehensive internationalization. As a matter of practice, community colleges involve employers, educators, and community leaders in curriculum development and program advisory committees, especially to ensure that graduates are transfer or work ready. Additionally, the president and his or her leadership team and faculty typically belong to a wide range of business groups, civic associations, and economic development entities. Leveraging these longstanding community relationships, the three chief executives employed strategies for internationalization that had intrinsic value because they sought to leverage global expertise and networks to realize benefits for students and community stakeholders.

Two presidents in particular, however, adopted community-engagement approaches that secured both community validation and active support for sustaining the internationalization process; and one president leveraged state policy and governing board support to create a new financial model for sustaining internationalization.
Community college presidents may wish to adapt these practices to their local and campus environments in order to sustain the internationalization process.

**Community Validation and Sustained Support.** Bermingham secured an institutional role delivering sector-driven education and training in support of a significant segment of the state’s economy. Under his leadership, the college competed for state government funding to establish a center of excellence for global trade and supply chain management. Serving as a resource for all 34 technical and community colleges in the state, the center connects industry with the colleges, promotes trade related career paths, and assists faculty statewide to incorporate elements related to trade and supply chain management into their curricula.

Dr. Hetherington developed a particularly well-organized, enduring, and, perhaps, replicable means for accelerating the internationalization process at a community college by refining a mechanism for soliciting innovative points of view, identifying emerging issues, and exploring alternative strategic directions for the institution through substantive engagement with community leaders. Every five years, President Hetherington convened a commission to explore five themes identified by the college. A task force on global education was included in all four commissions convened to date.

Through the commission process President Hetherington sustained a dialogue with the community on strategic directions for building institutional capacity for international education. Evidence gained through interviews and document analysis in this research study confirmed that community input through the commission mechanism led to specific college actions on internationalization over a period of nearly two decades.
Replicating the systematic commission approach may have value in other community college contexts, but it should be noted that members of this particular community had achieved a high level of educational attainment (approximately 30% held a graduate or professional degree) and the community was wealthy (the median household income was $110,238) when compared to the two other communities studied (U.S. Census Bureau, 2010d).

Money Matters: Creating a New Financial Model. The three college presidents employed internationalization strategies to address a campus priority shared by many community colleges; specifically, the need to diversify revenue streams and enrollment patterns in order to mitigate reductions in state government funding for college operations and to offset decreases in domestic student enrollments. One president created conditions, however, to harness international revenues that went beyond subsidizing college operations to include building a sustainable business model for accelerating comprehensive internationalization.

Dr. Bermingham at Highline deliberately grew international student enrollments and worked with his trustees and state board to direct international student tuition revenues – the equivalent of adding 10% to the college’s operating budget, to a restricted fund in the college’s foundation. This purposeful step requiring support from the governing board and state higher education authorities created conditions for strategic investing in instruction, faculty development, student scholarships, international travel; and inbound faculty exchanges; and building financial reserves to construct student housing. Additionally, the president derived income from a third party English as a Second Language provider and international contract training. These revenues were
directed to the continuing education department for refurbishing and renting apartments for visiting scholars and seeding new international initiatives.

The Chief Academic Officer and International/Intercultural Competence.

4. In a community college context, the chief academic officer is typically a cabinet-level leader with responsibility for facilitating faculty professional development, guiding curricular innovation, and creating a teaching and learning environment. Presidents need to hold their chief academic officer to account, therefore, for cultivating faculty leadership on internationalization and developing campus-wide intercultural competence.

In all three case studies, evidence suggested that the presidents’ chief academic officers either accelerated or impeded the internationalization process. In the first case study, the president selected an academic vice president (as his successor in the same role) who was committed to preparing faculty to infuse global perspectives into the curriculum and optimize the growing diversity found in the classroom. Learning outcomes centered on understanding cultural diversity and appreciating different national contexts are integrated into all transfer and workforce programs. Moreover, as a matter of established practice, the chief academic officer and faculty require candidates for faculty positions to demonstrate teaching practices for supporting diversity and inclusion.

In the second case study, the president’s chief academic officer kept his distance from internationalization efforts from the beginning; and this inattention harmed efforts to leverage successful summer programs for the benefit of achieving greater internationalization of the academic year college. Even though the president convened a college-wide council consisting of faculty and staff to encourage collective action, for
example, the council produced only modest curricular change and improved study abroad programming before dissolving due to the lack of academic leadership. On the threshold of significant change in leadership, the president created a new position to bridge internationalization to the new administration, but the position will report to this same indifferent chief academic officer unless the new president makes changes to the reporting relationship.

In the third case study, leadership from the vice president for academic affairs office was uneven from one incumbent to the next. The president had one academic leader who earned national recognition for driving the internationalization process, but the president selected a successor that faculty and staff directly involved with international initiatives regarded as uninterested. They attributed diminished support from the new vice president over a six year period as a contributing to a decrease in momentum, reduction in resources, and inaction on calls to integrate a broad portfolio of international initiatives. The president recently hired an internal candidate with a record of leadership on international initiatives, including developing an award-winning curricular pathway for students to explore international and intercultural issues, to serve as academic vice president. The eight faculty and staff who participated in this research study had expressed hope for this selection underscoring the importance of the chief academic officer to their work.

Unless community college presidents appoint a senior international officer with unimpeded access to the president, control of adequate resources and an explicit mandate to work full-time on comprehensive internationalization, community college presidents need to hold their chief academic officer to account for the internationalization process.
Community college presidents need to demonstrate through words and actions that internationalization is an institutional imperative. The president’s chief academic officer is typically a cabinet-level leader with responsibility for facilitating faculty professional development, guiding curricular innovation, and creating a teaching and learning environment. By mandating the chief academic officer to cultivate faculty leadership on internationalization and develop campus-wide intercultural competence, community college presidents communicate the importance of linking the campus learning environment with the world for the benefit of students.

The Faculty Professional Development Imperative.

5. In the community college context, infusing international content and perspectives into the curriculum is vitally important because other international learning opportunities are beyond the reach of most students and campuses. Presidents need to invest, therefore, in faculty professional development, so they gain an understanding of the domains of culture and develop the expertise to internationalize the curriculum. Community college students face barriers to studying abroad because they are often balancing some measure of work, family and school obligations; therefore, internationalizing the curriculum affords students opportunities to learn more about the world and their place in it. According to Green (2007), however, the challenges to curricular innovation are many, “faculty must have the expertise and the inclination. Unfortunately, not all faculty have both” (p. 20).

All three presidents invested in faculty professional development to sustain faculty-led initiatives for developing international learning opportunities on campus. As
Highline President (and former vice president for academic affairs), Bermingham engineered a partnership-centered, project-based, faculty-driven approach for professional development with external funding that increasingly cultivated campus engagement with the world. Visits to campus by colleagues from partner higher education institutions in southern Africa piqued the interest of faculty about the changes occurring in post-apartheid era South Africa and in nearby Namibia. After a Fulbright Group Projects Abroad program to the region, a series of international development projects funded largely by USAID and curriculum development initiatives funded by the U.S. Department of Education followed. As a result, faculty gained the motivation and intercultural competence needed for curricular innovation and teaching students about the world.

Dr. Haynes at TC3 supported faculty travel to other nations, created a formal structure to encourage faculty leadership on international initiatives, and built a sustainable model for faculty to lead students abroad. President Haynes facilitated opportunities for faculty to visit international partner universities sending students to campus on dual-degree programs, so faculty could strengthen institutional linkages and bring ideas back to campus. He created a council for global initiatives with strong faculty representation to encourage curricular integration with international initiatives and to develop a model for faculty-led study abroad. The president and his team used the revenue streams generated from dual-degree inbound programs to absorb the costs of faculty participation leading groups of students to study in other nations.

Dr. Hetherington at Howard supported faculty-led initiatives on curriculum innovation, professional development, and study abroad. President Hetherington
empowered a group of faculty with substantial international experience and intercultural competence to lead a broader faculty effort integrating global perspectives into the general education curriculum. Lead faculty engaged their faculty colleagues to develop six learning outcomes and companion assessment strategies, so that students completing a set of curricular, co-curricular, experiential, and e-portfolio requirements could earn a “global distinction” credential on their transcripts and a letter of recognition. The president also supported faculty development of an extraordinary world languages program.

Additionally, Dr. Hetherington supported a faculty-led initiative to develop a model for faculty and staff development that supported exploring global perspectives. A critical factor in the success of the professional development program was that it provided a global perspectives option to satisfy existing college requirements related to performance assessment and salary increases. The president also staffed an Office of International Education with a director-level head and a full-time support staff member and issued a principal mandate to the office to support faculty-led study abroad programming. The college consistently supported six to eight faculty members per year to lead student groups studying in different nations; and offered students a range of scholarship support to offset their costs.

**Optimizing Trustee Leadership on Internationalization.**

6. In a community college context, boards of trustees are the representatives of the local community. Trustees are typically required to reside in their college’s service district in order to be appointed or elected; and in many
cases local financial support is critical to college operations. Presidents must engage trustees as strategic partners in the internationalization process.

Identifying the institutional barriers to internationalization faced by community colleges, Green (2007) asserted that the most significant challenge was the view held by college leaders, community members and boards of trustees that international education is less important, perhaps, even irrelevant, when compared to priorities linked to the locally-focused missions of their institutions, including remediating students who are not college ready or graduating workforce ready employees (pp. 18-19).

Contrary to Green’s assertions, the presidents studied successfully adopted strategies to engage their leadership teams, community groups and governing boards in a sustainable comprehensive internationalization process. The presidents developed opportunities giving stakeholders a voice in strategic decisions related to internationalization; and identified ways to be responsive to the changing education and training needs of constituent groups navigating a more complex world.

In the three case studies, trustees in nearly all instances were required to reside in their college’s service district in order to be appointed; and two of the three colleges relied on county financial support as one of three funding streams supporting college operations. In all three cases, presidents engaged trustees as strategic partners in the internationalization process.

The six governing board members (two from each college) who participated in this research study articulated the importance of internationalization in several ways. Across the three case studies, for example, the trustees articulated the importance of preparing domestic students for an increasingly interconnected and diverse world; and
reflecting the fundamental fiduciary role performed by boards of trustees, they valued the financial benefits derived from international students paying non-resident tuition. In different ways and to varying degrees, however, the presidents in all three case studies asked their governing board members to do more than appreciate the educational advantages and improved financial position gained through internationalizing. The presidents facilitated opportunities for trustees to lead on internationalization in order to optimize their value to the organization they governed.

The trustees at Highline described with pride the college’s growing state, national and international reputation and the recognition earned because of the president’s leadership and advocacy for international education. President Bermingham readily exploited their enthusiasm by creating opportunities for trustees to champion the college’s capacity for international education with international partner higher education institutions, ministries of education and multi-national funding organizations; and in the United States at the federal, state and local levels with government officials, international organizations, funding sources, and business leaders.

Dr. Haynes at TC3 facilitated opportunities for trustees to sustain interaction with international colleagues when they visited campus; and one trustee travelled to Latin America to deliver workshops on effective governance at partner universities. Moreover, embracing the “strategic inclusion” concept, President Haynes made sure that succession planning with trustees included internationalization as “an integral part of the conversation when an institution faces a moment of significant change” (Hudzik, 2015).

In summer 2017, the college will lose 125 years of institutional knowledge about internationalization when President Haynes, and his vice president and director for global
programs formally retire. In an effort to bridge internationalization to the next administration, the governing board members who participated in this research study confirmed that viable candidates for president would be required to demonstrate an understanding of internationalization in a community college context. Moreover, the entire Board of Trustees approved President Haynes’ recommendation to hire a senior-level administrator for internationalization before the retirements and installation of a new president to help ensure internationalization is a vital part of the leadership transition.

President Hetherington at Howard appointed board members to serve on task forces examining international education as part of the college’s commission structure for engaging community leaders. Based on the evidence that informed their deliberations, the trustees and their fellow task force members recommended that the college infuse global perspectives into the general education curriculum, develop professional development opportunities for faculty and staff focused on global issues, and create a center for global excellence. Additionally, Dr. Hetherington worked with the board of trustees to revise and renew the board’s policy on international education that enumerated strategies and declared that the governing board was committed to actively advocating that the college continue to internationalize.

While they each employed different strategies, the three presidents successfully achieved what Hudzik (2015) described as “strategic inclusion.” In other words, they recognized that achieving consensus on specific programs became less important than including internationalization in essential planning and decision-making; and the
presidents focused on trustees in particular to ensure the sustainability of the internationalization process moving forward.

**Three Case Studies: Vulnerabilities and Core Competencies**

In terms of institutionalizing internationalization, the analysis of the data reveals vulnerabilities as well as noteworthy core competencies and strategies. Over the years, faculty-driven efforts at Highline College produced institutional learning outcomes, a mission statement, strategic initiatives and hiring rubrics to reinforce the value of diversity and global perspectives to the institution. Given the dependence of community colleges on adjunct instructors and the inevitable turnover of committed full time faculty and staff, however, the long-term prospects for ensuring a shared commitment to these values may prove difficult. Achieving strategic control over international revenues, however, represents the most enduring strategy employed by President Bermingham at Highline for institutionalizing internationalization.

The financial model directs all international student tuition and fees to a restricted fund in the college foundation. The funds support instruction, the international student programs office, faculty professional development, international travel, and scholarships for international students and study abroad, and contingency funds for each member of the executive staff.

Under Dr. Haynes’ leadership, Tompkins Cortland Community College (TC3) developed core competencies in partnership-based, dual-degree summer programming that yielded much needed revenues for the college. The governing board members have an interest from a fiduciary perspective to ensure the continuation of these relationships
and revenue streams. The college is on the threshold of significant change in leadership; however, with the three primary drivers of the internationalization effort retiring.

It is difficult to hand over relationships built over a period of decades to someone else and, therefore, the college’s internationalization process is vulnerable. Nevertheless, the care taken over the years to articulate course-by-course the transfer of credits from sister institutions to TC3 is one tangible and institutionalized asset that can be leveraged moving forward.

At Howard Community College, significant enrollment gains have produced vertical growth in administration which has precluded integration and stymied opportunities for synergies among the three distinct units administering international programs; and faculty expressed frustration with navigating the complexities of the administrative structure. President Hetherington, however, has developed a particularly well-organized, enduring, and, perhaps, replicable means for accelerating the internationalization process at a community college.

In a systematic way every five years, the president convenes a commission on the future of the college that relies on a task force structure to explore five themes, including global education. In the last iteration, 140 members of the local and campus communities served on the various task forces.

It is important to point out that global education is not the sole focus of the commission’s work, but is integral to it. Moreover, as evidenced in the data, the commission mechanism supported systematic community engagement and the sustained dialogue informed the college’s strategic thinking and actions on international initiatives.
Significance of the Study

In recent decades, technology has transformed the U.S. economy and reinforced the importance of community colleges. It is estimated that 63% of jobs created through 2018 will require more than a secondary education. The industrial revolution that compelled the nation to build a strong K-12 educational system to train citizens for work in manufacturing has been supplanted by a technology revolution requiring a robust post-secondary education system graduating students prepared for a knowledge-based economy (Carnevale et al., 2010). In the context of an increasingly interconnected world, therefore, community colleges face the twofold responsibility of increasing educational attainment and providing international learning opportunities, so that students are qualified for the jobs of the future and prepared to navigate the complexities of globalization.

Community colleges educate a disproportionate share of minority, first generation, and first time in college students; and a significant number of older, part-time, and economically disadvantaged students (AACC, 2016a). If internationalization does not become an institutional imperative at community colleges, we risk disenfranchising these students.
CHAPTER EIGHT – CONCLUSION AND RECOMMENDATIONS

Conclusion

The data collected revealed that the presidents in all three case studies communicated an aspirational view for internationalization that resonated because it reflected what Birnbaum described as the collective aims and cultural norms of their higher education institutions (1992). Moreover, the presidents gained legitimacy with the communities they served because they actively listened to stakeholders and gave them a voice in shaping strategic directions for internationalization. Equally important, the presidents did what Kotter (1996) regarded as critical for extraordinary leaders. They thought long-term and derived meaning and motivation from a compelling vision.

The evidence revealed that the three presidents employed different strategies; the internationalization process at each site was not without its problems; and gaps in programming clearly existed in all three campus settings. One college, for example, did not offer study abroad programming, but had secured a capacity-building grant to fill this gap. Another college had tried but failed to build a robust international (F-1 visa) program, but had taken steps to build an ESL pipeline to increase enrollments. Nevertheless, the presidents largely overcame traditional barriers to internationalization faced by community colleges as described in the literature (Boggs, 2007; CIGE, 2012; Green, 2007; Raby, 2012). The evidence confirmed, for example, that internationalization was not peripheral to the core purposes of the three community colleges studied. The presidents, their leadership teams and trustees did not engage in parochial thinking, but instead embraced internationalization. These campus leaders did not rely on a narrow set of initiatives, but linked interrelated programs to a larger coherent strategy as called for
by scholars such as Hudzik (2011). Additionally, all three presidents recognized the need to invest in faculty and staff professional development to generate the requisite intercultural competence and confidence for creating a learning environment that prepares students for both their responsibilities and opportunities in global knowledge economy.

By encouraging trustee leadership, establishing sustainable business models for continued or even accelerated programmatic action, and by including internationalization in essential planning and decision-making, the presidents achieved what Hudzik (2011) described as the far reaching support and consensus required for internationalization to be viewed as an institutional imperative.

**Framing Internationalization Differently in the Community College Context.**

Reconsidering the relationship between global and local may generate different ways of thinking about community college internationalization strategies. Community colleges are arguably among the disadvantaged institutions struggling to respond to the forces of globalization (Boggs, 2007; CIGE, 2012; Green, 2007). This research study suggests that part of the challenge may be what Cantwell and Maldonado-Maldonado (2009) described as a tendency by disadvantaged institutions to accept both the status quo globalization/internationalization paradigm and the inherent presumption that the local is subordinate to the global (p. 303). Cantwell, et al. asserted that higher education can move beyond default reactions to globalization by intentionally exploiting global opportunities for local benefit. In other words, international initiatives designed to engage global expertise and networks to realize local priorities can rebalance the dynamic between global and local on both theoretical and practical levels (pp. 291-304).
The presidents of Highline, TC3 and HCC rebalanced the interplay between local and global. These leaders did not try to mimic strategies employed by other institution-types. Instead they engaged their boards of trustees and other community stakeholders, invested in faculty and staff development, advanced an internationalization strategy, and exploited international revenue streams to build capacity for internationalization. They leveraged their educational expertise to educate students from other countries, contribute to international development projects, grow faculty and staff intercultural competence, facilitate faculty exchanges, deliver instruction in English and other world languages, and provide domestic students opportunities to experience different cultures. Their successes and failures suggest that community college presidents may benefit from reimagining how they can optimize the benefits of globalization for their students and the communities they serve; perhaps, starting with a steadfast focus on growing internationalization at home and in the curriculum.

**Community Colleges: Preparing Students for a Knowledge Economy.** Given that the United States was male-dominated and racially segregated in the mid-20th century, the Truman Commission’s 1947 report calling for greater access to higher education and the creation of community colleges to serve populations historically excluded has been described by scholars as “radical” (Quigley & Bailey, 2003). Prior to the 1980s, few presidents predicted that international education would become part of the community college mission and curriculum, but immigration, the growing integration of national economies, and the National Security Act passed by Congress in 1991 contributed to a change in thinking (Fersh & King, 1992). In recent decades, technology has transformed the U.S. economy and reinforced the importance of community colleges.
Carnevale, et al. (2010), for example, estimated that 63% of jobs created through 2018 will require more than a secondary education.

If the industrial revolution compelled the nation to build a strong K-12 educational system to train citizens for work in manufacturing, this research study suggests that the technology revolution requires a robust post-secondary education system graduating students prepared for a knowledge economy and international economic integration. In the context of an increasingly technological and interconnected world, therefore, community college presidents face the two-fold responsibility of increasing educational attainment and providing international learning opportunities.

**Limitations of the Study**

The longevity of the presidents selected for participation was a limitation of the study since findings were less generalizable to new presidents seeking to internationalize their community colleges. In an effort to mitigate this limitation, the interview protocol included questions for presidents that elicited their recommendations for new presidents and every effort was made to capture in the case study narratives the historical development of the internationalization process on each campus.

In an effort to convey consistent information to each of the three designated liaisons shaping the campus visit at their respective institutions, a briefing memorandum (see Appendix A) was prepared for distribution to campus stakeholders. The memorandum included an interview roster by position; however, a limitation of the study was that the presidents and their leadership teams decided which trustees, administrators, faculty and staff would participate in the interviews.
The researcher’s relationship to the research setting was complex and potential researcher bias was a limitation to the study. The researcher enjoyed personal relationships with community college association leaders, trustees, presidents, senior international officers, and faculty; and brought campus-level and national leadership on international education at community colleges to the research study. The professional relationships and leadership roles did yield insights into the dynamics within different constituent groups and, at times, the political motivations behind decisions or institutional changes. In other words, the researcher’s tacit theories regarding change in the community college sector were based on first-hand experiences. Since the intent of this qualitative investigation was to represent the perspectives of the individuals in the study, the researcher deliberately refrained from imposing his own perspectives and reaching his own conclusions.

**Strengths of the Study**

Given current world events, including the exodus of refugees from the Syrian conflict; and the tragedies in Brussels, Belgium; Nice and Paris, France; Orlando, Florida; Boston, Massachusetts, and San Bernardino, California; and the xenophobia exhibited recently by some U.S. political leaders, advocating for comprehensive internationalization of community colleges required a thoughtful approach. This study did not take a stand on divisive and complicated global issues. U.S. higher education has a responsibility to prepare all students for a technology-driven, knowledge-based, global economy so that America can sustain its competitiveness and individual students can optimize their opportunities in an interconnected world. U.S. community colleges educate nearly 50% of the nation’s undergraduates, including a significant share of
minority, first generation and low-income students. In this context, building institutional capacity at U.S. two-year colleges for international education is a matter of serving the public good and promoting equal opportunity access to international education.

**Implications for Future Research**

The research study found that leadership from the chief academic officer in the community college context is critical to anchoring internationalization in the core purposes of the institution. One potential opportunity for future research would be to examine the internationalization process when led by a chief academic officer as compared to a senior international officer with an explicit mandate to work full-time on comprehensive internationalization at a community college.

The presidents in this research study facilitated opportunities for trustees to lead on internationalization in order to optimize their value to the organization they governed. One potential opportunity for future research would be to explore the degree to which trustees throughout the United States understand the globalization-internationalization paradigm and serve as advocates for greater internationalization of their community colleges.

Community colleges are currently enjoying extraordinary relationships with foundations and other funding and research groups that are committed to the idea of increasing the number of students completing a certificate or degree. One potential opportunity for future research would be to study the impact of study abroad on persistence and completion among community college students.
Recommendations

Campus Diversity: A Strategic Lever. In addition to serving a disproportionate share of minority students compared to their four-year college counterparts (AACC, 2016a), community colleges educate more resident aliens and foreign born citizens than four-year undergraduate institutions. Thirty percent of community college students are either first generation or foreign born U.S. citizens (AACC, 2015a). Given the barriers to study abroad faced by domestic students and the uneven capacity among community colleges for recruiting international students, intentionally creating campus learning environments that celebrate the cultural diversity already present on campuses represents a strategic lever available uniquely to community colleges for broadening domestic students’ perspectives about themselves and their place in an increasingly interconnected world.

Money Matters: Developing a Sustainable Financial Model. Leveraging Washington state policy and enjoying governing board support, Dr. Bermingham at Highline created a sustainable financial model that reinvests in internationalization and provides financial resources to support the institution’s other operational and strategic priorities. The financial model appeals to individuals with fiduciary responsibilities because revenues are equivalent to 10% of the college’s annual budget. Faculty and staff leaders value the arrangement because a share of the funds generated are routinely invested in international initiatives, including professional development opportunities in other nations. Community colleges with the mandate, resources, and capacity to grow international student enrollments, deliver profitable, international contract training or monetize other competitive advantages in an international setting could benefit from
adapting the Highline financial model which enjoys grassroots support and governing board sanction to fit their institutional context.

**Thinking Anew: Community Colleges Need a New Organization.** If one accepts that continued globalization is inevitable and that community colleges must respond to global forces by creating capacity for comprehensively internationalizing, then establishing a new organization to bring coherence to a long-term, strategic and collective effort is a national imperative. Instead of embracing the idea that the local is subordinate to the global (Cantwell, et al. 2009), community college leaders need to develop opportunities for trustees, presidents and other stakeholders to learn more about the impact of global forces, to develop a shared vocabulary for talking about the phenomenon, and to promote international initiatives that intentionally exploit global opportunities for local benefit. In my view, boards of trustees are the fiduciaries best positioned to affirm as a national imperative the need to prepare students for a knowledge economy and international economic integration. Trustees engaging trustees can marshal the resources and generate the momentum for thinking anew and creating a new association for community college internationalization.
COMMUNITY COLLEGE INTERNATIONALIZATION:
THE ROLE OF PRESIDENTIAL LEADERSHIP

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Graduate School of Education
University of Pennsylvania
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Email: mb.upenn@gmail.com

RESEARCH QUESTIONS

The purpose of this research study is to understand how presidents assert
leadership and create organizational capacity for comprehensively internationalizing their
public community colleges. Specifically, this study will explore the following questions:

4. What is the president’s role in creating a campus culture that prioritizes
comprehensive internationalization?

5. What strategies and action steps for change do presidents employ to
sustain a comprehensive internationalization process?

6. How do presidents make comprehensive internationalization integral to
an institution’s ethos?

By examining how leaders constructed meaningful, aspirational frameworks to
internationalize comprehensively their campuses, this research study seeks to inform the
work of community college presidents committed to creating learning environments that
educate students for a changing and interdependent global community.
DATA COLLECTION

Participating colleges are asked to identify a liaison to assist with data collection to support this research study. During a 3-day campus visit, I intend to interview the president and nine other individuals. Additionally, I propose to collect a variety of institutional documents demonstrating the College’s commitment to international initiatives.

INTERVIEWS

- Interview sites should afford privacy (personal office or private conference room setting).
- Ideally, three to four interviews will be scheduled each day with breaks between interviews.
- Participants will be interviewed individually (not in groups).
- Interviews will be digitally recorded and professionally transcribed.
- Participation is strictly voluntary and participants may withdraw at any time.

I request the opportunity to engage the president in a substantive, 90-minute interview at the beginning of the campus visit; and a 30-minute follow-up session after concluding interviews with multiple stakeholders representing different constituent groups on campus.

In consultation with the campus liaison designated by the president, I propose to invite nine individuals to participate in 60-minute interviews each. By involving persons serving in different capacities (see chart below), I expect that participants will contribute to a robust, in-depth examination of the president’s role in comprehensive internationalization. The College liaison will be asked to kindly ensure that each
interview participant complete an “Interview Participant – Contact Information and Profile” form (see pages 5-10).

<table>
<thead>
<tr>
<th>INTERVIEW ROSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>President</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Board of Trustees Member</td>
</tr>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Senior International Officer</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>Staff</td>
</tr>
</tbody>
</table>

Since selection criteria led to specific presidents and sites, I cannot guarantee confidentiality with respect to participants’ identities; however, I intend to conduct interviews in settings that protect the privacy of individual research participants. In
advance of on-campus interviews, I will provide the study’s research questions, a summary of the study proposal, and consent forms for review and signature by interview participants.

DOCUMENTS

To provide additional context for understanding the president’s role in comprehensive internationalization, the designated liaison and others are asked to assist with collecting documents that demonstrate the institution’s commitment to international initiatives. The following list is not exhaustive, but suggests the types of documents that would be helpful.
<table>
<thead>
<tr>
<th>DOCUMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Resume and Biography</td>
<td>Evidence of president’s leadership role(s) and/or membership in international organizations; and details on service to college including start/end dates, titles, and scope of responsibilities for different positions served at the institution prior to becoming president.</td>
</tr>
<tr>
<td>Mission and Vision</td>
<td>Current mission and vision statements (and previous versions if available); evidence that institutional messaging includes international.</td>
</tr>
<tr>
<td>Board Action</td>
<td>Evidence of board discussion and/or action on international initiatives.</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Evidence that internationalization is strategically included in essential institutional planning and decision-making processes. Data on college-wide advisory groups/committees focused on international initiatives.</td>
</tr>
<tr>
<td>Foundation Priority</td>
<td>Evidence that fund raising goal(s) include international initiatives.</td>
</tr>
<tr>
<td>Position Descriptions</td>
<td>In addition to SIO position description, evidence that administrator, faculty, and professional position descriptions reference international.</td>
</tr>
<tr>
<td>Budget Data</td>
<td>Financial data on institutional budgetary resources dedicated to international initiatives, including funds for personnel, travel, professional development, contracted services, memberships, etc.</td>
</tr>
<tr>
<td>Externally funded</td>
<td>Evidence that contracts, grants, and other external funding sources supported international initiatives.</td>
</tr>
<tr>
<td>International (F-1 visa) enrollment data</td>
<td>Trend data on international student enrollment over a period of years (similar to data reported to IIE Open Doors)</td>
</tr>
<tr>
<td>Study Abroad enrollment data</td>
<td>Trend data on study abroad participation by students over a period of years (similar to data reported to IIE Open Doors).</td>
</tr>
<tr>
<td>Curriculum Initiatives</td>
<td>Evidence of curricular (international/intercultural) innovation.</td>
</tr>
<tr>
<td>Institutional partnerships</td>
<td>MOUs, program evaluation reports, press releases, published articles, and presentations on linkages with organizations in other nations.</td>
</tr>
</tbody>
</table>
Please provide Contact Information and Profile (complete fill-in form, rename document, and save) and return via email to mb.upenn@gmail.com.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Mailing address:</td>
</tr>
<tr>
<td>Email address:</td>
</tr>
<tr>
<td>Office phone:</td>
</tr>
<tr>
<td>Cell phone:</td>
</tr>
<tr>
<td>Describe contribution to international initiatives:</td>
</tr>
</tbody>
</table>
APPENDIX B. INTERVIEW PROTOCOL FOR PRESIDENTS

1. How did you personally come to believe that international education was important?
   o Was your interest the result of specific academic pursuits, international experiences or the influence of other individuals?

2. How would you describe your role in internationalizing your campus?
   o In what ways have you been able to internationalize your campus?

3. How did you establish internationalization as a priority for the college?

4. How did you get others to share your vision for internationalization?

5. What were some of the challenges you encountered during the internationalization process?

6. How is your role in the internationalization process different today than when you started?

7. How do you see faculty contributing to the internationalization process?

8. What do you think is needed to sustain the internationalization process?

9. How do you see international education improving students’ understanding of diverse cultures and different countries?

10. How have you involved the board of trustees in the internationalization process?

11. Looking ahead, as you start thinking about leaving the institution, what things can you do so that the college continues your emphasis on international education?

12. What recommendations do you have for new presidents who want to internationalize their campuses?
APPENDIX C. INTERVIEW PROTOCOL FOR BOARD OF TRUSTEES

1. As a trustee, what aspects of international education do you and your fellow board members hear about?

2. In what ways has your president provided leadership on international education?

3. As a trustee, do you think the local community supports and considers international education important?
   - How have community members been involved in international education at the college?

4. How do you see international education improving students’ understanding of diverse cultures and different countries?

5. Looking ahead to your next presidential search, what can you do to continue the current emphasis on international education?
APPENDIX D. INTERVIEW PROTOCOL FOR ADMINISTRATORS AND STAFF

1. How did you personally come to believe that international education was important?
   o Was your interest the result of specific academic pursuits, international experiences or the influence of other individuals?

2. How would you describe your role in internationalizing your campus?
   o In what ways have you been able to internationalize your campus?

3. Do you think internationalization is a priority for the college?

4. What do you see as your president’s vision for international education?

5. What were some of the challenges you encountered during the internationalization process?

6. How do you see faculty contributing to the internationalization process?

7. What do you think is needed to sustain the internationalization process?

8. How do you see international education improving students’ understanding of diverse cultures and different countries?

9. How has the president involved the board of trustees in the internationalization process?

10. When your current president leaves, what do you think it will take to continue the emphasis on international education?

11. Do you have suggestions for your peers at sister community colleges on ways they can support their presidents to internationalize their campuses?
APPENDIX E. INTERVIEW PROTOCOL FOR FACULTY

1. How did you personally come to believe that international education was important?
   o Was your interest the result of specific academic pursuits, international experiences or the influence of other individuals?

2. How would you describe your role in internationalizing your campus?
   o In what ways have you been able to internationalize your campus?

3. Do you think internationalization is a priority for the college?

4. What do you see as your president’s vision for international education?

5. How do you see faculty contributing to the internationalization of the curriculum and co-curriculum?

6. Does the college facilitate professional development opportunities for you and your faculty colleagues to engage topics related to international education?

7. How do you see international education improving students’ understanding of diverse cultures and different countries?

8. When your current president leaves, what do you think it will take to continue the emphasis on international education?

9. Do you have suggestions for your peers at sister community colleges on ways they can support their presidents to internationalize their campuses?
## APPENDIX F. HIGHLINE INTERNATIONAL GRANTS

<table>
<thead>
<tr>
<th>Project I.</th>
<th>Education, Democratization, &amp; Development: South Africa, Namibia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award/Completion</td>
<td>$62,000 U.S. Department of State. Fulbright Groups Projects Abroad. Completed June 2000</td>
</tr>
<tr>
<td>Partners</td>
<td>K-12 schools located in Highline service area</td>
</tr>
<tr>
<td>Purpose</td>
<td>Send 8 HCC faculty and 3 K-12 teachers to South Africa and Namibia to engage in research topics, develop materials and gather information for their respective institutions, to internationalize courses, and to disseminate the materials collected to other interested schools and colleges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project II.</th>
<th>Building Capacity for Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award/Completion</td>
<td>$50,000 U.S. Agency for International Development. Completed Spring 2001</td>
</tr>
<tr>
<td>Partners</td>
<td>National Access Consortium Western Cape (NACWC), Shoreline Community College, Community Colleges of Spokane</td>
</tr>
<tr>
<td>Purpose</td>
<td>Assist NACWC to build its institutional capacity to deliver training to organizations and institutions involved in workforce development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project III.</th>
<th>Developing a Transformational Model in furthering Education and Training for Economic Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award/Completion</td>
<td>$50,000 U.S. Agency for International Development. Completed Spring 2003</td>
</tr>
<tr>
<td>Partners</td>
<td>National Access Consortium Western Cape (NACWC), Community Colleges of Spokane</td>
</tr>
<tr>
<td>Purpose</td>
<td>To develop a Center for Extended Learning as a model for outreach and training to business, industry, and public sector communities to provide contract training and support of micro-enterprise initiatives in South Africa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project IV.</th>
<th>Using Technology for Outreach and Training in South Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award/Completion</td>
<td>$50,000 U.S. Agency for International Development. Completed September 2003</td>
</tr>
<tr>
<td>Partners</td>
<td>National Access Consortium Western Cape (NACWC)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To set up computers in four community locations to enhance training capabilities of NACWC partners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project V.</th>
<th>International Development Partnership: Higher Education Linkages with Namibia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award/Completion</td>
<td>$100,000 U.S. Agency for International Development. Completed Spring 2001</td>
</tr>
<tr>
<td>Partners</td>
<td>Polytechnic of Namibia, Eastern Iowa Community College District</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Create Centre for Entrepreneurial Development at the Polytechnic to enhance human resource-building capacity and linkages with business community.</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Project VI.</strong></td>
<td><strong>Sustainability of Higher Education Linkages with Namibia</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$100,000 U.S. Agency for International Development. Completed September 2003</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Polytechnic of Namibia, Eastern Iowa Community College District</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Develop a Centre for Teaching and Learning to address ongoing faculty development in teaching methods and use of technology in the classroom; and create assessment tools for measuring student learning and contract training outcomes.</td>
</tr>
<tr>
<td><strong>Project VII.</strong></td>
<td><strong>Using Technology to Enhance Education and Training in Namibia</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$50,000 U.S. Agency for International Development. Completed September 2003</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Polytechnic of Namibia</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Install computers in Polytechnic’s remote center to begin the transition from correspondence courses to distance education. Enhance student communication with instructors and fellow students through email and web-based technologies.</td>
</tr>
<tr>
<td><strong>Project VIII.</strong></td>
<td><strong>Retaining Under-Represented Students in Technology and Applied Science</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$100,000 U.S. Agency for International Development. Completed September 2004</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Cape Technikon, Cape Town, South Africa</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Develop strategies for early identification of disadvantaged students interested in applied science and technology studies. Develop capacity for student support services and tracking systems measuring student retention.</td>
</tr>
<tr>
<td><strong>Project IX.</strong></td>
<td><strong>Internationalizing the Curriculum</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$146,447 U.S. Department of Education Title VIA. Completed June 2002</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Internal to Highline</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Augment study of Pacific Rim countries by developing modules and courses in a variety of program/subject areas. Strengthen foreign language offerings by adding two years of Chinese and a second year of Japanese.</td>
</tr>
<tr>
<td><strong>Project X.</strong></td>
<td><strong>Connecting to the Global Marketplace</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$131,000 U.S. Department of Education Title VIB. Completed August 2002</td>
</tr>
<tr>
<td>Project</td>
<td>Purpose</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>XI</td>
<td>Retaining Under-Represented Students in Technology and Applied Science</td>
</tr>
<tr>
<td>XII</td>
<td>Entrepreneurship Across the Curriculum in Science, Engineering, and Technology</td>
</tr>
<tr>
<td>XIV</td>
<td>Internationalizing the Curriculum, Augmenting Foreign Language Offerings, Involving the Community</td>
</tr>
<tr>
<td>Project</td>
<td>Purpose</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Project XV.</td>
<td>Globalize campus through of series of interconnected activities including developing curriculum, expanding faculty capacity for assessing curriculum, and adding 1st year Arabic. Involve the College’s surrounding ethnic communities in the globalization enterprise through a series of community forums and service learning projects.</td>
</tr>
<tr>
<td>Project XVI.</td>
<td>Send three K-12 teachers, one Puget Sound Early College administrator, one Central Washington University and seven Highline faculty members to South Africa and Namibia for four weeks to enable them to add internationalized modules to their courses and create opportunities for partnerships.</td>
</tr>
<tr>
<td>Project XVII.</td>
<td>Develop export capacity of small/medium firms in greater Seattle; internationalize Highline business curriculum to serve non-traditional, mid-career, part-time students; assist four small/medium firms to develop import/export relationships with firms in China; and conduct a Trade Exhibit to Yangzhou in 2008 and 2009.</td>
</tr>
<tr>
<td>Project XVIII.</td>
<td>Create a one-year certificate program at NMMU to prepare students from formerly disadvantaged groups for jobs at firms engaged in regional and international trade.</td>
</tr>
<tr>
<td>Purpose</td>
<td>Provide non-elite students from Africa, Asia and Latin America the opportunity to study in a professional technical field for one year and develop leadership skills.</td>
</tr>
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</tr>
<tr>
<td><strong>Project XIX</strong></td>
<td><strong>The Community College Faculty Administrator Program, Indonesia</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$459,520 Cooperative Agreement between U.S. Department of State and Community Colleges for International Development – Completed 2013.</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>18 Indonesian polytechnics and Kapi‘olani Community College</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Expose faculty and administrators from Indonesian higher education institutions focused on workforce education to U.S. community colleges.</td>
</tr>
<tr>
<td><strong>Project XX.</strong></td>
<td><strong>Planning grant - Creating Educational Pathways to High Skills Employment</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$183,730 U.S. Agency for International Development; Broader Middle East and North Africa Initiative. Completed March 2012</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Mataria Technical College, Cairo, Egypt</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Piloted training of faculty and administrators around approaches to effective workforce training methods. The effort was interrupted by the Egyptian revolution.</td>
</tr>
<tr>
<td><strong>Project XXI.</strong></td>
<td><strong>Project grant - Creating Educational Pathways to High Skills Employment</strong></td>
</tr>
<tr>
<td><strong>Award/Completion</strong></td>
<td>$374,989 U.S. Agency for International Development; Broader Middle East and North Africa Initiative. Completed June 2015</td>
</tr>
<tr>
<td><strong>Partners</strong></td>
<td>Mataria Technical College, Cairo, Egypt</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Create capacity to build business and industry partnerships, employ evidence-based pedagogies and assessment methods. Establish training center for other Polytechnics.</td>
</tr>
</tbody>
</table>
REFERENCES


DiSalvio, P. (2015). New Directions for Higher Education: Q&A with Deborah Floyd on Community Colleges Offering Bachelor's Degrees (pp. 1-1).


Fersh, S., & King, M. (1992). Integrating the international/intercultural dimension in the community college. Retrieved from


HCC. (2016k). International student census fall 2015. Retrieved from Columbia, Maryland:


HCC. (2017a). HCC guest data report. Retrieved from Columbia, Maryland:

HCC. (2017b). HCC study abroad enrollment data report. Retrieved from Columbia, Maryland:

HCC. (2017c). HCC study abroad scholarship data report Retrieved from Columbia, Maryland:


HCC. (2017e). International student census fall 2016. Retrieved from Columbia, Maryland:

HCC. (2017f). Organizational Chart Student Services. Retrieved from Columbia, Maryland:


IIE. (2016c). Gilman Scholarship Program. Retrieved from http://www.iie.org/Programs/Gilman-Scholarship-Program#.WLYo4m8rLIU


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