ORGANIZATIONAL CHANGE AND INTERNATIONAL STUDENT ENROLLMENT: A MULTIPLE CASE STUDY OF THREE U.S. HIGHER EDUCATION INSTITUTIONS

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE UNIVERSITY OF HAWAI‘I AT MĀNOA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

MAY 2014

By

Curtis A. Washburn

Dissertation Committee:

Christopher S. Collins, Chairperson
 Bayoan Cheng
 Ronald H. Heck
 Samuel D. Museus
 Deane E. Neubauer

Keywords: Organizational Change, International Student Enrollment
Dedication

To the spirit of wanderlust that exists in students of all types to seek knowledge and wisdom in other lands

To the institutions that seek to create global and intercultural understanding and collaboration through

To my wife Eva, who embodies both of the qualities listed above, and whom I express my gratitude for her faith, encouragement and support.
Abstract

The purpose of this study was to explore the impact of increasing international student enrollment in three distinct U.S. higher education institutions on organizational change. The study used a qualitative, multiple case study approach with a cross case analysis in order to compare the experiences of different institutions based on their unique organizational cultures. The research findings were grounded in literature regarding globalization and internationalization, organizational culture, academic capitalism, and organizational change. Participants among the staff, faculty, and administration from the institutions studied provided insight regarding their experiences of change in relation to institutional attempts to recruit international students.

The findings suggest that the experience of internationalization in various institutions does not readily conform to the prevailing literature. Results also show that organizational culture is an integral element in how an institution’s perceptions of the need or desire to recruit international students. Also, organizational culture has a strong impact on the strategies of change an institution will employ. The findings indicate distinct differences in change as experienced by private, public, religious, and secular institutions.
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List of Abbreviations

APRU – Association of Pacific Rim Universities

GATS – General Agreement on Trade in Services

HEI – Higher Education Institution

IIE – Institute for International Education

IMF – International Monetary Fund

NAFSA – The Association of International Educators

PECC – Pacific Economic Cooperation Council

WES – World Education Services
Chapter 1. Introduction

In 2012 I participated in a state consortium brought together by senior government administrators, including a variety of colleges and universities, the Chamber of Commerce, and other business entities. We were tasked with attempting to double the number of international students enrolled in our state within the next five years. The discussion at these meetings was purely economic. There was no discussion as to whether such an effort fit with the mission of the institutions involved or how it might affect the local populations of students. It was presented as a desirable development.

Some of the discussions included how we should define an international “student” and how to measure success. We considered several options, including students who enroll for a degree-seeking program, all undergraduate students, or possibly an aggregate number including undergraduates and graduate students. We discussed how to classify students who come for short term educational programs that are linked to a university but may not be considered part of a degree program. One administrator at a local institution suggested counting students the same way that the tourist industry counts visitors: by the number of nights spent in a bed in our state. There was some agreement that this seemed to be an acceptable way to account for international students. Outcomes such as retention or graduation rates were not discussed. Noticeably missing from these conversations was any discussion regarding service to the foreign students and their unique social, cultural, and educational needs. One eventual agreement from these conversations was that, as a state, we were concerned primarily with increasing the number of undergraduate rather than graduate students. The reason we agreed upon is simple: the impact to the state’s economy is greater if a student stays four years or longer, as opposed to two years. Also, graduate students are often funded through grants and scholarships, while
undergraduates pay out-of-state tuition rates and are often not eligible for financial aid. The effort to bring state government and institutions of higher education together for economic gains highlights the advancement of market-like behaviors in the higher education context.

The forces of globalization are influencing the functions and processes of higher education institutions in many nations. There is disagreement regarding the extent to which institutions are experiencing change as a result. In this study the literature of globalization, internationalization, organizational culture, academic capitalism, and organizational change is used as background. Using a qualitative multiple case study method, data were collected and analyzed to determine how higher education institutions (HEIs) are experiencing change as a result of the recruitment and enrollment of international students. This study adds to an understanding of the challenges that HEIs and international students face in the current phenomenon of increasing cross-border student enrollment in U.S. institutions of higher education. In this study the terms “international student” and “cross-border student” are used interchangeably. Both terms refer to students who leave their home country to study in another nation.

Higher education institutions throughout the United States and other countries are experiencing significant increases in the number of international students enrolled on their campuses. Aoun (2012) described this effort as possessing a “gold rush mentality” (p. 37) with expectations of vast riches and resources that will come to an institution with the simple act (metaphorically speaking) of dipping its pan into international waters and coming out with a first year class full of gold nuggets. The opening paragraph is an example of this phenomenon in one state. Wealthy international students often do not receive financial aid, they pay higher tuition
rates, tend to live on campus, and often spend extra years in college if they require additional language skills prior to beginning college level courses. The addition of large numbers of international students may present challenges to a university that may not have created an infrastructure on campus designed to meet the unique needs of international students.

Often, cross-border students are recruited intentionally to help meet enrollment and fiscal goals. Although international students in the United States tend to be graduate students in larger numbers than undergraduate, there is a renewed emphasis from individual institutions, state consortia, and the federal government to recruit more foreign undergraduates. Professional associations such as World Education Services (WES) and the Association of International Educators (NAFSA) offer similar advice. The interest appears to be primarily financial. Publications produced by WES advise institutions on the “hot markets” for recruiting international students (Choudaha & Chang, 2012). NAFSA (www.nafsa.org/eis) creates national and state-by-state economic impact statements estimating economic activity generated by the enrollment of international students.

Undergraduate students are expected to stay in the country longer (four or more years rather than two), and are more likely to be self-funded (Choudaha & Chang, 2012). However, students entering a college campus from different linguistic and cultural backgrounds may have different needs and expectations from their college experience. HEIs are experiencing the impact of globalization and a perception that a student educated in the 21st century must receive an education that accounts for changes in the world order and the global economy. However, it is not clear how institutions are preparing students for that new paradigm. Hawkins (2012) concluded that many institutions engage in the rhetoric of globalization primarily for marketing purposes and that most institutional efforts aimed at responding to globalization are
“unsystematic, scattered, [and] lack traction, illustrating once again, how difficult it is to annex change in the face of the dominant paradigm of US higher education” (p. 10). The Association of International Educators (NAFSA) annually honors U.S. institutions with the Senator Paul Simon Award for Campus Internationalization. Some institutions have embraced the pursuit of internationalization, and others are apparently struggling to integrate international students into the institutional culture.

Many institutions claim that the pursuit of cross-border students is an attempt to create a more global educational experience for all students on campus. However, it is also possible that it represents greater movement in the employment of market driven behaviors by universities, also known as academic capitalism (Slaughter & Rhoades, 2004). This study explores whether increases in international student enrollment lead to organizational change within HEIs and if so, how that change is characterized.

**Background of the Study**

The annual “Open Doors” report published by the Institute for International Education (IIE) in 2012 points to significant increases in international student enrollment throughout the United States, in aggregate numbers and as a percentage of the total enrollment in higher education in the United States (see Table 1.1).
Table 1.1. International Student Enrollment and U.S. Higher Education Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Int’l Students</th>
<th>Annual % Change</th>
<th>Total Enrollment</th>
<th>% Int’l</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951/52</td>
<td>30,462</td>
<td>2.2</td>
<td>2,102,000</td>
<td>1.4</td>
</tr>
<tr>
<td>1961/62</td>
<td>58,086</td>
<td>9.4</td>
<td>4,146,000</td>
<td>1.4</td>
</tr>
<tr>
<td>1971/72</td>
<td>140,126</td>
<td>-3.2</td>
<td>8,949,000</td>
<td>1.6</td>
</tr>
<tr>
<td>1991/92</td>
<td>419,585</td>
<td>3.0</td>
<td>14,359,000</td>
<td>2.9</td>
</tr>
<tr>
<td>2001/02</td>
<td>582,996</td>
<td>6.4</td>
<td>15,928,000</td>
<td>3.7</td>
</tr>
<tr>
<td>2006/07</td>
<td>582,984</td>
<td>3.2</td>
<td>17,759,000</td>
<td>3.3</td>
</tr>
<tr>
<td>2007/08</td>
<td>623,805</td>
<td>7.0</td>
<td>18,248,000</td>
<td>3.4</td>
</tr>
<tr>
<td>2008/09</td>
<td>671,616</td>
<td>7.7</td>
<td>19,103,000</td>
<td>3.5</td>
</tr>
<tr>
<td>2009/10</td>
<td>690,923</td>
<td>2.9</td>
<td>20,428,000</td>
<td>3.4</td>
</tr>
<tr>
<td>2010/11</td>
<td>723,277</td>
<td>4.7</td>
<td>20,550,000</td>
<td>3.5</td>
</tr>
<tr>
<td>2011/12</td>
<td>764,495</td>
<td>5.7</td>
<td>20,625,000</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Table adapted from Institute of International Education: Open Doors Fast Facts (2012).

In some cases, HEIs have experienced the enrollment of international students doubling or tripling in the last five years. WES predicts that “enrollment growth at the Bachelor’s level is set to outstrip growth at the Master’s and Doctoral levels” and that “some institutions are viewing this trend as a solution to current fiscal challenges” (Choudaha & Chang, 2012, p. 2).

Administrators of colleges and universities sometimes perceive students as economic inputs without consideration of the unique needs and experiences that students from different cultural backgrounds and different linguistic abilities bring to campus. It also appears that some institutions are unprepared for the significant resources required to effectively recruit and serve cross-border students at American HEIs. Although many universities justify the recruitment of international students as an attempt to educate the global citizens of the future and to create diversity, it is also clear that many institutions are involved in recruiting international students for financial reasons (Fischer, 2011). Studies of foreign student perceptions appear to indicate
that students admire the academic culture in the United States (Chow, 2011). However, there are also signs that some international students face difficulties in an environment they are unprepared for (Bauer, 1998; Fischer, 2011; Harper & Hurtado, 2007; Lee, 2007). The negative experience of some international students is an issue involving institutions in the United States and in other countries that are recruiting cross-border students. Universities in Australia and New Zealand report challenges in managing the infusion of international students and the occurrence of cultural conflicts on their campuses and in surrounding communities (Campbell, 2008; Hare, 2011). Lee (2007) found that many international students enrolled at American HEIs experience neo-racism, defined as “discrimination based on culture and national order” (Lee, 2007, p. 389) as they attempt to navigate higher education in a new culture.

**Purpose**

The purpose of this study was to explore how institutions with different missions and organizational cultures experience change when they recruit, enroll, and serve international students. Hawkins (2012) noted that “the internationalization of higher education…is moving forward at a rapid pace, a juggernaut in the context of globalization” (p. 106). If this trend continues as expected, U.S. institutions may have an opportunity to utilize the changing student demographic on their campuses to create meaningful global educational experience for local and foreign students simultaneously. In this study I explored the lessons learned from various campuses that can inform the efforts of institutions engaged in internationalization. This study contributes to knowledge that can help higher education administrators understand and manage increasing international student enrollment and educate students for a rapidly changing global future.
Hawkins (2012) also commented that much literature in the area of internationalization has tended to focus on the movement of students and scholars through various regions of the globe but not much has been written regarding how the movement of students across borders is impacting institutional change. Considering the growth of international students in the United States over the last 10 years and the expectation that the number of high school graduates in the United States is expected to decrease in the next 10 years, it is apparent that many HEIs in the U.S. will have to increase their efforts to find students from outside the country if they expect to grow. Successfully integrating foreign students into the community of a U.S. based campus will be an important element of the success of institutions that hope to grow enrollment through the recruitment of international students.

**Conceptual framework**

The conceptual framework of the study is based on the literature of organizational change (Kezar, 2001, 2011) and organizational culture (Kezar & Eckel, 2002; Smart & St. John, 1996; Tierney, 1988). The presupposition of the conceptual framework is that change occurs in a series of steps that begin at the administration level and progress through a series of change points to the faculty and staff level. A visual representation of the conceptual framework is provided in Figure 1.1. The strategies employed by an institution will reflect the organizational culture and the viewpoint, or lens, through which issues and potential solutions are envisioned.

Administrators of HEIs are confronted with many challenges and problems that might threaten the long-term health of their institution. The literature on this topic suggests that some of the issues that HEIs face include the loss or threatened loss of public funding from state legislatures. Aoun (2012) commented that “States are disinvesting in public systems at a time when 80 percent of U.S. college students attend public universities” (p. 37). Another challenge
confronting U.S. HEIs is the decrease or potential decrease in the number of high school graduates within their traditional recruiting areas, which is predicted nationwide (NCES, 2009). This is a challenge for public and private institutions equally. Another element of this issue is the perceived diminishment of the college preparedness of high school graduates in their recruiting area (Chait & Venezia, 2009), which may lead many institutions to either lower standards for admission or to seek qualified students in new geographical regions.

HEIs are also concerned with perceptions of quality and modernism and seek new ways to show potential students that the education at their institutions will be the most contemporary and connected to opportunities for careers after graduation. Issues of modernism occur for both public and private institutions. Teichler (2004) noted that institutions that engage in internationalization are motivated by perceptions of quality, which is viewed as integral to a modern education. For private religious institutions there may be concerns about decreasing numbers of members in the local area or the perceived need to attract new members to the faith by expanding recruitment efforts beyond traditional geographical regions (Abrams, 2011).

When an institution considers the issues noted above, they are apt to view these issues through a filter, or lens. This lens reflects the institutional type (public/private, religious/secular, 2 year/4 year) and also the distinct mission and culture of the institution. The three institutions in this study represent three different Carnegie classifications. One HEI is a public, two year college under a university, listed on the Carnegie classification website under the heading “Assoc/Pub2in4.” The second is a four year, private non-profit baccalaureate college offering degrees in diverse fields listed on the Carnegie website as “Bac/Diverse.” The third is a four year, private non-profit institution offering Master’s degrees, noted on the Carnegie website as “Masters-L.”
If an HEI envisions its challenges through a lens of academic capitalism (Slaughter & Rhoades, 2004) and the need to seek constant growth and expansion, it may lead the institution to respond in one way. If the institution considers these issues through a lens of globalization (Blum & Ullman, 2012) especially as linked to neo-liberal economic thought, that may lead to a different response, and if viewed through the lens of internationalization (Altbach & Knight, 2006), it may create a distinct third possible response.

By viewing institutional challenges through a variety of lenses, HEI administrators will craft a strategy or response based on that lens. Among the possible responses to challenges is a strategy of recruiting international students. Once an institution commits to this strategy, they will be confronted with some obstacles. They will have to consider justifications for making the choice to recruit internationally. Among the justifications they might consider is whether internationalization is integral to modern notions of prestige and quality (Teichler, 2004). Also, the perceived necessity of preparing students for a more global future, or as Altbach and Knight (2007) commented, “to enhance research and knowledge capacity and to increase cultural understanding” (p. 28). Another rationalization may be the belief that there is a large market of international students in countries that have growing populations, a growing middle class, and limited capacity to provide higher education to their own citizens (Choudaha & Chang, 2012). Among the faculty and staff and the “grassroots” drivers of change (Kezar, 2011) on a campus, there may be some champions that help to move the institution toward internationalization.

Once an administration selects its justifications, they will then be faced with a variety of obstacles that may impede progress and success. These obstacles might include (a) resources necessary to enter the international recruitment market; (b) faculty and staff support and expertise; (c) reputation, experience, or an academic niche that will serve as an attraction to
international students; (d) a geographic recruitment focus so that institutional resources are efficiently utilized to produce the best results; and (e) the financial and institutional stamina to engage in international recruiting efforts over time.

Once these obstacles are overcome, the institution will implement a strategy. If the implementation is not successful, the institution is forced back to the strategy stage in which it considers alternative responses to the possible issues it has encountered. If the implementation of the strategy is successful, the HEI will encounter any unexpected changes that may occur within the institution as a result of the enrollment of international students.

There are three possible change points that may lead to organizational change for an HEI. The first comes at the strategy phase, as this may indicate some level of teleological (planned) change for the institution as noted by Kezar (2001). Another change point occurs at the implementation stage, as the creation of new structures and processes on campus may represent another cycle of changes. This would also be considered teleological change, although at this stage it is possible that change is occurring simultaneously at the administration level and within the culture of the organization (Kezar, 2011). The final change point will occur after the enrollment of international students and their integration into the campus culture. This point will represent cultural (unplanned) change, as the institution responds to events and issues that arise on campus in the process of serving a group of students distinct from the traditional student body.

Based on the existing literature and the conceptual map of this study, the hypothesis of the study was that HEIs engaged in the recruitment of international students have given substantial thought and devoted significant energy to those elements of change that have occurred in the strategy and implementation stages of change. However, the hypothesis also

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began with the belief that not much forethought had been given to assessing the impact of international students on a college campus and the types of services those students may need to succeed in a challenging new environment. The presupposition also was that when members of the campus community at the grassroots see changes occurring within the institution and advocate for new programs or initiatives to address the challenges international students face, the response of administrators will be influenced by the lens through which they first viewed the need to internationalize. For those institutions that are viewing the recruitment of international students through an academic capitalism lens, an assessment that indicates a need for additional services, structures, or processes to assist international students may be perceived as an unnecessary expense that would diminish the profitability of the original strategy. Alternately, if the institution is viewing the situation through a lens of internationalization or one of religious mission, then the assessment may be that adding services and initiatives to more fully integrate international students is to be expected and welcomed.

Organizational change is expected to be influenced by the distinct culture and mission of the institution involved. For example, a private religious institution may experience change differently than a public secular institution. While the potential for different types of change may be related solely to the difference in religious or secular institutions, it may also be characterized in part by the level of change an institution experiences due to turnover of staff and the relationship those staff and faculty may have with the administration of the institution.

The ability of administrators to make changes based on changing environments and markets in the realm of student recruitment may also be connected to the size and culture of the institution and the level to which either bureaucracy or the availability of resources supports or hinders the change process. The lens an institution uses to consider issues and solve problems
will determine how the institution defines success and/or challenge. For example, for an institution that is looking at increasing enrollments of foreign students through an academic capitalism lens, success may be defined simply through an increase in international students on campus. Whether or not those students are content or successful or decide to stay may not be, for that institution, a measure of success. However, for an institution that may be viewing this issue through a lens of internationalization or religious mission, then an increase in foreign students may be just one of a number of other success indicators. Such an institution might be much more interested in measures of student satisfaction, retention, and graduation.

Figure 1.1 is a visual representation of the conceptual framework. An institution’s strategy begins at the top left-hand side of the page and moves downward from the administrative level to the faculty and staff level. Change occurring at the administrative level represents planned change. Changes occurring at the faculty and staff level represent unplanned change, and the lessons learned from unplanned change move upward toward a new cycle of strategizing and planned change.
Research Questions

The research questions were designed to explore the ways in which different institutions experience change as a result of attempts to increase international student enrollment:

1. What characterizes the organizational changes in HEIs related to the recruitment and matriculation of international students?

2. How have the administrators of HEIs made changes to the structure or processes of the institution in response to increasing numbers of foreign students (or attempts to increase foreign students?)

3. How have HEI faculty, staff, and administrators perceived the planned and unplanned
changes occurring on campuses?

In investigating the responses of administrators, staff, and faculty involved in responding to the increase of international students, answers to the research questions were determined by how participants have experienced organizational change within their institutions. The case is bounded in its focus on understanding the organizational processes of each of the HEIs. Data were gathered from interview responses and supporting documents involving organizational change as related to increases or attempts to increase the number of cross-border students on three university campuses. In this design there was no control of the behavior of administrators, staff, or faculty. The questions explored a contemporary phenomenon, and interview questions focused on the phenomenon. The primary concern was to understand how HEIs experience organizational change in the process of internationalization. The term internationalization is used specifically in reference to the recruitment, enrollment, and service of international students in selected U.S. universities.

The next chapter is a review of several relevant areas of literature pertaining to the themes of this study, including globalization and internationalization and the distinction between those two concepts, the importance of organizational culture, academic capitalism, the unique needs of international students, and different models of organizational change.
Chapter 2. Literature Review

Five broad themes encompass the literature supporting the focus of this study. First, the concepts of internationalization and globalization and the important distinction between them will be discussed. Second, definitions of organizational culture and how organizational culture can influence the strategies and processes an institution will utilize in charting directions for the institution and solving problems will be discussed. Third, theories regarding academic capitalism, the pervasive influence of neo-liberal economic thought, and the extent to which a market mentality has permeated the behaviors of HEIs worldwide will be reviewed. Fourth, the literature related to the unique experiences of international students and how faculty and institutions have responded to the challenge of incorporating students from different cultures in the classroom and on campus will be discussed. Fifth, theories that consider teleological and cultural (planned and unplanned) models of organizational change will be discussed. These themes are complementary in this study because neo-liberal economic activity and internationalization are phenomena affecting businesses and institutions across a wide array of institutions in American society. However, when people of different cultures come together in any setting, the possibility of conflict ensues, leading institutions to consider potential changes to foster integration, campus harmony, and continued growth.

Globalization and Internationalization

Globalization and internationalization are terms that are often used interchangeably. For the purposes of this study, it is important to show a distinction between those two concepts as rooted in the literature. The following section will explore recent literature regarding globalization and internationalization and how those two concepts differ in significant ways.

Globalization. Globalization has been defined as those forces that exist externally to any
given organization or institution. For example the ability to communicate instantly with people from around the world is a function of the globalization of the communications industry.

Cantwell and Maldonado-Maldonado (2009) explained that “globalization is the sum of these exogenous forces pressing down on higher education, while internationalization is the particular manifestation of cross-border interactions undertaken by institutions in reaction to being pushed” (p. 290). With respect to higher education, globalization is defined as those economic, political, and communicative forces that bring the world within easier contact with us and us with them. With respect to educational institutions, Newman, Couturier, and Scurry (2010) categorized the distinction between global institutions and international institutions. They found that “global institutions…conduct operations (educate students, do research, and generate revenue) in multiple countries” (pp. 24-25).

Globalization is linked closely with economic systems. The advancing corporatism of institutions is an indicator of the increasing globalization of large institutions with aims of worldwide influence and distinction. Blum and Ullman (2012) noted that “globalization, as a multidimensional, multilevel process, is unequivocally but not exclusively based on the economics of neoliberalism” (p. 367), and also that globalization includes “the corporatization of hospitals, schools, and many other parts of modern life” (p. 368). Neoliberalism refers to economic theories promoted by Hayek and Friedman that economies should be relatively free of governmental oversight, and work best when free markets are allowed to self-regulate. Neoliberalism is based on the classical liberal economic theories of Adam Smith.

Part of the alteration in the vision of education broadly and higher education specifically is the classification of education as a tradable good. As Knight (2006) noted, it is “only during the last 15 years that education has been thought of as a commodity or service to be delivered on
a commercial basis across borders by both public and private providers” (p. 1). Prior to changes in the global economic system, education was seen primarily as a service to be provided by the public, to the public, for the benefit of the public. This was true in western nations, and perhaps to a greater extent in Asia and the Pacific, as noted by the Association of Pacific Rim Universities and Pacific Economic Cooperation Council (2009).

With education now being included in the General Agreement on Trade in Services (GATS) agreements and 47 countries committed to the opening of their domestic education to foreign market access (38 of which have included higher education in those commitments), it is clear that the traditional public provision of education within nations and local communities is decreasing or has already decreased in substantial ways (Knight, 2006, p. 1).

The international competition created by neo-liberal economic forces changes the strategies of many HEIs worldwide. Instead of a focus on providing education and expanding knowledge for the benefit of a local or national community, a modern institution seeks to maintain and increase market share. Institutions that enter the economic competition among global universities must invest significant resources to be part of this effort. As ranking systems have developed from the local to the international, there is a “race to join the ranks of world class universities” (Hawkins & Xu, 2012, p. 255).

Combined with the forces of neo-liberal economic activity in the globalization of higher education are connections to national government objectives. This is evident in Australia, where collaboration among the federal government and the higher education sector has created shifting migration and residency policies designed to attract cross-border students who can be trained in Australia to meet labor market demand for specific skills considered to be of national need in order for Australia to be more competitive internationally.
As noted by Ziguras (2012), Australia’s immigration system has been designed to reward points for certain experiences and skills that would lead to faster permanent residency status for immigrants. Receiving a degree in an Australian institution of higher education is one method of receiving more points and achieving residency status faster. Although this has increased foreign student enrollment in Australian institutions for many years, it has also created space for private educational providers who began operations quickly to take advantage of the thousands of migrants who wished to achieve residency in Australia. Traditional, high quality education providers have voiced concerns about the integrity of the Australian higher education brand worldwide, an interesting attempt to control a market and simultaneously improve the marketability of certain providers within that market.

Australia’s experiments have been more successful than expected in some ways, creating a surplus of credentialed (if not entirely skilled) labor in areas of national need, which has created unemployment rates to rise in some economic sectors and some societal resistance against foreign (most specifically Indian) students in the country. There is debate as to whether the backlash has truly been racially motivated or is merely a reflection of the increasing diversity of Australian society. The key point of Australia’s experience is that where institutions of higher education were once primarily public institutions serving a local community for the public good, there is now institutional and governmental collaboration to position higher education as a key element in the economic growth of the nation. This is an important development in the globalization of higher education.

For the purposes of this study, globalization is the sum of those forces, primarily tied to neo-liberal economic structuring of world markets that have created a new paradigm for
institutions worldwide. Faced with decreasing governmental support for their continued survival, HEIs must seek new sources of revenue and must therefore invest large sums of current resources in order to find new revenue, whether those revenue streams come from increased cross-border student enrollment, international research collaborations, international agreements with foreign governments that are attempting to develop greater higher education capacity in their home countries, or other cross-border sources.

**Markets and migrants.** The flow of students, like the flow of capital, is multidirectional. Students flow like immigrants of the past and present, from relatively underdeveloped locations to more developed nations, where they will accumulate cultural capital in the form of education and possibly English language skills that will provide students with greater economic opportunities, either in their home country or in their adopted country. Sending nations often hope that students will return home to help develop the sending country. Receiving countries are in an advantageous position where they can offer residency through generous visa policies for those who have attained advanced skills, thereby maintaining the economic advantage of the receiving country.

Collins (2008) explored the link between student flows across borders and the connections those students may have to earlier migrant communities from their home country. Korean students, when deciding where to study, look for a location where they have a community that will support them. The Korean community that has immigrated to New Zealand acts as a support network for new migratory student flows. For Korean students, study in New Zealand is beneficial because they will study in the English language, a highly marketable skill in South Korea. For the New Zealand government and institutions, this migration is beneficial because it helps to fill New Zealand HEIs with paying customers (Collins, 2008). Those Koreans
who either have or develop highly desirable skills in New Zealand will often have an easier time securing a visa and possible residency in New Zealand. Just as agricultural and manufactured goods move across borders and are expected to benefit both buyer and seller, students also move across borders in the same manner: migrating with the hope that their movement will eventually pay dividends to them as individuals and also to their families and communities at home. On a macro level, sending and receiving nations also hope for economic benefits, immediate or long term, from cross-border students.

**Agents.** One trend in the recruitment of cross-border higher education students in sending countries is the use of agents, often contracted by one institution or a consortium of institutions, given the task of convincing students to go to an institution that is providing a commission to the agent for every student recruited. The pressure students face from agents is noted by Caluya (2011) as an indication of the extent to which students are both customer and economic good to be traded among various players in the global trade of students. One student noted the pressure he experienced from an educational agent in India this way:

> The agent was the one who said, “OK, these are the universities where you should…which I recommend” and I, well, that’s interesting because I remember I also wanted to apply for Auckland University, New Zealand, but for some reason, he didn’t…never brought that up and kept pushing me towards South Australia because he was getting, I think he was getting some kind of a commission from this university. So he pushed me towards this one. (Caluya, 2011, p. 93)

The exchange between student and agent indicates the extent to which market forces can influence the decisions made by students who cross international boundaries for an education. It can also be viewed as an indication of institutions that are more concerned with finances than
with appropriate student fit to their institution. In a New York Times article, Levin (2011) noted
the pervasive use of agents and coaches to help Chinese students get into the college of their
choice. U.S. institutions publicly discourage the pervasive use of agents but do not appear to be
denying students’ entry. From Levin’s article, it appears that Chinese families are also engaged
in market-like behavior, attempting to gain a comparative advantage.

**International institutions and globalization.** Nations of the developed north and west
have distinct advantages in the number and quality of higher education institutions and resources
within their borders. This can be attributed in part to the history of the International Monetary
Fund (IMF) and the World Bank and their influence on the education systems of the developing
1980s led to greater emphasis on primary education and disinvestment in higher education” (p.
73). Countries that followed the dictates of the IMF or World Bank and disinvested in their
higher education systems now do not have the capacity to offer higher education to all students
in their countries who may want to study. Therefore, students in developing countries who may
represent the best hope of future development of a nation migrate to study in other places, and
the sending country is left with only the hope that these students may someday return. Although
countries that receive international students may engage in the rhetoric of advancing
development in other countries, the power of more developed nations can create a different
message. As Collins (2011) found, the policies of the World Bank are heavily influenced by the
“desires of the donor countries which can sometimes dictate policies and strategies of the World
Bank” (p. 85). Developing nations are compelled by history and current circumstance to engage
the international order of higher education on terms that have been set by the developed world.

**Differing experiences of internationalization.** The impact of globalization is not
experienced similarly in all nations. Altbach and Knight (2006) found, as in any other market, there are buyers and sellers in the context of globalization, and not all participants have equal abilities to effectively share in the proceeds of competition. Rather than buyer and seller, it may be more appropriate to view nations as senders and receivers regarding the movement of international students. Countries in the developed world such as the United States, the United Kingdom, Australia, Canada, and New Zealand are net receivers, as they receive significantly more international students than they send. Countries such as China, India, and other developing nations are net senders. Sending nations of the developing world have similar motivations of diversity and cooperation when engaged in internationalization, but their financial motivations appear to be different. Receiving nations such as the United States will see an immediate financial benefit in the form of increases of international students paying tuition to attend western universities and potential future gains in the form of increased human capital in the U.S. if those international students stay in the country after graduation. For sending nations however, the financial benefits represent a long-term strategy more than an immediate benefit. For example, the Chinese government has increased its efforts in recent years to send Chinese students abroad and to form partnerships with institutions from developed nations to come to China to engage in collaborative research and capacity building (Bentao, 2011). The migration of talented students from developing nations to developed nations has been described as “brain drain,” as many students never return to their home countries. One view of this phenomenon was described by former Malaysian Prime Minister Mahathir bin Mohamed as “stealing the intellectual property of developing countries” (Stiglitz, 2007, p. 51). Neubauer (2008) commented, “The holders of power, whether economic, social, religious, or political power have long understood that its perpetuation was in large part dependent on their progeny having access
to the ‘best’ education, however determined” (p. 55). Based on the varying experiences of
globalization as expressed from developing and developed nations, it appears that the
phenomenon of increasing student migration may not be an entirely positive experience for all
concerned.

Global economic pressures. The pressure, and perhaps the lure, of seeking international
students to enroll in the United States is influenced by recent economic developments. Due to the
global economic crisis of 2008, many state governments in the United States have experienced
budgetary difficulties and have cut spending. One area where some states are decreasing
spending is in the area of public higher education. In 2012 Aoun commented that “states are
disinvesting in public systems at a time when 80 percent of U.S. college students attend public
universities” (p. 37). As U.S. HEIs seek to address budgetary issues at home by recruiting
international students to matriculate and as some institutions seek to invest in providing
educational opportunities in other countries, it is natural to wonder what impact this will have on
the mission of higher education in the United States, with long traditions of academic freedom,
competition, and quality.

With demand increasing for education worldwide, American universities are stepping
in—but sometimes with a gold-rush mentality. What is the impact on our model? If our
system is based on exclusion, what happens if we add 5,000 students in India? If we
believe in access here, are we going to give access there? If we believe in academic
freedom and establish ourselves in a country without academic freedom, how do we deal
with that? (Aoun, 2012, p. 37)

As U.S. institutions engage other countries and other cultures in the realm of higher education,
cultural conflicts are inevitable. This is likely to create changes that will impact all students
enrolled at higher education institutions, whether they are from foreign countries or neighborhoods nearby. The potential financial gain for institutions that engage internationally is significant. “There’s a lot of money being thrown our way…it just seems like it puts us under an obligation to try to make things work with our UAE partners” (Redden, 2013, March 11). This quote illustrates the economic benefits and the potential costs for institutions that work in other nations. The article by Redden (2013, March 11) discusses institutions that are setting up operations in countries that do not have the same traditions of academic freedom as are found in the United States. Although some institutions continue to work in challenging situations, others may find the tension between potential profits and threats to academic freedom difficult to manage.

Deschamps (2013) found that public HEIs in the United States are engaged in entrepreneurial activities specifically in regard to their international student offices and the perceived need to offset decreasing state budget cuts by increasing the enrollment of international students. However, in many cases across the country, the increased pressure to recruit international students does not lead to increased funding for distinct services that international students need.

**Internationalization.** Globalization has been defined specifically as it relates to neo-liberal economic forces and the growing perception of education as a commodity. Internationalization is the set of institutional responses to the forces of globalization. As opposed to globalization, internationalization is an internal process that is defined by the choices and actions that institutions take in response to the forces of globalization. In terms of change, it can be defined as the attempts at intentional, planned changes that occur on a campus in an effort to respond to a perceived new, global context. Cantwell and Maldonado-Maldonado (2009)
explained that internationalization is what happens when an institution is being “pushed” by the forces of globalization (p. 290).

In another way, internationalization predates globalization as currently envisioned. According to Hawkins and Xu (2012), “Early 18th century European universities were, in some respects, more internationalized than they are now” (p. 256). Higher education has been involved in internationalization for hundreds of years, not for purposes of revenue production but rather as a means of cross-border knowledge transfer. One definition of internationalization comes from Altbach and Knight (2006), who define traditional internationalization this way:

Campus-based internationalization initiatives include study abroad experiences, curriculum enrichment via international studies majors or area studies, strengthened foreign-language instruction, and sponsorship of foreign students to study on campus.

Traditional internationalization is rarely a profit-making activity, though it may enhance the competitiveness, prestige, and strategic alliances of the college. (p. 292)

More recently, the Association of Pacific Rim Universities (APRU) and Pacific Economic Cooperation Council (PECC) included “program and provider mobility” to the set of those things that help define internationalization on a college campus (Tierney & Findlay, 2009, p. 3). This would include institutional agreements between U.S. institutions of higher education and foreign institutions to create partnerships or twinning agreements, effectively creating the ability for U.S. or European or Australian institutions to provide educational content to students in other countries without those students having to come to U.S. (or European or Australian) campuses. It also creates opportunities for U.S. students to study in another country but still get course content from their home provider.
Perhaps the most important distinction among definitions of internationalization and globalization is that internationalization is not necessarily tied specifically to neo-liberal economic trends, although it is certainly the case that for some institutions efforts at internationalizing are done in the hopes of increasing profits and profitability. While internationalization in developed countries may or may not be tied directly to immediate revenue generation, Altbach and Knight (2006) note that internationalization in developing countries such as the Philippines and Malaysia may be more directly linked to a desire to increase current revenue streams.

There are questions regarding the characteristics that make an institution international. Hawkins and Xu (2012) quote the President of the Woodrow Wilson Foundation when they note that “simply having an array of study abroad programs and other international activities do not make an institution internationalized or represent any substantive change in the organizational structure” (p. 259). Hawkins and Xu also found that by looking at these traditional indicators of internationalization, one can “compile a long list of piecemeal and peripheral changes…which sometimes occur in such a subtle and nuanced manner as to evade notice” (p. 261). This study explored the extent to which changes related to international student enrollment appear to be organized and integrated or, as the literature suggests, piecemeal and peripheral.

*Motivations.* Other than a broad, perhaps vague notion of globalization impacting the strategies of HEIs, it is important to determine the motivation behind an institution’s effort to internationalize. According to Altbach and Knight (2007), a common answer from HEIs is that they are interested in initiatives that shine the most positive light on the institution. Comments from administrators of HEIs often include such lofty goals as “to enhance research and
knowledge capacity and to increase cultural understanding” (Altbach & Knight, 2007, p. 28). Teichler (2004) commented that internationalization is nothing new in academia and that institutions that engage in it are motivated by perceptions of quality, which is perceived as integral to a modern education.

Institutions of higher education are now engaged in global competition for students, faculty, grants, research, and all resources needed to maintain continued growth and relevance. These efforts are part of a college administration’s mandate to “bring national and international distinction to the university” (Pandit, 2009, p. 647). As noted earlier by the World Education Service (WES), institutions are often motivated by financial concerns (Choudaha & Chang, 2012). However, also emerging as perhaps a more compelling justification for internationalization beyond financial gain, cultural cooperation, and quality is a growing sense that internationalization in U.S. institutions of higher education is a necessary component of maintaining global competitiveness for U.S. college graduates (Porter & Mykleby, 2011) and national security (Klein & Rice, 2012). Although all of the various motivations for internationalization are understandable, it is clear that for institutions engaging in the process of internationalization, there are challenges and barriers to the effective integration of internationalization strategies on any campus.

It appears to be well established that the neo-liberal forces of globalization are impacting institutions of higher education worldwide. Hawkins and Xu (2012) note, however, that there is a “large gap between the rhetoric and the reality” (p. 259) and that the extent to which institutional efforts to internationalize affect changes to the institution have not been well studied. This study explored how the institutions involved respond to the forces of globalization and how one piece of the internationalization puzzle, the recruitment of international students, connects to broader
internationalization efforts on campus. This study also focused on the extent to which institutions have experienced change that is transformational or whether change continues to be small, unconnected pieces without apparent institutional cohesion.

Yet, for all the discussion of rapid changes, one view expressed is that U.S. higher education is mired in the past and is not internationalizing fast enough to keep pace with the rest of the world. Ordonez (2009) commented that institutions of higher education have not changed significantly in the past 30 years, with the exception of advances in technology. Instead of accepting a role as the innovators of the future, they have become the “custodians of the past” (p. 260), which is creating significant tensions as globalizing forces push aging institutions into the present.

**Organizational Culture**

Every HEI has a distinct organizational culture. Although one definition of organizational culture may distinguish higher education in the aggregate as compared to other types of industries, this study is concerned with the unique culture that exists at distinct institutions. Schein (1996) defined organizational culture as “a set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings and, to some degree, their overt behavior” (p. 11).

Organizational culture within an HEI is often hard to define by people within the culture but is something that becomes part of the daily experience. Tierney (1988) commented that organizational culture is “often taken for granted by the actors themselves, these assumptions can be identified through stories, special language, norms, institutional ideology, and attitudes that emerge from individual and organizational behavior” (p. 4).

Other researchers have considered the impact of organizational culture on institutional
efforts toward greater internationalization. Burnett (2010) explored organizational cultures at four Canadian universities and the changes that have occurred in response to globalization. Burnett found that the process of internationalization has led to change at each of the institutions, but the level of change experienced was linked to a variety of factors, including the need for revenue generation, the unique cultures of each institution, and the passions and commitment of faculty and staff involved in the process. Organizational culture and how participants experience it at their institutions is an important element of this study. It represents the manner in which individuals inside the culture will experience and be able to articulate change.

Smart and St. John (1996) discussed four different types of organizational cultures in higher education. The four types included the clan, hierarchy, market, and adhocracy and how those each have an impact on an institution. Smart and St. John noted the different forms of leadership styles, different bonding mechanisms, and different strategic emphases inherent in each organizational culture. Smart and St. John found that “culture strength reflects the extent to which espoused beliefs and values central to an organization are closely aligned with actual management policies and practices” (p. 229). The concept of cultural strength is useful in examining the three institutions in this study.

Kezar and Eckel (2002) also discovered the important connection between organizational culture and strategies for change in institutions of higher education. Their study concluded “where strategies for change violate cultural norms, change most likely will not occur” (p. 456).

**Academic Capitalism**

Slaughter and Rhoades (2004) defined academic capitalism as the “pursuit of market and market-like activities to generate external revenues” (p. 11). The authors also commented that this pursuit is “blurring the boundaries among markets, states and higher education” (p. 11).
Another element of academic capitalism is an emerging view of knowledge and education as marketable goods to be traded among individuals, institutions, and nations in the same manner as any other economic good. Evidence of this view is found in places like Australia and New Zealand where governments list education among the nation’s exports alongside other exports such as agricultural or manufactured items. In 2009 “education as a whole was Australia’s fourth largest export” (Caluya, 2011, p. 86). Connected to the idea that higher education increases the human capital of a nation, student migration away from developing nations and toward developed nations is sometimes viewed as a form of economic colonization. Findlay (2011) concluded that “student migration, like other forms of knowledge migration, is not therefore a neutral process, but one that may benefit some people and places while at the same time disempowering others” (p. 162).

Just as with any other market, the market for students is not static. It changes over time. For example, foreign student enrollment in the United Kingdom was once primarily from Greece. It now comes primarily from China and India. This is due partly to the rise of the Chinese and Indian economies but also to the fall of the Greek economy, the growth of worthy and less expensive educational opportunities in Eastern Europe for Greeks provided in English, and the expansion of higher education opportunities within Greece. This is a key element of the academic capitalist world. Institutions engaged in market like behaviors discover that markets change, capital moves, and the planning for recruiting international students that may have taken place a year or more ago may have shifted to a new paradigm (Findlay, 2011).

For nations that are attempting to either build or maintain their global economic competitiveness, higher education is perceived as an investment in the human capital of the country. This investment is expected to have an economic return, just as an investment in
manufacturing or agriculture does. However, it may be simplistic to view education as just another import or export. Education is more than that. Education “opens up minds to the notion that change is possible” (Stiglitz, 2007, p. 50).

Just as HEIs are influenced by the global trends toward market like behaviors, so too are students and their families. Whether part of an imagined or real past, it is no longer the case that students study for the sake of increased knowledge alone. Higher education institutions must now ensure that they offer degrees that are marketable and will result in the best possible opportunities for students to access lucrative careers upon graduation. As Slaughter and Rhoades (2004) commented:

Higher education institutions are socially, politically and economically responsible and accountable for their “products” and processes. In addition, there is a trend from students’ and their families’ side to be more and more interested in a degree’s market value and spendability than to a strictly cultural one. (p. 490)

An institution that focuses on the market value of its degrees may be perceived as being more attuned to the needs of international capital and markets than to the needs of society as a whole. However, this is the situation in which many institutions find themselves. For the purposes of this study, it was important to consider the extent to which institutions exhibited behaviors consistent with the concepts of academic capitalism as expressed by Slaughter and Rhoades. Specifically considered was the degree to which the institutions in this study reflected a market orientation toward their international student recruitment efforts.

Faculty and Pedagogical Issues

The literature on internationalization of college campuses includes studies regarding the unique needs of international students and the challenges and benefits they bring to U.S.
classrooms. Faculty perspectives on perceived changes in pedagogical issues and integration of foreign students is an important element of this study. This section is a review of the literature that addresses the various issues that cross-border students bring to U.S. university campuses and some of the methods employed to address those challenges.

**Foreign student experience.** Informing the literature on how HEIs are either in the process of changes or may need to consider making changes is a growing body of work showing that cross-border students have different needs than local students, and therefore need distinct institutional assistance. Supporting the notion that international students differ from their local counterparts is the work of Bartram (2008), who found that international students have unique needs that must be addressed. These include “socio-cultural needs; academic needs; and practical needs” (p. 666). Often, institutions focus solely on the academic integration of foreign students without recognizing the challenges that foreign students face in acculturating to a new location.

Institutions engaged in the recruitment of international students often attempt to continuously increase the enrollment of those students. However, institutional engagement in market-like activities leads them to be influenced by market forces. The “law of diminishing returns,” a theory commonly attributed to Malthus (Cannan, 1892), is an economic theory that states there is a point in any production process at which the rate of return on additional inputs may not be as great as previous inputs. Stated another way, hiring more workers on an assembly line may make the production process more efficient and profitable, up to the point where additional workers may get in each other’s way and may start to slow down production rather than increase its efficiency and speed. In a higher education context, this may mean that adding a certain number of international students may improve the economic condition and global reputation of the institution, but there may be a point at which adding more international students
may have limited economic and social gains and could possibly produce negative effects in the form of local resentment or disillusionment from international students. Yeran (2011), a Chinese student studying in the United States, commented that increasing Chinese students on campus may make the institution less appealing to future Chinese students, as their “specialness” disappears. She believes that well-intentioned efforts to help Chinese integrate into campus may not work. Her advice to U.S. institutions is to focus on attracting quality students, not increasing quantity. She also recognizes that institutions with financial needs will probably not be able to ignore the additional revenues that come with increased enrollments of foreign students.

The increase of foreign students is affecting HEIs and surrounding communities. Lee (2007) noted that many international students in the United States and other western nations experience “neo-racism,” which is defined as “discrimination based on culture and national order” (p. 389). According to Lee’s studies, this appears to affect students from Asia, the Middle East, and Latin America to a greater extent than students from Western Europe or Canada. Also, as Hare (2012) noted, Indian students have been subject to violent attacks in Australia. There has been an angry reaction in some parts of Australian society in response to the rise of foreign students in the country. Many Indian students in Australia report fears that they may be subjected to racist attacks if they continue to study there. Although foreign students face challenges in acclimating to a new culture, local students may be challenged by a lack of understanding of new students in their communities. To help mitigate some of the intercultural misunderstandings that were occurring on her campus, Campbell (2012) found that assigning local and foreign students to work together as “buddies” in an intercultural communication class proved to be beneficial for both sides, as the often stated goal of creating intercultural collaboration and understanding came closer to achievement through foreign/local interactions. The administration of an HEI can play
an important role in fostering positive integration of foreign students in the institution and the surrounding community or can leave the effective integration of foreign students to chance, which has had negative impacts in countries such as Australia.

**Foreign student integration.** The effective integration of foreign students into campus life is an issue that has been gaining in attention and importance in recent years. Wilhelm (2012) commented that European institutions were beginning to focus more on the principles that should be followed in order to provide quality services to international students and to ensure students’ integration in the academic institution. U.S. institutions are engaged in similar discussions, and at a conference of international educators, there was consensus that “whatever interactions may be occurring naturally are not enough, and that universities need to do a much better job of bringing domestic and international students together in an intentional way” (Redden, 2014).

**Organizational Change**

Any introduction of a new group of students or other participants (such as faculty and staff) in an institution can have significant effects on the norms and attitudes of its members. There are many models of organizational change noted in the literature, but this study is focused on two theoretical models: (a) the teleological (planned) change model and (b) the cultural (unplanned) model to view the data in this study. Kezar (2001, 2011) has provided one useful way to think about organizational change in higher education, although other authors are considered as well.

**Teleological (planned) change.** There are a variety of organizational change models considered by Kezar (2001). The planned change model focuses on intentional decision making by institutional leaders to create change and on changing processes such as assessment, planning, and budgeting. Theories of planned change suggest that “change occurs because leaders, change
agents and others see the necessity of change. The process of change is rational and linear” (p. 33).

The tension between teleological (planned) and cultural (i.e., unplanned) change is one that exists in all organizations attempting to manage many types of changes impacting an institution. For example, this tension may be evident in an institution that is attempting to enroll more foreign students and responding to their educational needs and simultaneously attempting to maintain tradition and an existing organizational culture. In a globalizing world where change is constant, an institution that changes too fast may experience chaos, while an institution that does not change fast enough may experience institutional stagnation.

**Cultural (unplanned) change.** Kezar (2001) also discussed cultural change and noted that “cultural theories suggest that the alteration of values and meaning systems are the most important for creating change. Change tends to be long term, complex, nonlinear, irrational, not predictable, ongoing, and dynamic” (p. 64). When viewed through a lens of globalizing processes and pressures that are beyond the control of a particular institution or nation, it is appropriate to view institutional change through this lens simultaneously with planned change models and the extent to which an institution is responding to external forces in the change process. This model also suggests that “change occurs naturally as a response to alterations in the human environment; cultures are always changing” (Kezar, 2001, p. 50). According to the cultural change model, change is not planned, it can only be managed. As administrators seek to manage change on their campus, it appears according to Kezar that “if there is an external motivator, it tends to be legitimacy, which is the primary motivator within the cultural model” (p. 50).
Another element of cultural change that Kezar (2011) considered is “grassroots” change. For this study it was important to explore whether organizational change is happening from the leadership of an institution or from lower tier employees, or both. Grassroots change agents are among the staff, faculty, and student body, capable of championing organizational change from within the institution. For some institutions, the enrollment of large new populations of international students is an undertaking envisioned by administrators without extensive consideration of the changes that may occur to the academic and campus life of the institution. The staff and faculty at the grassroots levels will be the ones to alert the administrators of the institution if problems arise that necessitate changes to the mission and focus of an institution: “Grassroots leaders on campus act as the conscience for the organization – often bringing up ethical issues” (Kezar, 2011, p. 131). With regard to the impact of globalization on organizational change, Vaira (2004) found that for many institutions, globalization has resulted in deep changes to the institution that involved “the deinstitutionalization of its rooted policy and values frameworks and the parallel institutionalization of new ones” (p. 485).

Change of this magnitude does not occur without resistance and conflict. Ultimately, organizational efforts to adapt to change ensue as institutions connect old elements of their structures and cultures with new features generated by the pressures of globalization and the new demands of students and global markets. Cantwell and Maldonado-Maldonado (2009) asserted that planned change for most institutions is mythical, and therefore one must view change through the lens of cultural change and the extent to which an institution is managing it. Cross border interactions are best understood when exploring the particularities of history, culture, discipline and material circumstances and as processes driven not only
from the top by administrators but also from the bottom up by students and individual faculty members. (p. 291)

Researching organizational change is a challenging task. Bolman and Deal (2011) commented that “organizations are complex, surprising, deceptive and ambiguous...yet, an increasingly turbulent, rapidly changing environment requires contemporary organizations to learn better and faster just to survive” (pp. 22-24). The literature suggests that change occurs in different ways depending on the existing institutional culture and the various constituents within an institution and their support of the processes of change.

**Barriers to change.** Although much of the literature reviewed discussed the forces that generate change on college campuses, there are other forces that appear to resist change with perhaps as much force. With specific regard to internationalization, an administration that is attempting to change based on the forces of globalization may find itself challenged by faculty who question the justification for attempts to internationalize. Dewey and Duff (2009) found that faculty at one institution in Oregon were not convinced of the supposed benefits of internationalization that were being advanced by the administration of the institution:

To what specific aim did we wish to recruit more international students? What were the implications of recruiting more international students in terms of faculty workload? How would individual academic programs address displacement of local and domestic students by the admission of more international students. (p. 497)

Another barrier to change may be the lack of a coherent strategy to plan for the changes that come with increased internationalization. Engaging in internationalization efforts across campus is costly and stressful and requires resources and passion. An institution must be committed to
internationalization as an integral part of a modern university, and it must be part of an overall institutional vision (Coryell, Durodoye, Wright, Pate, & Nguyen, 2012).

It appears that the forces of globalization, internationalization, and academic capitalism are influencing the direction and scope of higher education as a whole. The question remains: To what extent is change occurring on campuses in the United States, and how are institutions experiencing that change in their daily work?
Chapter 3. Research Methods

This qualitative multiple case study was designed to explore how the influx of international students is affecting institutional change in higher education institutions (HEIs). More specifically organizational change was examined to support and contribute to administrative practices in HEIs. The study includes interviews with selected participants from three institutions, extant texts and documents including websites, and communication produced among all the participants in the study. Participants were purposefully selected from three universities that enroll international students. The participants of the study all have taught or provided service to international students in the three institutions of this study. The multiple case study method is appropriate because the three institutions involved are distinct. They are quite different in their missions and demographics. Each institution is treated as a separate case.

Role of the Researcher

As a qualitative researcher, I am shaped by life experiences, and these experiences influence my view of the world and impact this research. I have had extensive contact with students and others from various countries, having travelled to over 25 different countries in the last 24 years. In the late 1980s and early 1990s I worked with Volunteers for Peace, coordinating volunteer community service projects in the United States and participating in similar projects in Europe and Latin America. I have experienced the significant impact that contact with people from other cultures has to alter an individual’s sense of others from around the world, having been fortunate to meet people from many different nations and working with students from a variety of nations and territories, having learned as much or more from them than they may have from me.
Regarding organizational change, I have witnessed how the introduction of new leadership has had significant effects on the culture of an institution and the support and tension that comes with it. My institution also experienced the introduction of a new academic discipline on our campus three years ago, and I witnessed the dramatic impact it has had on the organizational culture and the pressure for change it has elicited across a variety of departments.

My interests come from a lifelong fascination for cultures in various forms: how they operate, how they move, and how they change. In this study my interests in international connections and organizational cultures converge. I have followed with interest news in outlets such as the Chronicle of Higher Education, which routinely details the successes and challenges of various forms of globalization and internationalization and how those two forces are changing institutions of higher education.

Context

The study is an investigation of three institutions in the western United States that have a history of significant international student enrollment and how the institutions may have experienced changes in relation to the organizational functions and processes in relation to internationalization efforts. According to the National Center for Education Statistics (NCES, 2012), Ansonia College reports 7% of its undergraduates come from foreign countries, Barkhamsted University reports 42%, and Colebrook University reports 10%. The names of the institutions are pseudonyms. They are taken from town names in Connecticut where I was raised and where no college or university exists.

Participants and research sites. A total of 22 administrators, staff, and faculty of the three institutions (Ansonia College, Barkhamsted University, and Colebrook University) were purposefully selected to participate in the study. A major criterion for selection was that
participants had to have worked directly or indirectly either with international students or within the context of the institutional strategy for recruiting, serving, or educating international students. Initial contacts were made after the approval of the proposal and the official approval from the Institutional Review Board (IRB) was received. Emails were sent to inform participants (administrators, staff, and faculty) of the purpose and procedure of the study and to request interviews.

Ansonia College is a public, two-year community college that offers a number of vocational programs and traditional Associate’s degree programs. It enrolled approximately 9,000 students in the fall of 2012. It is unique among community colleges in that it attracts a relatively large percentage (7%) of its students from foreign countries. The foreign student enrollment is almost twice as large as its out-of-state enrollment (4%). This was an appropriate site because public two-year colleges have not traditionally been involved in the recruiting of international students, but this trend is beginning to change. As some state legislatures are now decreasing the amount of funding to public institutions, the administrators of some institutions are drawn to seek revenues from other sources than the state legislatures, although Ansonia’s efforts to internationalize predate more recent economic challenges in the United States.

If a public institution is not specifically charged by its legislature with the task of seeking foreign student enrollments, they may earn praise and additional resources from their state governments if they are able to show success in recruiting internationally. This can lead to new pressures on campus however, as some state legislators that have witnessed success in recruiting cross-border students may view international students as a source of revenue that can be exploited further, such as in the case of the state of Washington (Redden, 2013, April 12). With the decrease of high school graduates expected to occur in the next decade (National Center for
Education Statistics, 2009), the pressure on institutions of all types to explore recruiting options beyond their traditional markets will intensify.

Barkhamsted University is a private, religiously affiliated institution that had an enrollment of over 3,000 students in the fall of 2012. In recent years it has been listed among the “most internationalized” colleges in the United States among its Carnegie class (Chronicle of Higher Education, 2009). It has long been part of its mission to educate students from the Asia-Pacific region and to send them back to their home countries after graduation to foster development. The inclusion of Barkhamsted University in this study served as an interesting contrast to the other two institutions, neither of which is religiously affiliated. Colebrook University is a private, secular institution that had an enrollment of approximately 7,500 in the fall of 2012. Its academic programs are traditional college programs, with a reputation for strong science and business programs. Interestingly, with a significantly smaller percentage of international students than Barkhamsted (10%) and only a few percentage points more than Ansonia, this institution has perhaps the strongest reputation in the state for being internationally focused. This was an important part of the study because of its distinctness in relation to the other institutions and indicated the extent to which their particular focus and mission includes issues of internationalization.

Any one of these particular cases is of interest as a single case in terms of their experience of recruiting international students. However, the multiple case study was useful in answering the research questions in this study. Eisenhardt and Graebner (2007) concluded that “multiple cases create more robust theory because the propositions are more deeply grounded in varied empirical evidence” (p. 27). In this study the collection of cases are all HEIs that have similar processes for admitting and educating students, but their unique classifications and
distinct organizational cultures and missions made them interesting from a multiple case methodology. According to Yin (2008), “The evidence from multiple case studies is often considered more compelling, and the overall study is therefore considered more robust” (p. 53).

Another purpose for conducting this as a multiple case study comes also from Yin’s comments on replication. He states that the logic of replication should dictate the use of multiple case studies, not the logic of sampling. Yin stated,

> Some of the replications might attempt to duplicate the exact conditions of the original experiment. Other replications might alter one or two experimental conditions considered unimportant to the original finding, to see whether the finding could still be duplicated.

> Only with such duplications would the original finding still be considered robust. (p. 54)

This study examined the existence or lack of the duplication noted above. A single case study of the impact of growing international enrollments on a college campus may not take into account the role that institutional culture plays in how organizational change is experienced. However, the multiple case design explored different experimental conditions that returned rich data regarding the experience of internationalization on different types of campuses.

Yin (2008) also stated that the selection of sites for a multiple case study should be done carefully so that it either “a) predicts similar results (a literal replication) or b) predicts contrasting results but for anticipatable reasons (a theoretical replication)” (p. 54). I was interested to explore whether the findings in this multiple case study would suggest literal or theoretical replication. The presupposition was that I would find elements of both but that there would be significant differences based on the unique cultures inherent in each institution in this study.
Case study methodology. Case study was an appropriate method for this study because it helped in exploring the extent to which organizational change is influenced by the distinct culture and type of institution. How an institution strategizes in addressing its unique challenges will be linked to whether the institution is public or private, two-year or four-year, and religiously affiliated or secular. Also, it may be tied closely to where their funding comes from. Nonetheless, using three distinct institutions in this case study also shows the extent to which issues such as internationalization have common threads that occur on all types of HEI campuses.

The study is focused on the nature of teleological and cultural organizational change according to models as noted by Kezar (2001). The process of investigating a specific phenomenon through a case study approach reflects the hypotheses that this is the most useful approach to explore experiences of organizational change. The study is an investigation of perceptions of change from administrators, staff, and faculty in their experience of internationalization in their institutions.

Change within an organization is something that a participant must perceive or experience. Every participant in this study experienced change in their own unique way. Using case study methodology, each institution was explored separately to achieve a sense of their unique culture. Organizational culture, as noted by Tierney (1988), “is reflected in what is done, how it is done, and who is involved in doing it; it concerns decisions, actions, and communication both on an instrumental and a symbolic level” (p. 4). The case study method allowed for an investigation of who does what and how on each campus, and how those actions have changed over time in relation to the increase of international students. The element of time is important, as a case “typically evolves in time, often as a string of concrete and interrelated
events” (Flyvbjerg, 2011, p. 301). Case study methodology also allowed for the best possible answer to the research questions because “there are more discoveries stemming from intense observation of individual cases than from statistics applied to large groups” (Flyvbjerg, 2011, p. 310).

Case study was a helpful tool for this research because it helped to answer questions about the life of a bounded phenomenon, which is an institution’s experience of change through the addition of international students. This study examined responses and actions by administrators, staff, and faculty to processes that influence decisions and organizational experiences within three distinct institutions.

A researcher must recognize that whatever data collected in the research may not have supported the original hypotheses, in this case that internationalization is generating organizational change. This is to be expected in case study research and is one of the strengths of case study rather than a weakness. Flyvbjerg (2011) also commented, “Researchers who have conducted intensive in-depth case studies typically report that their preconceived views, assumptions, concepts and hypotheses were wrong and that the case material has compelled them to revise their hypotheses on essential points” (p. 309).

Change is expressed as narrative, as lived experience, and through the meanings that individuals attach to the things they see in their daily work. Change must be studied in the setting where the participants experience it, as “qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring into them” (Denzin & Lincoln, 2008, p. 4). One critique of case study research is that it is not generalizable. This critique is refuted by Flyvbjerg (2011) who concluded that “one can often
generalize on the basis of a single case and the case study may be central to scientific
development” (p. 305).

**Multiple case study.** According to Merriam (2009), in a multiple case study there are
two stages of analysis: the within-case analysis and the cross-case analysis. The three universities
were studied each as an independent case in the first stage of the analysis and as multiple cases in
the second stage of analysis. For the within-case analysis, each case was first treated as a
comprehensive case in and of itself. Data was gathered to learn as much about the contextual
variables as possible that might have a bearing on the case. The study drew on responses from
interviews with administrators, staff, and faculty. Extant texts and other documents including
written communication, public records, government reports, mass media, organizational
documents, and websites were also collected for data analysis.

The use of a multiple case study design was preferred because “analytic conclusions
independently arising from (multiple) cases…will be more powerful than those coming from a
single case” (Yin, 2009, p. 62). By clarifying the scope in all stages of data collection, I was able
to engage in meaningful cross-case analysis. This assisted in making conclusions that were later
analyzed to determine if the results in the cross-case analysis appeared to indicate literal or
theoretical replication.

**Data Collection**

Participants in this study were identified using purposeful sampling. An email was sent to
prospective participants along with the consent forms (Appendix 1) before initial meetings.
Other types of contact information about the participants were retrieved from university
websites. The criteria for the selection of participants was that they were faculty, staff, or
administrators either presently or formerly employed at one of the three institutions in the study,
and their work at the institution included teaching or service to international students. After the first interview at each institution, snowball sampling, also known as chain or network sampling, was used. Snowball sampling involves starting with “key participants who easily meet the criteria…and asking each one to refer you to other participants” (Merriam, 2009, p. 79).

The confidentiality of all participants was maintained throughout the reports of findings and conclusions. Original names and precise titles of administrators, staff, and faculty do not appear in this dissertation. Instead codes and pseudonyms are used for participants and institutions. Participants were informed of the confidentiality of the information gathered during the interview process. To express my appreciation, I provided participants with a gift card for a local establishment.

Permission to conduct research was submitted for approval to the IRB at the University of Hawaii. Informed consent forms were distributed to the participants (see Appendix 1) prior to the study. Copies of interview questions (see Appendices 2 and 3) were provided to participants after approval was received. Data collected consisted of interviews and extant texts based on participants’ perceptions of organizational change related to internationalization.

**Interviews.** Interviews were conducted with 23 participants (seven from Ansonia College, six from Barkhamsted University, and ten from Colebrook University) who directly or indirectly work in relation to institutional efforts to recruit, enroll, serve, and teach international students. The interviews lasted from 45 minutes to two hours. According to Quinn (2012), the interview “is a special form of conversation” (p. 241). Quinn further extended this idea of a “special conversation” when she said:

Note how crucial it is to actively grant control to the interviewee – encouraging the interviewee to organize the interview (or series of interviews) his or her own way and to
pursue his or her own thoughts, conveying the interviewer’s openness to the
interviewee’s own perspective, unique insight, and special knowledge, and being an
extraordinarily a good listener and a non-judgmental one. (p. 243)

Because the research investigated organizational change as experienced by the participants due
to an increase of international students, this type of interviewing allowed me to view the real-life
experiences of participants in each of the case studies and to analyze the extent to which
organizational culture influenced change within each case.

Results from interviews were transcribed, and the transcriptions were written in
Microsoft word. Transcriptions were imported into Atlas TI, a qualitative coding software. An
interview guide was utilized (Patton, 2002) with prepared questions that I constructed. These
interview items were constructed to answer research questions with organizational contexts and
processes in mind. The same basic questions were asked of all participants. However,
participants also engaged in conversation regarding their experiences that existed outside my
range of questions. All interviews were digitally recorded at locations of convenience for the
participants, usually on their campuses.

Participants of the interviews are not identified in the results. Faculty are identified with
the code “FA” and a number to distinguish them from other faculty from the same institution.
Staff are identified by the code “ST” and administrators by the code “AD,” also with numbers
attached to distinguish them.

The data from the interviews were coded based on emerging themes and the conceptual
framework of the study. The data were collected from the participants’ responses based on their
experiences and roles in the university’s internationalization. Data also included their perceptions
of these changes. Memoing (Charmaz, 2006), which is a descriptive form of writing to develop
some conceptual understanding of data, was performed. As data emerged, the responses and the
details from interviews and extant texts were organized according to themes. The inter-
relationships of the themes led to memoing.

**Extant texts.** According to Charmaz (2006), “extant texts contrast with elicited texts in
that the researcher does not affect their construction” (p. 37). For this study extant texts include
institutional websites specifically related to international students, institutional websites related
to each institution’s mission and goals and information related to their international goals,
internal documents provided by interview participants, and each institution’s general catalog. A
researcher must ask a number of questions regarding the value of extant texts (Charmaz, 2006)
such as what information is contained within, what does the information mean to various
participants, what does it leave out, and who has access to it? It is also important to note the
intended audience for the extant texts and the beneficiaries of dissemination. Finally, it is
important to determine how the extant texts in question affect actions and whether they are
designed to foster change within the institution.

When extant texts are viewed in relation to other texts, researchers may discover how
interpretation of extant texts influences perceptions of organizational change. Once collection of
the reports and interview data were completed, I was able to develop a clearer picture of the
process of organizational change as related to the internationalization process of HEIs.

**Coding and analysis.** Once the analysis of each case was completed a cross-case analysis
began. The data from interviews and extant texts was analyzed and coded under themes that
helped to answer the research questions. In the cross-case analysis the work of building
connections across cases was guided by the theoretical framework, organizational change. Each
of the institutions was treated as a comprehensive case by itself. Due in part to the uniqueness of
the three institutions involved, the cross-case analysis gave more value to the results as it allowed me to evaluate data based on how the research questions were answered in different contexts.

Yin (2009) wrote about the high quality of analysis that can be achieved with the cross-case analysis. He outlined four principles that can be generated from the performance of cross-case analysis on individual cases. He noted that analysis can show that the researcher attended to all the evidence all the cases could provide, addressed all major rival interpretations, and addressed the most significant aspects (p. 161). HEIs were studied using a triangulation of data sources to see how the experiences of administrators, staff, and faculty provide views on the process of internationalization and organizational change. Their responses and details from extant texts were studied in varying degrees of depth allowing the data to lead to significant themes to arrive at theoretical sampling (Charmaz, 2006).

Theoretical sampling helped to develop the properties of categories that emerged from memoing coded data. Initial understandings of organizational change and internationalization include how HEIs prepare for students from different countries of the world to study in the United States. The processes involved in serving foreign students in the academic setting is experienced by administrators and staff who are directly and indirectly involved in the students’ matriculation at their institutions.

Validity

In qualitative research, validity of findings is an issue with which researchers must contend, perhaps to a greater extent than quantitative researchers. Among the critiques of qualitative research are (a) case study is biased toward the confirmation of the researcher’s preconceived hypotheses and (b) one cannot generalize based on a single case or a small number of cases.
The answer to the first critique is that qualitative research broadly, and case study research specifically, is no more or less subject to researcher bias than quantitative analysis. In fact, the critique has led qualitative researchers to engage in greater levels of validity testing than quantitative researchers are required to do. As Maxwell (2005) found, since it is impossible to eliminate the researcher’s theories, beliefs, and perceptual “lens” (p. 108), it is important to include multiple ways of understanding data as an important effort to provide various interpretations to increase validity and confirm findings. The quality of the case study and the findings therein “will depend on the validity claims that researchers can place on their study, and the status these claims obtain in dialogue with other validity claims in the discourse to which the study is a contribution” (Flyvbjerg, 2011, p. 308). Triangulation procedures were used to promote the credibility of findings.

The selection and analysis of the data were guided by the theoretical frame of the study, namely the process of organizational change, teleological, and cultural. According to Maxwell (2005), the “researcher’s values and expectations influence the conduct and conclusions of the study” (p. 108), which may affect which data will be selected. Conducting analysis of extant texts for each university was necessary. University websites represent the “public face” of an institution, or what may represent the institution as they would like to be perceived. Internal documents and reports to government agencies such as the Department of Education through the National Center for Educational Statistics (NCES) data or accreditation information provided to accrediting bodies may offer a clearer picture of what is happening at an institution. Using data from these sources offers a view that can illuminate data from interviews and visits to participating offices.
Member check was conducted to “rule out the possibility of misinterpreting the meaning of what participants said and did and the perspective they have on what is going on” (Maxwell, 2005, p. 111). I sent the relevant portions of interview transcriptions to each of the participants of the three universities in order for them to check and review the accuracy of my quotes and findings. According to Maxwell (2005), data can change due to the research method and the presence of the researcher. An explanation of any changes that may have occurred due to research method and researcher presence are included in the report. Member check also includes the identification and analysis of discrepant data. The unit of analysis (Yin, 2009, p. 29) in this study is the experience of organizational change related to internationalization based on the participants’ experience. This helped to determine the important information to be gathered as data in order to answer the research question: What characterizes organizational changes in HEIs related to the recruitment and matriculation of international students?

Specific questions and objectives contributed to building the case study. According to Yin (2009), “An investigator will ‘infer’ that a particular event resulted from some earlier occurrence, based on an interview and documentary evidence collected as part of the case study” (p. 43). This suggests that the experiences of the researcher and the role he or she plays in the gathering and interpretation of data needs to be explained to build arguments for data collection and analysis.

In terms of external validity, Yin (2009) argued that “case studies rely on analytic generalization” (p. 43). Yin also stated, “In analytical generalization, the investigator is striving to generalize a particular set of results to a broader theory” (p. 43). In this study, theories about organizational change were the “domain to which the results could later be generalized” (p. 43). To ensure reliability, case study procedures were documented (Yin, 2009). Procedures and
operation for the collection and analysis of this research study are outlined to allow future researchers or investigators to follow the same procedures.

The purpose of this study was to explore how institutions of higher education with different identities, missions, and institutional cultures are experiencing change as a result of international student enrollment on their campuses. Chapter 1 explained the background of the study, the problem statement, the purpose of the research, and the theoretical framework. Chapter 2 reviewed the literature related to internationalization, globalization, and student migration. Chapter 3 discussed the methodology of the study.

Chapters 4, 5, and 6 represent the findings for each of the three cases in this research. Each chapter describes the findings for that particular case. In each case the findings articulate major themes and subthemes. Chapter 4 will show the findings gathered at Ansonia College, chapter 5 at Barkhamsted University and chapter 6 at Colebrook University. In general these three case studies represent a cross section of approaches to integrating international students on a U.S. college campus and highlight variations by institutional purpose and characteristic.

**Scope and Limitations**

The scope of this research study is the experience of organizational change as perceived by administrators, staff, and faculty at three different institutions of higher education in the United States. The research took place over the course of six months of interviews at the three institutions. The study focused on the experience of employees of the institutions involved for the following reasons: Administrators are best able to discuss specific strategies employed by an institution and the justifications for those strategies. Faculty and staff are able to discuss changes occurring in their classrooms and in the services provided to students and whether or not those changes were a direct result of the inclusion or increase of international students on campus.
Although the experience of international students is an important part of the literature on campus internationalization, it is part of the hypothesis of the study that international students can discuss issues of climate that they experience on a campus, but it is difficult for them to discuss changes made as a result of their matriculation. Often the changes made on a campus as a result of international student feedback may occur after students providing feedback have left the institution. A new group of students can comment on a possibly different climate than was experienced by their predecessors, but it is difficult for them to discuss the process of change. This research is intended to complement the research regarding international student experiences that can further inform university administrators regarding practices that may enhance and improve the educational experience for international and domestic students. Another limitation to this study is that the element of time varies from institution to institution. In the case of Ansonia and Barkamsted, all of the participants were current employees of the institutions. In the case of Colebrook however, many of the interviewees were former employees, some of whom had not worked at Colebrook for many years. This is a limitation and a strength. The limitation is that their recollections may reflect a distant past and may not accurately reflect the current state of affairs at Colebrook. The strength of their participation is that the ready availability of former employees from Colebrook does represent a powerful picture of the institution and displays a group of participants that can speak more candidly about their experience. Whether they are employed by the institution currently or worked there many years ago, the interviewees were able to discuss their experiences of change as related to the teaching or service of international students. Finally, all three institutions are located in the same state, which may be viewed as a limitation of the generalizability of the research.
Chapter 4. Ansonia College: “The Vision”

“You have a leader that you come up with an idea and you go to him and say ‘I have this crazy idea’ and he says ‘okay let’s try it.’ Most administrators say no.”

Ansonia College is a public two-year community college set in the western part of the United States of America. The Ansonia campus is set in a suburban area on the outskirts of the city and close to a section of the city devoted to the tourist industry. The campus is contiguous with a variety of buildings close together on one piece of land. Among the buildings is a center devoted to the recruitment and service of the international students who enroll at Ansonia.

In the data collection process, a total of six purposefully selected participants among the current staff, faculty, and administrators shared their experiences and perceptions regarding Ansonia’s efforts to recruit, enroll, and serve their international student population. All the participants were connected in some way to the service or teaching of international students on Ansonia’s campus. The interview questions explored their perceptions of Ansonia’s historical involvement with international students and their current strategies to increase their international student body and to expand a variety of their internationalization efforts. They are noted in this section as AD A-1, AD A-2, AD A-3, FA A-1, ST A-1, and ST A-2.

After conducting and transcribing interviews and reviewing the extant texts discovered during the data collection process, the following major themes emerged: (a) Ansonia’s history of internationalization, (b) community college politics, (c) academic capitalism, and (d) organizational change (both planned and unplanned) in response to the enrollment of international students.
**Ansonia’s History of Internationalization**

The influx of immigrants to the state in past decades from various countries created a need for Ansonia to provide educational opportunities for students who identified as international in origin. They were also officially residents of the state in which Ansonia resides. Two of the administrators (AD A-1 and AD A-2) have been employed at Ansonia for many decades and were able to express the institution’s history regarding the enrollment of students from various cultures. Data from interviews suggest that Ansonia did not historically seek or recruit international students. These connections led to changes in Ansonia’s enrollment trends from a first historical phase where immigrant residents of the surrounding community enrolled; a second phase where a small number of international students began to enroll at the institution; and a third, more recent phase where the institution now actively recruits international students. One event that influenced the most recent phase was the receipt of a large donation by an individual specifically interested in growing the institution’s international presence. That donation created an international center on the campus devoted to recruiting and serving international students.

One administrator noted the origins of Ansonia’s experience:

> In the beginning it was not a matter of recruitment…essentially you look at the population of [the state] and where the people come from, you easily find that it’s a very international state; multicultural in the sense that they come from around the world. (AD A-2)

The same administrator quoted above discussed how the institution recognized the international nature of the surrounding community and saw a need to serve its educational goals. This led to a redefinition of the word community at Ansonia and an opportunity for the institution to reconsider its educational program offerings in order to meet the needs of the immigrant
populations. The administrator described that experience:

[The students] were international in the sense that whether they stated they were here on green cards or they had U.S. citizenship. Their English abilities were such that if they wanted a good education or if we wanted to meet their needs then we had to develop an English as a Second language program. (AD A-2)

After enrollment of recent immigrants with residency in the state or the children of recent immigrants, the same administrator shared how international student enrollments grew organically from its local beginnings:

It was through word-of-mouth that the number of students began to grow, not so much in terms of marketing to international students. That came later, and I think it was that students that were here had a good experience and they went back and told others and also relatives [from their home countries]. (AD A-2)

Another element to the growth of enrollment of international students as expressed by the aforementioned administrator was the role of the faculty that had international experience prior to their employment at Ansonia. He explained that faculty experience was influential in growing the international student body as well. He also noted that faculty involvement is critical in expanding Ansonia’s international programs and that such efforts cannot succeed if they are driven solely by the administration. He commented:

A lot of this was grassroots. It came from the faculty and staff. My job was to get the resources to help build it, and so when something comes up through the faculty then you can easily institutionalize it because now it comes from them and then there’s buy-in, there’s nothing imposed. (AD A-2)
In contrast with elements of the literature that include intentional efforts to recruit international students for financial reasons, it appears that Ansonia’s experience did not begin as an intentional effort to recruit beyond its own community but rather that its local community reflected an intercultural and international demographic, which grew organically over time to include international student recruitment.

**Community College Politics**

As a publicly funded two-year institution, Ansonia College is subject to political forces more directly than private institutions. This section explores the impact of those political forces and the influence they have on Ansonia’s operations. The subthemes in this section are (a) legislative influence, which discusses the direct impact of legislative priorities on Ansonia and (b) local goals versus internationalization, which discusses a community political perception that Ansonia College should be focused more overtly on serving the local community.

**Legislative influence.** Ansonia must address statewide political issues that influence the campus. The legislative agenda has a direct impact on the operations of the institution, which can either help or hinder efforts toward internationalization. Of the seven respondents interviewed, four of them specifically mentioned the influence of state legislation on their work. Although there was some expression of political support from the state especially with regard to the revenues generated by international students, all the respondents perceived some tension between institutional strategies and the prevailing political agenda of the legislature.

In describing the level of influence that the legislature has on Ansonia’s work, one administrator who has worked at public and private institutions in the state expressed how Ansonia can be affected by legislative priorities: “When things happen at the state level we feel them pretty quickly because the goals may change or the funding streams may vanish, some new
line of funding may show up, so yeah there’s a lot of that” (AD A-1). The same administrator specifically discussed the legislative priorities as they relate to Ansonia’s academic programs:

The academic destiny is shaped by legislators, either mandates or conversations, and conversations that are happening with the state health systems now…you know those things impact us here whereas [at private institutions] I’m not sure that they would totally change things…for us there is a much quicker impact. (AD A-1)

A third administrator who has been involved in the internationalization efforts at Ansonia for many years, described the apparent tension between the state legislature and Ansonia’s goals and priorities: “Well the legislature doesn’t always understand internationalization. It doesn’t really see the bigger picture where [the state] needs to focus more on international. [The flagship institution] has not seen this and you know that’s somewhat surprising” (AD A-3). Ansonia is in a unique position in its state system in that they are the one state institution that has embraced internationalization. Other community colleges in the system have different priorities. The perception of the administrator shows that this allows Ansonia the space to engage in internationalization.

The state legislature has placed a cap on international student enrollment in the statewide community college system, allowing for a small percentage of international students to be enrolled. However, Ansonia could potentially exceed the cap within its institution because the cap is considered a state-wide cap. Since other institutions in the state have minimal international enrollment, this allows Ansonia to grow beyond its allocated percentage as it would not lead to exceeding the statewide cap. This example of a policy from the legislature confirms the political influence on the university’s decision-making process but also allows for some room for Ansonia’s efforts to grow.
Local versus international priorities. The second subtheme in this section is the collection of issues that appear to put Ansonia’s internationalization ambitions in conflict with its need to serve its local community. Although Ansonia has had success in growing its international student enrollment, there are some specific academic programs in which Ansonia cannot include international students. One administrator expressed the reason for that:

When the demand is so great…the community college is supposed to serve the community first. As for international students…fine as long as they’re not taking something away from a local student…our demand for the [health] program is much greater. We have people who want to get in and can’t get in. So if you started putting in international students in that program, that’s going to be a problem. (AD A-3)

The same administrator expressed his perception of the origins of political tensions. Within the state, there is an indigenous community with significant political influence. The administrators of Ansonia must respect the potential concerns of the local community if they want to continue with their internationalization efforts. He commented on the legislative fears that affect Ansonia’s internationalization efforts:

One of the things that the legislature was concerned about is the local reaction because we live in [an indigenous] community. There’s a feeling that by bringing in more international students you’re actually hurting the [indigenous] community. It’s a wrong perception….We have a thriving center for [indigenous] studies here, but that’s why there are limits by the state legislature as to how many international students you can have.

(AD A-3)

As a response to legislative and political concerns, one administrator recognized the issues and potential political problems that Ansonia will have if public funds are used for
internationalization efforts: “Any program that we built on internationalization had to be self-supporting, meaning that we could not use state funds to do this…internationalization had to be economically viable because we did not want to use the state monies” (AD A-2). Ansonia produces an annual report specifically addressing its internationalization efforts. This annual report includes information on the number of international partnerships that Ansonia has with foreign institutions; grants the institution has received that fund many of its efforts; and the tuition revenue that international students bring to the institution, and therefore to the state, effectively decreasing the need for state funding for many of the institution’s efforts.

It is apparent from the data that Ansonia has a long and successful history of engaging in internationalization efforts and growing its international student body. However, as a publicly funded institution, they must be careful to separate the funding streams that support local students versus those that support international students. This has a significant influence on how Ansonia must engage in its internationalization efforts.

**Academic Capitalism**

Ansonia College’s efforts at increasing its international student body may be linked to its history and international connections and to the vision and passions of its leadership. However, there is evidence that Ansonia’s efforts are also consistent with increasing academic capitalism. Of the seven interviewees from Ansonia, four specifically spoke about the significant revenue generation the institution receives as a result of its efforts to attract international students.

**International student revenue.** The international students that attend Ansonia pay nonresident tuition rates, which are almost three times higher than tuition rates for state residents, according to the Ansonia College website showing tuition rates for 2013-2014. The importance of this financial contribution was noted by one administrator:
What we realize now is that our international efforts are subsidizing the college and the state. Let me give you an example of that...So international students make up 8 to 10% of the student population yet they pay something like 35% of the tuition and so we are heavily dependent on those tuition dollars. (AD A-2)

A staff member employed in the institution’s international center supported the perceptions of administrators in describing the financial impact of the international students. He also expressed his desire to see the international student body grow to meet the legislative cap on international enrollment: “Our campus grew with international students and we can receive up to [a certain percentage] and if we were able to bring that percentage the tuition revenue that they would bring to the campus would be huge” (ST A-2). The same staff member also noted the value of international students to the state and commented on his perception that the institution was beginning to have more political support for its international efforts:

Not only for school but I think a lot of people in [the state], legislators and senators and state reps, people at the state capital, are realizing more and more that international students are contributing huge financially to the state. So they are realizing…the importance of the international student industry. We call it edu-tourism, education and tourism, so people are spending; they are coming here to learn which is becoming a huge import. (ST A-2)

Although all of the interviewees who spoke of the revenue generation mentioned the significant financial contribution that international students bring to Ansonia College and to the state, those comments were usually mixed with comments suggesting that revenue generation was not the primary or sole purpose for recruiting international students. The aforementioned staff member commented:
Not only do international students bring great contributions as tuition revenue but also it just brings great impact, great relationships. So our students can be more internationalized, so that’s a good thing for [local] students. By staying here they get to interact with students from many different countries. (ST A-2)

One faculty member was more direct about the impact of the institution’s internationalization efforts and the importance of the revenue to Ansonia and to the continued employment of some members of the campus: “We are the moneymakers we are bringing in the money. We’re helping to support some of these positions. The positions continue because of the international [students] but sometimes that perception is not seen” (FA A-1). One administrator also expressed the financial significance of international students but expressed his view that the institution would be able to survive if that revenue source was taken away: “It’s an important part but…if we didn’t have them would find the money some other way” (AD A-3). He also included his perception that internationalizing the local student body was an important part of Ansonia’s strategy and that bringing international students to Ansonia was another method of educating and serving the local students in the community:

If you’re going to try to make the campus international, the more international students you have the better it is, because the more they will mix with our students and the more our students become aware of other countries and other cultures. (AD A-3)

Ansonia’s experience shows that the institution does engage in behaviors consistent with academic capitalism, which provides an important revenue stream to help the institution support its operations. It appears to also encourage intentional relationships among students.

**Corporate connections.** Another form of academic capitalism in Ansonia’s system is its connections with local industry to provide education specifically to meet the desired outcomes of
those industries in the community. This is included in the institution’s internationalization efforts because many of the local industries are internationally connected due to the high number of international tourists that visit the state. Connected to the institutional history of attracting recent immigrants with different language skills, Ansonia recognized the need to develop trained personnel with foreign language skills to assist the local tourist industry. One administrator noted:

There’s an industry that is beginning to say, “We are getting a large number of tourists, people that we hire cannot communicate with the visitors and so could you guys at least create programs for the visitor industry.” And so now those first languages became very important because the state, in terms of the number of visitors coming in and making sure that we were able to provide activities for them and being able to make them feel at home. (AD A-2)

The same administrator also discussed the direct negotiations with local industry and how Ansonia uses those connections to determine academic directions for the institution. It is interesting to note that according to one administrator, the academic outcomes developed for the classroom at Ansonia College were linked directly to conversations with local business leaders. Another administrator commented on that connection:

We have a robust community education and training whereby we sit with business and industry and say what are your needs? And so we have developed Japanese for the visitor industry because industry requested that and so we said, “Okay, let’s sit down with you, you tell us what the outcome should be? You tell us what should someone who works at your front desk or who works in house-keeping, that does this in customer service, what skill sets do they need in the second-language? Let us know that and then we will develop
a course or develop a program whether or not it’s credit or noncredit. We can do that for you.” So industry came to us. (AD A-2)

Although Ansonia reports using only external funds and grants to support its international efforts, questions sometimes persist as to why a community college is engaged in such efforts. In a recent story on the local television news of the city where Ansonia resides, members of the administration were criticized for the number of international trips they have taken in recent years. The story contrasted details of administrators’ trips abroad with scenes of some campus functions experiencing difficulties in serving students. The story did mention that all of the travels were paid for by external funds. However, near the end of the story was a quote from an administrator of the flagship institution that Ansonia’s administrators would continue to pursue international relationships but would also be spending more time in the coming year focused on local campus operations.

Although it is a publicly funded institution, it appears that Ansonia College has been part of the national shift towards forms of academic capitalism in order to meet its revenue objectives and to support its international aims. Ansonia appears to be encouraged to generate revenues from its various academic capitalist efforts but at the same time faces public criticism and scrutiny if it appears they are not focused enough on the local community.

Organizational Change

The last major theme of this section describes how organizational change has occurred at Ansonia as a result of its recent internationalization efforts. The interview respondents all discussed the value that international students bring to the Ansonia campus, although some expressed thoughts that the college could function well without their inclusion.
**Planned (teleological) change.** A distinct feature of the planned change occurring at Ansonia is the influence of the lead administrator. Although his answers regarding the origins and growth of international students articulate a shared campus-wide effort, others on campus expressed that their leader’s vision has been integral to the growth of the international student body at Ansonia. Another administrator expressed his sense that the leadership of the institution has been the primary reason that Ansonia has been able to expand its internationalization efforts, “[Our leader] is very internationally minded. He always has been. We do a lot of things that are international in scope which are not done by other community colleges” (AD A-3). He also expressed that Ansonia’s success in bringing international students and international programs to the campus is not only because the campus leader is “internationally minded.” It is also due to his willingness to consider new ideas and take risks:

[Our leader] is the driving force behind that. When you have a leader that you come up with an idea and you go to him and say, “I have this crazy idea” and he says, “Okay let’s try it.” Most administrators say no. The first response is “we can’t do this, we can’t do that.” (AD A-3)

The growth and success of Ansonia’s efforts have led to changes in the function of the institution. In past years, the international efforts of Ansonia occurred in different parts of the campus and were not necessarily coordinated. In recent years, a decision was made by the lead administrator to centralize all internationally related functions of the campus under the direction of one office. One administrator described how that occurred and the rationale that influenced the decision:

There was no centralized office that would oversee any of these or help to develop programs and grants that would be used for internationalization and so [our leader]
thought it was important to have a single office that oversaw all the international programs. (AD A-3)

Ansonia’s experience suggests that the administration has been intentional in creating changes that foster increased enrollment of international students and creating more avenues for all Ansonia’s students to benefit from the institution’s international connections.

**Unplanned (cultural) change.** Ansonia College is assessed by state and regional entities on student outcomes. One of the goals of Ansonia, according to the strategic plan on its website, is to increase the number of degrees or programs completed. There is also an emphasis on successful transfer of students to the flagship institution in the state. Its most recent scorecard documenting its efforts shows significant progress in both areas. Staff members who work with the students are tasked with assisting students in completing their associate’s degrees, although some have discovered that the motivations of international students sometimes differ from the goals of the institution. One staff member commented on a trend she noticed in which international students will opt out of receiving an associate’s degree. She expressed her experience:

Some will purposefully not submit their graduation application, and we’re saying no because we need the degrees up, and we say it’s a good thing, it’s a point of completion, and so the way I try to sell it to them is that if they have the AA degree when they transfer to [the flagship], they won’t have to take the language placement test. If they transfer without it, even though they have…the minimum English language requirement completed, they will still have to do the language placement test, so some of them will say okay but others hesitate on earning the actual AA and AS degrees. (ST A-1)

In an effort to increase the rate of degree completion, Ansonia instituted a program in which
students who transfer to one of the four year institutions in the state system and complete the required credits for their Associate’s degree while at the four year school will be granted the associate’s degree automatically. One administrator described the rationale behind the creation of the initiative:

We have a dual admissions program with [the flagship]. For us it is a recognition that this is a transfer-heavy institution and that we are predominantly liberal arts…instead of having a traditional 2+2 agreement which has meant take two years here, finish the associate’s and then transfer; it takes advantage of the fact that [the flagship] is just a few miles down the road and that you have dual registration on a single platform. What students can do then is if they perform well in their first year they can apply for this program which allows them to take courses on both campuses and it streamlines financial aid, registration, tuition collection. (AD A-1)

Although this policy change has apparently helped Ansonia increase the number of completed associate’s degrees, there remains some tension with international students and the apparent negative perception of associate’s degrees that may exist in their home countries, based on interview responses. One staff member mentioned her experiences with international students who made intentional efforts to avoid receiving an associate’s degree. She explained how international students will specifically request not to receive an associate’s degree, even if Ansonia makes it automatic and free of charge:

Some of them don’t understand especially in countries that don’t have any community college system, they don’t understand what community college is, so they’ll tell us, “Oh my mom said I shouldn’t get the AA…that they’ll only pay for one degree, and if I get the AA they won’t pay for my bachelors.” (ST A-1)
Other forms of unplanned change at Ansonia include those changes created by staff, faculty, or external entities. Perhaps the most important was a large grant to Ansonia from an individual with an interest in building educational connections for students to cross borders and learn in different countries. This grant created the international center, which has been described by one administrator as a “one-stop office” for international students. Although this was done with the intention of making it easier for international students to navigate the institution, it has also had the apparent effect of creating some tensions with the advising office, which is responsible for assisting students in determining the required coursework to be completed for various degrees at Ansonia and for preparation for transfer to the flagship institution. In engaging in the role of academic advisors, the international center created a list of recommended courses for international students. A staff member explained the problem:

The international center created a list of courses that we should recommend to students who are international, and a lot of the counselors felt that was somewhat unethical, because it was like dance, and art and so a lot of the international students…will come to the counselors and say, “Oh I just want a class that I’ll be good at,” and we’ll ask, “What are you good at” and they’ll say, “One of the easy classes,”…that’s been something that we’ve been talking about at the counseling level, so how do we encourage international students not to take easy classes, because a lot of them are capable of so much more. (STA-1)

The same staff member continued to explain that seeking advice regarding easy classes from the international center might be counter-productive in Ansonia meeting its goals of degree completion:
The first time I saw it I went through it and I was like “why are you going to tell a business student to take a dance class if they don’t need it,” because a lot of the international students, they come here knowing where they want to go, they know their end goal, so if the student says business there is a certain set of courses they need to take, and there’s not too much room for deviation. (ST A-1)

A more positive example of planned change was the creation of a campus program to foster interaction between international students and local students and to offer support for those international students who are trying to integrate into the campus. One faculty member who was instrumental in creating the program explained its beginnings:

The international club was already in existence but it was very social. We wanted something more comprehensive and so [colleague] was from another university and said, “We have this thing called international café.” It was more of a hang out but we decided we would call it the international café but have it as more than just a hang out. So we integrated it with service learning. (FA A-1)

The creation of the international café at Ansonia is an example of the impact that a faculty member and a visitor to campus had in creating a successful program that has expanded over time and led to a more inclusive atmosphere for Ansonia’s international students and more intentional integration of international and local students.

The responses from interviews suggest that there are elements of both planned and unplanned change that occur at Ansonia College. It appears that much of the unplanned change happens in an environment where that type of change is openly supported by the administration, which seeks to foster an atmosphere where staff and faculty feel empowered to utilize their
connections and skills to create new ideas and new programs that will expand the institution’s international offerings.

**Ansonia Conclusion**

This section on Ansonia College is subtitled “the vision” because the data suggest that much of Ansonia’s efforts in engaging in internationalization stem from the vision of the lead administrator and his passion and willingness to attempt new programs and to give new ideas a chance to grow.

Ansonia has made changes in recent years to consolidate its internationalization efforts and to expand its reach. The changes and the history of Ansonia’s efforts reflect the vision of the administration and the success they have had in expanding this element of the institution.

However, this success has created some tensions as well. State politics, media, and a community that question the justification for a community college to be so heavily invested in internationalization appear to suggest that the administration of Ansonia may need to publicly display a renewed focus on students from the local community. Also, the consolidation of the international student office has created some problems with advising that may affect the degree completion rates of international students. Ansonia must also balance the need to raise its associate degree completion rates with an international student body that may often opt out of the completion of the associate’s degree due to some cultural misunderstandings or poor international perceptions of the value of a two-year degree.

Ansonia’s success in attracting international students and the revenue those students generate bodes well for Ansonia’s continued efforts to expand its international programs. Another benefit to Ansonia’s efforts is the creation of connections between students of many different cultures on its campus. However, they will have to continually contend with shifting
political priorities and convincing a sometimes skeptical community of the value of such programs.
Chapter 5. Barkhamsted University: “The Mission”

“The church is looking to Barkhamsted to be its international emphasis school.”

Barkhamsted University is a private, religiously affiliated four-year university set in the western part of the United States of America. The Barkhamsted campus is set in a rural area approximately an hour’s drive away from the local city. The campus is contiguous, with a variety of buildings together on one piece of land. The connection to the church is evident in the physical location as the church is situated on a piece of land immediately adjacent to the university. On the other side of the campus is a business operation owned by the institution that employs a significant number of international students along with members of the surrounding community. The prominence of the institution’s international connections is also evident in the location as the entrance to the university includes the flags of various countries flying proudly in the breeze.

In the data collection process, a total of six participants among the current staff, faculty, and administrators were purposefully selected to participate by discussing their experiences and perceptions regarding Barkhamsted’s efforts to recruit, enroll, and serve its international student population. The participants included two administrators, noted throughout this section as AD B-1 and AD B-2; three staff members, noted as ST B-1, ST B-2, and ST B-3; and one instructor, noted as FA B-1. It is important to note that some of the participants had multiple roles at the institution. One of the administrators and one of the staff are also faculty members. Also, two of the participants have taught at institutions other than Barkhamsted and can therefore offer a comparative viewpoint in relation to the culture of the institutions where they have taught. One of the faculty members and one of the administrators were also former international students and, therefore, have unique perspectives based on their experiences as well.
After conducting and transcribing interviews and reviewing the extant texts discovered during the data collection process, the following major themes emerged: (a) the primacy of the religious mission in Barkhamsted’s efforts to recruit, educate, and serve its international students and how the institutional culture has shaped its educational efforts; (b) the centrality of internationalization in all facets of Barkhamsted’s processes; (c) the methods Barkhamsted employs to address cultural challenges in the classroom; and (d) planned and unplanned organizational change in response to the enrollment of international students. Within each of the major themes are subthemes that characterize the major theme. Those subthemes are summarized at the beginning of the reporting on each major theme in this section.

The first theme regarding the primacy of the religious mission describes the extent to which all facets of Barkhamsted’s operations, from admissions to graduation of its students and beyond, are guided by the religious mission of the institution. Although all institutions have a mission, this theme was distinct and expressed in deliberate and particular ways by all the interview participants, which suggests that there is something unique about how members of the institution engage their work. The second theme regarding the centrality of internationalization describes how all elements of Barkhamsted’s operations engage with international students and how they are compelled by the demographic representation of the student body to consider the various cultures on campus when serving students. The third theme regarding cultural challenges in the classroom is characterized by a unique focus on how Barkhamsted must address various cultures when considering pedagogical issues. This includes national, ethnic, and academic cultures. The fourth theme regarding organizational change describes how Barkhamsted has made changes to operations as a result of its experience in enrolling international students.
Religious Mission

Barkhamsted’s efforts to educate international students is part of its original mission as an institution of higher education as expressed explicitly by three of the six participants in the study. Barkhamsted was created more than 50 years ago specifically to educate students from other countries and send them back to their homes to apply their learning in the development of their countries. Originally, this mission focused on countries that were less developed economically as explained by one administrator:

This campus was really built to provide education for people from [our region] – for countries where typically…there were no strong higher education systems. So if you think across [the region] that was certainly true…from that early beginning, the church saw this campus as a place to come and train people and send them home. (AD B-1)

The mission the administrator describes continues to this day. Barkhamsted is part of a family of institutions that are subsidized by the same church, but Barkhamsted has a mission that is distinct from the other related institutions: “The church is looking to Barkhamsted as being its international emphasis school…There are three [church affiliated schools] and Barkhamsted has the unique mission of being the university for the international population” (AD B-1). He continued to explain that Barkhamsted’s mission focuses, at least in part, on church members from less developed nations in order to provide them an education to which they would not otherwise have access:

Part of our mission is to help members of the church from developing economies and there’s just no way if you’re from Laos or Cambodia…it’s very unlikely that you’ll get to a U.S. university, but we have a financial package that will cover over 90% of their cost,
Slaughter and Rhoades (2004) commented that academic capitalism is the “pursuit of market and market-like activities to generate external [emphasis added] revenues” (p. 11). However, the experience of Barkhamsted appears to indicate that the pursuit of external revenue is not the goal. All six of the participants informed me during their interviews that international students do not represent revenue enhancement at Barkhamsted because the tuition is very low compared to other institutions and the cost of tuition is subsidized by the church. An administrator commented that “my sense is that the church is providing well over 50% of the operating costs” (AD B-1). However, Barkhamsted is willing to accept the high cost of recruiting students from foreign countries because, as participants repeatedly expressed in various ways, the mission is always the priority. According to Barkhamsted’s website, a significant majority of its students are members of the church that subsidizes the institution, and nonmembers who attend the institution must accept and live by the codes of conduct set by the church if they matriculate at Barkhamsted. Nonmembers also pay a slightly higher tuition.

**International Student Loop – Recruit, Educate, Return**

A unique element of Barkhamsted’s mission is its institutional focus on integrating the entire undergraduate experience, from initial admission to graduation and ultimately to employment in the student’s home country. Policies are designed to encourage student completion of the entire cycle, and all departments appear to view its operations in relation to the overall mission. One administrator noted a recent experience with the president of the institution that illustrates this connection:
[Our President] was in Asia for two reasons, he was there with a group of students who participated in a career placement event which is when we take students back to a country and they meet employers, because we’re trying to help them facilitate internships and employment. So he was there with one of our advisors and they met with a number of companies there. In the course of that week that they spent, there was a recruiting event with potential new students. (AD B-1)

One policy that encourages international students to return home after graduation is a scholarship for international students. It is provided in the form of a forgivable loan. However, the loan is only forgiven if the student returns home. If the student decides to stay in the United States, it becomes a loan that must be paid back to the university. An administrator explained how students are first informed of this policy:

> When the students fill out the Barkhamsted portion of the aid application, they actually sign an agreement that they understand that they are expected to return home. We are also going to collect a portion if they don’t and so that’s a unique thing about this campus.

(AD B-1)

The work of the career services office also shows the campus-wide connection to the mission of the institution in encouraging students to return home and the extent to which the institution will invest resources to ensure that international students return to their countries of origin. A staff member explained the steps that the institution takes to get students to return home:

> The church has been trying to encourage returning the students back home to their own country so that we can build leadership capacity in those areas, especially in the countries where the church is still fairly new. We will pay students to return back and we actually have a preference for them to return to their own country. We will pay for the airfare and
we will assist them with some funding to make sure that they do an internship at home.

(ST B-3)

The emphasis on having international students return home is not just part of the mission, it is included in the admissions policies of the institution. Barkhamsted focuses on providing J visas to its international students, rather than the traditional F1 visas that most institutions provide to international students. An administrator explained the policy:

You know we are not an F visa institution. We have J visas here; by design. The F visa is the typical nonimmigrant visa for international students here in United States. The J visa is a visitor exchange scholar program which allows international students to come and more broadly have a scholar exchange type of experience that is not narrowly defined by undergraduate degrees. Because the mission of this campus is to prepare students to return to the countries from whence the students have come, then the J fits that mission quite well. (AD B-1)

Barkhamsted appears to be working intentionally to link services and academic programs into one continuous loop. This loop includes the integration of services to assist students in completing the entire process from initial recruitment to the institution, through their education and completion, and finally to graduation and return to their home country. The intentional integration of all facets of the student experience is consistent with Barkhamsted’s focus on the mission of the institution, which is primary in all of its activities.

Centrality of Internationalization in Institutional Processes

According to IIE the percentage of international students studying in the United States was 3.7% in 2011-2012. According to US News and World Report, institutions with the highest percentage of international students report percentages in the 28% to 30% range. Barkhamsted
interview respondents report their perceptions that approximately 50% of its students are international, although IPEDS data from the fall of 2012 shows that Barkhamsted’s international student population is 42%. The importance of this is that an institution will make different decisions about policy and procedures if they are focusing on half its student body as opposed to a single digit percentage. The experience at Barkhamsted suggests that the high percentage of international students forces all facets of the institution to consider international issues, cultural issues, and language in all they do. An administrator explained how the administration of Barkhamsted must consider the unique needs of its international student body:

  Everything we do has to take into account international students. I mean, if you’re on a campus where you have 12% international students you don’t say, “We need some programs that are specific to that population,” but we don’t have a program that isn’t specific to international students. Everything we do has to embed our demographics. We have a critical mass of this where it forces itself on us. Unless we choose to just be blind or profoundly ethnocentric. So if we created a center for teaching and learning, did we do it with international students in mind? Yes, as much as if we did it for the science lab and so forth. It’s intertwined in the fabric, which probably is what does make us unique, this business of being 50% international. And of the other 50%, a good 25% of them are second-generation immigrants. (AD B-2)

An example of how internationalization infuses the discourse of various elements of Barkhamsted’s processes is described by one administrator’s comments regarding the importance of responding to internationalization in the classroom and beyond. He had been employed at other institutions with much smaller international student populations and shared that in his view that Barkhamsted is different and that every instructor at Barkhamsted must consider his or her
international students:

The last thing we want is someone not to be thinking about it. How can they not think about it? I mean you walk into a classroom with 45 to 50 or 60% of the students from a different language system and a different culture…and you don’t have any choice! I mean you could try to be oblivious to it but it would be like kicking your feet against the bricks, (AD B-2)

It is clear that such a large percentage of students coming from different nations and ethnicities and languages forces Barkhamsted’s faculty and staff to respond to the unique needs of those students. However, one administrator also discussed the different academic cultures and how that influences the institutional thinking that Barkhamsted must consider:

One challenge is the variation on a theme of educational systems across [the region], where you’ve got a British-based system in Hong Kong – British patent I should say – then you’ve got in Taiwan, Korea, and Japan something that looks more like what we are accustomed to in the United States. In Australia and New Zealand you got something different again, there might be more credit-based, competency-based and then places like French Polynesia and New Caledonia, the British Commonwealth countries of the Pacific you’ve got some school systems that don’t quite look like Canada or North America but don’t look quite like Hong Kong or the British system and so the challenge for us then is how do we know who’s got the right level of English, given some different tests and different exams, different style of testing and assessment. (AD B-1)

Barkhamsted’s experience with a higher percentage of international students than is found on most U.S. campuses impacts the institution to consider culture and language in every facet of the institution’s operations. Combined with the institutional mission to return students to their
countries of origin upon graduation, it is clear that Barkhamsted is attempting to create an integrated experience for its students in which every office is trained and equipped to consider the variations of its students’ origins and to find the best methods of serving their needs.

**Cultural Challenges in the Classroom**

Another facet of Barkhamsted’s experience in educating international students is contending with the variation of national, ethnic, and academic cultural differences and possible language barriers specifically in the classroom experience. This section will explore the challenges and responses that Barkhamsted faculty have encountered in teaching international students.

One faculty member commented on the number of different cultures in the classroom and how that impacts his pedagogical considerations. He was a former international student, so he has perhaps a more informed perspective on the needs of international students in the classroom:

> You can have a class with students that, you know, English is really hard for them, like Korea, Mongolia, China or you can have others that it’s a little bit easier, some European countries, some South American countries. As a teacher I have to find an average, decide how to leverage, how deep I will go or how superficial to make sure that everybody will understand. (FA B-1)

Exacerbating the problem of working with a high percentage of international students is a perception that the faculty is represented primarily by Caucasians. One administrator admitted as much when he talked about the difference between the demographic makeup of the student body as compared to the demographic makeup of the faculty, “If you’re white here you’re a minority unless you’re among the faculty, in which case you’re the majority and that’s an issue that we talk about all the time” (AD B-2). Barkhamsted is making efforts to address the disparity
between the ethnic and national backgrounds of the student body and the faculty but, as the same administrator commented, finds itself contending with federal government bureaucratic issues in attempting to diversify their faculty to include more faculty from other nations:

The government has made it so hard to hire faculty that are not from United States. It’s so expensive. It’s really frustrating because our goal has always been “wouldn’t it be good if we had a faculty that mirrored our student population” and it would. That isn’t easy to achieve for us….We try for it all the time and we have made significant progress but we do have far to go on that. Out of 120 faculty we probably just have 15 that are not from the US. (AD B-2)

If Barkhamsted is successful in hiring international faculty, they must then address the problem of keeping them on Barkhamsted’s campus. Its faculty hires are generally members of the church that operates Barkhamsted. However, that sometimes is not enough to keep them employed at Barkhamsted as one administrator expressed:

We worry about that. We hire really good people and we will worry about losing them because they are so marketable. They are highly accomplished in their fields. We try to make it so good that “why would you ever want to leave Barkhamsted?” That’s the trick is hiring faculty and making sure that they’re so good they could leave tomorrow but we try to make it so that they won’t. (AD B-2)

Regardless of which cultures faculty members are from, they will have to address the variety of cultures in the classroom that they encounter. Barkhamsted tries to introduce this to new faculty when they arrive on campus and to foster collaboration among new and current faculty to consider pedagogical concerns with the diverse populations. An administrator who was formerly a faculty member discussed one method of having current faculty assist new faculty in how they
approach the classroom diversity:

One of the things we tell everybody is “go watch what’s going on in other classrooms.”

You’ve got to get out and observe those who’ve been at this for a while in this context and take them to lunch, talk to them, and we’ll pay the bill for lunch so watch and talk to the others. That process of watching somebody deal with the diversity in their classroom is the most important thing that we can do because what will happen is, they’ll watch a variety of other people and they’ll begin to project themselves into the context. They’ll script it and they’ll begin to script themselves instead of me trying to script them into some mold that’s just not formulaic. (AD B-2)

The importance of this collaboration is something the administration at Barkhamsted considers deeply. One administrator discussed the distinct difference between just having international students in the classroom and making concerted efforts to engage and include every student in the conversation. He discussed what he sees as the result if faculty are not attuned deeply to the cultural differences in the classroom:

If we just leave the communication pattern to its own logical conclusion the U.S. mainland students, English speakers will make 95% of all the comments in the class and that’s not acceptable. We cannot have that so forget it. Do that and we are not an international, intercultural classroom. We would have silence among the diversity. (AD B-2)

The same administrator also recognizes the challenge and the difficulty of engaging students from various cultures that may have come with different expectations about the appropriateness of a student speaking in class. Those educated in a western academic culture may be accustomed to the expectation that students must engage verbally in the classroom setting, but other cultures
may not. Western college professors who are themselves products of the western system create a similar expectation in their classroom. As a faculty member with experience at different institutions, including Barkhamsted, the administrator has witnessed this delicate challenge firsthand and offered this advice:

Nobody can force, nor should they force someone else to speak. The invitation must be clear. We all have to check and double check and triple check to make sure we have no prejudices or intimidating attitudes or implicit assumptions about any group because those will be sensed and will be a burden for the student. (AD B-2)

It is clear that Barkhamsted, with such a large percentage of its students coming from different nationalities, ethnicities, language abilities, and academic cultures must find innovative ways to truly engage all students in the classroom to create the best possible educational environment that embraces the diversity and turns it into a positive element within the classroom. Barkhamsted appears to recognize both the opportunity and the challenge. An administrator discussed his previous experience as a faculty member and the challenges he faced in attempting to educate students in the multicultural classrooms of Barkhamsted:

The university had nothing in the way of socializing new faculty in this situation. My colleagues wanted to help but they were confronting that tacit problem of I don’t know how to tell you what I know they didn’t even know to say I don’t know what I know many of them I would go watch and they were great but I just sort of a cold hey do you have a minute conversation and they struggle to be helpful but having watched them I could see some real talent and what they learned over the years. (AD B-2)

**Organizational Change**

This section on organizational change will discuss the evidence of both planned and
unplanned change at Barkhamsted. Responses from interview participants appear to indicate an institution where there is an apparent perception that all change at Barkhamsted happens according to administration plans. Although instances of unplanned change at Barkhamsted appear to be rare and small in scope, there do appear to be some elements of change that occur through nonadministrative channels. Also, there is evidence of some tensions among staff and faculty concerning the nature of change at Barkhamsted and how members of the community have been compelled to adjust to those changes.

**Planned change.** Barkhamsted has gone through a period of significant change in recent years as a direct result of the reconsideration of its unique international mission and also due to its desires to grow enrollment and manage the financial sustainability of the institution. Within the last seven years, they had a change in administration. One administrator described the new president’s directives: “Here we’ve got [the President] with three imperatives: improve the quality, serve more students, and create more efficiencies in your operations” (AD B-1). One of the first changes to be made was to the organizational structure of the institution. Some departments were consolidated to created more efficiency within the operations of the institution and to integrate a focus on better service to international students. The same administrator described the organizational structure prior to the new president’s arrival:

> International student services reported to the vice president for student development. Of course admissions reported to a different vice president, the academic vice president at the time. I think there was a recognition that we needed better coordination as an institution. (AD B-1)

The same administrator also described how the administration viewed such changes. The changes to be made were not part of a campus-wide discussion designed to bring different
departments together. As he noted:

It wasn’t something that operationally two departments were brought together to discuss or consider or propose. Rather it was an administrative decision. At one point the international student office was to become combined under the admission office, because they wanted to have the vision for international students, of Barkhamsted being a university committed to international education at the front end of their recruitment. (AD B-1)

Although a decision to reorganize as noted above may not necessarily be connected to international enrollment judging by the previous comment, an administrator was able to explain the linkage of the decision to reorganize and international student enrollment:

The administration in [year] with this new president decided to reorganize, restructure the University primarily for the purpose of growing enrollment and what’s unique is, the university’s goal is to double its enrollment over the next 8 to 10 years with 50% of the student body being nonnative English speakers. And the goal is not just to have numbers but to have 50% nonnative English speakers. That is how committed the institution is to recruiting a very specific nonnative student population. (AD B-1)

A more significant element of the decision to reorganize and the connection to internationalization was described by a staff member, who recounted how the administration encouraged the various departments on campus to think about its operations and how those operations either helped or hindered the international student experience. According to the staff member:

One of the extreme concepts this new president brought in was the idea, if our main business or emphasis is international students we really ought to think of building
international processes. So you typically build your processes for the domestic students and then the international students are the exception that we have to work around. He suggested because we are a university where our emphasis is international students…we really ought to be developing international processes. (ST B-2)

Although a directive to think about changing the processes of departments on campus to be more international may not be specific in nature, it presented a challenge for the institution and the staff involved in serving international students. The staff member discussed the challenges that she had in determining what an international process was and what that meant to the work of her department and her staff:

Now at the time I was somewhat skeptical of that idea and I said, “You can’t do that. What are international processes?” And I was thinking culture specific. I was too specific on “well if you do it this way for [some] cultures that’s not going to work for [other cultures]” and so what I learned and realized over time was, he really wasn’t talking about a specific cultural way as much as he was thinking what are the processes and steps that need to happen so that international students go through smoothly. And that really challenged our current processes…because no one had ever thought of that kind of approach. So even to this day it’s still a philosophy we are trying to get our heads around. (ST B-2)

The same staff member commented on what she and her staff saw as the directive to be more attuned to the needs of international students and how that eventually translated into changing the way her department communicates its services to the international students and the manner in which those students are served. “We second-guessed how we were saying things. Now we are a lot more conscious of it. We feel like there is a better way of saying things so that…we reduce
Barkhamsted has a unique way of envisioning the student experience as an integrated continuum from initial recruitment to graduation and ultimate return home. One change that demonstrates this institutional vision was the reconceptualization of student clubs. On many college campuses student clubs are fairly insular and are primarily engaged with on-campus activities. However Barkhamsted has reorganized the functioning of the student clubs to focus on future employment networks. A staff member explained the change and how that has impacted the way that various departments think about their work and the mission of the institution:

Student clubs went from our student activities office to the alumni and now even though they naturally create these social gathering opportunities, their primary responsibility is networking in their home countries. I think that’s been one of the strengths of this change is bringing more focus to our efforts and helping us to think more purposefully about how we are using time and resources and in the work that we do. (ST B-2)

The changes made have been significant and challenging for faculty and staff to integrate into their work, and the administration appears to have a clear vision of how it wants the institution to operate. There is some tension with staff and faculty regarding the manner in which some changes happen. A staff member discussed the extent to which the concerns of her department have been addressed in some of the changes made by the administration:

The impression has always been “yes, but here’s the decision.” So there hasn’t been a lot of space for feedback. We haven’t seen a lot of the concerns addressed in a way that has sent faculty the message that “your feedback is important to us.” It’s actually been the opposite. It’s been the attitude of “this is how it is. Get on or get off.” (ST B-2)

The data presented are examples of an administration that is making changes to reflect the
international origins of a large percentage of the student body. Barkhamsted has clearly made changes to realign the various departments on campus so that they are able to serve their international students more intentionally and also to serve the broader mission of the institution, which is the ultimate graduation and return of its international students to their home countries. Whenever an institution makes such significant changes to its operations, it will create challenges to those departments among the staff and faculty that are impacted by the changes.

Cost cutting. According to Biddle (2002), “Even if substantial funds have been committed to the initiative, internationalization is expensive” (p. 114). Barkhamsted is an example of an institution faced with the significant cost involved in recruiting, serving, and returning students to their home countries. The Barkhamsted website confirms that the church subsidizes a significant majority of the operating costs. A significant amount of that cost is to cover international travel for administrators and recruiting staff and in creating the networks needed to provide employment opportunities for students upon return to their home countries. Two of the participants in the study spoke about the need for Barkhamsted to cut costs but still serve the mission of the institution. One example of an attempt at cutting costs is a new focus on changing the academic calendar. Instead of the traditional two 15-week semesters (fall and spring) per year with two short summer sessions, Barkhamsted has altered its calendar to create 3 semesters per year in order for students to complete approximately one third of their education per academic year, rather than one fourth. Students are now encouraged to complete their studies within three calendar years, or nine academic semesters. This is a change that has taken place over the last few years, as one staff member noted:
I know they’ve been talking about the three year rule for a number of years but they have been phasing it in because I think by 2014 it should be fully implemented but they’ve been talking about it since I would say 2009 or 10. (ST B-3)

Another staff member discussed the rationale for the emphasis on completion within three years, but also mentioned how allowances need to be made to take into account the amount of time students might need to bring their English language skills to the level necessary for academic success at Barkhamsted:

In the past we didn’t have the three year rule and so you have students here for four, five or six years and it’s hard especially if it’s an international student if they have it figured at least two years or a year of English as a second language classes depending on the initial placement and so I think for the international students they’re not counting the ESL time toward the three years, or the internship. (ST B-1)

A staff member also discussed the need to manage the cost of educating international students and cost increases if students are on campus for longer than necessary. Another issue tied to this is a capacity issue. As it is the mission of the church to educate as many students as possible and return them home and the institution has limited capacity in terms of its ability to have more students enrolled, they must graduate the current students as quickly as possible so there is room for the next cohort of students wanting to enter. This is part of the stated goal of the administration to create more efficiency in the operation of the institution. The staff member explained how this focus on efficiency manifests on Barkhamsted’s campus:

Because of the growth of the church in the different areas, they’re in need of educated young people to go back…universities are now trying to get more bang for the buck, so
you can’t afford to have classrooms not full; can’t afford to have a small number of classes, because it’s not sustainable. (ST B-3)

The high cost of subsidizing so many students has been noted by the administration and is now understood by all levels of the organization. One staff member has seen the changes first hand regarding cost. She discusses the previous model of allowing students to come regardless of their financial ability to pay and allowing them extra years to complete their degree. She described the previous model and how that has changed:

Knowing the higher cost to bring international students has required us to hold them accountable. When I started, it seemed to be fairly common that a student would arrive knowing that they didn’t have enough funds to continue, and the rumor was if you just go and talk to someone in an administrative position you get help. When I started, most of the time it seems the students in those situations got help. Now the administration is saying no. If you come and you find you don’t have the money that you said you had, then you need to go back home. That is a huge change with this administration. (ST B-2)

Barkhamsted’s experience suggests that the mission of enrolling international students is still central to its work, and the institution will continue to recruit, educate, and return those students to their home countries. However, due to a need to manage costs, the institution has recognized the need to make broad changes in its operations to improve and streamline services, to think more intentionally about the continuum from initial admission to graduation and employment, to recruit more students who have the ability to pay tuition, and also to hold them accountable for payment and for their academic progress.

The challenge of change. One administrator described the challenges that administrators must confront in making broad changes to the operations of the institution and how the
administration conceives of the need for change and the impact change may have on the institution as a whole. His answer is an example of the human element of change and the impact it has on those who make the changes and those who are affected by it. It is also an example of the uncertainty of change. In the case of Barkhamsted, it is an example of the challenge of changes to account for the various nationalities and cultures that are part of the Barkhamsted campus:

On the institutional level we muck around and we try to try to get above, we try to stop and get out of the currents and up on the lifeguard tower so we can gauge back and try to see the patterns and issues with a little more clarity and then find the wisest way forward but, well a lot of the time I’m not sure what the best thing to do is, I just know we have to do something. You go with what’s in your analysis, your heart and your gut, your experience but so often you can’t come to peace with any direction. (AD B-2)

When an organization such as Barkhamsted engages in planned change from an administrative level, it does so with its own frame of reference that may differ from the perception that staff and faculty may have on a campus. An administrator described the human behavior element to the process of change and how the assumptions that influence those changes may be difficult for others in the organization to comprehend or accept:

Organizations are control freaks by their nature. They prize control far more than individuals and they need predictability in order to solve problems and allocate resources and this is just basic organizational behavior. They are disrupted by uncertainty far more than individuals are, so an organization spends a lot of time creating policies and procedures around what they hope will be a stable backdrop….This is what I struggle with regularly. (AD B-2)
Interview responses from administrators at Barkhamsted indicate that the administration recognizes the deep challenge of change and the impact that change has on the work of the staff and faculty who contribute to the mission of the institution every day. The next section will discuss the tensions that arise when staff and faculty must attempt to accept changes to their working conditions and to their perceptions of their individual roles in serving the mission of the institution.

**Change and tensions.** Although Barkhamsted’s efforts to change the processes of the institution have generally been met with acceptance and collaboration, there exists some tension with the manner in which the change has been presented to the Barkhamsted community. One staff member commented on a general perception that the administration makes decisions without much opportunity for staff and faculty to participate. She explained her perception of the change process and the difficulty that the campus community had in adjusting to the changes:

> Change is difficult to begin with but I think people started to feel unappreciated. People felt that the administration was very arrogant in its administrative style and eventually the trust was broken and that’s how I would describe it; broken trust between the people and the administration. (ST B-2)

In a situation where there is a perception of broken trust, it is challenging for an administration to regain the confidence of the campus community. The Barkhamsted administration engaged in efforts to confer with members of the community on the changes taking place on campus, but to one staff member, these efforts were viewed with some suspicion regarding the true motives of the administration:

> [The administration] had monthly Q & A where all of the members in the leadership were expected to attend and this was open to all faculty, staff, and students. That was in an
attempt to allow people to ask questions about the changes. Some people felt like it was really just a way for the administration to show that they were being open but most people felt that it was really just a meeting to tell us what they had already decided. (ST B-2)

Interview responses indicate that Barkhamsted is still going through a process of change that is painful for some members of the community. The experiences of some staff and faculty appear to indicate an administration that may not have fully considered the human impact of change on the relationships and the morale of the people who work at the institution.

**Unplanned Change**

Although most of the interviews yielded a picture of an institution where the administration is clearly in command and where all change is created by institutional leaders, there were glimpses of an institution where change is initiated by staff and student experiences. Both administrators and staff discussed those areas where the voice of the students has been considered in crafting some of the changes on campus. An example of this is a situation where the administration responded to student experiences in crafting changes. One administrator explained, “The students have come to the administration and raised the level of awareness around our business processes which have been not well aligned” (AD B-1). Another administrator offered specific examples of processes that were changed as a result of student input, “Two examples, getting financial aid and housing we found to be problematic in terms of focus groups” (AD B-2). This suggests that although the administration has firm control over the processes of the institution and the service and education of international students, they are willing to collect information from student experience in order to affect appropriate changes.

In those offices that work closely with the students, such as the residential life office,
there are directives from the administration on general areas of improvement. However, the staff in the residential life office also consider the experience of the students when devising policies and procedures. A staff member explained how the residential life office considers student concerns:

They feel that we on the front lines…know how best to deliver that for the residents and I think it’s because we want to keep a positive environment. I mean if you’re on the [scholarship] program and you’re here for three straight years you don’t want it to be a nightmare living in the place that you call home, so they give a directive…and then we take it as “well this is the approach we need to get that done.” (ST B-1)

The residential life office also considers the perspective of the staff members who live and work with the students and recognizes that those staff members in the residence halls are able to serve as the voice of the students, as one staff member elaborated, “I think we rely on the resident advisers to get to know their residents so that they can be the voice for them when we don’t have the opportunity to hear from all of them” (ST B-1). Other changes on campus, such as those that led to the creation of a teaching and learning center designed specifically to address the needs of international students were administrative decisions, but they were influenced by informal interactions on campus. One administrator discussed the significant impact of those informal interactions on his decision-making:

We eat, we read, we come together to discuss, and these issues are always either around the edges or right in the center of whatever we’re talking about because they’re so predominant here. I think we formalized it through the center of teaching and learning…we are doing a lot more then we were 10 years ago, but again it’s these informal visits that I’m persuaded are the most powerful. (AD B-2)
As an institution, Barkhamsted has gone through a period of significant change in processes, organization, and structure. This change has been characterized primarily as an administration-led process, with some peripheral unplanned changes occurring at lower levels of the institution. One thing that remains unchanged is the mission of the institution. In everything they do, the mission remains central. The rationale behind change appears to be focused on how to best accomplish that mission.

**Barkhamsted Conclusion**

This chapter on Barkhamsted is subtitled “the mission” because of Barkhamsted’s unique religious mission to educate international students and return them to work in their home countries. Contrary to literature that suggests that recruiting international students is often a source of revenue generation, Barkhamsted utilizes church funds to subsidize international students’ attendance at the university on the condition that they return home to develop their own countries. Barkhamsted also utilizes the proceeds from an adjacent business owned by the church to fund some of its operations. However, the amount of financial contribution the institution receives from the adjacent business was not explored in this study. All the respondents discussed the mission and expressed their belief that the mission of the institution is primary. Financial concerns are currently a very important part of the institutional strategy, but any changes to be made to the financial operations are to be made in consideration of fulfilling the mission.

That mission has been costly to Barkhamsted, and the changes they are making are designed to make the institution more financially self-sustaining and less dependent on church funds to continue operating. The desire to achieve financial self-sufficiency is reflected in organizational changes designed to cut costs and to have students finish their degrees and return home faster.
Combined with cost cutting measures are also changes designed to improve the experience for students from various countries that make up the Barkhamsted student body. It is evident from the data that a new administration has made broad changes designed to streamline operations and create an institution where every facet of the student experience takes into account the cultural challenges that international students face. Interview responses show that Barkhamsted is considering the entire experience of the students from initial recruitment through matriculation and ultimately job placement back home in its attempt to create a seamless educational experience. While the institution is experiencing challenges in managing such a broad spectrum of change, it appears that its experience could be a source of comparative research for other institutions in reconfiguring their methods of integrating international students into their own campuses and evaluating the accomplishment of the institutional mission.

“There’s just supposed to be international students here. To be without them is to say Colebrook is not Colebrook.”

Colebrook is a private, secular institution set in the western part of the United States. The buildings of Colebrook are in the urban core of the city it inhabits. The offices, classrooms, and student spaces in the institution are interspersed among the offices of the corporations that share the surrounding urban space.

A total of 10 current and former administrators, faculty, and staff from Colebrook were purposefully selected to participate in the study and shared their experiences and perceptions regarding efforts to recruit, enroll, and serve its international student population. They included perceptions of Colebrook’s success in integrating those students into the academic and social life of the campus. They are noted in this chapter by codes. The code FA refers to faculty, ST refers to staff, and AD refers to administrators. The individuals are referred to as FA C-1, FA C-2, FA C-3, FA C-4, FA C-5, and FA C-6. Members of the staff are referred to as ST C-1 and ST C-2, and administrators are referred to as AD C-1 and AD C-2.

After conducting and transcribing interviews and reviewing the extant texts discovered during the data collection process, the following four major themes emerged: (a) the influence of organizational culture on strategy and operations, (b) the unique needs of international students, (c) faculty perceptions of international students in the classroom, and (d) how organizational change (both planned and unplanned) occurred in response to the enrollment of international students. Within each of the major themes are subthemes that characterize the major theme. Those subthemes are summarized at the beginning of the reporting on each major theme in this section.
Organizational Culture

Regarding the organizational culture at Colebrook, the institution’s mission statement includes elements that show its interest and focus on international students. It refers to its desire to have students from “around the world” enroll to complete a U.S. education and to educate its students to become “active members of a global society” (Colebrook website).

Participant responses to interview questions included common themes regarding perceptions of the organizational culture of Colebrook, which have an important influence on how change is characterized in relation to the enrollment of international students. The subthemes included in organizational culture include the following: (a) institutional identity and international enrollment, (b) marketing efforts, (c) academic capitalism, and (d) administrative controls. There is apparent tension between the marketing efforts of the administration and the experience of staff and faculty regarding the successful integration of international students more fully into the life of the campus, although faculty engage in some effort at integrating international students in the classroom. The following sections will explore each of these subthemes within the major theme of organizational culture.

Institutional identity. Staff respondents at Colebrook described the international student body as an important part of the institutional identity, though the actual number of international students enrolled has been decreasing and the nature of its enrollment (either degree-seeking or exchange) has been changing in recent years. Faculty views varied on the importance of international students at Colebrook. While some faculty viewed the inclusion of international students as a positive element of the education for all students at the institution, others viewed international students as a problem that had to be managed, with little apparent assistance from the administration on how to address it. A good example of the importance of international
students in Colebrook’s identity was expressed by an administrator who said, “Colebrook always was and is this…there’s just supposed to be international students here. To be without them is to say Colebrook is not Colebrook” (AD C-1). One faculty member supported the view that Colebrook had a reputation for internationalization that the institution took pride in: “That is our reputation that we are very international. I don’t know if that is still the case but someone was saying that at one point we were proportionally the most ethnically and culturally diverse institution in the country” (FA C-1). Even though Colebrook had the smallest percentage of international students among the three institutions in this dissertation, the perceptions of faculty and staff indicate a strong sense that international students were a significant part of the student body.

Marketing. Colebrook markets the institution to highlight its international student body and its international connections. Examples of this include student contributions to its online newspaper highlighting its services for international students, a list of multinational companies that hire its graduates, and information from top administrators that showcase the institution’s commitment to international diversity (Colebrook website). According to interview participants, the international student center is heavily involved in both service to current international students and marketing to prospective students. The perception among staff and faculty is that Colebrook markets its international efforts with great intentionality. A member of the faculty perceived the institutional efforts as very aggressive and celebratory of the international flavor of Colebrook:

I think we are trying really hard to market ourselves as a truly international university and we’ve done a pretty good job at that. I mean Colebrook really does celebrate cultural
diversity to a large degree, and I really think it’s one of the great strengths of Colebrook.

(FA C-1)

The perception of Colebrook as a school where international students are welcomed has become part of the discourse of the institution and the community, unrelated to current enrollment figures of international students. According to IPEDS data, the size of the international student body in the fall of 2010 was 6%. This figure is much lower than a historical norm and current goal of approximately one-third international students in its enrollment as expressed by administrative and staff participants. A current administrator shared the extent to which its marketing has been successful in creating this image: “Interestingly, growing up here I thought Colebrook was only for international students because its marketing was so heavy on this type of student body. I really did not think that local students went here, ironically” (AD C-1).

The perception of the institution as uniquely international and diverse is something that permeates the discourse of those who work there. There is recognition and concern about the recent decrease in the amount of international students enrolled, but the concept of a highly diverse campus is something the institution markets. A current administrator described her perception of the current institutional identity:

You can get that level of diversity that you can’t get anywhere else, and that we are the gateway to that type of…that place where people want to go because there is that richness in what everyone brings to it…that has been the legacy that [the former President] left in terms of the drive to make this an international institution. (AD C-1)

Although Colebrook does have new leadership, the institutional emphasis on enrolling international students appears to have remained intact.

The number of degree-seeking international students at Colebrook has decreased in
recent years, but according to interview respondents, the institution has attempted to address that by increasing the number of short-term exchange students. A current staff member seemed to sense the lack of connection between the image and the reality. She felt that the international students, despite its small numbers, tend to have a larger presence precisely because they tend to have a higher level of need for assistance and will seek it out in the various offices on campus. “I think the perception is that there are a lot more international students than there really are, also this doesn’t account for study abroad students which in [this office] you see a lot of” (ST C-1). Her comments validate the idea that Colebrook’s reputation for being internationalized is connected as much to a historical discourse in the institution and perhaps not so connected to current student demographics.

Some respondents commented that the international student office has a high level of influence within the institution and the ability to make demands on other offices. A current administrator explained that student clubs have been disbanded if there was no student participation and, therefore, removed from promotional brochures. She remembered a discussion with the international admissions office: “I remember meeting with one of our international admissions folks and one of their things was “we don’t have enough clubs to advertise, we look small compared to other schools” (AD C-1). She explained that the expectation of the international office was that the student affairs division needed to create more clubs to make the institution appear more enticing to future students, whether or not those clubs were active.

Colebrook markets the international connections of the institution intentionally and proudly. However, the data collected support the idea that this perception of an internationalized institution may not be consistent with current enrollment trends.
Academic capitalism. Participant responses suggest that Colebrook is an institution that exhibits the characteristics of an academic capitalism regime. Like many institutions, Colebrook relies heavily on tuition revenues for its operating capital. A former faculty member described her experience and her impressions by stating that “Colebrook is tuition driven, they don’t get large grants, they don’t have good foundations backing them, so it’s all about the almighty dollar, and the students will say it too” (FA C-5). Some administrators, staff, and faculty who have migrated from one institution to another within the state are able to make comparisons with regard to the campus culture at Colebrook in relation to other institutions nearby. A former member of the faculty noted:

I actually had two students who have gotten their degrees at [another institution] and were in the [Bachelor of Science] program [at Colebrook] and they were like, “Oh my gosh talk about culture shock….You know at [the other institution] we felt so respected personally, everyone knew our name, we really felt valued, here at [Colebrook] we are a walking dollar sign. We all know that.” (FA C-5).

Another former faculty member, who has taught at Colebrook and two other institutions in the state, offered his perception that there is something different about the culture of Colebrook:

More like business, numbers, we need money….You know I thought that place was really rougher. I didn’t do much with the administration to be honest but….You know my short answer is yes I sense something a lot rougher in the departments that I deal with. (FA C-4)

Another former instructor commented that the need for revenue impacted how faculty were instructed to work with the international students:

They have to come in fully funded and the idea being that, like in any business it costs
you a lot less to retain a customer than it does to recruit a new customer. The point being that if they got here you could keep them here even if they weren’t quite up to speed, or up to par and you could continue to have a nice profit margin off of that. (FA C-6)

Interview responses from all the Colebrook participants was consistent in the perception of Colebrook as an institution that appeared to be primarily interested in revenue and enrollment, sometimes to the detriment of the academic integrity of the institution.

**Administrative authoritarianism.** Data from interviews suggest that the administration at Colebrook tends to take a dominant role in shaping the strategy of the institution. Former faculty and staff were more likely than current faculty and staff to present their perceptions of Colebrook’s administration in negative terms. Current faculty and staff did not express strong negative perceptions of the role of the administration but presented their perceptions in terms of disconnectedness or what they perceived as a lack of support. The responses suggest that staff and faculty are left to react to the decisions made by administrators rather than participate in creating those decisions. A former administrator, who has worked at three different institutions in the state, described the culture of working at Colebrook this way: “I think at Colebrook it was really about pleasing your supervisors and here [at Ansonia] it really is about doing good things for students” (AD C-2). He continued to comment on the distinct difference between Colebrook and the other institutions he has worked for:

Here [at Ansonia]…it’s a lot more democratic, things are not top down and…it’s more about services for students as needs arise, so it is a lot more organic….We are preparing for students and we are preparing the staff for those issues. At Colebrook it was responding to administrative direction…but in terms of work environment [Colebrook] and [Ansonia] could not be more different, I mean they are polar opposites. (AD C-2)
A former faculty member discussed his impressions of the authoritarian style of the Colebrook administration and how that impacted the experience of faculty:

We were told that they were paying tuition and they needed to be here and the school needed to retain them and if you wanted to have an opportunity to continue engaging students in that environment at that particular school then you really can’t fail them. So you pretty much were told that you can’t give that many Fs. [The administration] wasn’t directly saying, “Hey these are folks that are from another country with language difficulties, they really deserve a break and you should give them one.” It was more along the lines of “you can’t fail them because we need them to come back and you want to keep your job.” (FA C-6)

Interview participants from Colebrook, especially former employees, offered perceptions of an authoritarian administration where faculty and staff felt limited in their ability to affect change. The next section will discuss how the institution recognizes and supports the unique needs of Colebrook’s international student population.

**Foreign Student Needs**

This section will explore the extent to which Colebrook has recognized and addressed the distinct needs of international students within the institution. The following subthemes are included in this section: (a) “front end” services, designed to increase enrollment of international students; (b) Colebrook’s recognition of international students’ unique needs; and (c) assumptions of international student integration with the campus community.

**“Front end” services.** The term “front end” comes from a quote by a former administrator. He used the term to describe those services that were designed to recruit students and assure their initial enrollment. This is distinct from those services offered after initial
enrollment designed to foster student retention and success. Data from interview respondents suggest the unique needs of international students at Colebrook are generally not addressed beyond initial enrollment. Six of the 10 interview respondents specifically discussed the “enrollment driven” nature of Colebrook’s efforts. Although there is significant effort at recruiting international students, a former administrator noted that the level of attention the international students received changed once they were enrolled:

Colebrook had a whole machine that was set up that was really focused on student recruitment and first point of contact for students there. They really worked hard to get students to learn about the institution and get them in the door and then once they were in the door the services really trailed off. (AD C-2)

A current administrator in discussing the focus on enrollment described institutional efforts and changes this way: “There were a lot of ideas that have sort of gone away, or new ideas that have started, that are more heavy on enrollment, trying to figure out what is that magic formula to get them here” (AD C-1). Once students are enrolled at Colebrook, tracking the retention and graduation rates of those students does not appear to be a concern. Interview respondents indicated that Colebrook is not systematically collecting information that might inform its efforts to improve services. A current staff member perceived the apparent lack of institutional concern:

I don’t know if there is a threat to international student retention or if people have thought that deeply into it, like I gave you the example of the student who left and who’s tracking that? I mean nobody is tracking that…we don’t do any exit interview and students leave, so we don’t ask them, “Why are you leaving? Is it because of the institution, or is it…well what are the particulars?”. …we don’t know. We don’t even have a form.
students just email me and say, “I’m leaving,” and that is the end, and that’s all it takes.

Even the students are shocked that that is all it takes to withdraw. (ST C-1)

It appears that much of Colebrook’s emphasis is on getting students enrolled in the institution, but once they are enrolled there is little apparent focus on the retention or graduation of those students or on collecting data that might help the institution know why students leave.

**Greater needs for international students.** Within Colebrook, evidence that international students have greater needs and therefore require more institutional services was expressed by four of the respondents who commented on the distinct needs of international students beyond the normal services provided to all other students. A current staff member had this comment:

I think the perception is the group is larger than it is. I think because their needs are greater, they have more things that they’re asking about, more things that you have to think about and their needs are more complex than, say, perhaps the traditional student that’s here just for three or four years, so they seem a bit more prominent, but it’s not actually a huge population. (ST C-1)

A current staff member had a unique understanding of the distinct needs of international students since she was an international student herself at one time. She brings to her work a deep understanding of the challenges that international students experience, which she explained this way:

It was actually really frustrating; to be honest it really sucks being an international student. There’s so much you have to do in terms of paperwork in applying for things, waiting for approval, and getting forms signed before you can even come into the country, and then once you’re in the country there are things like “how do I get my Social
Security card? Can I work off-campus? And how do I get insurance without a U.S. driver’s license?” You know all these little things that you would never think. If you’re in your home country, you don’t even have to think about how to do these things, you just do them, and then if you’re in the new country even though it’s not substantially different than your home country there’s all these hoops that you have to jump through. (ST C-1)

Although Colebrook has staff and faculty who understand the experience of being an international student (three of the faculty participants and both staff participants were international students), there does not appear to be a concerted effort to utilize their expertise to better serve the current group of international students on campus.

An example of the distinct needs that international students have at Colebrook that domestic students do not face is the search for housing. As a commuter campus with limited campus-based residential options for students, Colebrook’s international students must seek housing in the same market as domestic students with little preparation for the nuances of attempting to negotiate apartment rentals in the United States. Colebrook does have a website for international students, which includes links for housing options, but many of those options are references to external identities such as craigslist and the online version of the local newspaper’s classified advertisements. A current administrator has seen the challenge that international students have and explains the problem this way:

They [international students] do get lost. It’s tough when we can’t say, “Go here and sign up for a room.” We have to say, “Here’s a listing and you have to go interview, good luck,” and they have to understand the terms of the lease…I just feel it’s more frustrating for international students. At least [domestic students] have parents who can try to maneuver. (AD C-1)
International students often need more services from institutions and different services, which can be challenging for an institution to address. Data suggest that this is an area of challenge for Colebrook’s administration and staff.

**Assumptions of integration.** One issue at Colebrook that appears to be linked to the focus on “front end” services is an apparent assumption by the institution that international students will later be integrated into the life of the campus without intentional efforts by the institution. Integration may be difficult in an urban institution that draws primarily commuter students. One administrator notes that the integration of international students should be occurring in the classroom: “The challenge is, we’re a commuter campus, so that really does hinder for all students that type of continuity. I would suggest that the classroom is one of the best ways to establish that” (AD C-1). In light of Colebrook’s location in an urban area without a contiguous campus, it is logical that the institution relies on the integration of the international students and the local students to occur in the classroom. Much of the international/local integration is based on aspirations and assumptions of the administration rather than evidence of connections between local and international students. An administrator voiced her assumptions: “I always think they come to Colebrook and they have a certain level of free spiritedness and an entrepreneur kind of mentality because we are so decentralized” (AD C-1). Participant responses support the subtheme that integration is assumed but not apparently fostered intentionally.

Colebrook’s website for international students includes various events designed to showcase the international flavor of the institution and links for students to acclimate to the state where Colebrook resides. In contrast to the assumptions of integration expressed by administrators, a current staff member felt that there is a need to address the cultural issues on campus, and she noted that there does not appear to be programs designed to help students
acculturate to the institution or to the various cultures they encounter on campus. She perceived the lack of services this way:

I don’t think we have enough conversations about what we should be doing, or talking about supporting students of certain populations, and I think being here that has been explicitly different than my experience at [other institutions], they are always trying to think about these populations even though they are even smaller, and so you get the flipside [at other places], “Why are we spending so much time in this when they’re such a small chunk of the population” and here, there’s a bigger chunk but we spend no time thinking about it. (ST C-1)

In an institution that appears to focus its efforts primarily on recruitment, it appears that Colebrook struggles to find ways to integrate international students into the life of the campus.

**Faculty and Pedagogy**

Dewey and Duff (2009) noted that faculty at institutions of higher education sometimes have concerns about the impact of international students in their classrooms and the potential disruption that international student enrollment may have on their classroom and their workload. This section explores the extent to which the faculty at Colebrook have attempted to address those issues in the classroom and the extent to which the administration has created an atmosphere where faculty and administrators work together to consider those issues and make adjustments in order to improve the learning experience for international students. The subthemes in this section are (a) faculty perceptions of the distinct academic needs of Colebrook’s international students and their attempts to address those needs and (b) the perception of isolation that faculty express with relation to the administration’s role in assisting faculty who face challenges.
**Recognizing difference.** As noted in Bartram’s (2008) work, international students have needs that are distinct from domestic students, stemming from cultural barriers. One of those distinct needs noted by Bartram (2008) is related to academic performance. In this section I explore the extent to which faculty recognize the different needs that international students have in the classroom and the extent to which faculty address those differences. A current faculty member, in discussing his experiences teaching to international students, explained a broad concept of the difference this way:

> It’s very different for them. Apparently their model is more “maybe you attend a lecture maybe not” but there’s a big test at the end of the semester. So as far as being engaged in doing the small assignments throughout the semester, that’s new to them. I think they are a little more concerned initially because this is new…and then later they get a little more relaxed about the expectations. (FA C-2)

Other faculty respondents also noted the distinction in cultures from different parts of the world. A common response among the six faculty respondents was a perception that the academic cultures of Asia and Europe were sufficiently distinct as to warrant different responses in the classroom from the instructor. A former faculty member described her experience:

> I would see really quickly that the Asian students, above all they will not question me. It’s absolute, they will not do it. Even if they have a really good question they will not ask it. They also tend to try to be wallflowers, and so I don’t allow that. I go around and ask, and so what I did was instead of asking individual questions which is what I’ve always done in the past, I would ask them to pair up with someone, and they pick [the partner] and they would answer it as a group. So it kind of took away that spotlight on one person, and they could discuss the answer, and they could look it up if they needed
and then present it to me. And that was the only way I could get them to respond. And I make sure every group did that. So that was a big change for me. (FA C-5)

Another former faculty member echoed the sentiment of fellow faculty regarding experiences with international students and described his method of addressing the cultural difference in the classroom:

With, the Asian students I usually do a little more small group stuff when I have them in the class because speaking out in class and speaking to the professor is not part of their culture, from what I understand. So they are more comfortable if I break them into groups of threes or so and kind of structure it a bit. They have a task and then they speak out a little bit more then and they get a little more comfortable in the class that way. (FA C-4)

The responses indicate an attempt by faculty to be cognizant of the different cultural expectations in the classroom and an attempt to be flexible in their pedagogical styles. However, not all faculty members will alter their pedagogy based on the cultural and international representation of the students in their classes. Some have their own method of conducting a class and will maintain that method regardless of the varied cultures that may be represented in the classroom.

A current faculty member said:

I might count the names but I won’t pay attention to “oh look, this guy sounds Russian,” so usually it’s on the first day of class I find out. Students introduce themselves and that’s when I find out. So I’m not going to go “oh, there’s four and I have to change the way I do things.” I just structure the class the way I would normally structure the class. (FA C-1)

A former faculty member discussed the overall dynamic of teaching with large numbers of international students in the classroom and how that impacted the pedagogical methods
employed in the classroom:

I feel as an instructor to some extent you have a responsibility or an obligation to be able to communicate to your students so what would happen is, even though you have curricular standards and pedagogical standards and you have certain things that you have to teach to, you can’t help but teach to the middle. So when the middle is where it is because of the inability of a lot of people to speak English particularly well, it does affect the way that you present the material. (FA C-6)

Faculty at Colebrook appear to recognize the distinct challenges and opportunities that international students bring to the classroom and often must address those challenges in their own manner. The next section will discuss the extent to which Colebrook’s faculty expressed a perception of isolation when confronting the challenges of a multicultural class.

**Faculty isolation.** Dewey and Duff (2009) noted that faculty experience challenges in integrating international students into the academic content being presented in the classroom. The challenges experienced at Colebrook were consistent with the literature in this regard. Various instructors expressed that they handled issues of integrating international students in their classrooms without assistance or input from the administration. However, there was a discrepancy in how that perception of isolation was expressed. One former faculty member appeared to want more guidance and assistance from the administration in addressing the unique needs and academic preparation of the international students in her classroom:

We would bring up issues and show evidence why this was a problem and we never heard about it again. It was very frustrating to try to work like that. You know they would send it down from on high “what are the problems with the (European) students?” and we would say “the problem is they have no chemistry…we can’t teach them chemistry while
we are doing all these other things…and they were like “oh alright we will take care of it” and you never hear anything and you never see anything happening, so it was really, really, frustrating, like “why are we doing this?” So a lot of the faculty probably did what I did which was just to try to address it on my own….I would use my own personal time to get them caught up to where they needed to be in order to function at that level. I had to learn a little bit about the culture and meet them where they were, and try to adapt myself to their needs and bring them up to where they needed to be in order to be successful in our program. (FA C-5)

Not all faculty members wanted that same type of guidance or assistance from the administration. A current faculty member, when asked if he would like to see some assistance from the administration on techniques to use in the classroom to address the academic needs of international students, had this response:

I don’t think I would like to hear from administration who my students are because I can’t help but think that…I might interpret this as a nudge that I should be doing this or doing that and maybe lower my standards because I’ve got 15 students coming from Asia…which, I couldn’t help but feel that if they’re telling me this there’s something to be read into that message. (FA C-1)

Overall, the faculty expressed a perception that what happens in their classroom was their responsibility alone and that the administration would not intrude or offer advice on how to address any academic issues that international students might be encountering. One faculty member commented: “I don’t think there was a formal way of asking us how we felt. It’s almost like it’s there and then handle it, as an instructor” (FA C-3). Responses among faculty from Colebrook appear to indicate that there was little formal communication between the
administration and the faculty with regard to pedagogical challenges the instructors might be facing with international students.

Staff also sense isolation in their work. Echoing the sentiments of those faculty who perceived isolation in their work, a staff member who works routinely with international students and has experience working with international students at other universities and feels she has a lot to offer Colebrook in addressing some of its challenges commented:

I never talk about those things with my colleagues when things come up, no one has ever asked me to share anything that I learned in my research or anything like that, so something like that makes me think that we are not explicitly thinking about issues like the needs of these populations. (ST C-1)

The collective responses show that faculty and staff have varied relationships with the Colebrook administration. Pedagogical changes in response to the inclusion of international students pose challenges to faculty who appear to be isolated in addressing the challenges that international students sometimes bring to the classroom.

**Organizational Change**

The fourth major theme in this section is organizational change. As noted in the section on organizational culture at Colebrook, the inclusion of international students in the life of the campus is considered an integral part of the Colebrook identity and has been for many years. The subthemes are planned (teleological) change and unplanned (cultural) change. Within the two subthemes are specific areas that characterize both types of change within Colebrook. Both elements of change have different impacts on the functioning of an institution. There are elements of both that occur in any institution, but the key focus of this case is to explore how changes occurring at Colebrook can be linked directly to efforts to serve the international student
body and also to examine the nature of that change. In order to understand how change occurs on a college campus, it is important to distinguish how decisions are made and the extent to which different stakeholders participate in the decision making process.

**Planned (teleological) change.** This section explores those changes within the institution of Colebrook that appear to be planned, or administratively driven. Within the element of planned change, two types of planned change emerged that further describe how Colebrook is experiencing change in relation to the pursuit and enrollment of international students. The first is an atmosphere of constant change. The second are changes reflecting an administrative desire to focus on enrollment and revenue growth.

**Atmosphere of constant change.** Two of the respondents in this study, both former employees, commented on an atmosphere of constant organizational change that permeates the institution. This appears to be driven by administrative mandates as the institution attempts to respond to decreasing enrollment in recent years. A recent news article in the city that Colebrook inhabits describes cuts in the number of classes offered and cutbacks in staff positions in response to enrollment declines. Another recent article describes a multiple year downward spiral in enrollment at Colebrook. In describing the atmosphere, a former administrator shared that his perception that the atmosphere at Colebrook was in constant flux and that it was difficult to have any feeling of stability in one’s position. He noted, “At Colebrook, we would go away for the weekend and come back and things were different” (AD C-2). The same administrator also noted that the culture of constant change had an advantage, as “Colebrook was able to turn on a dime, you know someone could come with an idea and make it happen right away, and that’s both culture and because it’s a private institution” (AD C-2). Others who have worked at Colebrook did not perceive this environment as a positive element of the institutional culture.
One possible reason for an atmosphere of constant change appears to be a high level of turnover of faculty and staff. One former faculty explained that the constant change was due to a negative work environment, which led to many employees leaving after a short term of employment. She noted, “It’s a very, very, toxic work environment and…it’s just…nobody stays there” (FA C-5). Although the culture of Colebrook appears to be nimble enough to alter strategies and processes quickly, participant responses suggest a perception of chaos as well.

**Planned – enrollment and revenue growth.** One form of “planned” change is an administration’s choice of the elements of the operations of the institution to which it gives greater priority. Based on respondent perceptions in interviews, it appears that the administration gives greater priority to the enrollment functions of the institution. A former faculty member noted the planned nature of change this way:

Colebrook was very top down, and it was administration driven so we had an enrollment management unit at Colebrook that was really, really, powerful and influential, and because they were so enrollment driven…they really pushed and drove these kinds of decisions. (AD C-2)

Noted earlier in this case, responses from participants suggest that Colebrook is an institution that makes decisions based on market forces. Interviewees noted that certain subgroups of the student population did apparently warrant unique attention from the administration’s directives, and the perception is that these decisions were driven by financial concerns. However, the student subgroup that respondents mentioned when discussing these types of revenue-based decisions were the military students and veterans. A staff member described this by saying:

In this office we very rarely change policy or procedure for international students. I see it change for veteran students. I see a change for military students. I think we do a lot to
accommodate those populations…because the population of military students we have on this campus is so substantial, and I’ve been told that they generate a huge amount of income for this institution. (ST C-1)

One former faculty member echoed those sentiments when she described the apparent preferential treatment that she observed among the student populations at Colebrook.

The only ones that didn’t have to worry were the athletes, the good ones, and military because they have a special thing with the military. The military always gets preference, so they got the best of everything. Active-duty military would get the first choice of all the classes. (FA C-5)

Participant responses suggest that planned change has occurred at Colebrook in response to changes in enrollment trends. Although changes to processes specifically in relation to international student enrollments were not perceived by staff, there is a perception that the administration will make changes to student processes and procedures based on market forces.

Unplanned change. In this section on unplanned change, I will explore those cultural changes that appear to be coming from two possible directions, the faculty and the staff. Each of these represents the type of change that theories suggest can only be managed. Cantwell and Maldonado-Maldonado (2009) noted these experiences of change as “processes driven not only from the top by administrators but also from the bottom up by students and individual faculty members” (p. 291). Although students can influence change on a college campus and the focus of this research is the extent to which their presence in an institution of higher education fosters change, the changes I am describing are those ultimately made by faculty or staff in response to international student influences.
**Faculty driven.** Faculty respondents at Colebrook have in some cases made changes to their pedagogical methods and to their curricular programs as a direct response to the increase of international students in their particular courses. This represents the type of unplanned change that is noted in the literature by Kezar (2001). A current faculty member shared that his department responded based on perceptions that the student demographic in the discipline (related to Political Science) was changing. He described the process this way: “Just this past week we had a retreat to basically reshape our program because increasingly we are attracting…a lot of foreign students, which the program really never thought it would ever have in large numbers” (FA C-1). As the same faculty member explained however, this change was not based on a quantitative analysis of the situation. It was based on the department’s scan of its current situation and conversations with its students:

I don’t think we did anything scientific…we sat down and we talked about our students…So in part, on the basis of what students wanted, and the discipline our program has become, we are basically in the process of reinventing our program…So based on that and also what my colleagues heard, we decided to change things, but from my perspective, having so many foreign students, it was one of the elements that convinced me of the need to change the program. (FA C-1)

The changes noted above represent unplanned changes made by faculty and influenced by perceived increases of international students within a specific major on Colebrook’s campus. These changes represent an example of how international students have influenced change within the university.

**Staff driven.** A former administrator commented that international students forced the institution to reconsider institutional processes with regard to scheduling and the creation of
information for incoming students. He noted the difficulty that the staff encountered when attempting to serve international students this way:

International students made first point of contact with the institution much earlier than the domestic students so a lot of the preparation of the materials that the staff had to do at various centers had to be done at different times, and often the international students needed information before the information was ready to go. So they were asking for clarification on things that had not been decided or asking for answers to policies that had never been discussed, so it’s a real challenge. (AD C-2)

However, a staff member has experienced that changes occurring in response to the needs of international students appear to take place in a seemingly ad-hoc manner.

I don’t feel like this is necessarily good professional practice, but I see here that it’s very case-by-case. I don’t see that there has been any training in terms of international students, nor is there development or training for us to sit down and talk about the issues that arise with these particular student populations. Sometimes we do that, but usually it’s when the situation gets to a point where we actually have to because otherwise it’s not going to work. We’re not really proactive in prepping staff to work with different student populations, that’s my observation. (ST C-1)

Although respondents repeatedly expressed an organizational culture at Colebrook dominated by administrative mandates and strategies, there also appears to be a sense of disconnectedness between the administration and the daily operations of the faculty and staff. Perhaps due to a sense of isolation, faculty and staff perceive that they are either empowered to make decisions on their own or they perceive their work as occurring in isolation, forcing them to create policies in an inconsistent manner with little instruction from the administration.
Colebrook Conclusion

This chapter is subtitled “the market” because it appears that Colebrook’s institutional culture is driven by market forces to a much greater extent than either of the other two cases. Colebrook has made changes in recent years to its efforts to recruit international students. The changes made are characterized by a focus on enrollment goals and responses to the cross-border student market. It appears that Colebrook’s strategies and organizational culture lead to changes characterized by a focus on market forces. It is also evident that Colebrook is willing to attempt to leverage an institutional identity of being an international university to its advantage and simultaneously make changes designed to utilize market openings in other areas such as the market for military students.

Based on the data gathered, it appears that Colebrook is not experiencing an increase in international student enrollment. One change that they have made is to seek more short-term exchange students in order to maintain the identity they have established as an internationalized institution. Participant responses appear to indicate that the institutional identity is important to the administration, the faculty, and staff, so it is logical that Colebrook would seek to maintain its brand as much as possible. At the same time, in light of declines in international student enrollment, Colebrook administration has shown a willingness to make changes in other areas such as a focus on providing military students with preferential treatment. This supports the contention that Colebrook makes decisions and changes based on market forces.

Participant responses and recent news stories show that Colebrook is an institution that is experiencing significant challenges. Its overall enrollment has decreased in recent years, leading to cutbacks among staff and faculty. The staff of the center that is responsible for recruiting international students has seen the loss of key people within the department. Colebrook,
however, is still successful at marketing the institution as internationalized and is utilizing its efforts to create a unique identity and brand. It remains to be seen if Colebrook will be able to again experience growth in its international efforts or if they will have to seek new markets in order to achieve enrollment goals.
Chapter 7. Discussion and Conclusion

The results of the study are an important addition to the existing literature on the internationalization of higher education institutions in the U.S. and illuminate how distinct institutions experience change as a result of the increase of international students on their campuses. This chapter will explore how the results of the study answer the research questions, the extent to which the cases in the study reflect the prevailing literature on internationalization, alterations to the original conceptual framework, and some final conclusions.

Discussion

The first research question approached the topic of the characterization of organizational change on U.S. campuses related to the recruitment of international students. The results suggest that organizational culture and the lens through which a college administration views internationalization will bear significant influence on how change is experienced by all members of the institutional community.

For example in the case of Ansonia, the administration’s passion for internationalization and its willingness to invite innovation and change from many different sources on campus is the key characteristic of how that particular institution experiences change. Although the changes at Barkhamsted appear to be more comprehensive in nature related to internationalization and there is some willingness to consider the experiences of faculty and staff at the lower levels of the institution, there is also a greater emphasis on administrative control of the change process. Colebrook represents a third, distinct characteristic of change. The results suggest that Colebrook’s administration takes a more authoritarian approach to the change process. Change happening at the administrative level clearly moves downward in the organization and affects
faculty and staff, but unlike Ansonia, changes at Colebrook occurring at lower levels do not appear to be informing the strategies of the administration at upper levels.

The second research question related to changes in structure and processes at the three institutions in the study. Again, the results suggest clear distinctions among Ansonia, Barkhamsted, and Colebrook. At Ansonia the significant planned changes include the creation of an international center devoted to serving the social and academic needs of the international students and the consolidation of all international efforts under one administrator in order to create more institutional cohesion. A key distinction of Ansonia’s experience is the willingness of the administration to utilize unplanned change to its advantage. An example of this is the creation of an international café where international and local students can interact in meaningful ways to improve the educational experience of both groups. One faculty member from Ansonia also discussed the new hiring of a counselor devoted to assisting international students with their psycho-social needs, which Ansonia recognizes as being distinct from the needs of its domestic students.

In the case of Barkhamsted, the most significant change represents an innovative reenvisioning of services and processes on campus in order to create greater integration of the entire student experience. Perhaps the most significant effort was the administrative directive to create, as one staff member noted, “international processes.” Although the change process at Barkhamsted has been comprehensive and challenging for all members of the institutional community, it represents the most sweeping change among the three institutions studied.

In the case of Colebrook, changes made by the administration appear to be primarily enrollment driven and an attempt to maintain its identity as an international institution. An example of this is the shift from seeking long-term, degree-seeking international students to a
new emphasis on enrolling one-semester or one-year exchange students. An important element of the change process at Colebrook is the extent to which they are merely the receivers of change directives by the administration but have little power to impact change from below. Another key finding from Colebrook is the view of an administration that is willing to make changes quickly but almost always from a viewpoint of generating revenue. Although Colebrook appears to be proud of its identity as an international institution, decreasing enrollments in recent years suggest that the administration is willing to consider any alternate strategy that might boost enrollment, regardless of whether that boost comes from international or other sources.

The third research question related to the perceptions of staff, faculty, and administrators regarding planned and unplanned changes on campus, especially as related to increases in cross-border student enrollment or at least the attempt to increase enrollment. The perceptions of the staff, faculty, and administrators of all three institutions were distinct from each other and linked closely to the institutional culture on their campuses.

In the case of Ansonia, the perceptions of staff, faculty, and administrators were overwhelmingly positive. The participants of this study reflected a sincere passion for including international students on campus and a commitment to providing those students with a positive educational and social experience. The only negativity expressed by the participants was in relation to the barriers placed on the institution from the legislature and from a few internal and external critics, which hinders the ability of Ansonia to expand its internationalization efforts to an even greater extent. An example of this was the mention of a few of the participants regarding a legislative cap on the percentage of international students that would be allowed by the legislature. Although Ansonia is still far short of reaching the cap, the perception of many participants reflected a belief that the cap is not necessary, and Ansonia should be allowed to
recruit as many international students as possible. Another key perception among interviewees from Ansonia reflected a sense that the efforts to internationalize the campus are a significant contributor to the financial health of the institution and also a significant educational opportunity for domestic students to gain knowledge and understanding of other cultures. Although participants reflected upon these important contributions that international students bring to Ansonia’s campus, they also perceived a sense that these benefits were occasionally unappreciated or dismissed by critics. In terms of unplanned changes on campus as related to internationalization, the perceptions of participants display a sense that staff and faculty have the ability to affect change and that the administration is open to unplanned change from various sources. However, staff did express some concerns regarding changes in one office (the international center) and how that might negatively impact the work of another office (academic advising).

In the case of Barkhamsted, respondent perceptions show a staff and faculty committed to the change process and cognizant of the benefits and the need to fulfill the mission of the institution, although there is also evidence that changes at Barkhamsted have been challenging and sometimes painful as functions and processes change to reflect a new paradigm. Although there was a clear division between the administration and the staff and faculty at Barkhamsted, it was evident from responses that the shared religious faith helps to bind the community together, and the overarching religious mission of the institution remains the primary objective. Responses from faculty, staff, and administrators at Barkhamsted also reflected an institution-wide effort to improve the entire educational experience for international students and an effort to integrate the work of all departments that work with international students to create improved services. One significant example of this effort is reflected broadly in the administration’s directive to create
“international processes” throughout the campus. Another, more specific example is the attempt to link the work of student clubs and career services with the ultimate goal of returning students to their home country upon graduation.

In terms of perceptions of change, Colebrook stands in stark contrast to the cases of Ansonia and Barkhamsted. Responses from faculty and staff consistently reflected a sense of disconnectedness to administration directives and a perception that faculty and staff at Colebrook must respond to the mandates of the administration with no opportunity to provide feedback or participate in the change process. Examples of this include responses from faculty displaying a sense of isolation in managing the challenges of educating international students and faculty perceptions of administrative overreach in telling faculty that they must give passing grades to international students or risk losing employment. Staff perceptions also display a similar disconnection, as noted by a staff member who had extensive experience working with international students at other institutions but felt that Colebrook spent “no time thinking about it” (ST C-1).

Prevailing Literature Compared to Findings

The literature and theory underpinning this study was grounded among the following themes: organizational culture, academic capitalism, faculty and pedagogical issues, and the distinct needs of international students. This section explores the extent to which the results conform to the prevailing literatures on the subject of internationalization.

Organizational culture. The literature used as background to this study related to organizational culture suggested that many institutional efforts towards internationalization are unsystematic, scattered, and lack traction (Hawkins & Xu, 2012). Also, some authors commented on the variety of cultural challenges that international students face on campuses in
the U.S. and also in places like Australia and New Zealand (Bauer, 1998; Fisher, 2013; Harper & Hurtado, 2007). Altbach and Knight (2007) discussed initiatives toward internationalization as an effort to increase cultural understanding. As displayed in Table 7.1, the results of the three institutions in this study show variations in the degree to which they conform to the prevailing theories.

**Academic capitalism.** In the literature regarding academic capitalism, Slaughter and Rhoades (2004) discussed institutional movement toward market like behaviors. With specific regard to the recruitment of international students, Choudaha and Chang (2012) commented that international students are self-funded and expected to stay in the U.S. longer than four years. Choudaha and Chang also proposed that recruiting international students is for many institutions a means to increase revenues and a possible solution to the fiscal challenges that an institution may be facing. The work of Deschamps (2013) also supports the view that internationalization is primarily an effort in entrepreneurialism. Again, the experience of the three institutions involved show distinct variations in the extent to which their efforts appear to align with the prevailing views expressed in the literature.

**Globalization and internationalization.** The viewpoints regarding globalization and internationalization suggest that institutions are being pushed by the forces of globalization and forced to internationalize in a changing paradigm (Hawkins & Xu, 2012) and that globalization is occurring at a rapid pace (Hawkins, 2012). Although the experience at Colebrook appears to be most closely linked to this as Colebrook shows a willingness to make rapid changes, the findings display three distinct institutions that have all been engaged in the process of internationalization for many years and have experienced a much more gradual and incremental change than the literature would suggest.
**Distinct needs of international students.** The work of Bartram (2008) shows that international students have distinct needs from domestic students. One part of this study was to determine the extent to which institutions recognize and respond to those needs. As with other elements of the literature, the experiences of all three institutions were unique and linked to their institutional cultures. The results from Ansonia display an institution that is attentive to the challenges that international students face and an institution willing to respond accordingly to those needs. Barkhamsted also appears to be an institution attuned to the challenges of being an international student and creating structures and processes on campus that usher students seamlessly from initial recruitment and enrollment to eventual return to their home country. The case of Colebrook is the one case where attention to the distinct needs of international students did not appear beyond students’ initial enrollment.

**Organizational change and internationalization.** Finally, the literature as specifically related to institutional experiences of change in relation to internationalization suggest that changes have been piecemeal and peripheral (Altbach & Knight, 2007) and that many institutional efforts are “unsystematic, scattered and lack traction” (Hawkins & Xu, 2012). As the results show, the three institutions in this study display distinct experiences in this regard. Although the experience of Colebrook appears to connect to the literature to an extent, the experiences at Ansonia and Barkhamsted show just the opposite. Internationalization appears to have grown organically over time and in the case of Barkhamsted, appears to be well integrated throughout the campus.
<table>
<thead>
<tr>
<th>Literature</th>
<th>Ansonia College</th>
<th>Barkhamsted University</th>
<th>Colebrook University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture: Cultural Challenges on campus (Bauer, 1998;</td>
<td>Evident, but institutional efforts to mitigate problems through services</td>
<td>Some evidence, but shared faith mitigates some issues</td>
<td>Some evidence from faculty and pedagogical context.</td>
</tr>
<tr>
<td>Organizational Culture: Internationalization as effort to increase cultural understanding (Altbach &amp; Knight, 2007)</td>
<td>Evident. Institutional efforts in place to foster understanding between students</td>
<td>Evident. Institutional commitment to fostering understanding among students and faculty</td>
<td>Some evidence. Institution celebrates diversity with campus events.</td>
</tr>
<tr>
<td>Academic Capitalism: Recruitment for revenue enhancement (Choudaha &amp; Chang, 2012; Deschamps, 2013)</td>
<td>Very evident. Annual report highlights revenue generation of international students</td>
<td>Not evident. Institution requires subsidies to educate students. Religious Mission is primary, not revenue</td>
<td>Evident, but decreasing in recent years. Maintaining efforts as part of branding of institution.</td>
</tr>
<tr>
<td>Academic Capitalism: Self-funded students, expected to stay in U.S. longer than four years (Choudaha &amp; Chang, 2012)</td>
<td>Evident. Institutional effort to foster student transfer to flagship.</td>
<td>Not evident. Institutional focus on having students finish in three years.</td>
<td>Some evidence, but decreasing. Most international students now exchange students.</td>
</tr>
<tr>
<td>Globalization &amp; Internationalization: Rapid pace of internationalization (Hawkins, 2012)</td>
<td>Not evident. Internationalization appears to be long, organic process</td>
<td>Not evident, part of institutional beginning over 50 years ago.</td>
<td>Some evidence, based on changes in markets.</td>
</tr>
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Table 7.1. (Continued) Internationalization Literature and Campus Experiences

<table>
<thead>
<tr>
<th>Literature</th>
<th>Ansonia College</th>
<th>Barkhamsted University</th>
<th>Colebrook University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization &amp; Internationalization: Forces of globalization pushing HEI to internationalize (Cantwell &amp; Maldonado-Maldonado, 2009)</td>
<td>Some evidence, but institution embraces internationalization</td>
<td>Some evidence, but globalization of faith, more than globalization of economic forces</td>
<td>Some evidence, but part of long term identity of institution</td>
</tr>
<tr>
<td>Institutional recognition and response to distinct needs of international students (Bartram, 2008)</td>
<td>Evident in creation of offices and services focused on international students</td>
<td>Evident in institutional focus on integration of functions and processes of all departments on campus</td>
<td>Not evident. Services and processes designed for enrollment.</td>
</tr>
<tr>
<td>Organizational Change: Changes are piecemeal and peripheral (Altbach &amp; Knight, 2007)</td>
<td>Changing – institution attempting greater integration and centralization of all internationalization efforts</td>
<td>Not evident – changes are systematic and intentionally integrated across campus.</td>
<td>Evident. Disconnection between administrative decision and faculty and staff experience.</td>
</tr>
<tr>
<td>Organizational Change: Efforts are unsystematic, scattered and lack traction (Hawkins &amp; Xu, 2012)</td>
<td>Changing. Institution is centralizing all internationalization efforts.</td>
<td>Not evident. Internationalization efforts highly integrated and systematic</td>
<td>Evident. Change strategies based on market forces.</td>
</tr>
</tbody>
</table>

**Culture strength.** As noted by Smart and St. John (1996), the strength of an organizational culture is expressed in the alignment between the “espoused beliefs and values…and actual management policies and practices” (p. 229). For the purposes of this study, Barkhamsted exhibited the highest level of cultural strength as findings suggest intentional and comprehensive efforts to move all departments and functions within the institution toward greater emphasis on internationalization efforts. The findings suggest that Colebrook is relatively
low in terms of their cultural strength. Interview responses suggest that although there exists an effort to market and position the institution as international in its focus, the strategies and decisions made by the administration display a willingness to seek students through other avenues and to diminish, to some degree, Colebrook’s espoused identity in favor of immediate revenue growth. The case of Ansonia presents as somewhere between the experience of Barkhamsted and Colebrook on the culture strength continuum. As a publicly funded two-year institution, internationalization is not a primary mission of the institution but has become accepted as an ancillary mission that serves the local community and the interests of the state legislature. Due to the sometimes competing missions of serving the local community and revenue enhancement, Ansonia experiences limits to the degree to which it can effectively align internationalization aims with the wider mission of the institution. On a continuum of culture strength, the three institutions of this study would be placed as shown in Figure 7.1.

**Figure 7.1. Culture Strength Continuum**

<table>
<thead>
<tr>
<th>Colebrook</th>
<th>Ansonia</th>
<th>Barkhamsted</th>
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</thead>
<tbody>
<tr>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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</table>

**Market orientation.** In connection to the literature on academic capitalism, the results suggest an important connection between an institution’s experience of internationalization and the level of market orientation inherent in the institutional strategies. Of the three institutions in the study, Colebrook exhibited a high level of market orientation. This is evidenced by the responses suggesting a focus on enrollment and the effective marketing of the institution with
little apparent focus on the provision of services to international students or the integration of internationa

l students into the campus. By contrast Barkhamsted displayed a low amount of market orientation. The distinct nature of its recruiting efforts aimed primarily at members of the church suggest relatively low concern for markets. This also is connected to the institutional efforts to contain costs rather than to seek new revenue. Ansonia’s market orientation is located between the market orientation of Barkhamsted and Colebrook. It appears that Ansonia’s market orientation is higher than the level commonly associated with a publicly funded community college, but legislative restraints on Ansonia’s efforts create an effective block on the institution moving too far in the direction of the level of market orientation as displayed by Colebrook. Placed on a continuum, the market orientation scale would appear as shown in Figure 7.2.

Figure 7.2. Market Orientation Continuum

<table>
<thead>
<tr>
<th>Barkhamsted</th>
<th>Ansonia</th>
<th>Colebrook</th>
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<tr>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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</table>

**Student integration orientation.** As noted in the literature review, recent articles in both Europe and the U.S. suggest that HEIs are beginning to give greater emphasis to the integration of international students into the campus community, in the classroom, and beyond. Of the three institutions studied, the findings suggest that Barkhamsted had the highest degree of orientation toward student integration. Interview responses that included statements about the administration’s efforts to create international processes and a focus on faculty collaboration on themes of cultural inclusiveness suggest that Barkhamsted is focused on integration institution-
wide. In the case of Ansonia, there are important campus leaders with an integration focus, and they have the ability and position to affect significant movement in some corners of the institution. However, responses from participants engaged in services such as advising suggest that the integration of international students campus wide is much more difficult to complete. The experience of Colebrook appears to be similar to that of Ansonia, although it can be argued that their orientation toward integration is lower on a continuum than that of Ansonia’s because it appears that those on campus engaged in integration efforts inhabit the lower levels of the institution rather than the upper administration. On the continuum of student integration orientation, the three institutions would appear as shown in Figure 7.3.

**Figure 7.3. Student Integration Orientation Continuum**

<table>
<thead>
<tr>
<th>Colebrook</th>
<th>Ansonia</th>
<th>Barkhamsted</th>
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<tbody>
<tr>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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The difference between Barkhamsted’s focus on student integration and the focus of Ansonia and Colebrook can be viewed as a function of the percentage of international students on each campus. With such a high percentage of international students on campus, Barkhamsted is placed in a position of being forced to engage more deeply in terms of integration. The difference between Ansonia and Colebrook is perhaps more instructive as the degree to which they differ in terms of their orientation appears to be a matter of administrative strategies.

**Conceptual Framework Revisited**

In the conceptual framework of the study, the presupposition was that culture acts as a
type of lens that an institution will use to view the issue of internationalization. This lens influences decisions made with regard to the inclusion of international students on the campus and in the classroom. This theme is based on the literature by Burnett (2010), Kezar and Eckel (2002), Schein (1996), Smart and St. John (1996), and Tierney (1988).

The conceptual presupposition was that institutional culture would act as a kind of lens through which the institution would envision its internationalization efforts. This would lead to the creation of strategies that represent the first level of change. After implementation of the strategy, the assumption is that unplanned changes would occur at the faculty and staff levels, which would be noticed by the administration, which would lead to a new round of strategizing and more planned changes.

Based on the literature related to internationalization of HEIs in the United States and abroad, the assumption was that all institutions would be engaged in internationalization efforts primarily as a means of generating revenues. A second assumption in relation to the change process was that changes occurring on a campus would begin at the administrative level (planned) and filter downward to the faculty and staff level, who would experience the challenges associated with the implementation of planned change and then make adjustments (unplanned change). These adjustments or unplanned changes would then filter upward to the administration, which would then create new strategies and planned changes based on the unplanned changes and the lessons learned from them.

With regard to the first assumption, it appears that both Ansonia and Colebrook are engaged in efforts to increase revenues brought by the enrollment of international students, but there appeared to be a clear distinction in the degree of academic capitalism occurring. Ansonia appeared to be much more inclusive of international students and much more inclined to make
attempts to integrate international students into the academic and social life of the campus. Participants from Colebrook indicated that Colebrook is more focused on revenue generation. The integration of international students into the academic and social life of the campus appears to be secondary in its operations. The conceptual framework section notes that how an HEI experiences change related to increases in international student enrollment will be influenced by the institutional lens the HEI uses to view the issue or problem of recruiting international students. The conceptualization of the change process on a college campus was that if an institution is viewing the issue through the lens of academic capitalism and revenue generation, then the HEI may make changes based primarily on its success at recruiting international students, but perhaps not as much attention might be devoted to the retention and success of those students. The findings appear to indicate that this is true. In the case of Ansonia College and Colebrook University, it is clear that revenue generation plays an important role in how the institutions conceptualize the issue of internationalization on its campus and how the institution responds (or does not respond) to indications of a need to serve international students beyond initial enrollment. In the case of Ansonia and Colebrook, although revenue generation plays an important part of each institution’s efforts to recruit and enroll international students, there are distinct differences in how the institutions provide service to international students beyond initial enrollment. Ansonia displayed a sincere willingness and passion to ensure that international students are well served beyond enrollment and that there are offices and staff devoted to ensuring their success, both socially and academically. In the case of Colebrook, it appears as one former administrator noted that services “trailed off” after initial enrollment, and little apparent effort is made institutionally to ensure student retention and success.
Barkhamsted, as a religious institution, appeared more likely to define success in terms of student graduation and eventual return to their home country with an internship or job waiting for them. While revenue is important at Barkhamsted, results consistently suggest that the institution is willing to forego revenue generation from the tuition dollars received by international students in favor of a larger religious mission to grow the ranks of educated members of its faith in various countries around the world. Much of the literature regarding institutions engaged in internationalization suggests that many HEIs are attempting to increase revenues by charging international students higher tuition and extending their enrollments beyond four years with mandatory ESL programs. Methods of reducing costs include reducing budgets for those offices that service international students and leaving faculty to manage the integration of international students on their own. By contrast Barkhamsted is attempting to manage costs by aligning its institutional processes to foster shorter times to degree. Although they are offering more services to international students and training more staff in terms of welcoming and integrating international students, they are also creating structures and processes designed to encourage graduation in three rather than four years. In short it appears that Barkhamsted’s mission is to graduate more students while receiving fewer tuition fees from each one over the course of time as opposed to other institutions noted in the literature that appear to be designing processes that foster the receipt of more tuition dollars from each international student they can enroll, either by raising tuition rates for international students or increasing the length of time they stay at the institution, or both.

In regards to the second assumption, the results suggest that each administration can create a type of barrier, separating itself from the experience of faculty and staff. The administration, through the creation of an institutional culture, decides how porous or impervious
the barrier is to lessons learned from unplanned changes.

Figure 7.4 is a visual display of how the conceptual framework of the study was altered by the findings and results. In the first framework (Figure 1.1), as the institution experiences change as a result of the implementation of change strategies, the effects of unplanned change rise back up to the administration level of the institution to create a new cycle of strategies and implementation. Notice that in the original conceptualization, the lines that lead from one step in the process to another are all the same color, indicating continuity and a presupposition that different institutions would experience change in the same basic manner.

In the second conceptual framework (Figure 7.4), it is evident from the findings that an administration can be either receptive or closed to the impact of unplanned change. The green lines leading from the change points in the second conceptual framework indicate unplanned change in an institution with an administration open to the information gleaned from unplanned change at lower levels of the institution. This model fits the experience of the participants from Ansonia, which displayed an openness to unplanned changes from lower levels of the institution. The red lines indicate an institution more like Barkhamsted or Colebrook, where unplanned changes from below have a more difficult path to impacting the decision making process of an authoritarian administration.
Implications

The implications of the study can serve HEIs engaged in the process of internationalizing campuses across the United States. The experiences of the three institutions involved in this study might not be generalizable, but they can be instructive. The lessons learned at an institution such as Barkhamsted, with a clear religious mission and an unusually high percentage of international students, is likely unrepeatable at other institutions that may not share similar cultural traits. The experience at Ansonia suggests that administrative passion and commitment to internationalization is an integral element of the success of the institution’s efforts. The experience at Colebrook suggests that greater orientation toward market forces may yield some
short-term success, but without some focus on integration and institutional identity, short-term gains may be difficult to sustain.

It is clear from reports from groups such as NAFSA and the Institute of International Education that enrollment of international students in the United States and other western nations will continue to grow in the near future. There will be growing demand for higher education from inhabitants of China, India, and Brazil among other nations as their economies grow and more young people have the financial means to pay for higher education. However, as more universities enter the market to recruit these students, they will join a competitive market place. International students may begin to seek more than just access to courses. They may seek services on a campus specifically designed to meet their unique needs as international students. Institutions that view international students primarily as revenue generators may find that they need to improve the educational experience for international students if they hope to remain competitive in the global race to attract international students.

The most pertinent lessons to be drawn from the institutions in this study include the need for creativity, a vision for integrating the work of all departments on campus, the importance of engaging the faculty as classroom demographics begin to shift, and the institutional stamina to continue if initial efforts do not show instant success. Each of the three institutions provided examples of these lessons, which can be of value for any institution that may be struggling with the challenges of internationalization.

For an HEI to engage in successful internationalization, they must be willing to be creative. The success of Ansonia in integrating international students into its campus stems from the willingness of the administration to try new ideas despite potential detractors and to give those ideas time to flourish. The most memorable and perhaps telling quote came when one
administrator was asked why Ansonia was able to do things that many other similar institutions would not dare to try: His short answer was “we have a leader who says yes” (AD A-3).

An HEI must give thought to how every element of the campus will be affected by the inclusion of international students on its campus. The case of Barkhamsted was inspirational in the sense of an administration willing to reenvision the entire student experience from initial admission to graduation and beyond and to develop processes that would enhance every element of the student experience from an international perspective. While change of this magnitude has certainly not been easy for all members of the Barkhamsted community, it appeared to represent a unique way of thinking about the interconnectedness of every aspect of student matriculation and to build structures and processes that recognize and take advantage of those connections.

An administration of an HEI must collaborate with the faculty with respect to what it will mean pedagogically to have international students in class. Again, the experience of Barkhamsted shows what is possible in terms of faculty learning from each other regarding the best methods to gain cultural competence in the classroom and to foster integration among the international and the local students. The creation of the international café at Ansonia is another example of a practice where the administration and the faculty collaborated to improve the educational experience for both international and local students.

An HEI must have the institutional stamina to maintain its efforts. Among the best practices mentioned above, participants routinely mentioned that success has occurred slowly, over long periods of time. On the other hand, Colebrook appears to represent an institution that responds quickly to changes in the market place. While this may appear to show an institution that is nimble and can respond quickly to changing realities, it also appears to create, as one
participant mentioned, a place where things might change over the course of a weekend, creating a sense of chaos among staff and faculty.

Future research in this area should examine those practices in place at institutions in the process of internationalizing to determine the lasting impact, if any, of efforts to integrate international students fully into the life of the campus. Another area where future research is important is specifically related to the pedagogical methods employed in an international classroom that challenge and benefit students from a variety of cultures. The stark contrast between faculty experiences at Barkhamsted and Colebrook indicate a need to examine more deeply how faculty can learn to internationalize their pedagogical approach.

As international student enrollment in the United States continues to grow, higher education institutions will need to consider issues beyond recruitment and enrollment. Although many campuses report relatively low percentages of international students on campus, continued increases will eventually lead institutions to a situation similar to that in which Barkhamsted finds itself. As one administrator there pointed out, “Everything we do has to embed our demographics. We have a critical mass of this where it forces itself on us. Unless we choose to just be blind or profoundly ethnocentric” (AD B-2). The exact point where an institution reaches that critical mass may vary by institution. However, in the continued efforts to improve the quality of the educational experience for international students, administrators will need to look across their campuses to build the global institutions of the future.
References


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Appendix 1: Consent to participate in research project:

My name is Curtis Washburn. I am a doctoral student at the University of Hawaii at Manoa (UH) in the Department of Educational Administration. As part of the requirements for earning my doctoral degree, I am doing a research project. The purpose of my project is to assess organizational change as related to the enrollment of international students at an institution of higher education. I am asking you to participate in this project because you are at least 18 years old and serve in a role at your institution that is connected with either the recruitment, service or teaching of international students.

Activities and Time Commitment: If you participate in this project, I will meet with you for an interview at a location and time convenient for you. The interview will consist of 10-15 open-ended questions, and will take 45 minutes to an hour. Interview questions will include questions like, “Have you perceived any changes in your institution related to the recruitment and enrollment of international students? If so, how?” “What lessons has the institution learned about serving the needs of international students and local students alike?” Only you and I will be present during the interview. I will audio-record the interview so that I can later transcribe the interview and analyze the responses. You will be one of about 15 people whom I will interview for this study.

Benefits and Risks: In consideration of your time in assisting with this study, I will provide you with a gift card for a local establishment (such as Starbucks). My hope is that the results of this project will help institutions learn more about serving the needs of international students and preparing for future increases in the enrollment of students from other countries, cultures and language backgrounds. I believe there is little risk to you in participating in this research project. If however, you become stressed or uncomfortable answering any of the interview questions or
discussing topics with me during the interview, we can skip the question, or take a break, or stop
the interview, or withdraw from the project altogether.

**Privacy and Confidentiality:** During this research project, I will keep all data in a secure
location. Only my University of Hawaii advisor and I will have access to the data, although
legally authorized agencies, including the UH Human Studies Program, can review research
records. After I transcribe the interviews, I will erase/destroy the audio-recordings. When I type
and report the results of my research project, I will not use your name or any other personally
identifying information. Rather I will use pseudonyms and report my findings in a way that
protects your privacy and confidentiality to the extent allowed by law.

**Voluntary Participation:** Your participation in this project is completely voluntary. You may
stop participating at any time without any penalty or loss. As compensation for time spent
participating in the research project, I will provide you with a gift certificate to either Starbucks
or Coffee Bean and Tea Leaf.

If you have any questions about this research project, please call me at (808) 739-4627 or email
me at cwashbur@hawaii.edu. If you have any questions regarding your rights as a research
participant, please contact the UH Human Studies Program, by phone at (808) 956-5007, or
uhirb@hawaii.edu.

If you agree to participate in this project, please sign and date this signature page and return it to:
Curtis Washburn, Principal Investigator at: 808-739-4627

**Signature:**

I have read and understand the information provided to me about participating in the research
project, *International Student Enrollment and Organizational Change: a comparative case study.*

My signature below indicates that I agree to participate in this research project.
Printed name: ______________________________

Signature: ________________________________

Date: ______________________________

You will be given a copy of this consent form for your records.
Appendix 2: Interview questions for administrators and staff:

1. According to IPEDS data, XX% of your current student body comes from other countries. Can you tell me how the institution has engaged in the recruitment of these students?

2. What were the motivations for engaging in this effort?

3. Can you describe any key incidents in the past 3-5 years which have altered this effort in any way?

4. What impact have you perceived in terms of changes to how the institution functions in order to serve international and local students?

5. What successes or challenges has the institution faced in educating and serving international students that are distinct from successes or challenges in serving local students?

6. Does the institution consider the enrollment of international students a fiscal need, a desirable element of a modern education, a necessity? Explain.

7. How does your institution envision the future for internationalization efforts?

8. Do you foresee additional changes in institutional processes in coming years related to the recruitment, education and service of international students?

9. Are there things that I have not asked about which you think are important for institutions to know about when seeking to increase their international student body?

10. What people on campus do you feel are most involved in recruiting, educating or serving international student that I should talk to?
Appendix 3: Interview questions for faculty:

1. Have you witnessed an increase in international students in your classes in the time that you have been teaching at this university?
2. If so, have you noticed any difference in the way that you teach or manage your classroom that you feel is attributable, at least in part, to the increase in the number of international students?
3. Have you witnessed or perceived that international students have pedagogical needs that are distinct from other students?
4. Do you feel that the institution has responded to specific needs of international students? If so, how?
5. Do you feel that the institution should prepare (or has prepared) faculty to serve the educational needs of international students? If so, how?
6. In your experience, what should an institution do to properly prepare for the integration of international students into its campus?
7. Are there things that I have not asked about which you think are important for institutions to know about when seeking to increase its international student body?
8. What people on campus do you feel are most involved in recruiting, educating or serving international student?