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COMPREHENSIVE INTERNATIONALIZATION:
EXAMINING THE *WHAT*, *WHY*, AND *HOW* AT COMMUNITY COLLEGES

A Dissertation

Presented to

The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

by

Debra-Ann C. Butler

April 2016

**COMPREHENSIVE INTERNATIONALIZATION:
EXAMINING *WHAT, WHY, AND HOW* AT COMMUNITY COLLEGES**

by

Debra-Ann C. Butler

Approved April 2016

by

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Dedication

To my husband, Damien, my daughters Jenieve and Kennedy, my Dad, Quince Washington Crooks, and my mother, the late Pamela Genève Spence-Crooks, thank you for your support and inspiration.

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**COMPREHENSIVE INTERNATIONALIZATION:
EXAMINING MOTIVATIONS AND RATIONALES AT COMMUNITY
COLLEGES**

ABSTRACT

Community colleges enroll nearly half of the total U.S. undergraduates, have the most diverse student population, and serve as the only contact with postsecondary education for many students. Community colleges have engaged in internationalization efforts for decades. Most rely on study abroad and international students as the only methods to internationalize their campuses. A focus on study abroad is not an effective method to internationalize the campus and provide all students with the global awareness and skills necessary to be successful in today's society.

The American Council on Education Model for Comprehensive Internationalization (2012a), Knight's (1997) rationales framework, and Knight's (2004) approaches framework to form the conceptual model to analyze the *what (meanings)*, *why (rationales/motivations)*, and *how (strategies and models)* of community colleges' internationalization efforts. College sites for the study included Montgomery College, Tidewater Community College, and Orange Coast College. All site colleges participated in one of the American Council on Education's (ACE) comprehensive internationalization projects. This qualitative collective case study sought to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization

process, and to identify the priority placed on intercultural learning and global awareness across the curriculum.

The findings revealed several themes on how comprehensive internationalization is being operationalized on the three college campuses. Three frames emerged, global humanities; intercultural learning; and multicultural and international. The interviews also revealed changes to becoming more comprehensive in their approach, both multiple motivations/rationales, programmatic and sustainability challenges and success, and revealed evidence of student learning as a priority for internationalizing the campus. The findings also showed the influence of domestic international diversity, governance, continuity, start and stops on the internationalization process.

Keywords: comprehensive internationalization, community college, internationalization

DEBRA-ANN C. BUTLER

EDUCATION POLICY, PLANNING, AND LEADERSHIP

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

COMPREHENSIVE INTERNATIONALIZATION:
EXAMINING THE *WHAT*, *WHY*, AND *HOW* AT COMMUNITY COLLEGES

CHAPTER 1: THE PROBLEM

The growing worldwide levels of interconnectedness, spurred by technology, immigration, and travel, bring new demands in the 21st century. “This flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders, known as globalization, affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight, 1997, p. 6). As the world becomes more global, we must prepare globally competent students who are able to live, work, compete, and interact in a linguistically and culturally diverse world. Our economy, national security, political, technological, and social systems demands educated citizens who possess global knowledge, skills and abilities to work and interact with diverse others (American Association of Community Colleges [AACC], 1997; American Council on Education [ACE], 2012a; Committee for Economic Development [CED], 2006; Deardorff, 2006; Hudzik & McCarthy, 2012; Meade, 2010). The diversity reflected in our educational environments, workplaces, and social settings necessitate foreign language proficiency, cultural awareness, and intercultural understanding within the U.S. (ACE, 2012a).

In 2012, the U.S. Department of Education created their first comprehensive international strategy, highlighting the need for closing the skills gap in global competency. The strategy calls for attention to not only academic skills, but also, “the skills and disposition to engage globally” (U.S. Department of Education, 2012, p. 2). The need for these skills is not new. After World War II and after September 11th, there

was an emergence of the need for global awareness fueled by national security concerns (CED, 2006). Globalization is changing the world and changing higher education.

Globalization involves the interconnectedness of the world between and across borders.

Institutions of higher education “must instill in all students a more in-depth, sophisticated, and profound understanding of America’s place in the world, of the issues and cultures of other regions of the world, and of the international forces that affect their lives and their livelihoods” (CED, 2006, p. 19). As noted, the federal government acknowledges the need for the U.S. education system to produce more globally oriented students. Forty-five percent of all U.S. undergraduate students attend community colleges (AACC, 2014, 2016) and these institutions serve the largest percent of minority and low-income students in college (AACC, 2014, 2016), many of whom do not continue their education beyond the two-year degree. Community colleges provide an ideal setting to educate students about the necessary skills they need to be successful in today’s global society. In 1994, the Stanley Foundation along with the American Council on International Intercultural Education (ACIIE) reiterated that community colleges have a responsibility to their communities and stated that, “it is imperative that community college develop a globally and multiculturally competent citizenry” (preface). Over time the definition of community has expanded, with today’s leaders now recognizing the need for community college graduates to be skilled to work and live in a more globally connected world. Not only must graduates be able to fill needs in their local communities, but they must also be able to engage with stakeholders, clients, and community members that are culturally diverse. A joint statement by the American Association of Community Colleges (AACC) and the Association of Community College

Trustees (ACCT) was issued in 2006, which stated that,

Enhancing global awareness is not only in the community's self-interest, but also serves the nation as a whole... colleges have a responsibility to acknowledge global understanding and communication as integral to their mission... community college leaders... have an obligation not only to embrace global education, but to engage their communities in understanding its importance. (p. 2)

AACC and ACCT (2006), both national community college associations, pledged to support community colleges in their efforts for internationalization and called community colleges "stewards to the world" (p. 2). Internationalization includes the variety of policies and programs that universities and governments implement to respond to globalization (Altbach, Reisberg, & Rumbley, 2009, p. 23). It is through internationalization efforts that students acquire skills needed for working in a global economy. Critical to this student preparation are America's community colleges (ACIIE/Stanley Foundation, 1994; Green, 2007).

The close proximity of community colleges to the student's home and lower tuition rates makes them a more affordable option for many students. There are currently 1,108 community colleges in the U.S. (AACC, 2016). In most states, community colleges are located within a 25-mile commute making them more accessible than their four-year counterparts (Cohen, Brawer, & Kisker, 2013). Nearly half of all U.S. undergraduates attend community colleges, but most do not transfer. Therefore, it is critical to understand better how community colleges support students in becoming more globally competent. What remains unknown is how internationalization strategies are

implemented on community colleges campus to promote global competency and skills for students.

Background

The mission of community colleges has evolved over the years and now provides a broad curriculum ranging from developmental education, workforce training and development, and transfer education, to personal development (Cohen & Brawer, 2008). With the continued evolution of its mission, the community college's focus is now encompassing both local and global employer and community needs (Birmingham & Ryan, 2013). This focus is not new. For decades, community colleges have recognized the importance of addressing internationalization and broadening its definition of community (Fersch & Fitchen, 1981).

Faced with complex challenges of providing an international education, community colleges continue to seek ways to engage their students internationally beyond study abroad. As state budgets shrink and priorities focus on student retention and outcomes, there is a need for cost effective ways to provide international learning opportunities for students. There is the need for breadth and depth in international education to provide access for all students to gain the necessary skills to succeed in today's global workforce and society (AACC, 1997; Green, 2003). Green (2003) argued that:

While many institutions offer a diversity of international learning opportunities, few do so with much intentionality. The result is a fragmented hodgepodge of programs and activities that are rarely sufficiently integrated to create maximum institutional impact or to benefit learning. (p. 15)

Like other institutions of higher education, community colleges have taken a fragmented approach to international programming. This approach to internationalization is largely driven by departments or individuals, is not college wide integrated and does not include intentional institutional planning or oversight.

Since the early 1970s, evidence of community college involvement in internationalization through the curriculum is evident. The focus on internationalizing the curriculum and international activities at community college is replete in the literature (Fersch & Fitchen, 1981; Fersch & Green, 1984; Fersch & Furlow, 1993). Previous research reports noted international programs and activities in the 1980s that included many similar to those found today on community college campuses. Current international initiatives on community college campuses include adding an international perspective or non-western course in the general education requirement for transferrable degrees; offering an international studies certificate or degree; coordinating an international day; increasing foreign language course offerings; engaging in cross-border collaborations; and study abroad programs (ACE 2012a; Romano, 2002). Even though a range of these activities may exist on a campus, they are disjointed and generally do not create an integrated and comprehensive process approach to internationalization.

One way to expose students to global issues is through study abroad experiences. According to the Open Doors 2015 report, 304,467 U.S. undergraduate students studied abroad during the 2013/2014 academic year (Institute of International Education, 2015). Despite increases in participation numbers, only a minority of students is able to engage in a study away experience. Yet, research highlights how long-term and short-term study abroad and curriculum programs directly impact student learning and thereby provide

opportunities for students to gain cross-cultural and global skills (Raby, 2007). Although participation in study abroad increases each year, less than 2.5% of those going to other countries are community college students (Raby, 2008). The results of the Open Doors 2013, 2014, and 2015 reports continue to reveal low participation of community college students in study abroad opportunities. The low participation may be attributed to the lack of funding for students to participate in study abroad and the lack of study abroad opportunities on community college campus (Green & Siaya, 2005; Raby, 2008). Two-year institutions have provided programs to support campuses in internationalization efforts and sought ways to increase opportunities for their students to gain a global perspective (Raby & Valeau, 2007). A question remains regarding how community college students will acquire global competency when opportunities are not always offered or the typical community college student is not able to take advantage of opportunities to study abroad due to funding and other commitments.

As identified above, acquiring knowledge of the world does not require that students travel abroad. We know that “language learning and travel abroad are not necessarily at the core of what it takes to become globally competent” (Hunter, White, & Godbey, 2006, p. 18). First understanding one’s own cultural norms, barriers, and expectations, and then interacting with others outside of one’s own environment by exploring different countries, cultures, languages, histories, governments, and economies and their impact on society is vital to developing global competence (Hunter et al., 2006). Students in programs that do not require foreign language, who are not seeking a degree in International Studies or International Business, who cannot participate in study abroad programs due to other commitments, or are not exposed to global and cultural

perspectives through curriculum miss out on the opportunity to acquire the skills to become globally competent. It becomes important in these instances to understand more fully what colleges are doing strategically to integrate internationalization across campus, outside of uncoordinated departmental and individual efforts, to provide visible and sustainable global exposure to all students.

Becoming globally conscious and knowledgeable is critical for all students and “an internationalized curriculum and co-curriculum ensures that all students are exposed to international perspectives and build global competence” (ACE, 2012a, p. 11). College leaders must move beyond an activities approach that relies on single events such as study abroad and take a more comprehensive process approach to internationalizing their campuses. Taking a comprehensive process approach inserts internationalization into all areas of the institution (Green, 2003), thereby creating an institutional culture of internationalization and ensuring resources, support, validity and the attention necessary to bring about action and change (Green, 2007). Many scholars and national organizations suggest a comprehensive or integrated process approach to internationalization (Altbach & Peterson, 1998; ACE, 2012b; ACIIE/Stanley Foundation, 1994; Berry, 1984; CCID, 2014; de Wit, 2011; Green & Siaya, 2005; Hudzik, 2011; Knight, 2004; Knight & de Wit, 1995; Raby, 2007).

Comprehensive Internationalization, the term and strategy for internationalization, mentioned by Green (2003), requires leadership commitment and results in reaching faculty, staff, students, and all departments. ACE (2012a) defines comprehensive internationalization as, “a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally

oriented and internationally connected institutions” (p. 3). ACE’s (2012a) definition speaks to taking a strategic process approach and broadly identifies the components of comprehensive internationalization. For purposes of this study, the ACE (2012a) definition of comprehensive internationalization is utilized because the focus of the current study is on institutional strategy and resulting organizational frameworks that support internationalization on campus. This study uses ACE’s comprehensive internationalization model as part of its conceptual framework.

An earlier ACE (2008a) report revealed that community colleges lack significant commitment to internationalization. In 2006, only 27% of community colleges had included a commitment to internationalization in their mission statements and a mere 20% included internationalization as a top priority in their strategic plans (ACE, 2008a). Even as recent as 2011, of the community colleges that participated in the study, only 19% of community colleges had international education among the top five institutional priorities, and just 22% of community colleges included a commitment to internationalization in their mission statements. Critically, the decline in prioritization of internationalization at the community college in the five year period is important to note as this runs counter to the national efforts by the AACT that promotes the need for more global and international experiences for students. The percentages may be lower when we look at all community colleges.

A search of peer-reviewed research revealed sparse research articles regarding internationalization strategies in higher education at the community college level. Moreover, despite an abundance of research on internationalizing the curriculum, international students, and study abroad across institutions, little research on

comprehensive internationalization exists (Hudzik, 2013). The current literature on comprehensive internationalization is primarily being conducted and developed by national organizations and a few scholars (AACC, 2001; ACE, 2000, 2008a, 2012a; Bissonette & Woodin, 2013; CCID, 2014; Green & Olson, 2003; Green & Siaya, 2005; Hudzik, 2011, 2014). National organizations such as AACC, ACE, and NAFSA are spotlighting attention and awareness to the need to internationalize college campuses. Included in this literature are manuals on how to internationalize college campuses (ACE, 2008c; ACIIE/Stanley Foundation, 1994, 1996; CCID, 2014; Green, 2012; Green & Olson, 2003), how to assess internationalization on college campuses (AACC, 2001; ACE, 2000, 2008a, 2012a; Green & Siaya, 2005; Hudzik, 2014), and frameworks for comprehensive internationalization (ACE, 2008a; ACIIE/Stanley Foundation, 1994, 1996; CCID, 2014; Hudzik, 2011). These how-to manuals are important, but do not investigate the extent to which institutions are internationalizing.

The American Council on Education (ACE) is the largest national organization representing all sectors of higher and working to “tackle the toughest higher education challenges,” (ACE, n.d.), and Community College for International Development (CCID) is a “network for colleges to further their internationalization initiatives and to enhance the development of a globally competent workforce for the communities they serve” (CCID, n.d., para. 2). Both organizations offer training on using comprehensive internationalization as a strategy for internationalizing college campuses.

The American Council on Education conducted three comprehensive national studies in 2001, 2006, and 2011 exploring internationalization in higher education across the U.S., which included community colleges. Engberg and Green (2002) produced a

report for ACE spotlighting eight colleges for excellence in comprehensive internationalization, two of which were community colleges. The colleges were all part of the promising practice project funded by the Carnegie Foundation.

Hudzik (2013) prepared a paper for the 2013 AERA annual meeting, which discussed the need for more research in the area of comprehensive internationalization as an approach to internationalization across different institutional types. Hudzik (2013) also acknowledged the shortage of studies on “models that produce the best results” (p. 4). There is clearly a need to understand comprehensive internationalization, and in particular how it is operationalized in different settings, like the community college. It is also important to discover what frameworks for internationalization at the community college offers the most impact on improving internationalization.

Problem Statement

Historically colleges have relied on study abroad and or bring international students to campus as an approach to internationalization (Brennan & Dellow, 2013). We know that community colleges host approximately 9% of the total international student population in the U.S. undergraduate institutions, but that less than 3% of community college students participate in study abroad (IIE, 2015) and most do not transfer to four-year institutions. As well, students often do not participate in international activities on campus due to competing priorities (Green & Siaya, 2005, p. iv). The reliance on study abroad and international students as a means to expose students to global issues creates a limited approach to internationalization and leaves out the majority of the community college student population. At the same time, several community colleges have and are taking a comprehensive approach to

internationalization. At the heart of this study is the problem of why are community colleges taking a comprehensive approach to internationalize their campuses, what does internationalization mean, and how is the comprehensive approach operationalized on community college campuses?

Purpose of the Study

The intent of this qualitative study is to examine comprehensive internationalization at community colleges. The purpose is to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process, and to identify the priority placed on intercultural learning and global awareness across the curriculum. The aim is to provide insightful knowledge on *what, why, and how* community colleges engaged in comprehensive internationalization internationalize their campuses. Understanding more about how community colleges increase student's global awareness and intercultural competence can provide opportunities to learn from the experiences of campuses heavily engaged in the internationalization process.

Significance of the Study

The results of this study significantly contribute to the knowledge and practice of community colleges because few studies in the current literature focuses on the experience of community colleges engaged in a comprehensive internationalization process. The findings from my research are significant in providing a potential framework for both community colleges and other institution types to help inform their decision to engage in the comprehensive internationalization process. The interviews

with senior leaders, faculty, staff, and students add a range of perspectives on comprehensive internationalization to the literature. This study also provides information that international administrators at community colleges can use to support their efforts as part of institutional internationalization plans.

In addition, because faculty and senior leadership are most attributed with initiating internationalization efforts at community college in the literature (Bissonette & Woodin, 2014), this research adds the perspective from these stakeholder groups that can aid others undergoing efforts on their own campuses. The inclusion of student voices provides a vantage point of key consumers of internationalization efforts and highlights what students see as contributing to their global competency. This study contributes to new understanding and awareness of comprehensive internationalization for faculty, senior leaders, and staff and provides aid in connecting research to practice.

Conceptual Framework

Scholars over the years have provided several definitions for internationalization, which has resulted in multiple interpretations of the construct (Arum & van de Water, 1992; Knight, 1994; Soderqvist, 2002). Some understand internationalization from an activities approach, with a focus on study abroad and international student recruitments, some see it as building international collaborations and partnership, and others define internationalization as a combination of all these. In addition to the working definition for this study provided above for internationalization, it is relevant to use a conceptual framework when assessing internationalization (de Wit, 2002; Knight & de Wit, 1995). The conceptual framework builds on the ACE Center for Internationalization and Global Engagement (CIGE) model for comprehensive internationalization given the definition

for comprehensive internationalization employed for this study, “a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected” (ACE, 2012a, p. 3).

The CIGE model for internationalization contains six interconnected target areas: articulated institutional commitment; administrative structure and staffing; curriculum, co-curriculum and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships (ACE, 2012a). Figure 1 illustrates the ACE model. The model was created for use with both four-year institutions and community colleges in mind. The foundational work for the model was conducted through the Promising Practices (2000-2002) and Global Learning for All (2002) projects. Both projects included four-year institutions and community college participants whose participation provided ACE with valuable information (Engberg & Green, 2002). These projects along with the ACE mapping internationalization on U.S. college campuses surveys led to the development of the CIGE model for comprehensive internationalization. The ACE model is widely accepted by both four-year institutions and community colleges. This framework provides an opportunity for understanding the extent to which each of the community colleges in this study engaged in comprehensive internationalization has advanced in each of the domains to more broadly internationalize their campus.



Figure 1. ACE CIGE Comprehensive Internationalization (CI) Model. Reprinted from Mapping Internationalization on U.S. Campuses: 2012 Edition (p. 3), by ACE 2012, Washington, DC: Author.

In this model of comprehensive internationalization, all six components play a pivotal role, however, the internationalized curriculum, which is found in step 3 (curriculum, co-curriculum, and learning outcomes), provides the most opportunity to expose all students on campus to global perspectives, allowing them to develop necessary global skills (ACE, 2012a). The CIGE comprehensive internationalization process requires strong commitment and engagement from top-level leaders, financial resources, creativity, time, and energy (ACE, 2012a, p. 4). The six components of the ACE CIGE CI model are expanded in Table 1 below to illustrate ways campuses might use initiatives, policies, and programs in implementing internationalization on campus. The following sections expand on each of the six factors included in the CIGE model. When appropriate, distinctions are made to reflect the community college context.

Articulated institutional commitment. Articulated institutional commitment to internationalization addresses the need for a clear message to stakeholders and constituents from leaders that sets internationalization as a priority and provides a

definition and outline of the process on campus. Commitment is articulated through the colleges' mission statement, strategic plan, or through a formal internationalization strategic plan. The creation of a task force for internationalization and establishing measureable goals further reinforces the institutions commitment to internationalization and provides an accountability measure (ACE, 2012a, p. 7).

Administrative structure and staffing. In the ACE CIGE model, administrative structure and staffing calls for a clearly established administrative and staffing structure to support internationalization efforts. Having a senior position that reports to senior-level leaders at the college ensures the flow of information, encourages engagement, provides accountability and sends a clear message as to the priority of internationalization on campus (ACE, 2012a, p. 9). The CIGE authors see this as an important step to successful implementation.

Curriculum, co-curriculum, and learning outcomes. Curriculum, co-curriculum, and learning outcomes are “among the most critical focus areas of internationalization efforts” (ACE, 2012a, p. 11) because this area addresses student learning, which is the fundamental purpose of higher education. An internationalized curriculum ensures that all students, those who do not travel abroad as well as those who do, have access to international education to develop global competencies (ACE, 2012a; Raby, 2007; Raby & Valeau, 2007). This aspect of internationalization efforts also speaks to the need for articulated learning outcomes that measure specific international knowledge and intercultural skills (Brandenburg & de Wit, 2011) and addresses overarching goals for both curricular and co-curricular activities. At the community college level, international education dates back to 1967 (Raby & Valeau, 2007).

Internationalizing the curriculum at community college includes adding a global perspective to the general education requirements, as well as academic and technical degree programs.

Faculty policies, and practices. Faculty policies and practices are vital to the curricular process as the curriculum plays one of the most, if not, the most important role to internationalization on campus (ACE, 2012a). Equally as critical is faculty development opportunities. Providing opportunities for faculty to collaborate and study abroad broadens their perspective and they in turn can bring back this mindset to the classroom and to the college. Faculty who are born in other countries can bring this infusion to the curriculum based on their experiences and broaden students' perspectives in the classroom. Tying promotion and hiring guidelines to faculty engagement in internationalization efforts reinforces institutional commitment to internationalization and may encourage hesitant faculty to engage. The promotion and tenure processes in community colleges are typically shorter than those in four-year institutions, however, so this lever for internationalizing at the two-year sector may hold less strength.

Student mobility. Student mobility “refers to the outward flow of domestic students... and the inward flow of international students” (ACE, 2012a, p. 17) and includes the services to support and facilitate the learning outcomes of mobile students. Student mobility continues to have a strong presence in terms of internationalization strategies on campuses across the U.S. (ACE, 2012a). Yet, as noted, the outward flow of students is difficult for community college students to achieve. The opportunity to have an immersion experience in another country is invaluable in broadening intercultural understanding, global awareness, and language proficiency. While less than 3% of

community college students study abroad (Raby, 2008), community colleges host 9% of the inward flow of international students to U.S. colleges (IIE, 2015). However, the inflow of undergraduate international students holding F-1 visas at community colleges is low compared to those at four-year institutions (IIE, 2014b). A benefit of community colleges enrolling foreign-born students is the contribution to the international diversity of the campus.

Collaboration and partnerships. The final area of the CIGE model is collaborations and partnerships. Collaborations and partnerships can take many forms and provide a mutually beneficial relationship with institutions abroad. This area is not limited to those mentioned above in Table 1, and can include faculty and student exchange agreements, advisory councils, hosting dignitaries, providing training, and conducting collaborative research (ACE, 2012a). These agreements and partnerships can be both formal and informal. Community colleges can engage in partnerships in a number of ways. The U.S. community college model is increasingly recognized globally and countries abroad are interested in replicating the model in their system of education (IIE, 2013). This presents unique opportunities for community colleges to engage collaboratively in ways that are different from four-year institutions.

Table 1

ACE CIGE Six Target Areas

Target Area	Programs/Initiatives/Policies
Articulated institutional commitment	Mission statements Strategic plans Internationalization committee Campus stakeholders Formal assessments mechanisms
Administrative structure and staffing	Reporting structures Staffing and office configurations Senior leadership International office
Curriculum, co-curriculum, and learning outcomes	General education and language requirements International courses in the disciplines Co-curricular activities and programs Specified student learning outcomes Technology
Faculty policies and practices	Hiring guidelines Tenure and promotion policies Faculty development opportunities Faculty mobility
Student mobility	Study abroad programs Credits transfer policies Financial aid and funding Orientation and re-entry programs International student recruitment, support, and programs
Collaboration and partnerships	Joint-degree or dual/degree programs Branch campuses Offshore programs Exchanges

(ACE, 2012a, p. 4).

Research Questions

This study will explore the following questions:

1. How is comprehensive internationalization operationalized on campus?
 - a) How do executives and senior officers; faculty; staff members and students define internationalization of higher education?
 - b) How has internationalization changed since taking a comprehensive approach at the college?
 - c) What do executives and senior officers; faculty; and staff members identify as challenges and successes to the comprehensive internationalize process on their campus?
2. What are the perceptions of executives and senior officers; faculty; staff members and students regarding the rationale(s) and motivation(s) for internationalizing the college?
3. What components of ACE CIGE comprehensive internationalization, if any, do leaders perceive as not pertinent to the community college context?
 - a) Which components of the ACE CIGE comprehensive internationalization framework currently exist on campus?
 - b) What priority was/is placed on student learning?

Overview of Methodology

This study used a qualitative cross-case method and analysis (Yin, 2009) to examine the process, rationale, challenges, and successes of a process approach to internationalization across colleges currently engaged in comprehensive

internationalization efforts. Data collection included a thorough review of the participating community college's websites; interviews with senior leaders and the senior international officer responsible for international programs, faculty, staff, and students as well as reviewing strategic plans and college mission statements. The data were analyzed using the conceptual framework outlined above.

Definition of Terms

The following definitions provide understanding of the terms used in this study.

- *Community College*: “any institution regionally accredited to award the associate in arts or the associate in science as its highest degree. Which includes the comprehensive two-year college as well as many technical institutes, both public and private and eliminates many publicly supported area vocational schools and adult education centers and most of the proprietary business and trade colleges” (Cohen & Brawer, 2008, p. 5)
- *Comprehensive Internationalization*: “is a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected” (ACE, 2012a, p. 3).
- *Globalization*: includes “the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities” (Knight, 1997, p. 6).
- *Global Competence*: is the capacity and disposition to understand and act on issues of global significance (Boix-Mansilla & Jackson, 2011).

- *Internationalization*: “internationalization at the national, sector, and institutional levels as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2).
- *Internationalized Curriculum*: provides “international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context” (Nilsson, 2000).
- *Student Mobility*: “refers to the outward flow of domestic students.... and the inward flow of international students” (ACE, 2012a, p. 17)

Chapter Summary

This chapter provided background information on the problem, specific research questions, definition of terms, and the purpose of the study. By doing so, it sought to present information on the need for internationalization at community colleges, highlight the literature on comprehensive internationalization, and to describe comprehensive internationalization as a strategy for internationalization. As more undergraduate students are enrolling in community colleges and as these colleges prepare students with the technical skills for today’s global workforce, there is a responsibility to also prepare them with the intercultural understanding and global awareness necessary to work and live in a global society. Few studies have examined what drives community colleges to internationalize and how comprehensive internationalization is operationalized at community colleges. This study sought to address these questions and contribute to filling this gap in the current literature.

CHAPTER 2: REVIEW OF LITERATURE

The focus of this study centers on community colleges engaged in a comprehensive internationalization process to better understand how internationalization is operationalized on campus, how the processes vary across colleges, and how the priorities of internationalization are incorporated into overarching campus planning. The intent of this research is to examine comprehensive internationalization at community colleges that engaged in one of the American Council on Education's (ACE) comprehensive internationalization projects. Specifically, the purpose is to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process, and to identify the priority placed on intercultural learning and global awareness across the curriculum. This chapter provides an overview of community colleges, examines topics related to internationalization of higher education in general, provide an historical perspective on internationalization at community colleges, and the approaches and rationales for internationalization in institutions of higher education. Finally, the chapter concludes with an overview of the framework for comprehensive internationalization used in data analysis.

Overview of Community Colleges

An overview of the community college provides readers context for this study. This overview consists of a brief description of the community college's mission, student

demographics, and internationalization efforts. Community colleges within the U.S. higher education system provide access to post-secondary education and training for all regardless of academic preparation, offering both degree and non-degree programs to meet the needs of their student population (Cohen et al., 2013). The mission of community colleges has evolved since the founding of the first two-year college in 1901, and today's colleges provide a broad curriculum ranging from developmental education, workforce training and development, and transfer education, to personal development.

Community college students. Community colleges have a diverse student population in age, race, academic ability, and economic status, and they enroll 45% of all undergraduate students in the U.S. (AACC, 2014). The mean age of students is 28 years old and community colleges enroll the largest number of minority and low-income students (AACC, 2014). Of all U.S. undergraduate students in 2012, 48% of African-Americans, 56% of Latinos/as, 59% of Native Americans, and 44% of Asian/Pacific Islanders attended community colleges. Many of these students contribute to or support themselves financially. Students who attend community colleges often do not have a choice of attending a four-year institution due to cost, level of degree and training sought, and other issues (Cohen et al., 2013).

Sixty-two percent of fulltime and 73% of part-time students are employed either full-time or part-time while attending college (AACC, 2014). When they graduate, community college students often do not transfer to four-year institutions (Raby & Valeau, 2007, p. 6), and instead enter directly into the workforce. Infusing international efforts into campus programming creates a culture of internationalization and provides students with options to develop their global competencies. Because of their open access

mission, community colleges are potentially the only option available to students to further their education beyond high school, and this feature of community colleges makes them the ideal setting to provide students with the necessary global skills they need to be successful in today's society.

Community college organization and governance. Community colleges are complex systems. The organization and governance greatly impact how organizations may initiate or change processes. Several models have been used to describe community colleges governance: the management science; loosely coupled systems; the bureaucratic; political and collegial models. While several forms of governance to describe the community college exist, Cohen and Brawer (2008) identifies the bureaucratic and political models as relevant to the community college environment. Most community colleges are hierarchical in nature and impacted by both internal and external pressure. The political model describes a conflict driven environment with each stakeholder having individual competing interests, whereas the bureaucratic model emphasizes a hierarchical structure with authority coming from the top. However, when we consider the varied organization structure and constituents of community colleges the collegial model also has relevance in this context.

Organization structure differ as some colleges have multiple governing constitutes as well as local, state, and federal policies and regulations. Some regulations and policies such as collective bargaining agreements dictates who is involved in the decision making process of the institutions and at what levels (Cohen & Brawer, 2008). Constituents may include the board of trustees, the college president, the district chancellor, the state system chancellor, or at the highest level the state and federal accrediting agencies all of

which speaks to the institutions power dynamics and culture that further complicates initiating and changing college processes. The collegial model sets the stage for shared governance and removes the top down approach found in most hierarchical systems (Cohen & Brawer, 2008). This approach can create greater buy-in and in turn increase transparency and reduce resistance from administration, faculty, staff, and students.

Internationalization of Higher Education

Over the past 15 years, internationalization has gained a resurgence and increasing importance in U.S. higher education following the 9/11 attacks, the war against international terrorism, and the demands of business and industry to produce graduates with global awareness and cross-cultural skills (CED, 2006).

Internationalization has moved to the forefront of higher education such that institutions of higher education are feeling internal and external pressure to internationalize (Brandenburg & de Wit, 2011; CED, 2006; de Wit, 2011; Hudzik & McCarthy, 2012). The following sections examine internationalization in higher education over time and specifically, its development in community colleges.

Overview of the historical context of internationalization. Evidence of international activities in higher education dates back to the middle ages with the mobility of students in European countries (Altbach & Knight, 2007; de Wit, 2002). Students from the elite social class travelled to learn from scholars and returned home with new perspectives, knowledge, and cultural understanding (Knight & de Wit, 1995). During the 18th century, internationalization in higher education occurred due to colonization as systems of education spread to colonies by the ruling country (Knight & de Wit, 1995). The period after World War II saw increases in international cooperation,

faculty, and student mobility to spread political and cultural understanding (de Wit, 2002).

In the early to mid-1950s, after World War II, the federal government began engaging in capacity building to support international education and funded the development of the Fulbright program in 1946 and the National Defense Education Act in 1958 (Greenfield, 1990). Even with this surge in international education exchange (Knight, 1997), during the mid-20th century years, activities were classified as international education versus the more recent terminology focused on internationalization of higher education. International education focused almost solely in this time frame on student and faculty mobility. The Fulbright program provided faculty and students opportunities to travel, study, and teach in countries. The program helped to spread cultural understanding and intended to improve international relations. The National Defense Education Act was an effort to increase American literacy in math and science to compete with the rest of the world in the areas of national defense and security, and focused on keeping pace with global competitors. The National Defense Education Act had an impact on all college students, whereas the Fulbright program was limited to a select few, thus was and elitist in nature. Government funding to help institutions increase international programs was allocated to four-year universities and community college were ignored. Little change occurred in community colleges in international education during the 1950s and 1960s (Scanlon, 1990).

History of internationalization at community colleges. During the 1970s, international students studying in U.S. institutions surged. It was during this time that community colleges reengaged in internationalization. In 1971, the American

Association of Community and Junior Colleges (AACJC) established an office dedicated to international programs and launched the international education project. By 1976, over 60 community colleges came together to form the AACJC International Consortium (Fersch & Green, 1984). The Community Colleges for International Development (CCID) was created in 1976 by six community colleges to provide community colleges with resources to advance internationalization on their campus. Today, CCID continues its “dedication to creating globally engaged learning environments” (Community Colleges for International Development, n.d.).

In 1979, the U.S. President’s Commission on Foreign Language and International Studies put forth recommendations to advance international studies at the undergraduate level. One recommendation called for providing special attention to community colleges to increasing international educational efforts to reach all citizens. The recommendations also cited community colleges as being more active in international programs than their counterparts, while noting the need to provide professional development for faculty and the need for stronger international commitment. The then president of AACJC urged community colleges to internationalize (King & Fersch, 1993).

In 1982, the AACJC adopted an international education statement for community colleges calling for institutions to develop policies, clear goals on international education, and to incorporate international dimension throughout all programs. International and intercultural education became interchangeable in the field and was evident in reports produced by organizations and scholars in the community college realm (Fersch & Green, 1984). The 1980s brought an increased focus for community colleges on internationalizing the curriculum and special attention to international business programs.

The increased focus in part can be attributed to grant funding and encouragement from the U.S. Department of Education to develop programs at the freshman and sophomore level as well as for non-traditional and part-time programs (Scanlon, 1990). The previous focus on upper-level programming that was seen in the junior level study abroad program from the 1960s-70s changed to include a broader spectrum of programs and student participants. Another change seen in this era came in 1983, when funds were allocated to international business and international education programs (Fersch & Green, 1984). The funds encouraged and supported the new focus on internationalizing the curriculum as another method to provide international education to more students.

Further propelling community colleges to act, the Association of Community College Trustees (ACCT) endorsed the need for community colleges engagement in international education in 1991. At the 1991 ACCT annual convention community college presidents and trustees in a featured session, discussed policies, funding and support needed to increase international education (Fersch & Furlow, 1993). In conjunction with the Community College for International Development, the ACCT published a report titled, *Integrating the International/intercultural Dimension in the Community College* (Fersch & Furlow, 1993). The report focused on the role of community colleges in international education.

In 1994 and 1996, two conferences held by American Council on International and Intercultural Education (ACIIE) and the Stanley Foundation, today are distinguished as pivotal steps leading to developing a framework for internationalizing the community college. The 1994 meeting, Airlie I, focused on clarifying international and intercultural goals for community colleges, establishing a mission statement, strategies, and a plan for

implementation in community colleges. The American Council on International and Intercultural Education and Stanley Foundation (1995) report, *Building the Global Community: The Next Step*, provided recommendations from the Airlie I and served as momentum for discussion among community colleges on the “goals and how to best achieve them” (p. 15). The 1996 meeting, Airlie II, focused on defining the globally competent learner and developing a framework for community colleges and the steps to produce globally competent students. The subsequent American Council on International and Intercultural Education and Stanley Foundation (1996) report, *Educating for the Global Community: A Framework for Community Colleges*, provided a variety of strategies that “work in concert in the development and sustainability of a viable program” (p. 15).

Since the 1990s, internationalization of higher education has grown in both awareness and participation. Increases are evident in the mobility of both students and professors, recruitment of foreign students, establishment of U.S. universities abroad, increase in international and intercultural education within the curriculum, cross border agreements and collaborations, international conferences, and dedicated organizations (ACE, 2012a; Knight, 2002).

Contemporary view of internationalization at community colleges. In a recent article by Treat and Hagedorn (2013), the authors described the community college in a global context as going from “spiky,” (p. 6), a term used by Florida (2005) and identified as the period prior to 9/11, to “flat,” (p. 7), the term used by Friedman (2005) and characterized as the period after 9/11. Here, the term spiky implies an uneven global competitive field whereas flat conveys a leveling of the field across the world driven by

technology and access to information. Treat and Hagedorn (2013) charted the community college in a global context in three acts, pre-9/11, post-9/11, and the post flat world. During act one, pre-9/11, most community colleges were focused on meeting the local needs of the community and the local demographics was instrumental in determining what international efforts, if any, took place. The events on September 11, 2001, changed how community colleges viewed internationalization. Act two, also referred to as post-9/11, a flat world, brought significant interest in developing cultural understanding and international engagement. Community college may have not only been motivated by the acts of 9/11, but also by “globalization, technology, and global demographics” (Treat & Hagedorn, 2013, p. 7). In act three, the post-flat world, community colleges are challenged to provide opportunities that will serve its students and local communities. Community colleges must build capacity in order to face the new opportunities for growth and “providing global opportunity with local impact” (Treat & Hagedorn, 2013, p. 8). Community colleges are poised to contribute and engaged in program delivery and replication of the community college model in other countries.

Focusing on the evolution of internationalization at the community college, the development of internationalization at community colleges was first addressed by Raby and Valeau (2007). According to Raby and Valeau (2007), the development of internationalization at community colleges developed over four phases, including: the recognition, expansion and publication, augmentation, and institutionalization phase. The Recognition Phase took place from 1967 to 1984 and was a period of growth when programs began to emerge at community colleges. Study abroad, internationalized curricula, and the first national organization to address international efforts at community

colleges, Community College for International Development (CCID) created in 1976, were major initiatives during this phase (Raby & Valeau, 2007).

The Expansion and Publication Phase (1980 to 1990) was a time when community colleges began applying for federal grants to internationalize the curriculum as a response to increasing reports calling for globally aware students. Community colleges also saw an increase in international student campus offices to support international student recruiting and on campus support. The third phase is the Augmentation Phase took place between 1990 and 2000. During this phase, international recruitment increased on community college campuses and two major studies on internationalization were conducted by the AACC in 1995 and 2000. AACC surveyed community colleges concerning their international activities in three areas; curriculum, campus and community activities, and international experiences available for students. The AACC 1995 survey found that half of the 600 randomly selected community colleges were engaging in study abroad and internationalizing their curriculum (AACC, 2001). The AACC (2001) report findings suggested that study abroad increased, and approximately 62% of the 307 community colleges responding to the survey offered study abroad opportunities.

Finally, in the Institutionalization Phase from 2000 and forward, there has been a push for the inclusion of international education in community colleges' mission statements and pressure for the creation of state and national policies on international education in the two-year sector (Raby & Valeau, 2007). Study abroad programs at community colleges surged over these years and during the Institutional Phase study abroad had grown by 126% (Raby & Valeau, 2007, p. 8). Although these programs

increased at the nation's community colleges, less than 3% of students enrolled at community colleges participate in study abroad (IIE, 2013; Raby, 2008). Low participation rates in study abroad by community college students continue to be the case today.

Research on internationalization at community colleges. Even though internationalization efforts at community colleges have increased, this progress remains below that of other institutions (ACE, 2012a; Green & Siaya, 2005). This lag amplifies the need to understand internationalization in the context of the community college and begs the question of what is being done to internationalize community college campuses. The AACC 1995 and 2000 studies were the first of its kind to study international activity at community colleges on a national level. Although the primary focus was not on community colleges alone, three large-scale studies on internationalization across U.S. colleges were conducted by ACE in 2001, 2006, and 2011. These studies collected data from both universities and community colleges. The findings from these studies were presented in the Mapping Internationalization on U.S. campuses reports. The *Mapping Internationalization on U.S. Campuses Reports* (2003, 2008, and 2012 editions) all revealed a range of gains, stagnation, and declines in internationalization across institution types (ACE, 2012a). The first *Mapping Internationalization at Community Colleges 2005* report drew out information specific to Community Colleges (Green & Siaya, 2005). The 2005 community college report used the data from the 2001 survey and 2003 mapping internationalization report to create an “internationalization index,” capturing seven criteria, including articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and

international students and student programs (Green & Siaya, 2005, p. ii). The index was used to measure internationalization with ratings assigned from zero to high activity. Sixty-one percent of the 233 community colleges that participated scored low and not a single community college scored high (Green & Siaya, 2005, p. ii).

The ACE 2008 *Mapping Internationalization on U.S. Campuses* report on internationalization on U.S. college campuses summated the 2006 survey responses. Of the respondents, 409 were community colleges. The study examined the following four broad areas: Institutional Support; Academic Requirements Programs and Extracurricular Activities; Faculty Policies and Opportunities; and International Students (ACE, 2008a, p. ix). The findings from the data collected from community colleges revealed that students could attend college without being exposed to international or global issues, despite the fact that colleges had an increase in study abroad opportunities for students and faculty funding and support had increased for conferences, research and study abroad (ACE, 2008b). It was clear that internationalization remained on the outskirts of efforts underway in the two-year sector and that change was not extensive enough on campuses to prepare students for a globally diverse and competitive society (ACE, 2008a).

The 2011 version of the ACE mapping survey added two new categories to those in the 2006 edition. The revised areas presented included: Articulated Institutional Commitment; Administrative Structure and Staffing; Curriculum, Co-curriculum, and Learning Outcomes; Faculty Policies and Practices; Student Mobility; and Collaboration and Partnerships (ACE, 2012a, p. 4). Of the 1,041 responses to the national study from institutions across the U.S. received, 239 were community colleges, which represent 11% of all community colleges in the U.S. The major findings of this study revealed that

although 50 % of responding community colleges asserted acceleration in internationalization on their campuses, internationalization on community college campuses still remains low (ACE, 2012a). The six broad areas identified for strategies: articulated institutional commitment; administrative structure and staffing; curriculum, co-curriculum and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships (ACE, 2012a) were discussed in Chapter 1.

Highlights of the most recent findings for community colleges across the six areas examined in the ACE mapping report (2012a) follow. Of the responding community colleges, 34% reported that international or global education was within the top five priorities in the college's strategic plan either directly or indirectly and 21% percent reported having a campus wide internationalization plan. This level of activity marks a 5% increase from the 2006 study. Only 27% of the responding community colleges reported having a full-time administrator to oversee internationalization activities and programs and of those 56% were senior level officers (ACE, 2012b). Contrary to these positive trends, 80% of surveyed community colleges reported not having a foreign language requirement for graduation, 82% reported no general education requirement for courses with a global trends or issues feature, and 85% reported no general education requirement to take non-western courses (ACE, 2012b). Surveyed community colleges showed a 5% increase, the greatest across all institution types, in offering workshops on technology integration in courses as a means to enhance the international dimension of the course, but only one percent had guidelines for international experiences as a consideration for promotion (ACE, 2012a). Given the promotion structures in place at

community colleges, this finding should be taken with caution as promotion and tenure in the two-year sector differs markedly from their four-year sector counterparts.

The 2012 report was also the first time respondents were asked about the reason for focusing on internationalization. Community college reported the top three as, 70% to improve student preparedness for a global era, 46% as a response to growing public demand for global competitiveness and talent development, and 45% to diversify the campus faculty, staff and students (ACE, 2012a). A comparison of community college responses across the three studies (2001, 2006, and 2011) is provided here:

<https://www.acenet.edu/news-room/Documents/Mapping-Internationalizationon-US-Campuses-2012-data.pdf>.

Forty-eight percent of the participating community college respondents reported having institutional funds and scholarship in addition to financial aid for study abroad. Conversely, 78% of surveyed community colleges reported not having international collaborations. However, the ACE surveys were not conducted using a matched sample, therefore, while there are some overlap between respondents, the results cannot be ascribed to an exact list of community colleges responding to the surveys. These generalized findings provide a quantitative view of internationalization at community colleges and further support and reiterate the need for “developing and sharing successful internationalization models and strategies” (ACE, 2012a, p. 24). These findings align with Raby and Valeau’s (2007) fourth phase of internationalization at community college that focuses on institutionalization of efforts. Study abroad saw an increase in funding and opportunities, however, despite the increase, participation remains low.

If internationalization efforts at community colleges are far below those of other institutional types, then a large number of marginalized students are excluded from access to experiences that support global competencies, and therefore leave college without the intercultural and international skills and knowledge needed to compete in today's global society. Raby and Valeau (2007) argued that "community colleges offer international education to a greater number of low-income and minority students than any other postsecondary institution" (p. 10).

Defining internationalization. Internationalization as an ideal was not articulated until the early 1980s (Brandenburg & de Wit, 2011; de Wit, 2013). The increased attention to internationalization resulted in the formation of a range of definitions for the activities occurring on campus. The following section reviews these terms and further discusses the definition used for this research study. To help us understand *what* internationalization is, how it is defined is important. "People tend to use it [internationalization] in a way that best suits their purpose" (de Wit, 1995, p. 16). Internationalization is a complex concept and there is an ongoing debate regarding the identification of a widely accepted definition. The concept of internationalization has evolved over the years and scholars on internationalization have provided several definitions of the term. One definition referenced in the literature is that of Arum and Van de Water (1992) referring to international education as "multiple activities, programs, and services that fall within international studies, international education exchanges, and technical cooperation" (p. 202). The focus of this definition is on activities that are international in scope and represent historic concepts focused on international education.

The term international education held validity for the understanding of internationalization at the time; however, Van der Wende (1997) critiqued the definition stating that it was limited to the institutional level and took an activities approach. An activities approach to internationalization focuses solely on programming efforts, such as study abroad or scholar exchanges. Van der Wende (1997) theorized another process approach to internationalization based on process. He suggested that internationalization was “any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets” (Van der Wende, 1997, p. 18). Van der Wende’s definition further pointed out that a focus inherent in Arum and Van de Water’s (1992) concept of international education on the institutional level was limited and the definition should encompass a broader audience.

Knight (1994) put forth a definition that, in its first rendition, took a narrow focus as well, albeit one that espoused a process approach to internationalization. The process approach entails integrating an international perspective into the structure of the university. Knight (1994) suggested that, “internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institution” (p. 7). This definition has since been updated by Knight (2003) and now defines “internationalization at the national, sector, and institutional levels as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2). The new definition was prompted by both globalization and changes in the “why, who, and how” (Knight, 2003, p. 2) involved in international education, and the revised

definition suggests that internationalization is not an end in itself. Rather, internationalization is a means to an end.

The components of Knight's (2003) definition were intentional and she provided a detailed description regarding why each was chosen. This new definition in 2003 retained a process approach to internationalization, but was now broader in focus given the inclusion of an outward focus in addition to the work occurring within the college (Knight, 2003, p. 2). The words changed from 1997, including teaching, research, and service, were replaced with purpose, function, and delivery of education in the 2003 definition to provide broader application of the definition. Knight's 2003 definition has become one of the most cited definitions of internationalization of higher education and provides the definition used in this study.

The terms internationalization and globalization are often used interchangeable, but they represent very different concepts. To understand internationalization of higher education, however, it is necessary to also discuss globalization. Knight (1997) differentiated the terms by describing globalization as the "flow of technology, economy, knowledge, people, values, ideas... across borders," noting that these processes affect each country in different ways based on context (p. 6). Internationalization, instead, is a proactive reaction to globalization.

The outputs of internationalization include the desire to foster international relations and to educate citizens, which creates a positive view. Globalization, however, is often viewed in a negative light because it is often tied to economics, politics, and acquiring power versus student learning. For example, "internationalization is claimed to be the last stand for humanistic ideas against the world of pure economic benefits

allegedly represented by the term globalization” (Brandenburg & de Wit, 2011, p. 16). Yet, globalization impacts internationalization as internationalization efforts are often in reaction to effects of globalization (Altbach, 2004; de Wit, 1999; Knight, 1999a). As the needs for graduates change to include ability to navigate in an increasingly global economy, colleges and universities incorporate internationalization efforts on campus to assure that graduates are best prepared for their careers and for being civically engaged in society.

Despite the definitions that have emerged in the literature, there is still a lack of uniformity and widespread misunderstanding regarding internationalization. Globalization is often used when referencing internationalization efforts on campus. And, internationalization is often used to represent only one component of comprehensive plans, such as international student recruitment or bilateral agreements and collaborations with international governments. As is evident, internationalization of higher education is complex and diverse. It can be understood as different things to different groups in the field of higher education. This indiscriminate use of the term creates confusion and results in making it difficult to make comparisons among various research studies that employ a range of interpretations about internationalization efforts.

Knight and de Wit (1995) classified the definitions of internationalization in four approaches based on an extant review of the literature. Each of the elements depicts a specific part of the internationalization process. The four aspects are intertwined and include: the activity, competency, ethos, and process approach (Knight & de Wit, 1995). The activity approach is described as primarily academic in nature and involves a focus on curricular and co-curricular activities. The competency approach focuses on

developing students, faculty, and staff. The ethos approach addresses the need to change the culture, whereas the process approach stresses the need to integrate international perspective into all parts of the institution. People use a particular approach based on their purpose for internationalization.

Approaches and Rationales Frameworks for Internationalization

Institutions of higher education engaging in internationalization adopt various approaches and rationales for implementing internationalization activities on campus. As noted by Knight and de Wit (1995), higher education institutions were engaging in internationalization long before it was called internationalization. Historically, colleges used international student enrollment and study abroad programs as an approach to internationalize their campus. Knight and de Wit (1999) classified this as taking an activities approach to internationalization. How colleges engage in internationalization can take one or a combination of approaches. As approaches vary, so too do the rationales for internationalization. Following is a discussion of the types of approaches and rationales to internationalization.

Approaches framework. Knight (2004) presented six institutional level approaches to internationalization: Activity, Outcomes, Rationales, Process, At-Home, and Abroad. Recall that Knight and de Wit (1999) initially include the concepts of ethos and competency in their earlier work, but these were changed to At-Home and Outcomes, respectively, in their 2007 updated research. Although the Ethos approach was replaced by At-Home, the concept of Ethos also remains closely linked to a process approach. Ethos refers to the culture and values that permeates the institution. Thus, cultural aspects remain an essential component of the process approach to achieve full integration

of an international dimension into every area of the institution. The following approaches illuminate the different emphasis given to internationalization by higher education institutions.

The activities approach. The activities approach to internationalization is fairly straightforward. Here, internationalization is seen in terms of activities such as study abroad, curriculum, student and faculty exchanges, and international students. But, it is a misconception that simply adding institutional international programs and activities results in the institution becoming internationalized (de Wit, 2011; Knight, 2011). This approach is not integrated into the fabric and structures of the institution as the focus is only on academic activities. As a result, internationalization is often fragmented and lacks coordination. Higher education institutions have often engaged in this type of approach based on adding international activities (Knight, 2004). However, this approach is not holistic and can focus on quantity and may lack quality (Brandenburg & de Wit, 2011).

The outcomes approach. The outcomes approach measures students' intercultural competencies, institutional rankings, and number of agreements and collaborations. With a focus today on accountability in higher education, colleges may opt for this approach as institutions are already collecting much of the data to report out on these measures.

The process approach. The process approach acknowledges that many elements factor into internationalization efforts on campus. The process integrates an international dimension into all aspects of the institution. This approach initiates different types of activities and initiatives that fall into two categories: program or organizational strategy. These activities are different from the activities approach because the focus here is not

just on the academic components, but rather on institutional commitment, policies, procedures, structure, staffing and creating an organizational culture supporting internationalization (Knight & de Wit, 1995). The process approach is the most comprehensive approach and addresses the *what*, *how*, and *why* of internationalization (Knight, 2004). The process approach aligns best with comprehensive internationalization, a transformative process (ACE, 2012a) examined in this study.

The at-home approach. The at-home approach is similar to the process approach in that both seek to internationalize the campus, but the former emphasizes creating international education opportunities and activities for domestic students on campus. Internationalization at-home seeks only to address the needs of the students on campus who do not travel abroad and not the larger administrative structure or policies. International dimensions are infused into the curriculum and co-curriculum to provide opportunities to increase global competency, intercultural understanding, area studies, foreign languages, international geography, and to broaden perspectives across each discipline and within general education courses. Community colleges have sought to internationalize the curriculum, but so far without widespread success (ACE, 2012a).

The abroad approach. The abroad or cross-border approach highlights the creation of agreements with other countries and the export of educational opportunities. Examples of the cross-border approach are hub and branch campuses and franchises (Knight, 2004). Internationalization in this case is based on the export of the education system and not on sending students and faculty abroad for academic and personal development. This should not be confused with study abroad. Study abroad is an activities approach.

Summary. The approaches outlined by Knight (2004), like the reasons for internationalization, range across institutions. A priority for one institution may not be for another, as many factors play into why colleges engage in internationalization (Knight, 2004). The process approach is the center of focus for the current study as comprehensive internationalization involves changes to the institution's policy, procedures, and structures that signal commitment to creating an environment that supports building students' global competencies. Understanding more fully the range of approaches to internationalization provides a template for identification of efforts occurring on the campuses included in this research.

Even though Knight (2004) made an argument for including "rationale" as an approach, I found it out of place on the list. Because rationale addresses motivations for colleges to engage in internationalization versus how they engage, I address this aspect separately in the following section.

Rationales framework. Scholars have written about and discussed rationales for internationalization (Knight, 1997; Knight & de Wit, 1995; Raby & Valeau, 2007). Exploring the rationales for internationalization is useful to understand the reasons, motivations, and driving forces behind the internationalization of higher education. Knight (1997) created a rationales framework, which is not limited to four-year institutions and therefore can be applied to all types of institutions, including community colleges. The four broad rationales for internationalization include: socio-cultural, political, academic, and economic (Knight, 1997; Knight & de Wit, 1995; Raby & Valeau, 2007). The four rationales are described in more detail below.

Political rationale. International education initially served a political role and was viewed as a means for foreign policy, national security, and peace building among nations. This rationale was prevalent in higher education after World War II. de Wit (2002) warned, however, that the intended outcome of the political rationale is not always achieved and may result in students adopting a different political worldview than their home country rather than gaining an appreciation of differences. Today, there is less emphasis on diplomacy, although national security continues to be an important rationale for internationalization.

Economic rationale. This rationale emphasizes international education as a means for global competitiveness and economic growth. Van der Wende (2001) noted that over the last several decades, political, cultural, and academic rationales drove internationalization, however, there is now more of a shift to the economic rationale. There is growing recognition of the economic benefits of internationalization activities (Brennan & Dellow, 2013; IIE, 2014a). This motivation is evident when looking at colleges seeking to generate revenue from international activities such as international student recruitment, offshore campuses, and collaborations. Additionally, this rationale supports the recent shift toward an academic capitalism (Slaughter & Rhoades, 2004) orientation to higher education. Knight (1997) also noted the shift from political, cultural, and academic to economic and cautioned higher education institutions to find balance between economic and academic benefits (p. 10).

Cultural/social rationale. The socio-cultural rationale motivating internationalization on campus focuses on students developing a global perspective, intra/intercultural skills, and understanding. Students who are able to develop these skills

can interact, work, communicate and understand others effectively across cultures (Hunter et al., 2006). The need to prepare students for a global society is echoed throughout the literature on the need for internationalization (Deardorff, 2006, 2011; Knight, 1997; Nilsson, 2003; Raby & Valeau, 2007). Intercultural understanding is a common driver for internationalization efforts and according to Knight (1997) it is considered as one of the strongest rationale for internationalization amongst academics (p. 11).

Academic rationale. The fourth rationale for internationalization seeks to transfer, share, and create knowledge across borders to benefit both students and faculty. By integrating an international dimension into the curriculum, students are able to explore the impact of international events on their everyday life and develop the global competency necessary to function in a global society (Knight & de Wit, 1995, p. 13). A course that does not make reference or provide international content is insufficient (Raby & Valeau, 2007). There are other ways to integrate international education into the classroom. Students who do not travel abroad can develop an increased awareness of the interconnectivity of the world from the experiences of international students as well as student and faculty returning from immersion experiences abroad. However, this knowledge acquisition is not intuitive and must be intentional. Faculty commitment and buy-in is critical.

Summary. There are several motivations for campus internationalization to occur and they are not mutually exclusive. Internationalization is complex in its definition, and the approaches and rationales continue to change over time. The approach and rationale/motivation to internationalize is determined by the institution and in context of

the institution. By looking at the approach and strategies you may discern why institutions are engaging in internationalization (Knight, 1997). Table 2 shows how Knight's (1997) rationales align with Raby's (2007) four phases of internationalization at community colleges. While evidence of each rationale appears to be present in each phase, some rationales are highlighted more than others and dominance change over time. However, the cultural /social rationale appears to be highlighted constantly for internationalization.

Table 2

Dominant Rationales Over Time

	Political Rationale	Economic Rationale	Cultural/Social Rationale	Academic Rationale
Recognition Phase	X		X	
Expansion/Publication Phase		X	X	
Augmentation Phase			X	X
Institutionalization Phase			X	X

Comprehensive Internationalization

Internationalization efforts on college campuses have been largely fragmented (Green, 2007). Several national organizations, including the Association of International Educators, ACE, ACIIE/Stanley Foundation, Institute of International Education, Community Colleges for International Development, and NAFSA, have all recognized the need to take a more comprehensive approach to internationalization and developed programs and literature to support colleges and universities in their efforts to

internationalize their campuses. Information presented on national association websites focused on internationalization verify that a growing number of community colleges are engaging in the comprehensive approach to internationalize their campuses (see for example, <http://www.ccidinc.org/sci.html>; <http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>).

Information presented on national association websites focused on internationalization verify that a growing number of community colleges are engaging in the comprehensive approach to internationalize their campuses (see for example, <http://www.ccidinc.org/sci.html>; <http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>). Over the years, organizations and scholars have presented several frameworks or recommendations for internationalization efforts for universities and community colleges in the literature. A comparison of the frameworks is highlighted in Table 3.

Table 3

Frameworks Comparison

ACE/CIGE 2012	U.S. President's Commission- Foreign Language International Studies 1979	AIEA 1992	ACIIE/Stamley Foundation 1994	CCID 2014
Articulated Institutional Commitment	X	X	X	X
Administrative Leadership, Structure, and Staffing	X	X	X	X
Curriculum, Co- curriculum, and Learning Outcomes	X	X	X	X
Faculty Policies and Practices	X	X	X	X
Student Mobility	X	X		X
Collaboration and Partnerships				X

The frameworks identified similarities, but also noted differences. Consistently represented was the need for institutional commitment, staffing, curriculum, faculty development and student/faculty mobility. Differences exist in the areas of collaborations/partnerships and public service. The AIEA framework listed public service as essential to internationalization, providing “the opportunity to bring the world to the community...institutions of higher education to learn from their constituents” (Flournoy, 1992, p. 90). Both ACE and CCID listed collaborations and partnerships. However, the ACE CIGE model takes an international focus calling for branch campuses,

offshore and dual degree programs. The CCID framework classification of partnerships is diverse and focuses on both local and international partnerships as well as industry, community organizations and workforce development partnerships.

Conceptual Model

Studies have assessed or measured internationalization on community college campuses (AACC, 2001; ACE, 2008a, 2012a), but no study, as its primary focus, examined the rationales and motivations of community colleges to engage in internationalization or why they choose a comprehensive internationalization strategy.

The conceptual model for this study considers three areas. First, the ACE CIGE Comprehensive Internationalization model was used to examine the components of the framework that exists at community colleges involved in comprehensive internationalization efforts on campus. The ACE CIGE model was selected because several community colleges were part of the projects that led to its development, community colleges have participated in the current Internationalization Laboratory, and it is a well-known formalized model. Second, Knight's (1997) Rationales framework provides the ability to analyze the reasons why the selected community colleges engage in internationalization. Third, Knight's (2004) Approaches framework allows an ability to describe and understand the different approaches colleges may take to internationalize their campuses. In the case of this study, the process approach is highlighted as it relates to ACE's comprehensive internationalization. These three models are complementary and serve to form a combined conceptual model to analyze not just the *what* of internationalization, but also the *why* and *how*.

de Wit (2002) explained the *why* as the rationale and motivation for internationalization, the *what* as the meanings and approaches, and the *how* as the strategies and organizational models used to internationalize higher education. It is important to look at the why, what, and how to understand internationalization of higher education in context. Figure 2 provides a visual of the combined conceptual model.

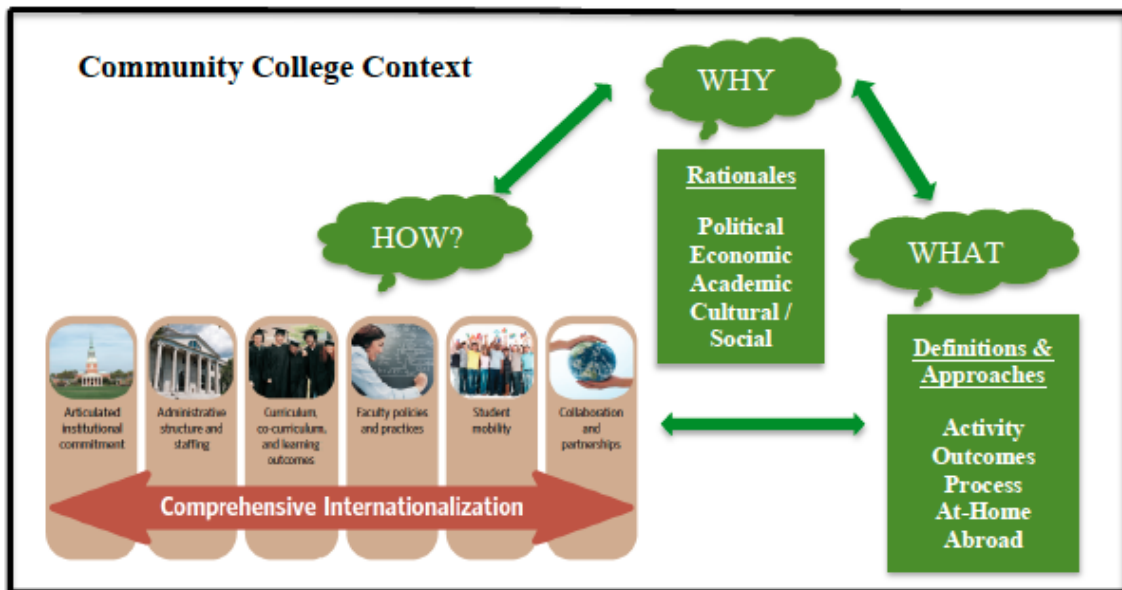


Figure 2. Combined conceptual framework for internationalization. Adapted from ACE (2012a, p.3), de Wit (2002), and Knight (1997, 2004).

The components of the conceptual model are not mutually exclusive. As represented by the two-way arrows, each area is influenced by the others. The *why*, rationales and motivations, strongly influences *what* we believe internationalization is and what activities are designed and implemented. The *what* also drives *how* internationalization is carried out. For example, if internationalization is defined in terms of activities, then it is carried out in terms of activities. If internationalization is defined

in terms of a process, then internationalization takes a process approach that goes beyond stand alone activities.

There are several approaches to internationalization that were discussed in Chapter 2. However it is important to state here that the ACE CIGE model emphasizes a strategic process approach. In the comprehensive internationalization model, the other approaches are seen as components of the model.

Chapter Summary

This chapter examined the phenomenon of internationalization of higher education and specifically how internationalization occurs within the context of community colleges. There is an increasing acknowledgment of the importance of internationalization at community colleges (ACE, 2012a). Community colleges enroll 44% of undergraduate students and a large percentage is historically under-represented student populations. Access to international education for students enrolled in community colleges is imperative as this may be the only opportunity to prepare some of these students for the global world. However, more community colleges must make internationalization a priority and consider it a part of its core for the sector to have a greater influence on its students. To date, internationalization efforts at two-year colleges are isolated and the bulk of campuses are less engaged (ACE, 2012a).

The ACE, (2012a) report calls for recognition of the need to find ways to bring global learning to non-traditional students and to view it “as an important element of America’s higher education attainment agenda” (p. 24). Approaches and rationales for internationalization vary and those that work at four-year institutions with traditional age students may not work in community colleges with non-traditional students due to

context and other factors such as location and priorities (Knight, 1997). Community colleges must take a cohesive integrated process approach to internationalizing their campuses that will infuse international efforts into the campus culture and every dimension of the college. The three-part conceptual model, including Knight's (1997) frameworks for both rationales and approaches to internationalization coupled with ACE CIGE model and de Wit's (2002) *why, what, how* framework, presents a robust theoretical framework to examine comprehensive internationalization efforts at the selected community colleges in this study.

CHAPTER 3: RESEARCH METHODS

Today there is an increasing discourse on the internationalization at community colleges (Manns, 2014; Raby & Valeau, 2007; Treat & Hagedorn, 2013), and specifically attention to comprehensive internationalization (Brennan & Dellow, 2013; Hudzik, 2014). Colleges have a variety of reasons and motivations to internationalize their campuses, as well as several approaches to campus internationalization (Knight, 1997). Comprehensive internationalization (ACE, 2012a), newly articulated, although not a new concept, is one strategy used by institutions to both evaluate their international efforts and to strategically plan internationalization efforts on campus. Previously four dimensions were used to assess internationalization, (1) institutional support, (2) academic requirements, programs, and extracurricular activities, (3) faculty policies and opportunities, and (4) international students. The current ACE CIGE model has six areas, (1) articulated institutional commitment, (2) administrative structure and staffing, (3) curriculum, co-curriculum, and learning outcomes, (4) faculty policies and practices, (5) student mobility, and (6) collaboration and partnerships.

A number of community colleges have engaged in a comprehensive approach to internationalize their campuses, with a select number recognized for their efforts (see <http://www.acenet.edu/news-room/Pages/The-ACE-Internationalization-Laboratory.aspx>; Engberg & Green, 2002; NAFSA, 2003, 2004, 2005, & 2013). While the discourse on internationalization has increased, the research on comprehensive internationalization in higher education, and at the community college level specifically, is slowly developing.

This qualitative study examined comprehensive internationalization at community colleges engaged in the ACE approach to comprehensive internationalization. The purpose of this research was to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process, and to identify the priority placed on intercultural learning and global awareness across the curriculum. This chapter explains the methodology applied in this research under the following headings: research questions, method, ethical considerations, assumptions, delimitations, and limitations.

Research Questions

Increasingly, the literature focuses on the need to prepare students to be culturally and globally competent citizens (Deardorff, 2006, 2011). Given that approximately half of the total U.S. undergraduate student population attends Community Colleges (AACC, 2014), it is critical to understand better how comprehensive internationalization in the community college sector is being accomplished to meet this goal for students. Using the ACE CIGE Model for Comprehensive Internationalization (2012a), Knight's (1997) rationales framework, and Knight's (2004) approaches framework as a conceptual model to analyze the *what*, *why*, and *how*, of internationalization. The following research questions guided this study:

- 1) How is comprehensive internationalization operationalized on campus?
 - a) How do executives and senior officers; faculty; staff members and students define internationalization of higher education?
 - b) How has internationalization changed since taking a comprehensive approach

at the college?

- c) What do executives and senior officers; faculty; and staff members identify as challenges and successes to the comprehensive internationalize process on their campus?
- 2) What are the perceptions of executives and senior officers; faculty; staff members and students regarding the rationale(s) and motivation(s) for internationalizing the college?
 - 3) What components of ACE CIGE comprehensive internationalization, if any, do leaders perceive as not pertinent to the community college context?
 - a) Which components of the ACE CIGE comprehensive internationalization framework currently exist on campus?
 - b) What priority was/is placed on student learning?

Method

This research used a descriptive qualitative design and a collective case study approach to collect and analyze data (Yin, 2009). A qualitative inquiry is appropriate to explore and develop a deeper understanding of the phenomenon of internationalization in the two-year sector because it allowed me to “explore the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2013, pp. 64-65). Qualitative research uses several approaches to inquiry such as a narrative, case study, phenomenology, grounded theory, and ethnography (Creswell, 2013). Of these design options, the case study method is recommended when exploring “how” and “why” regarding study of a problem, and critically also considers the bounded context (Yin, 2009, p. 9). A case study methodology was most appropriate for this study because I sought to focus on

exemplary cases of community colleges, which created the case boundaries, engaged in comprehensive internationalization (Merriam, 2009).

Yin (2009) and Stake (1995) categorize case studies in several ways. Yin (2009) used the terms exploratory, explanatory, or descriptive along with holistic, single, or multiple-case studies. An exploratory study focuses on exploring cases when there are no clear outcomes, whereas an explanatory study seeks to explain and hold the casual relationship central to the research. A descriptive case study, on the other hand, allows the researcher an opportunity to provide descriptions within context, and is less interpretive, and transformative. Stake (1995) instead categorized case studies using the terms intrinsic (a unique case where the focus is on understanding the case itself and not a concept), instrumental, and collective. An instrumental case study provides insight to studying a particular issue. According to Stake (1995) several instrumental cases make up collective case study. Given the range of options for applying a case study, I opted to use a descriptive (Yin, 2009) and instrumental (Stake, 1995) approach. This focus allowed me to describe in detail (descriptive) the process of internationalization within the community college sector with a focus on the steps taken by select campuses that have participated in the comprehensive internationalization approach (instrumental).

Collective and multiple-case studies enable exploration between and within cases (Stake, 1995; Yin, 2009). Using a range of cases allowed me to study “multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes” (Creswell, 2013, p. 97). Thus, I was able to determine similarities and differences across three community

college campuses, as well as within a single case (in this instance a single campus). The multiple sources of information contributed to triangulation of data, which supports trustworthiness in the study.

The focus of this study was to explore the experience of community colleges that participated in one of the ACE comprehensive internationalization initiatives. The intention of this research was to identify the motivations and rationales for internationalization and to provide comparisons of approaches across community colleges. Therefore, using a collective case study approach was appropriate to gain an in-depth understanding of community colleges experiencing comprehensive internationalization. A collective case study provided the opportunity to illustrate the internationalization process at different sites with different perspectives and provided comparisons (Creswell, 2013).

Setting and Participant Selection Process

Understanding the case context is important in the methods design. The unit of analysis for this study was the individual community college campus. Following is an outline of how each of the case sites was identified and how participants from each site were identified and recruited.

Setting. Using purposeful sampling, 11 institutions were identified as the population from which to select the final case sites to participate in the study. The ACE website were reviewed to identify the community colleges that took part in internationalization projects conducted by ACE. Table 4 below provides a list of the identified community colleges, the particular ACE internationalization project focus, and the dates of participation. This list of community colleges provided, offers the best

population for this study because they either engaged in an ACE sponsored internationalization project or training related to the comprehensive internationalization process.

Site Selection. To provide a deeper and richer description and given the time restrictions to complete my dissertation, the decision was made to select one college from each iteration of ACE internationalization projects for this study. ACE projects on the comprehensive internationalization process include the Internationalization Laboratory (IL), Promising Practices Project (PP), and Global Learning for All (GLFA). The International Laboratory is a two-year cohort program that is currently offered by ACE. Institutions pay to participate. PP and GLFA were one-time projects conducted by ACE and supported by grant funding. The site selection process was strategic because this study sought to not only describe the comprehensive internationalization process, but also the implementation successes and challenges in the community college context. As such, it was important to select colleges that had completed the training process and had time to implement strategies on campus. This means the college completed the project and had three to four years to implement strategies and programs. Therefore, the colleges needed to be finished by 2012. Selecting one institution from each of the ACE projects allowed for three perspectives at different points after participation in the comprehensive internationalization project. The 11 colleges listed in Table 4 all met criterion.

Table 4

Potential Study Participants

Community College	ACE	Date
Northern Virginia Community College (VA) ^a	IL	2005-2006
Monroe Community College (NY) ^a	IL	2011-2012
Orange Coast College (CA) ^a	IL	2013-2015
Leeward Community College (HI) ^a	IL	2013-2015
Windward Community College (HI) ^a	IL	2013-2015
Hawaii Community College (HI) ^a	IL	2013-2015
Tidewater Community College (VA) ^b	PP	2000-2002
Kapi'olani Community College (HI) ^b	PP	2000-2002
Montgomery College (MD) ^c	GLFA	2002
San Diego Community College (CA) ^c	GLFA	2002
St. Louis Community College at Forest Park (MO) ^c	GLFA	2002

Note. IL represents participation in the Internationalization Laboratory, PP represents participation in the Promising Practice Project and GLFA represents participation in the Global Learning for All Project.

At the beginning of this research project, my initial plan was to select two community colleges to participate in the study. However, I felt there was an opportunity to provide different perspectives from each of the three projects, IL, PP, and GLFA. I planned to select one college from PP and GLFA and one that completed IL during 2007-2012 for the study. The criteria restricting the IL selection pool to only those who

completed the training prior to 2012 was based on wanting colleges who had distance between completing the training as well as on the accretion that the comprehensive internationalization process takes “five to 10 years to become embedded in the fiber of the institution” (Olson, Green & Hill, 2006, p. III). I was not able to keep this criterion because the two community colleges that met this criterion were excluded or declined to participate. This is discussed further in this section below.

The following criteria were used to narrow the sites:

- Classified as Very Large (VL2) or Large (L2) by Carnegie
- Classified as Urban or Suburban by Carnegie
- Self identified as a Multi-campus, but not a college district

The characteristics were chosen as they aligned with the institution where I worked and was most interested in researching. I believed these characteristics would also provide an interesting context and a more diverse student population to study due to their size and community setting. The criterion was determined prior to looking up the Carnegie classification for the 11 colleges identified.

The IL, PP, and GLFA colleges were narrowed within their project category based on alignment of size, structure, and setting, namely they had a multi-campus organizational structure, located in a suburban or urban setting, and were classified in the Carnegie System as very large or large. The intent was to have all three colleges as very large/large, suburban/urban, and multi-campus. However, one college declined to participate. To have one college from the three projects, I was unable to maintain the multi-campus criteria for all three colleges. Tidewater Community College and Montgomery College were selected because they met the selection criteria, very large

two –year, suburban, and multi-campus. Tidewater Community College and Montgomery College were selected because both were classified as Very Large (VL2) or Large (L2); Suburban; and multi-campus by Carnegie. The other colleges in the same categories did not meet these established criteria.

In the Promising Practice project, Kapi’olani Community College was not selected because is part of a four-year institution and the other colleges in the Global Learning for All project were part of a district. Initially, four colleges that completed the Internationalization Laboratory training after 2012 were excluded from the study given the desire to have more distance of time since the beginning of the internationalization project. I also excluded the college where I am currently employed for ethical reasons. By default, Monroe Community College remained as the only college that completed the Internationalization Laboratory in 2012. However, Monroe Community College declined to participate and Orange Coast College was selected. The three Hawaii colleges that completed the IL were excluded because they were not classified as a multi-campus but instead are part of a four-year institution. Table 5 shows the selection criteria and highlights the criterion for exclusion.

Community college presidents and senior international executives at the three identified sites received an introductory email inviting participation in the study (Appendix A). A week after the email was sent, if I did not receive a response, I then followed up with a phone call to the senior international officer or the president regarding the study and requested his or her participation. After contacting the college presidents at Tidewater Community College and Orange Coast College, they agreed to participate. Following this site selection procedure, Orange Coast College required submission and

approval from their IRB process. The Vice President /Provost identified as the senior international officer agreed to participate in the study. At each of the three sites, I worked with a gatekeeper in the institution to arrange interviews with participants and to gain documents related to the internationalization process.

Table 5

College Profile

College	Year	Program	Structure	Size	Setting	Status
Orange Coast	13/15	IL	Single campus	VL2	Suburban	Selected
Hawaii	13/15	IL	two-year under four-year	M2	Not listed	
Leeward	13/15	IL	two-year under four-year	S2	Not listed	
Windward	13/15	IL	two-year under four-year	M2	Not listed	
Monroe	11/12	IL	Multi-campus (2)	VL2	Urban	Declined
NOVA	05/06	IL	Multi-campus (6)	VL2	Suburban	Removed
Tidewater	00/02	PP	Multi-campus (4)	VL2	Suburban	Selected
Kapi'olani	00/02	PP	two-year under four-year	L2	Not listed	
San Diego	2002	GLFA	District (3)	L2, VL2, & L2	Urban	
Montgomery	2002	GLFA	Multi-campus (3)	VL2	Suburban	Selected
St. Louis	2002	GLFA	District (4)	M2, M2, L2, & S2	Urban	

Participants. Participant selection began once the sites were confirmed. The participants selected were purposeful in order to obtain the information from a range of

individuals involved in the internationalization process, thus both formerly involved individuals, as well as current staff who are familiar with the internationalization process were included. This participant selection allowed me to examine the research questions in detail to gain the understanding sought in this research. The participants for the study included college presidents, chief academic officer, senior international officer, faculty, staff (professional development, study abroad/international students office/student life/counseling), students, and individuals that were instrumental to the process including board members, planning committee and task force members, if available, at each community college.

After confirmation of participation in the study by the college president, senior international officer, or IRB committee, other participants were contacted based on prior or current experience with the internationalization process, suggestions from the college's senior international officers, and those identified from the college's website. Participants were asked if there are individuals who formerly worked with the projects and are no longer involved that may be able to provide critical information regarding the inception of the project on campus. If contact information was provided, I reached out to the individual. I targeted 10 to 12 participants for in-depth interviews at each site. A total of 37 interviews were completed, including at least one participant at each college who held institutional memory of the ACE project. Table 6 below provides a breakdown of participant categories.

Table 6

Participant Categories

	Executives and Senior Officers	Faculty Members	Staff Members	Students
Number of Interviews	11	8	12	6

The participants included both individuals who were involved in the initial process, those currently involved in internationalization efforts at the college, and current students. At Montgomery College three participants had institutional knowledge of the Global Learning for All project. At Tidewater Community College two individuals had institutional memory of the Promising Practice project. The Internationalization Laboratory was very recent at Orange Coast College. Seven participants provided information on the process. It was expected that identified participants would not remember all or parts of the initiating period of the comprehensive internationalization process. In these instances, I relied on committee and task force reports and accounts as well as other documents to supplement and corroborate the information provided by the individuals interviewed who had institutional memory.

The student participants were selected from leaders of student government, college committee/senate/council student member, international office work-study, and international student organizations. The students who were identified prior to the campus visit received an introductory email (Appendix B or C) and a follow up contact regarding the study. Students identified once on campus were provided with information in person

regarding the study. A consent form (Appendix D or E) was provided to each participant in the study.

Data Collection

Data collection commenced once Institutional Review Board approval was granted from William & Mary and from the participating colleges. Institutional gatekeepers helped identify participants. As noted above, approval to conduct the study at each of the selected three sites was first sought from the college president or senior international officer (Appendix A). The president was asked to provide a gatekeeper at the institution to help with identification of other participants. Each participant received an introductory email (Appendix B and C) regarding the study requesting his or her participation.

The first phase of data collection involved a review of the institutions publicly accessible information. Next, document analysis occurred for publically available information online to view what changes, if any, occurred after participating in the comprehensive internationalization process. In this case, the documents for review included the community colleges mission statement, strategic plan, internationalization plans, task force reports, and committee notes for the years just prior to and after participation in the comprehensive internationalization project and for the current year. Then, an exhausted review of the community colleges' website was conducted to identify course syllabi, faculty and staff workshops, international education programming, international education options, and to identify potential participants for the interviews. The website also served as a source to review and document components of the ACE CIGE comprehensive internationalization model and confirm participants comments.

Appendix E contains the data collection form with the ACE CIGE components that was used when reviewing the websites and the documents identified.

In the second stage of data collection, I conducted interviews with college presidents, senior international officers, staff, faculty, chief academic administrator, students, and faculty and staff (professional development, study abroad/international students office/student life/counseling) who was instrumental in the internationalization process. The initial plan was to first conduct interviews via Skype or another online technology connecting tool with all participants except students, using the open-ended questions that were approved through the IRB process then conduct a second in person interview during the campus visit to provide more in depth exploration of the process. Due to time commitment constraints for participants, Skype interviews were not conducted and only one set of interviews occurred on campus during the visit. The campus visit protocol is provided in Appendix (F).

Each participant was selected based on his or her working title, knowledge of the comprehensive internationalization process, or a referral by the college contact as someone to interview who possessed relevant knowledge. The interviews with all participants were conducted using the approved open-ended questions to allow the participants to provide in depth responses. At Montgomery College, 10 interviews were conducted, 15 interviews were conducted at Tidewater Community College, and 12 were conducted at Orange Coast College. A list of participants at each college is provided in Appendix G. Participants were asked questions based on the following categories, leaders and initiators; faculty and staff; students; and international staff member. Leaders and initiators were asked question on the initiation of the process, rationales/motivations,

and issues relating to implementation. Faculty and staff were interviewed on campus culture, visible evidence of internationalization (events, programs, policies), and their definition of internationalization to help understand their point of reference. Faculty also answered questions related to the curriculum and their classroom practices around internationalization. The international staff interviews focused on international education opportunities, international students and support services, and campus culture, visible evidence of internationalization (events, programs, policies) and their definition of internationalization. Students responded to questions related to their international classroom and campus experience(s). The categories were instrumental in allowing me to gather the necessary information to examine and answer my research questions.

All participants were interviewed once, over a four-day period during each campus visit. All the interviews were recorded and reviewed within hours after each interview, this process allowed me to document my researcher notes and flag areas for follow-up. Participants received an email document with the transcript (prepared by a professional transcriber) of their interview for review and approval. Each participant was given five days to review the transcript and notify me if they had changes. I received edits from one Executive/Senior Administrator and two faculty members regarding points of clarification.

Data sources. As recommended by Creswell (2013), multiple data collection techniques were used in this study. The four sources of data included administrators, faculty, staff, and student interviews; document analysis; campus visit; and website analyses to collect information from the (1) community colleges' mission statement, (2) strategic plan, (3) internationalization plan, and (4) college catalog.

Interview protocol. Interviews are the most common form of data collection in qualitative research (Creswell, 2013, p. 163). To capture the participants' experiences and perceptions, interviews were conducted using open-ended questions. A list of semi-structured guiding questions was created for each participant group (see Appendix H, I, and J). This process of interviewing allowed the participants to be more conversational and free flowing in their responses.

The interview protocol was pilot tested with participants from a college not participating in the study. The pilot college's history provided a good site to pilot the protocols given its similarities with the selected research sites. Prior to piloting the questions, the interview questions were reviewed by an expert in the field of internationalization who possess extensive experience with the comprehensive internationalization process. Piloting the interview protocol allowed me to practice interviewing skills, refine the interview questions, and gauge timing of the interviews. This process provided feedback on clarity and helped to assess whether the question would generate the responses to answer the research questions. After the pilot test, additional prompts were added to each question, and questions on the ACE CIGE components questions were changed to only seek responses from the senior international officer and participants who would have knowledge in those areas.

The interviews were designed to last no more than 60 minutes due to time constraints of participants. On site interviews were conducted to maintain consistency in the data gathering process. Of the 35 interviews, all but 3 interviews were conducted on site. Of the three interviews that were not on site, one was done using FaceTime and another via email due to scheduling. The third interview was conducted via email

because the participant was no longer employed at the college and scheduling did not allow for an in person, Skype, or FaceTime interview. I utilized the Rev phone app to record the interview and a notepad to record notes. Before starting the questions, the participants read and signed a consent form (Appendix D and E) and selected their preference for anonymity in reporting out of the data. The interview started by outlining the intention of the study and then asking about the participant's background and experience with internationalization. Questions centered on the participant's experience with the process at the identified community college, the comprehensive internationalization strategy, the rationale/motivations for the process, and perceptions regarding internationalization of the curriculum. The questions asked for specific examples of both past and recent experiences to allow the participant to share as much or little as desired.

Once the interviews were conducted, the recording was uploaded for transcribing by Rev. To assure accuracy and intention, the recording was transcribed word for word and then checked verbatim against the recording. The participants were provided the transcription for review and verification of information for member checking. The transcripts were then uploaded to Dedoose for coding and analysis. Appendix K lists each research question along with the data sources and the data analysis that I used to answer each question.

Document analysis. The ACE CIGE Model for Comprehensive Internationalization (ACE, 2014a) calls for an articulated institutional commitment to internationalization. Therefore, a review of the institutions' mission statement, strategic plan, and specific internationalization plan was sought and reviewed. An exhaustive

review of the three community colleges' website was conducted to identify whether any documents on the comprehensive internationalization process were available online. The participants being interviewed were asked to provide for review any additional documents they had that would be instrumental to the study (i.e., promotional pamphlets, faculty and staff professional development, internationalization committee notes, etc.). Through the document analysis, I manually checked for text in the mission statement and strategic plan's objectives and outcomes for acknowledgement and support of internationalization at the college. I looked for any reference to global society, intercultural, or international awareness in the mission statement. In the strategic plan, I checked for specific goals and objectives on developing students with global competencies, intercultural skills, or preparing students for a global society. I also tried to locate a strategic plan specific to Internationalization. I received a copy of the internationalization plan from Orange Coast College as they recently completed the IL process. The other colleges did not have a strategic plan specific to internationalization. The purpose of this review was to identify the components of the ACE CIGE model that existed on campus, provide information on the ACE projects at each institution, and to corroborate the participants' comments. Appendix L contains the data collection form that was used for coding, which aligns with the ACE CIGE model.

Campus Visit. Interviews and observation are most frequently used in qualitative research (Creswell, p. 163). Creswell (2013) also noted, "observation is one of the key tools in qualitative research" (p. 166). Rather than solely relying on the interviews, the campus visit allowed me to use ethnographic data collection methods (Creswell, 2013). The objective was to observe the campus culture and see how internationalization is

taking place on campus. This included gathering information on the setting and context of the college and evidence from what was on display on bulletin boards, doors, and walls around the campus. I spent four days on each campus. On the first day of my visit, at each college, I walked around the campus first visiting the college bookstore, then the student center, classroom buildings, and other public spaces on campus. The classroom buildings were selected based on where I had scheduled interviews and those that were located on other floors in the student and welcome centers. At Tidewater Community College and Montgomery College, I visited the student center and classroom buildings when on the other campuses for interviews. In the bookstore, I searched for international content in textbooks across general education courses like English, science, and math. For English courses, I scanned book titles for all the English Composition I courses that were on the shelf. I checked the table of contents and flipped through the chapter questions and case studies to find international content in math and science courses that were on display. I did not have access to all the textbooks as many were behind the counter or in a back room.

I walked the halls of the classroom buildings looking for posters, flyers, electronic or other displays with international content and programs. In the student center, I sought information on international related clubs, designated space for international students, and whether international programs and activities were being advertised in the space. My hope was to discover evidence of international content in the curriculum through textbook selection, building awareness of international education opportunities across campus, and increasing opportunities for interaction between international and domestic

students. A campus visit protocol was used to document observations and is included in the Appendix F.

Data Analysis

The approach to data analysis of the interviews in this study was informed by the process outlined by Creswell (2013), which includes a “description of the case, ... identifying themes of the study in each case, ... and analyzing across cases for similarities and differences” (p. 99). Through this process I reviewed all the data to find key concepts and assign a priori codes based on the ACE comprehensive internationalization framework (Appendix L), then create themes from patterns presented in the data. Emerging themes were also coded. Next, the data were organized according to the themes, interpreted, and reported in the study (Creswell 2013, pp. 190-191). This process is also similar to the five techniques presented by Schutt (2015): (1) Documentation of data and process of data collection, (2) Organization/categorization/condensation of data into concepts, (3) Examination and display of relationships between concepts, (4) Corroboration/legitimization of conclusions, by evaluating alternative explanations, disconfirming evidence, and searching for negative cases, and (5) Reflection on the researcher’s role (p. 403). This iterative process starts with collecting the data from the interviews, website, and documents. I read and re-read the transcripts and notes in three ways, literally, reflexively, and interpretively (Miller & Crabtree, 1999). I took notes on the data collected and review them to find issues, meaning, and relationships that lend to a better understanding of comprehensive internationalization at community colleges. I made adjustments along the way in the data collection as

necessary to refine the focus (Schutt, 2015, p. 400). A list of the priori codes derived from the ACE/CIGE components is provided in Appendix L.

Triangulation. For accuracy and validation, this study used the triangulation strategy as described in Creswell (2013). Triangulation allows the researcher to corroborate their work by using multiple sources, methods, investigations, and theories (Creswell, 2013, p. 251). The components of triangulation include peer review or debriefing, negative case analysis, clarifying researcher bias, member checking, rich, thick description, and external audits (Creswell, 2013, p. 51). The participants were given the opportunity to review the transcribed data for a member check. In addition, as external checkpoints, I consulted with a peer reviewer to review identified themes and coding and I kept peer debriefing session notes. Finally, I identified any of my own biases and bracketed my assumptions using a reflexive journal. After the first set of pilot interviews I was cognizant to not add prompts that would guide the participants in a particular direction or to match the responses from previous interviews. I followed the questions as listed and used the prompts only when necessary for clarification. I employed reflexivity (Creswell, 2013) during the analysis process by using a reflective process. I kept a research journal during the time of analysis. I notated common themes that were repeating as I interviewed each participant on campus in my interview notes.

Researcher as instrument. My interest in this topic stems from my experience participating in study abroad programs at the graduate level and my current position working as a college counselor at a large community college. After my first study abroad experience in China, I began exploring international education opportunities at the community college where I work and in the literature on community colleges and study

abroad. After seeing the low participation in study abroad across community colleges, I became involved with my college's global studies committee working to increase access to international education programs and experiences for all students. These experiences and my subsequent study abroad experiences, also through my graduate program, to Italy and Cuba, sparked my interest in what community colleges are doing outside of study abroad to support student learning in the areas of intercultural learning and global awareness. Through conferences and reviewing literature on this topic I learned about approaches to internationalization and the comprehensive internationalization process. I believe the process approach presents a better option for community colleges and if carried out and maintained will allow for greater success in creating a culture of internationalization on campus and increasing international education for all students.

For this study, I expected to find participants that would provide an authentic description and reflection of their experience with the comprehensive internationalization process. Also, I hoped to learn about the challenges and successes and variations in the experiences at the different colleges. I believe that the comprehensive international process and the ACE CIGE components are all relevant and applicable in the context of the community college. I also feel that community colleges should take a process approach to internationalizing the campus and student learning should be the priority. I am especially concerned about opportunities that exist for domestic students and students who do not have the opportunity to experience life outside of the U.S. or their local area. Although I may have assumptions, it is more important to me to tell the story of the participants and not reflect my biases. I chose to exclude the community college where I

currently work from this study to avoid any issues of power dynamics between my colleagues and me.

Ethical Considerations

Approval to conduct this study was sought and approved through the William & Mary (W&M) Education Institutional Review Committee (EDIRC). An explanation of the study was provided to participants in the introductory email (Appendix A, B, and C) for their review along with a list of the guiding interview questions (Appendix H, I, and J). The selection method used for this study precludes the community college from total anonymity. Therefore, the participating colleges are identified and each participant received a consent form to review and sign. The consent form states that the college will be identified in the study and this form also gave the participants the option to be identified by name, position, or to be completely masked in the study. Participants were also notified them of their right to withdraw from participation in the study at any time. Two colleges accepted the W&M IRB approval. One college required me to also submit an IRB process through their system.

Assumptions, Delimitations, and Limitations

The underlying assumptions of this research is that the community colleges that participated in the ACE comprehensive internationalization training to internationalize their campus can inform and contribute to the process on internationalization on community college campuses in general. It was also assumed that the participants provided accurate information on their experiences and perspectives. Another assumption is that the campus really did internationalize and continued to follow the plans. Finally, I assume that the participants in the study provided truthful information.

This research was delimited to a collective case study of three selected community colleges that have adopted a comprehensive internationalization approach and were involved in one of ACE projects on internationalization. The intention of this study was to provide in-depth understanding and not to generalize because “the contexts of cases differ” (Creswell, 2013, p. 99). This study does not follow each college through the process of internationalization, but instead is delimited to the assessment of the comprehensiveness of internationalization from the perspective of the participants and a review on the college’s documents on the process. The study does not make comparisons between comprehensive internationalization and other approaches.

Several limitations of the study exist. Due to the variation of the inception date for the initial comprehensive internationalization approach started, institutional memory may be lost or some participants may not remember all the facts clearly. Because of the different times of implementation, some of the cases may be at different stages of internationalization despite all being recognized for their efforts. Also limiting is how the interviewee will view my role and how their views will impact their responses. Participants also choose what they share and may relate the positive and not the negative experiences.

Chapter Summary

This chapter presented the research methods for this study. A discussion of the research questions, the research design, procedures for case site selection, data sources, interview protocol, data collection, and data analysis for this research study was presented. The qualitative research methodology was selected for this study and employed a multiple-case study with both descriptive and cross-case analysis. This

approach was appropriate because it provided the ability to capture the perception of each individual based on his or her experiences. Analysis of the data was based on six a priori codes from ACE comprehensive internationalization model and emerging codes from the data. Three community colleges were included in this research project based on their prior participation in one the ACE projects on internationalization. The population for the study came from one of four categories, executives/senior officers, faculty, staff, and students. The procedure for selection of participants was detailed along with categories of participants. Finally, the chapter addressed the ethical consideration, assumptions, delimitations, and limitations of the study.

CHAPTER 4: CASE PROFILES

Three community colleges were chosen as case sites to study the perceptions of executives, faculty, staff, and students on the comprehensive internationalization process, the motivations, rationale, and priorities at the college. The three colleges were selected based on their participation in one of the ACE projects or laboratory on comprehensive internationalization. The selection process for determining the final sites from those participating in an ACE program was detailed in Chapter 3. The college profiles were constructed from information collected through the college's website, publicly available documents, site visits and fact books.

American Council on Education Projects Background

The three different ACE programs were outlined briefly in Chapter 3. Recall, these included Promising Practice, Global Learning for All, and the Internationalization Laboratory. Background information for each of the site institutions and their participation in one of the ACE projects is detailed in this section.

Promising Practice. Tidewater Community College participated in the ACE Promising Practice (PP) project from 2000-2002. They were one of eight colleges selected from a pool of 57 applicants, eight of which were community colleges. ACE received funding for this project from the Carnegie Corporation and “sought to contribute to and advance the national dialogue on internationalization on U.S. campuses, specifically as it relates to undergraduate learning” (Engberg & Green, 2002, p. 3). Each participant explored how internationalization could move beyond the peripheral to

become central to the institutional culture and identity. The Promising Practice project “spotlighted institutions that have adopted a comprehensive approach to internationalizing undergraduate education” (Engberg & Green, 2002, p. 6). This program was the first of what would be three projects to inform the ACE comprehensive internationalization model.

Over the 18-month period of the project, TCC engaged in three workshops, campus visits, and a self-assessment of the campus’s internationalization efforts. The colleges in the project were the first to pilot the ACE institutional self-assessment review process. The self-assessment process calls for the development of a leadership team. The leadership team conducts an assessment of current international programs and activities on campus, the college’s internationalization goals and then develops a strategic plan based on the findings to move forward.

Global Learning for All. The second program sponsored by the ACE was the Global Learning For All (GLFA) project. Eight colleges were selected through a national competition. Three of the eight institutions participating in the project were community colleges. Montgomery College was selected to participate in the GLFA project yearlong project in 2002. The intent of GLFA was to promote global learning at institutions that served high numbers of racial/ethnic minorities, adults, and part-time students. Through this project participants set out to establish global learning outcomes and to conduct a review of the college’s internationalization efforts. They also considered ways to integrate student-learning outcomes with international activities. The GLFA project was the first to test ACE’s integrative internationalization approach (Olsen et al., 2002).

Internationalization Lab. The previous ACE programs of PP and GLFA helped informed the first two ACE Internationalization Laboratory in 2003-04 and 2004-05. The third college, Orange Coast College completed the Internationalization Laboratory (IL) as part of the 2013-2015 co-hort. The IL “provides institutions with customized guidance and insight as they review their internationalization goals and develop strategic plans” (ACE, 2016, para. 2). The two-year process includes site visits, self-assessment, peer reviews, and a final analysis report with recommendations. The college receives expert advice from the ACE and assistance with forming “an internationalization leadership team on campus, a comprehensive review of current internationalization activities to clarify institutional goals, and developing a strategic plan of action based on an analysis of current activities on campus” (ACE, 2016, para. #2).

Summary. Each of the ACE programs was designed to help promote internationalization efforts on campus. Through the grant-funded projects, the ACE was able to develop and test the integrative internationalization processes and procedures at two-year and four-year institutions. Over time the ACE integrative process became known as comprehensive internationalization. ACE’s Internationalization Laboratory, an institutional funded program, is the result of all the research projects.

College Profiles

A description of each case site is presented to provide background on the setting, student demographics, signature programs, and governance structure at each college. The selected colleges included, two multi-campus institutions and one was single campus. I visited all three colleges and each campus. The three colleges were located in different

states with two located on the east coast, Tidewater Community College, VA and Montgomery College, MD and one located on the west coast, Orange Coast College, CA.

Tidewater Community College. Tidewater Community College (TCC) is the second largest community college in the Virginia Community College System (VCCS) and was founded in 1968. The college serves the Hamptons Roads area and has four campuses, Virginia Beach, Norfolk, Chesapeake, and Portsmouth. Enrollment for the fall of 2015 was approximately 40,000 students, which ranks the college as the 14th largest community college and 16th in awarding associate degrees in the U.S. TCC is the second largest community college in Virginia. The Hampton Roads metropolitan area has an estimated population of 1.6 million and is known for its harbor, shipping yards, beachside attractions, historical sites, and strong military community. Forty-two percent of the students attending college in the South Hampton Roads area attend TCC.

College profile. The college enrolls approximately 10,000 active duty, veteran, and military dependent students. Tidewater is closely divided between transfer and career students although more students graduate with a transfer degree (45%) than those with career/technical (31%) or certificates (36%). The average age of students at the college is 28, and approximately 48% are between the ages of 18 and 24. Tidewater student population is 55% White, with African Americans being the largest minority group on campus (34%) and less than 0.5% international students.

Most students study part-time although the enrollment across campuses varies significantly. Of the four main campuses, Virginia Beach serves the most students (21,960), while the other campuses serve a significantly smaller student population. Norfolk (12,740), Chesapeake (13,455) and Portsmouth serve the smallest total student

enrollment (10,956,) in 2015. Student diversity also varies by campus. The Chesapeake and Virginia Beach campuses are similar in that they both serve a majority student population of White students. The Norfolk and Portsmouth campus both serve an almost even split of White and African American students. Unlike the student body, the college faculty is not as diverse with 80.5% white and 19.5% other. Table 7 lists the student demographic for each campus.

Table 7

TCC Credit Student Demographics by Campus

2014 /2015 Enrollment	Virginia Beach	Norfolk	Chesapeake	Portsmouth	TCC totals
Total Students	8,002	3,404	3,491	3,253	18,150
Full-time	41%	40%	40%	44%	38%
Part-time	59%	60%	60%	56%	62%
White	61%	42%	61%	48%	55%
Black/African American	25%	49%	30%	45%	34%
Other	14%	9%	9%	7%	11%

Location and setting. The Virginia Beach campus is situated in a residential community within close proximity to local businesses. The campus is anchored by its newly constructed student center surrounded by a pond. Students flock to this area as a social space. The campus has a collection of older single-level buildings and newer multi-level buildings. As the largest of the TCC campuses, Virginia Beach hosts the Advanced Technology Center, Regional Health Professions Center, and Center for Military, Intercultural Learning Center, and Veterans Education.

The Norfolk campus is the college's urban campus, located in downtown Norfolk. The campus was founded in 1997 in an already well-developed downtown area. The four buildings are integrated into the many buildings of the downtown waterfront. The college bookstore is located in the shopping mall across the street from the student center. The new student center's glass facade stands out among the many buildings on the street making it difficult to miss. The administration building is a block away and from the collection of four buildings. Members of the executive leadership team and senior administrators are housed in the college's administration building. Students occupy the halls of the student services buildings and gather in the student center open spaces. A security guard is posted at the entrance of the buildings greeting students and visitors.

The Chesapeake campus sits on 69 acres on the Atlantic Intracoastal. The campus' has scenic views of protected wetlands and rivers. There are several green spaces and walking trails to explore. The campus is home to the Regional Automotive Center and is a certified Audubon Cooperative Sanctuary. Walking on campus you witness students taking in views of the landscape from the glass windows and walls of the new 3-story student center. The Student Center provides a home away from home. It offers study rooms, daycare, lockers, dining options, gaming center, lounges, and fitness center.

Locate in the Victory Village area, the Portsmouth campus opened in 2010 on 35 acres and has four buildings surrounding an open quad space where a statue of the campus' namesake, Fred W. Beazley stands. The Portsmouth campus replaced the college's founding campus in Suffolk, VA. This new location provided space to engage students in campus life, and pointedly the student center building is strategically placed in

the center of the campus. Similar to the other campuses, the center houses the childcare center, student services, study spaces and social lounges. One of the campus' showcase programs is its Nursing program.

Governance. As part of the Virginia Community College System (VCCS), TCC is governed not only by the college president, but also the VCCS Chancellor and ultimately the State Board for Community Colleges. The State Board for Community Colleges consist of 15 members that meet six times a year to set policy for all Virginia community colleges. The VCCS Chancellor supports the board, coordinates and enforces the administration of board policies and system-wide functional areas. Tidewater operates under collegial governance structure founded on the belief that the internal constituencies of the institution administration, faculty, classified employees, and students are to be genuinely represented and have a meaningful voice in the decisions affecting the operation, policy development, and strategic planning of the college.

International office. The college's international office is located on the Virginia Beach campus in the Intercultural Learning Center. The Director of Intercultural Learning and the Associate Director of Intercultural Learning head the office. As an interdisciplinary office, it not only oversees the international student services and cultural programming it also has under its purview, the Women's Center. The office is staffed with an international student advisor and an intercultural programming and communications specialist.

Montgomery College. Montgomery College (MC) is a multi-campus serving nearly 60,000 students in both credit and non-credit programs. The college was founded in 1946 as part of Montgomery County Public School system. Constructed in 1950, the

Takoma Park campus became the college's first campus. The Rockville campus followed in 1965, and then 10 years later, the Germantown campus founded in 1975 and established in 1978. The names of each campus represent the city where each is located within Montgomery County, MD.

College Profile. The campus located in Rockville is the flagship campus, which had nearly 16,363 credit students in Fall 2014. The Germantown and Takoma Park campuses each had close to 7,500 credit students. In addition, the college has an off-campus/distance education option that served 5,459 students in Fall 2014. The college's student body is so diverse that there is no majority student population and the faculty is also very diverse with approximately 38% non-white faculty. The Takoma Park/Silver Spring campus has the largest population of Black students with an interesting mixture of African American and African immigrants on campus. The other campuses also have this type of mixture within the Black/African Americans population, but not at the levels of the Takoma Park/Silver Spring campus. As a result, the reported percentage for the Black/African Americans population is layered. In Fall 2014, Blacks/African Americans (31%) was the largest student ethnic group college wide. Whites followed at 27.7%, Multi-Race at 17.5%, Asians at 13.9% and Hispanic/Latinos at 9.4%. International students make up 5% of the college's student body. Forty-one percent of students attending Montgomery are under 20 years old. Most students attending MC live in the county, 35% attend full-time and 65% attend part-time throughout the 3 campuses. Approximately 67% of students graduate from Montgomery with a transfer degree. Substantially lower are transfers with a certificate (12%) and transfer with a career technical degree (21%). Table 8 represents the campus breakdown for ethnicity and total

student population. Table 9 lists the faculty demographics.

Table 8

Montgomery College Credit Student Demographics by Campus

Fall 2015 Enrollment	Germantown	Rockville	Takoma Park/ Silver Spring	MC totals
Total Students	7,316	16,363	7,505	25,517
Full-time	39.8%	39.3%	34.2%	35.0%
Part-time	60.2%	60.7%	65.8%	65.0%
Asian	14.2%	15.7%	8.8%	13.9%
Black/African American	27.6	26.4%	49.1%	31.0%
Hispanic/Latino	10.2%	11.8%	10.7%	9.4%
Multi-Race	13.6%	15.1%	12.2%	17.5%
White	33.7%	30.4%	18.8%	27.7%
Native American/Other	.7%	.4%	.4%	.4%

Table 9

MC 2014 Faculty Demographics

Race	College wide (FT, PT, & WD&CE)
Asian	6%
Black	16%
Hispanic	3%
White	62%

Location and setting. The Takoma Park campus is located in an urban neighborhood area within steps of the metro train line and local businesses. There is a

mixture of new and old buildings on campus. All student support services are located in the Student Services Center and students congregate in the eating area and throughout the building. The student center is also home for many events and student life programming. From the Student Services Center, students use the attached pedestrian bridge and walkway to get to the other side of the campus. On the other side of campus you will find the Health Science Center, the Morris and Gwendolyn Cafritz Foundation Art Center and the Cultural Arts Center. All three centers and the Charlene R. Numley Student Services Center are relatively new. The health science and visual and performing arts are the campuses signature programs.

Located in the heart of Montgomery County, the Rockville campus serves the largest student population. The campus sits back off a busy street making it easily accessible via public transportation. There are a total of 20 buildings on campus, with the Paul Peck Humanities Institute, The Macklin Business Institute, Robert E. Parilla Performing Arts Center, and the Marriott Hospitality Center among the most notable. Within walking distance of the Rockville campus, is the college's administration building where the college's executive staff is located. The campus is lively and students can be found interacting across campus and in the student lounge and study areas in the Science Complex and the Student Center.

The Germantown campus is located in the northern part of the college-wide STEM Unit. This campus hosts the Biotechnology and Cybersecurity programs, two of the fastest growing fields of work in Montgomery County. The Holy Cross Germantown Hospital, the Pinkney Innovation Complex for Science and Technology, The Germantown Innovation Center and the Center for E-Learning, Innovation and Teaching

Excellence are located on the Germantown campus. Views of the forest reserve surround the east side of the campus and athletic field where the college's baseball team plays anchors the north side of the campus.

Governance. The Board of Trustees, an entity that reports directly to the state Governor, governs MC. The state of Maryland does not have a state board or community college system. Internally, MC has a participatory governance system. All constituents of the college have the opportunity through college councils to provide their opinions and recommendations regarding the operation of the institution and has input when important decisions are being considered. This structure uses committees similar to the collegial model mentioned by Cohen and Brawer (2008).

International office. Montgomery does not have an international office that coordinates international initiatives at the college. The Global Humanities Institute (GHI) is a grant-funded initiative that currently drives internationalization across the college through the humanities. It is housed on the Takoma Park/Silver Spring campus. The Study Abroad Coordinator manages the college's study abroad programs. He is also a full-time faculty member who is located on the Rockville campus. Each campus has an international student admissions coordinator. The coordinators are housed within the admissions office in the student center. The Germantown campus has an International and Multicultural Center that serves international students, recent immigrants and English Language learners. The International Student Coordinator is located in the center. The center offers several student programming, orientation, academic advising and counseling.

Orange Coast College. One of three community colleges in the Coast Community College District (CCCD), Orange Coast College (OCC) is the top transfer community college in Orange County. Unlike the other colleges in this study, OCC has only one campus. The college sits on 164 acres a fraction of what once was the Santa Ana Army Air Base.

College Profile. The campus hosts approximately 25,000 students each semester and qualifies as both a Hispanic-Serving Institution (HSI) and an Asian American Native American and Pacific Islander Serving Institution (AANAPISI). The college's student demographics changed over the last 10 years with Hispanic\Latino students increasing from 18% in 2002 to current 33.5% as of Fall 2014. The Hispanic\Latino student population is the largest ethnic group on campus followed by White Non-Hispanics at 32.8%, Asian or Pacific Islanders at 19.9% and Blacks and Filipinos at 1.6%. The college's international student population is 3.1%. For Fall 2013, the average age for students at OCC was 24 and students under 25 made up 68.9% of the student population. Like the other two colleges, most students at OCC study part-time (61.4%) and 38.6% study full-time. Data on the percentage of students graduating and transferring with a career technical degree and certificates were not detailed in the college's fact book or on the college's website. However, in 2013/2014, 1,876 students graduated with an Associates degree. Of those, approximately 98% transferred to colleges in either the University of California or California State system. Table 10 lists the student demographics.

Table 10

Orange Coast College Enrolled Student Demographics

Fall 2014 Enrollment	Percentages
Total Students	22,053
Full-time	38.6%
Part-time	61.4%
White	32.8%
Asian/Pacific Islander	19.9%
Black/African American	1.6%
Filipino	1.6%
Hispanic/Latino	33.5%
Native American	.5%
Multiple Ethnicity	2.6%
Declined to state	7.4%

The college demographics have changed over the years. The changes in the demographics may be attributed to the increase in the number of students attending OCC from outside the college's appointed service area. Even though the college is now more diverse, the faculty and staff has not changed at the same pace. The staff is slowly becoming more diverse to match the student population, but the faculty lacks the diversity of its student body. In Fall 2013, the full-time faculty consisted of 71.4% White/Non-Hispanic, 11.7% Hispanic/Latino, 7.7 % Asian/Pacific Islander, 4% Black/African American and 2% unknown. Part-time faculty had a similar ethnicity

breakdown. Table 11 below provides the ethnicity breakdown for faculty.

Table 11

Orange Coast College 2013 Faculty Demographics

Fall 2013	FT Faculty	PT Faculty
White	71.4%	84.2%
Asian/Pacific Islander	7.7%	12.5%
Black/African American	4.0%	1.4%
Hispanic/Latino	11.7%	10.8%
Native American	0%	.6%
Multiple Races	.8%	.3%
Unknown/Other	2%	3.3%

Location and setting. The campus is located in a neighborhood right off the main road within a mile from the highway and minutes from the nearby beaches. The campus has a total of 78 buildings, and many appear new or newly renovated. In addition to the Arts Center other buildings and facilities anchoring the campus are the Fitness Complex, Technology Center, Watson Hall Student Services, the Math Business & Computing Center, and the athletic fields. OCC has one of the top community college athletic programs in the state. Unique at the college are the Lab School, which is part of their Early Childhood Education department, the horticulture program, and the nationally acclaimed nautical program. At the center of the campus is the Main Quad, an area that serves as a gathering place and location for hosting campus fairs and events. The campus also has several food carts located throughout the campus. During my visit, students sat

in groups at the tables and benches along the pathways studying and engaging in conversation. Another gathering place is in the Student Center. The large open space with tables and chairs provide space for student to not only eat but also socialize.

Governance. As one of three colleges in the Coast Community College District (CCCD), OCC operates using a participatory governance structure that is based on collegiality, inclusiveness, and transparency. At OCC, the state of California Assembly Bill (AB) 1725 and CCCD's Board policies, especially where faculty participation in decision-making through the Academic Senate is concerned, strengthens the practice of shared governance commonly espoused at most community colleges. Faculty members have the responsibility to contribute to the development of educational policy as well as academic and professional matters. The Board of Trustees relies solely on the recommendations of the Academic senate in these areas. However, on other matters through broad-based collaboration with all constituents and in alignment with District strategies and goals, the College President governs college operations.

International office. The International office at OCC is co-located with the International Center. It is housed in the college's Welcome Center. The office coordinates student services for student mobility. The International Center Director heads up the office and the Associate Director manages international student recruiting. The office has an Immigration Specialist who also does student advising, admissions staff, one staff member who coordinates international student activities, and employs about six student workers for office support. The office will soon oversee the study abroad application process. The office does not oversee any other international initiatives on campus. The International and Multicultural Committee coordinate events that are

both multicultural and international in nature. Also, the Associated Students plan activities, some of which have an international or cultural theme, for students on campus.

Chapter Summary

The various programs of the ACE provided different types of support and training for colleges involved in each iteration. TCC was involved in PP, which focused on how to move international initiatives to become an integral part of the institution. Next, MC was involved in GLFA, which focused on internationalizing the curriculum, creating student learning outcomes, and testing the institution self-assessment developed by ACE. Finally, OCC was involved in the IL. The IL focused on the comprehensive internationalization process developed by ACE to assist institutions through a strategic process approach to expand internationalization efforts on campus.

The case profiles provide background information to contextualize each community college site in this study. All three colleges were located in suburban areas, but only one college was a single-campus institution. The colleges also differ in terms of layers within their governance structure and the diversity on campus. The multi-campus structure at TCC and MC results in different racial and ethnic portraits of the student bodies. In particular, several of the campus locations demographics do not align with the overall college diversity demographics as some are largely White and others majority minority.

The next chapter details the findings of the study. Even though the names of the institutions are identified in the study, some participants' identity are completely masked. Therefore, in the reporting of findings some statements are not linked to any individual or college. A discussion of how internationalization of higher education is defined by

participants allows a view of the participants' perspectives and engagement in comprehensive internationalization at the different institutions.

CHAPTER 5: FINDINGS

After climbing a great hill, one only finds that there are many more hills to climb.

Nelson Mandela

The primary purpose of this study was to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process, and to identify the priority placed on intercultural learning and global awareness across the curriculum. Because individual definition and understanding of what internationalization means directly influences how it is carried out on campus, a goal of the study was also to identify how participants involved in internationalizing the campus defined internationalization of higher education.

This study sought to analyze the *what*, *why*, and *how*, of internationalization and addressed the following research questions:

1. How is comprehensive internationalization operationalized on campus?
 - a) How do executives and senior officers; faculty; staff members and students define internationalization of higher education?
 - b) How has internationalization changed since taking a comprehensive approach at the college?
 - c) What do executives and senior officers; faculty; and staff members identify as challenges and successes to the comprehensive internationalization process on their campus?

2. What are the perceptions of executives and senior officers; faculty; staff members and students regarding the rationale(s) and motivation(s) for internationalizing the college?
3. What components of ACE CIGE comprehensive internationalization, if any, do leaders perceive as not pertinent to the community college context?
 - a) Which components of the ACE CIGE comprehensive internationalization framework currently exist on campus?
 - b) What priority was/is placed on student learning?

The findings of this study are presented using the voices of the participants. Each described their experiences and perceptions of the *what*, *why*, and *how* of internationalization. Emerging themes beyond these initial codes were also found.

The findings are first presented to respond to the three main areas of inquiry outlined in the questions above. Next, emerging themes are presented. Several major findings emerged from this study. First, framing of internationalization was identified. In this case, framing referred to how each college spoke about internationalization and included three subthemes, global humanities; intercultural; international and multicultural. Second, themes of governance, continuity, domestic diversity, competing interests, communication, scope and focus were related challenges that emerged in the framing of internationalization.

Not all identified challenges existed on each campus and those that were similar, did not have the same impact across the institutions. Other challenges emerged during the interviews that were consistent with the literature on internationalization such as leadership buy-in, sustainability, faculty buy-in, competing interests, and starts-and-stops.

Finally, all three colleges made steps towards comprehensive internationalization. Even though all six components of the ACE CIGE model are visible at each college, most participants at TCC and OCC felt that their colleges were not internationalized.

Alternatively, most participants at MC felt that the college was internationalized. The findings regarding scope of internationalization occurring on campus were coded using the *a priori* codes based on the ACE CIGE model (Appendix K).

Following is an outline of each of the framing of internationalization, disaggregated by each community college, the challenges they faced, and a presentation of the existing international components found on each campus. Participants' narratives are provided as examples that support each finding.

Findings Related to the Research Questions

Internationalization looks very different at the three colleges. The data revealed that not only was internationalization framed in diverse way, it is operationalized differently at each institution. At Montgomery College (MC), institutional level internationalization is represented and sustained through the global humanities institute and embodied in the work of the study abroad coordinator. Tidewater Community College (TCC) has the Office of Intercultural Learning as the college-wide office for international programs and support services, which serves to advances internationalization at the college. The International & Multicultural Committee was charged with taking an at-home approach to advancing internationalization at Orange Coast College (OCC), whereas the International Center is the coordinating office and the staff leads international and domestic student mobility efforts and provides support services. The interviews also indicated changes at the colleges' as they were becoming

more comprehensive in their approach. Additional findings revealed, both faculty and leadership drove internationalization efforts, rationales aligned with both academic and cultural/social categories, and evidence supported a priority on student learning for internationalizing the campus. The interviews, site visits, websites, and document reviews of the three community colleges provided evidence of all six ACE CIGE components at varying stages at each college.

Findings related to the colleges' histories influenced how internationalization is defined. Who or what drives internationalization on campus and the existing rationales are explored to provide a foundation for understanding of how and why each college engaged in the comprehensive internationalization process at the colleges.

History of comprehensive internationalization at MC, TCC, and OCC.

Information relevant to the ACE internationalization projects was collected from the review of the colleges' strategic plans, internationalization plans, committee notes, task force reports, and interviews with participants having institutional history of the projects. The colleges' participation in the various ACE comprehensive internationalization initiatives provided the foundation of their exposure to the comprehensive strategic process approach to internationalization. The institutions' motivation and rationale to participate in the ACE initiative are presented to further establish the institutional commitment to the process by identifying who or what were the driving force(s) and what were the institutional rationale for participating in the comprehensive internationalization approach.

Participants readily identified the individual who initiated the process as the initial source of motivation for expanding international education at the beginning of the

process for the college. In terms of the motivation for engaging in the ACE comprehensive internationalization process, college participants from TCC and OCC identified leadership, and the participants from MC identified a faculty champion. This impetus to internationalize is congruent with previous research on efforts at community colleges in which leadership or faculty typically initiates internationalization efforts (Green, 2012). In addition, statements in the mission statement or strategic plan regarding preparing students for a global society or economy and student learning were identified as the rationales for internationalization at each college. For example, TCC's mission statement states,

Relevant degree and certificates will be in place for successful transfer to baccalaureate institutions or for entry into high demand occupations in support of local economic development and a global economy as a whole (Tidewater Community College, n.d.).

These rationales align with both the academic and the economic rationale (Knight, 1997). The interviews revealed leadership as the driving force for the ACE projects, which was largely built on prior relationships or experiences with the ACE programs. The Vice President at TCC participated in the ACE fellows program and the President at OCC participated in the IL at another institution.

Montgomery College. Unlike the other colleges that had leaders as champions of efforts on campus, Gail Foreman, a faculty member at MC, was noted for her work leading international efforts for over 30 years. Based on her efforts, the college received several grants in the past, which helped in broadening the foreign language programs. She learned about the GLFA grant opportunity in 2002 and submitted the information to

ACE and successfully secured the grant. This funding provided the next step to support internationalizing at the college. The focus of GLFA was on a curricular redesign, incorporating international perspective into the curriculum and disciplines across the board. The Associate Senior Vice President for Academic Affairs recalled,

ACE came to visit us on a couple of different occasions, listening to what we were doing in terms of internationalizing the curriculum and how that was being pushed into our internal system by working with our center for teaching and learning. We had faculty from throughout the institution participating in that internationalization process. They were piloting things so that what they were finding could be shared with other faculty within those particular disciplines. That went on for a couple of years. It was a multi-pronged approach to the situation.

This change was an institutional level initiative that received high faculty participation for several years. There was strong interest to develop a sustainable structure after the grant. MC's Senior Vice President of Academic Affairs, Dr. Rai credited the ACE GLFA and the Global Humanities Institute (GHI) grants for the changes faculty are still making in the curriculum and across disciplines. The report that culminated the experience was presented to the senior international officer. For years after GLFA funding ended, there were campus level activities occurring, but there was not a driving force of support for internationalization at the institutional level.

In 2008, a task force comprising of two-thirds faculty and one-third staff, was created to help develop an infrastructure for international activities that could be sustained without the grant funding. The committee was charged with defining internationalization at the college and creating an inventory of existing initiatives on

campus. Other initiatives continued during this time, but were not large in scale. The college's study abroad and the Global Connections retention program for international students were the only programs that reached across the three main campuses. The Task Force submitted its recommendation to the college, but it was ultimately not supported with any actions or changes. Eight years after GLFA, the college received another grant. In 2012, MC received a substantial NEH grant to fund the Global Humanities Institute (GHI), an institutional level internationalization initiative at the college. The GHI promotes global perspective in humanities and serves as a model program to internationalize the humanities at MC.

Tidewater Community College. Tidewater engaged in the Promising Practice (PP) project from 2001-2003 at the request of the Vice President at the time. The Vice President was a member of the ACE Fellows cohort when the request for proposal for this project came out. He brought the request for proposal to the attention of Director of Grants and International Programs. The rationale for participating in PP was not clear. When asked, participants referred to the college's mission statement and a general recognition of today's global society as a reason to pursue the ACE program. However, document analysis showed that the college sought to build on the opportunities for national leadership in areas of strength, in this case, their international program.

A core committee was developed to lead the PP project. The committee included the Vice President, international programs staff, grants office staff and faculty. The first step was to conduct a self-assessment of where the college was in its international efforts. April Campbell, an English faculty member at the college, worked with the International Education Committee to submit the self-assessment for the ACE PP project. After this

submission, representatives from the ACE made a site visit to do their own assessment of the college's international activities on campus. TCC received an "exceptional" rating for their record of success in promoting internationalization.

After PP concluded, individual faculty members and the International Education Committee drove internationalization efforts at the college. The International Education Committee was tasked to develop a long-term strategy to advance integration of international education into the curriculum and overall student experience at the college. In 2002, the faculty worked on defining international education at TCC as a way to chart the future of international education at the college. The work of the committee was focused on internationalizing the curriculum. After participating in the PP project, TCC host a two-day workshop on self-assessment and internationalization as part of the Self-Assessment Laboratory by ACE. As a result of its own self-assessment the college engaged in two initiatives. One initiative assessed if faculty members were infusing international perspectives in their courses and completed an institutional self-assessment of international activities at the college. The second initiative reviewed the foreign language program and identified gaps in these course offerings.

Promising Practices (PP) created a different perspective for those involved, it opened their consideration to take a broader view of internationalization. This broader view has served as the impetus over the years. Dr. Natali, TCC's Senior International Officer stated, "it was adding the 'ization' on to it. It was going from international programs to internationalizing the campus." Some time has passed since the Promising Practice project, but the lessons learned that were stalled for sometime are now being implemented. As the focus of internationalization changed, to reflect the focus, the name

of the International Education Committee also changed. The first name was the Global Learning and Civic Engagement Committee, which became the Global Learning Committee, and now is the Global and Intercultural Learning Committee.

In 2013, the college went through reorganization and International Programs office became the Office of Intercultural Learning and a new Intercultural Center was established. The department coordinates international student services, the Women's Centers, and Keynote campus programming. The focus is on ethnicity and gender and the intersection of internationalization. The college is still in the process of connecting disconnected, but related efforts that have not been aligned for some time.

Orange Coast College. OCC has the most recent experience with ACE comprehensive internationalization process. The college completed the 18-20 month process in 2015. The President at OCC brought the idea of participating in the Internationalization Laboratory to the College Senate. President Harkins had previous experience with the Internationalization Laboratory process while working at another college. The Academic Senate voted and decided to participate in Lab. The President and a few faculty members saw participation in the Lab as a "good opportunity" for the college. The Vice President of Student Services stated,

I think the President really wanted the college to take its internationalization efforts to the next level. It was a goal that I personally supported. We really believe that our students need to learn how to operate in a global economy, and that through exposure to alternative customs, cultures, business operations, languages, and beliefs is the best way to accomplish this task. It's especially

important for economically disadvantaged students who may not have ever been introduced to international diversity.

At OCC, prior to the president's involvement with suggesting the ACE program, international activity was faculty driven. There were grassroots efforts to internationalize the curriculum that were limited to individual departments. The International and Multicultural Committee (IMC), a standing committee comprised of faculty members, has a long standing on the campus. In the past, the IMC provided multicultural programming on campus. Other than the work of the IMC, there was no evidence of an institutional level internationalization effort. Through participating in the Lab, the committee completed a self-assessment of international activities on campus and developed an international strategic plan for the upcoming years. The Lab brought increased awareness, visibility, and buy-in to OCC. Faculty, staff, and administrators cited the growth in awareness and OCC's Director of the International Center explained,

Participating in the Lab increased visibility of internationalization on campus. It garnished buy-in and more people became involved. It also brought light to areas of internationalization like faculty development and internationalizing the curriculum. Being part of the lab also changed how we handle study abroad.

A faculty member talked about the successes in terms of opportunities:

There is more global awareness of opportunity and possibility. Help everyone understand that even though we are a community college that is responsible for our community, we are also responsible for global citizenship.

The successes noticed by the district office were programmatic in nature. The Vice Chancellor highlighted success:

The other change too has been ... I think in a different level of integrating support services for students, international students in a sense that it's a more comprehensive set of services than the traditional set of services you normally would expect to have. Also we are trying to push for this concept that study abroad should not be seen as a silo from the international student office. These two things actually must be integrated because they work in tandem and they can support each other too. We are moving more and more in that direction.

In the past, the study abroad program was only handled through the District office with no coordination on the campus. As a direct result of the college participating in the Lab, the college will now have a study abroad staff member on campus.

There is a desire to continue with the framing of internationalization as International and Multicultural. However, evidence of resistance surfaced in the findings. There is a concern that one may overtake the other.

Definitions matter. The definition of internationalization in higher education varies, and participants in this study mirrored the ways others have found the concept difficult to define. The term means different things to different people in different contexts. The personal meanings and understanding of the concept as described by all the participants at the colleges revealed a student focus and their definitions were heavily influenced by individuals' roles at the college, their personal experience, or backgrounds.

Montgomery College. At MC, the definitions offered by most participants were grounded in student and faculty learning as desired outcomes. References to cultural competence, comprehensiveness, interdisciplinary, economic imperative, global understanding, interconnected world, globalization, collaboration, global perspectives,

student mobility, intersection of cultures, and awareness of how the world works today all pointed to how participants viewed internationalization as a connection to student learning on campus. The personal meanings and understanding of the concept as described by the participants at the colleges revealed some similarities to this student focus, but definitions were also based on individual context and role versus a larger, shared campus perspective of what internationalization meant.

For example, one International Students Coordinator at MC focused on student mobility:

I don't particularly look at it (internationalization of higher education) as just our student coming in because we do have people here who are born U.S. citizen. We do have programs that they go like outside to learn. It's kind of an exchange. We do have a program where they do study abroad, so they learn other stuff from outside as well... So when I look at ... I'm looking at giving and taking it's all around so we're learning stuff from them as they're learning from us as well.

Here the definition refers to the role study abroad, international students, and domestic students play in student learning. This broader understanding is similar to Knight (2004) at-home and abroad approaches, however, the perspective offered by this participant highlights how it was clearly influenced by her role at the college.

A senior executive at MC mirrored the notion of infusing internationalization on campus too, she stated,

Internationalization is something that is multifaceted. It's not simply making sure that students do case studies that might be germane to them and pull in doctors, lawyers, writers, historians from their countries, but making students aware that

not everything is Eurocentric, not everything is focused on Western philosophy, that it's important for them to understand their place in the universe and it's also important for them to understand that what happens in China has an impact. All you have to do is to look at the stock market and know what's happening in China has a direct impact on the stock market and the United States and in Europe.

Internationalization means exposure, helping students to be aware, helping faculty and staff to be aware of the students that they serve, that we live in an interconnected world.

This view of internationalization of higher education was multifaceted and reinforced many ideas. The intentions were not just about exposing students solely to the curriculum in classes. Instead, internationalization is defined as critical to show connections and develop an understanding of the interconnectedness of world issues to the students' lives.

The MC's Study Abroad Coordinator who is also a faculty member noted this theme of broader understanding and synthesis. He spoke about the definition of internationalization in terms of developing cultural competency. As he described it,

My understanding for internationalization of higher education comes from the term, *cultural competence*. Cultural competence, or cultural competency, is an ability to interact effectively with people of different cultures. It comprises four components: (a) awareness of one's own cultural worldview, (b) attitude towards cultural differences, (c) knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across

cultures. A student, college employee, or community member can gain cultural competence in various ways. Each can acquire this through short term or long term study abroad, internship opportunities, overseas work, or service learning. In addition, they can gain this from the activities and work done on the home campus, without ever having to leave the country.

A strong connection to at-home and study abroad as impetus for student learning is evident. Again, while not the only view, the participant's role in internationalization (study abroad) influences the view of internationalization.

At MC, the participant's role at the college influenced the way internationalization was described. One faculty member referred to the impact in the classroom and student learning, whereas staff viewed internationalization in a way that specifically reflected their area of involvement with internationalization. The Study Abroad Coordinator's view referenced cultural competency, whereas the International Student Coordinator viewed it through student mobility and international student lenses. Executive and senior officers held a broader view that included the pieces mentioned by others, but also that it is multifaceted, interdisciplinary and interconnected. Yet another view focused on cultural competency as an outcome of the internationalization of higher education. MC held an outcomes focus for their internationalization programs.

Tidewater Community College. The definitions for internationalization of higher education at TCC centered on inputs: culture, processes, student exposure and output: cultural understanding. Here again, the individual's background, position, and experience helped to frame the definition. President Baehre-Kolovani described it this way,

As a linguist, I think internationalization, one of the main tenants would be that you expose your faculty and your students to different languages. I think language has to be a primary tenant of internationalizing. Secondly, it's intentionally infusing your curriculum with relevant components that give our students more than just the American view. Then the third one, I think having an enculturation to the thinking and the behaviors of people in these different cultures. Then the third component is the cultural component. Then the fourth one would be the actual exposure, immersion into that culture, or the business practices.

The President's definition is based on inputs, which are informed by her disciplinary background. Language, curriculum, and immersion experiences are all inputs that aid in providing students with a learning experience that could result in increase global awareness and cultural understanding.

The theme of cultural understanding resonated throughout the definitions. TCC's Coordinator of Student Leadership and Community Engagement stated,

I think what it means to me is to expose students to philosophies, ideas, and belief systems outside of their own. I think it also means to broaden the scope and the reach of the college and university. I think it is a mixture of things. I think it is the element of exposure of culture and belief systems and ideas, but also is the breath and reach of the college and university.

In addition to the focus on culture, the Coordinator was the only one to talk about reach and scope of the college in the definition. However, participants at TCC consistently spoke of internationalization in terms of expanding students' understanding of diverse cultures. Likewise faculty spoke of culture, one faculty member at TCC stated,

First, I think recognizing who our learners are, creating that environment where this belongs to them, is very important. To me that's the first step to internationalization. Then, beyond that, it is exposing students to experiences that take them beyond (the city), beyond Virginia, beyond the United States. Even if we can't do that physically because I think that's one of the limitations of the community college and the students who come here... How do we do that? I think we have to do that virtually. I think we have to be creative about bringing the globe to them. That is a little bit of a challenge because we only have so much time, one. So it requires us to utilize different instructional strategies to kind of fold it in.

The impact of role on the definition was not readily evident at TCC. On the one hand, the president defined an inputs approach to internationalization. On the other hand, faculty members and staff spoke of learning outcomes in general. Faculty members were the only group to reference teaching strategies, the curriculum, and investigating subject matters on a global scale. This latter view highlights a more synthesized approach to internationalization.

Orange Coast College. The framing of input and outputs in the definitions of internationalization continued at OCC. OCC participants defined internationalization in terms of outcomes and expressed thoughts of “being open to other’s perspectives,” “community,” “genuine sense of curiosity for learning about others,” and “interconnectedness.” Two OCC International Center staff members situated their definition internationalization of higher education in terms of their area. The definition presented by the Director of the International Center involved having international

students in the classroom to provide domestic student with international perspective and experience. The Director also felt that study abroad and an internationalized curriculum were necessary component to the internationalization of higher education and emphasized study abroad as the best way to provide students with immersion and an international education.

The other example of an International Center staff member's definition that was tied to role was based on the staff member working with international students. She stated,

To have people understand the value of having international students not only on their campus, in their classroom, in their life, (but also) to enrich them in terms of knowing different cultures that are available out there. We have such a big program. Just to educate people that there's more than just California.

Stressing the need to view international students as a resource at the college, whose presence on campus can provide opportunities for non-mobile students and faculty to learn from their experiences and learn about other cultures. In this case, the definition is outcomes based and similar to TCC and MC participants defining internationalization constructed by the individual's experience in their role on campus.

President Harkins shared that even though it is difficult to define internationalization, there are important tenets that are involved:

Internationalization is somewhat contextual to where you are in your environment. My sense of internationalization, we're preparing students to be able to go out into the world and be successful, to interact with people of different cultures and races and to appreciate the broader aspects of diversity within a

community. Everyone plays a role in that. Everybody has something to do with it, so I think it's understanding the importance of language and how language reflects cultures. It's understanding the family unit and the different structures. It has to do with looking at political structures, economic structures. Really, I think internationalization is truly an interdisciplinary approach to life and to the academy, if you do it right.

The President's definition addresses reasons why internationalization is important in higher education. This definition is very much an outcomes approach to internationalization. For one staff member at OCC, the current diverse climate of the college and the community was reflected in her definition. She stated that,

For me, what it means is honoring the interconnectedness that Orange Coast College has with the world. Encouraging other students besides the local community to attend Orange Coast College. Another piece also honoring the people who make up who we are as a community. In Orange County, and I know this is not a good representation, I'm sure you have the numbers. We don't just have White people or Mexican or Hispanic or Latino\Latina whatever everybody wants to call themselves or Asians or African Americans. We have a community, a variety of people different backgrounds, different educational level. Really we're focusing on the ethnicities in the communities. That's what Internationalization is.

The staff member calls attention to the diverse student body of the college and the need to recognize that students from the local community on campus are international and that is where internationalization at OCC should be focused.

Summary. The definitions of internationalization varied in several ways between the colleges. Even though the participants shared a common understanding of internationalization of higher education from a student learning perspective, there was a clear sense that across the three colleges the definitions also reflected professional roles at the college.

Both MC and OCC definitions focused on outputs while TCC definitions were focused on inputs and outputs. Even though the definitions can be grouped according to inputs and outputs, the definitions still varied. At MC, definitions reflected a holistic view and a common understanding, whereas at TCC and OCC there was not a common understanding. The definitions also aligned with the individual roles the college.

Definitions based on professional experiences and roles supports deWit (2002) assertion that definitions suit individual purposes. The lack of a unified definition, however, can create muddled understandings as to how internationalization is framed.

Table 12 below lists the focus of the definitions, the framing across each college and participants groups.

Table 12

Definition Focus by Colleges

Colleges	Inputs	Outputs	Roles
MC			
Executive/Senior Officers		X	
Faculty		X	X
Staff		X	X
Student		X	
TCC			
Executive/Senior Officers	X	X	
Faculty	X		X
Staff		X	X
Student		X	
OCC			
Executive/Staff Officers		X	
Faculty		X	X
Staff		X	X
Student		X	

Current rationales/motivations. The reasons why institutions internationalize influences the approach institutions adopt when implementing internationalization initiatives at their colleges. This section highlights the motivation and rationales in operation at the sites since they first participated in the ACE initiatives. Because OCC's

participation with ACE programming is so recent, the rationale and motivations in the previous section still hold true.

MC and TCC espoused a variety of rationales and motivations for internationalizing the college. Not much in terms of motivation have changed at each college. Similar to the driving forces for engaging in the ACE comprehensive internationalization initiatives, student body, faculty and leadership still drives internationalization efforts at MC and TCC, with the added motivation of the student diversity at MC.

Even though all three colleges acknowledge the importance of internationalizing the college their rationales for pursuing it are different. All four of Knight (1997) rationales were identified as sources of motivation for the colleges since they participated in the ACE programs. However, most participants in the study identified the Economic, Academic, and Social/Cultural rationales. The fourth rationale, political, was identified only at MC. When participants were asked to identify the current motivation and rationale the responses were contextual in nature.

Montgomery College. At MC participants referenced the preparing students, awareness, understanding and competitiveness, all which identifies with the academic, cultural/social and economic rationales. The Senior Associate Vice President for Academic Affairs summed it up in this way,

Well, this has been my personal perspective. Being on the doorstep of Washington, that in a lot of ways is considered to be the political capital of the world, it's essential, given the student population that we serve, that we help those students to be more aware, globally aware, globally competitive and globally

sensitive.

The college's close proximity to Washington, DC made it difficult for participants to ignore the political rationales for internationalizing the college. The political rationale, however, does not trump other rationales identified by participants. For example, one of the Directors for Student Life endorsed the driving forces (motivation) to internationalize as the students and community:

Part of it, I think, is the community that we're in. Our community at Silver Spring is just diverse in every way, every fashion. I think the community drives it. I also think, as I mentioned before, our student population drives it, as well, and our staff and faculty, because it's not just the students that are diverse in this campus, it's also staff and faculty. I see that.

Rationales at MC were economic, social/cultural, academic, and political. The colleges' active engagement with political officials and government agencies such as hosting international delegates at the request of the State Department and the World Bank; providing assistance to the Governor's office with a business mission trip to India; and accompanying the county executive on a trip to India reinforced the political rationale at the college.

Tidewater Community College. The themes that emerged from the data on TCC revealed an urgency and resurgence of internationalization as the motivation for internationalization as a priority. Some staff members attribute this resurgence to President Baehre-Kolovani stating, "she brought the emphasis here and has been a driver of rethinking and reorganizing." Global is no longer something that is just tossed into the mission statement, there is an urgency and an obligation to it. In this case, leadership was

the source of motivation for efforts at TCC. One executive/senior officer related,

The word global is used in our mission and vision and it has been for a long time. Now we're showing what that looks like in terms of action and energy and leadership, planning in a way that we have not been in the past.

Here, the president helped jumpstart the refocused efforts on internationalization, but in doing so, also provided the support to accomplish the initiatives. Contrary to those who identified the state of urgency on campus, a few faculty members were not sure if at any time there was substantial motivation for internationalization. Thus, infusion of internationalization efforts has not totally permeated the organizational hierarchy, especially for those in the core teaching ranks.

The rationales identified at TCC were academic, cultural/social, and economic.

The Director of the Intercultural Learning Center commented on the rationale behind the work of the office of intercultural learning. She stated,

The discussion here is more "it's our obligation." This is a key component of student's education. It doesn't matter if it's a transfer student or if it's a student who will be basically finishing their formal higher education with us. In the case of students who will be graduating TCC and going into the workforce, if it's not us, then who? If we don't bring a worldview to these students, then who will? For students who are graduating and preparing to transfer, we are giving our students a leg up on taking advantage of what's available at the four-year for them when they get there

One staff member also noted, "I think it is more competitive... I think it's about also providing our students that are attending some depth and breadth and access to people of

different cultures, backgrounds, ideas, philosophies.” Another staff member pointed to TCC’s student learning outcome requirements that is tied to the longstanding Virginia Community College System (VCCS) learning outcome for social and cultural understanding, which further highlights the cultural/social rationale for current internationalization initiatives at the college. She stated that everything now has a cultural focus.

Orange Coast College. In the past, faculty through grassroots efforts to bring international perspectives into the curriculum motivated international efforts at the college. Today, internationalization is leadership driven. At OCC, academic and cultural/social are the current rationales for internationalization. Participants mentioned helping students become “global citizens,” increase opportunities, and exposure for students. Dr. Harkins stated,

I think they're (global awareness and intercultural skills) essential just from a personal enrichment standpoint but, more importantly, pragmatically. They need them if they're going to live in the new world. Chances are one in three, one in four, will have a job outside the country. Probably the majority will work in organizations where they're communicating regularly with people from outside, and almost all of them will be working with a more diverse community, including international people that come here. I think it's really just an imperative to have a good, meaningful life and to be successful.

Most participants at OCC described the rationales through both academic and cultural/social lenses. In addition, the current strategic plan professed a future with “boosting their visibility abroad” which lends the economic rationale. Participants did

not provide any comments that inferred that an economic rationale existed at OCC.

Summary. The student body, locale, support of leadership, and faculty champions all provided motivation for the internationalization process at MC. In this process, all four of Knight (1997) rationales were identified. The political rationale was not explicitly expressed but easily identified. At TCC, leadership was the motivator for internationalization and the rationale was embedded in social/cultural understanding. Even though leadership was identified as the driving force for internationalization at TCC, evidence also pointed to the intercultural learning staff and Global and Intercultural Learning Committee as drivers for internationalization. Rationales and motivations were driven by leadership and faculty to internationalize, the latter through grassroots efforts. Likewise, the president motivated the college to participate in the comprehensive internationalization process at OCC. Both the academic and social/cultural rationales were present and the community played a role in driving internationalization at OCC. Rationales were similar at both MC and TCC as viewed through the academic, economic, and cultural/social lenses. Reference to the “economic necessity” and “building a presence abroad” may be enough to discern an economic rationale as well at OCC. Table 13 shows rationales that were selected across the participant groups.

Table 13

Rationales Driving Internationalization

Colleges	Political	Economic	Academic	Cultural/Social
MC	X	X	X	X
TCC		X	X	X
OCC			X	X

Framing of internationalization. Each community college framed comprehensive internationalization differently on campus. Three frames emerged from the data: global humanities, intercultural learning, and international and multicultural. The findings of the study revealed that framing of comprehensive internationalization on campus at MC was through the global humanities, while TCC framed internationalization as intercultural learning, and OCC through international and multicultural lenses.

Global Humanities. After the ACE GLFA project ended, there was a gap in college-wide institutional level international initiatives at MC. The extensive recommendations and implementation plan that was created by the International Taskforce after the completion of the project was not supported. The Senior Vice President for Academic Affairs, Dr. Rai felt the recommendations were dated. The GHI, established through a National Endowment for the Humanities (NEH) grant, was implemented because it is “the internationalization of the 21st century.” The Global Humanities Institute (GHI) was something the Senior Vice President for Academic Affairs was very much engaged in from its onset through implementation. In deciding which efforts to pursue at an institutional level, Dr. Rai commented,

We are not guided by any report [ACE or CCID] “this is the report this is how community colleges should internationalize.” The way we have gone about it is a unique way and something that is reflective of who we are, where we are, and what kind of institutions we are, and more importantly what is driving the world economy and that’s BRICs countries Brazil, Russia, India, China.

The Global Humanities Institute (GHI) receives oversight from a small executive committee and Dr. Rita Kranidis, the Director of the GHI. Dr. Kranidis reports directly to Associate Senior Vice President for Student Affairs. The GHI activities are somewhat specified by the terms of the NEH grant and the institute provides extensive programming and coordination of grant specific internationalization initiatives. Dr. Kranidis stated, “the global humanities institute is at the forefront of everything global that's happening right now. It's us and if it wasn't for the grant it wouldn't even be us, it would be nobody.” In this case, the institute represented a physical entity that others on campus could point to as they explained how internationalization occurred on campus.

Intercultural Learning. Approximately three years ago, TCC went through reorganization around intercultural goals. As part of the reorganization, the international office and the standing academic committee that guided international education were renamed Intercultural Learning Center and Global and Intercultural Learning Committee. As displayed on the committee’s webpage, the committee was charged as an advisory committee to the Vice President for Academic Affairs and Chief Academic Officer to: infuse global learning across the college curriculum, internationalize the college culture, promote overseas study and service opportunities for students, and expand global learning opportunities for faculty. In terms of the Intercultural Learning Center, Dr. Natali detailed the intent of the center:

The initial intent was to find a way to have a more intercultural approach to the programs and services we provide, international students, women’s center students, even our students who go abroad, and just some more general intercultural programming. The goal is to continue to integrate all of the

programs and services under the umbrella of intercultural learning first, and then to make sure that we have a footprint on every campus, I think is a big issue with us.

The framing of intercultural learning places priority on student learning. This approach aligns with Green's (2012) call for a focus on student learning. In this case, when framing internationalization as intercultural learning, the college also established measureable outcomes.

International and multicultural. OCC completed the ACE Internationalization Laboratory in 2015 and is in the early stages of implementation. The transcript data indicated that comprehensive internationalization efforts were framed by both international and multicultural focal points. The interviews with President Harkins revealed the push towards this framing and he envisioned it this way,

There are two separate approaches. One certainly is the international student, which is the recruitment and the support of international students, which includes the new language institute. The second part of that are the activities that generate through almost every area of the college but go through the International Multicultural Committee. Then hopefully one of the common locations for these events will be the Multicultural Center. I view internationalization and multiculturalism as a universal design, that anyone that comes through the college will be touched by it.

The intersection of internationalization and multiculturalism means both are important in the context of OCC. Even though some stakeholders can accept the intersection of both perspectives, others are resistant to this view. For example, the Director of the

International Center commented,

Before, the International and Multicultural Committee existed and primarily did events on campus around multicultural activities on campus based on specific ethnic groups.

Now, there is a desire to connect multicultural and international programming on campus. The idea that both international and multicultural have some commonalities is not new as evident by the name of the committee at OCC. If embraced, the IMC will take charge of leading co-curricular initiatives around internationalization with a dual focus on international and multicultural concepts.

Governance. The next key finding in the study revealed governance as a challenge. Within most education institutions, shared governance is not a new concept. However, it is acted upon differently in different states. Even though governance as a challenge was not present at all three community colleges, at TCC, an executive/senior officer discussed the difference in carrying out international efforts on campuses in which faculty have collective bargaining or some form of governance policy:

There are differences in the experience. At another institution, it was collective bargaining. You know? You had to negotiate some things. Here it's not negotiating but it does take the same kind of energy to gain buy in, the understanding, the support... Here I don't have to deal with the collective bargaining but there are other things that are common in both departments working through a governance committee. Having faculty lead and create... that part doesn't change.

At TCC, there is more freedom for leaders to make decisions and campus leaders can be directive when necessary. However, if faculty and staff are left out of the decisions making process this could lead to a decreased awareness of what is happening on campus. The issue is very different at OCC from both a curriculum and professional development point of view. As mentioned by Dean Mandelkern, “faculty, they have so many rights when it comes to their freedom to teach a class how they want. I can’t make somebody teach their class, if they don’t want to include international perspectives.” Individual faculty control over curriculum and course content requires a different type of influence and framing to achieve buy-in to the larger ongoing efforts regarding internationalization of the campus. A staff member at OCC reflected,

I could tell you that for a faculty, because it's part of the Education Code and part of the Academic Senate where faculty drives their own development. We cannot prescribe to them what they need. They're the ones that come up with it and that's why we're doing that climate survey so they can tell us “okay, this is what I need. This is what I want.” Then we can make it available for them and not force them to do anything. We’re not....it is like a negotiated union bargained piece. So, we really can't say we are mandated unless it's a legal requirement. Say, we're going to lose funding, we're not going to get federal funds to keep our programs running if our faculty do this. Then we can require something. Or if we say it's a federal and state law, which it is for all employees in an organization to know about sexual misconduct. Then we can say this is mandated training. Anything like this, not required.

The negotiated aspect of implementing internationalization occurs in multiple ways, not the least of which is via governance.

Another example of how shared governance can be limiting is provided by the former Vice President of Student Services:

We probably did not have the right faculty participating in the lab. I think the president tried to get some other faculty to participate, but our shared governance process allows the academic senate to appoint membership. The faculty they appointed were committed to the cause, but incapable of bringing others along. The first year of the lab was under the direction of the Vice President of Instruction. When he took on a new position at another college, the role was transferred to me. I had to come up to speed very quickly, take on the existing plan, and work with the existing committee.

In summary, governance proved to be an issue at OCC. Shared governance provides all constituents a way to have a voice in issues that may directly impact their work and well-being. However, it can be a task to achieve consensus to act. Although the idea of shared governance existed at all three colleges, TCC's challenge was not with getting consensus to act, but with implementation while at MC governance was not identified as an issue. Although there is no certainty as to the reason why MC did not have an identified challenge with governance, one attributing factor may be the fact that there is no committee leading internationalization initiatives at the college. The faculty and staff have initiated many ongoing programs across the campuses.

Challenges. The following section outlines the range of challenges faced by MC, TCC, and OCC as they worked to internationalize their campuses. Though not all

challenges existed at each college, most are not new challenges to institutions engaging in this work, yet some were unexpected, as they were not previously documented in the literature. Examples of unexpected emerging challenges include communication; domestic diversity; continuity; and scope and focus.

Leadership buy-in. Even though there was buy-in at some level regarding internationalization efforts, it was not always supported at the institutional level. The issue of leadership buy-in emerged at both MC and TCC. The current internationalization process at OCC was initiated by the college president therefore leadership buy-in was not an issue.

Montgomery College. At MC, for example, the Senior Vice President of Academic Affairs, Dr. Rai stated,

Montgomery College was always interested in internationalization, always active, always trying to do something about that. As I told you about 10 years ago we had a task force and it produced several hundred pages document. It recommended several vice presidents, a complete structure, something that was not sustainable, not affordable and also it was dated ideas. It was more internationalization in the 20th century. It was a Cold War time so internationalization means food. If you eat French food and drink French wine you understand French people.

Some participants viewed the lack of support for the post-grant recommendations by the task force by leadership as a lack of buy-in from leadership. Although the campus Provost/Vice President supported the recommendations, the executive level leadership did not see them as a viable economically feasible option. International initiatives should

align with the goals and priorities of not only the stakeholders but also the decision makers.

Whether it was not the right initiative or the right time, the leadership did not support the recommendations. However, the current leadership does support internationalization as Dr. Rai of MC further explained,

I think the number one (priority is) having a strong faculty with interest and then we live in a community which is highly international, highly international, so that I think is very helpful. Leadership from our president and our board this is very important, our board is diverse, the president, our leadership here is. Those are the things that help us.

Having leadership that supports internationalization is essential, but it does not always mean initiatives will be supported. Grassroots support emerging from faculty and the community can create different urgency for internationalization on campus.

Tidewater Community College. At TCC, the lack of leadership buy-in was an issue in the past. Internationalization efforts on campus were stalled shortly after the participating in the ACE program. There was very little progress during the previous president's tenure. Dr. Natali, The Director of the Intercultural Learning Center reflected on the changing role of leadership. She commented,

I feel we have the supportive executive staff to finally formalize a comprehensive program. Yes, the financial resources are nice, but it's capturing the support and the attention of executive staff that's important, and I know we have that.

The support of top-level executive was viewed as a success because this level of support was not present in the past under the previous administration. In some ways, participants

perceived the lack of leadership buy-in as one reason internationalization was not advanced during the years prior to the current president.

Sustainability. With shrinking state budgets and reductions in state allocations to public community colleges, there is a lack of funding to support many programs. Program reliance on grant and external funding runs the risk of losing programs when funding ends. This lack of resources was the case at MC, whereas at TCC the issue of sustainability took a different form. At TCC the changing organizational structure of the coordinating office for international programs threaten the sustainability of internationalization at the college.

Montgomery College. The college has a long history of grant-funded programs pertaining to international education. There is a focus on making sure the work done through the support of the grants are sustainable once the grant is over. The Associate Senior Vice President for Academic Affairs at MC, highlighted the current challenges which suggested issues of sustainability. She stated,

I don't think that there had been any real challenges in the people involved in this situation. I think it's time. I think it's dollars allocated to it. In some instances, a lack of understanding because it's complicated just like everything else is complicated. Explaining what people are about and then responding to questions that arise. It takes coordination. It takes openness.

As a follow up after the GLFA grant ended, a task force was formed to take stock of international efforts occurring across the campuses. The group was tasked with providing recommendations to move forward with internationalizing the college in a

more comprehensive way. Once the work was done and the recommendations were presented, no action was taken.

There was a sense at the time that the college was not ready for this level of commitment. The Director of the Global Humanities Institute stated, “The proposal that these folks came up with, which is a beautiful one, meant that the institution had to commit funds and it didn't happen.” The Vice President and Provost who, at the time, provided oversight for internationalization at the college believed “the biggest struggle with both the ACE and NEH, have been trying to institutionalize and build a set of structures that can sustain our global efforts.” The college’s ability to sustain programs beyond the grants in a way that institutionalize the programs has been a challenge for the college.

Dr. Kranidis, Director of the Global Humanities Institute also commented, I met with the president to talk about the future of the GHI. They must invest. What happened with the other folks 10 years ago can't happen again. Because we saw what happened there. They need to be able to invest whatever resources are needed to get this going and to let it evolve. Sustain what we started, but also it has to evolve; it's a living thing. You can't just created it once and then leave it alone. If we want global studies to flourish here, we will also have to advocate for it. Like with the county people who give us some of our money and the state people who gave us some of our money. This is a big initiative, it's important. Advocate with local employers whose workforce is going to be doing global work not too far from now. Just show how relevant it is. I've been doing that but can only do so much of it and not as effectively.

This issue of sustainability was identified at many levels by administrators and executive/seniors officers.

Tidewater Community College. Evidence of sustainability appeared in the data at Tidewater as they begin planning for the future. At the moment, the issue is with the structure of the program and not on funding. The Director of the Intercultural Center, Dr. Natali stated,

This is always something you're working of. We're always working on the institutional structure to support it. If I can do anything before I retire, it's really sure up the institutional structure that we have, so that when I leave, I know that we've got something formalized and in place, so that anybody who comes in would be able to run it. Right now, there are still some informal pieces to it.

At this time funding is not an issue for sustainability at TCC. The international programs structure went through several reorganizations and while the current structure appears to be working, the need to formalize all aspect of the new institutional structure is viewed as essential to sustaining the programs. Pointedly, an executive officer in the study, stated,

I think before it (internationalization efforts) was driven more by personal interest or a group who shared a common interest which does not lead to sustainability.

That's where we are now is, if it's important then how do we sustain it? How do we build a capacity to operationalize? That's what we're doing now.

Summary. Issues of sustainability at MC are based on the college's history of internationalization efforts supported by grant funding. Programs have come and gone and while campus based and grassroots institutional level initiative were not sustained. In contrast, the institutional structure at TCC for internationalization has seen several

reorganizations in attempt pull programs together to sustain the programs. At OCC, the participants did not mention any issues related to sustainability or previous grant funded international programs or initiatives. In addition, the review of the college's website and documents did not reveal any previous grant funded international initiatives or programs.

Communication. Communication was another issue that participants spoke about in terms of challenges at the college to fully implementing internationalization efforts. Issues of communication permeate most of the challenges faced by institutions.

Montgomery College. For example, MC is an extremely diverse institution with many students, employees and community activities and events that are international and globally centered. One participant at MC described the college as a land of a 1000 innovations. There is always something happening or underway on each campus. Dean Malveaux, the Study Abroad Coordinator at MC stressed,

Existing events are not always well-advertised, and compete with similar events scheduled at the same time. Other times, rich activities are not well supported (departmentally or college-wide) or are poorly attended. Better organization, through a cohesive Center, careful planning, and a complete activities calendar, organized and distributed at the start of each semester, could better cultivate and support international happenings that occur college-wide; this is a challenge we face and are addressing.

The lack of effective communication spanned institutions and influenced how internationalization was framed on campus. The lack of clear communication regarding what internationalization means on campus, and what is deemed as the goal for

internationalizing, impacts outcomes. The lack of a coordinating office for international efforts on campus leads to the failure to communicate activities across campuses.

Orange Coast College. A faculty member at OCC provided an example of how communication was an issue with the campus's International and Multicultural Committee:

I think with any process you have committees that represent whether it's their programs or their vision for improvement, or their protection against improvement. I'd say everyone sits around a table for a reason. Even though we may have conversation, if that conversation doesn't go out to everyone in a timely manner then it's conversation that doesn't go anywhere. Ultimately it does, but at that point then everyone's still asking the questions that haven't been answered.

Who are we? Where are we going? What are we doing? How are we getting there and why?

Communication was an underlying issue for many of the challenges in the study. Clear communication provides transparency and reduces the opportunity for misunderstanding. When stakeholders are clear on the reasons, plan, and goals buy-in and support are easier to achieve.

Continuity. Progress on internationalization was often limited due to a change in leadership. Personnel changes occurred in multiple positions on campus. President Harkins stated,

After the first year, the vice-president that was in charge of it moved on. I started with the academic piece then when he left, I replaced it with the student services

piece. I was mixed on that. On the one hand we had the ability I think to broaden it, and that went well. They moved ahead in defining some of their goals.

The departure of leadership overseeing the internationalization process created opportunity to make adjustments. However, faculty support and involvement is essential to the success of the internationalization process and the change from academic to student services oversight may have negatively impacted the process at the college.

Challenges occurred as well for those coming into new positions involved with internationalization efforts already underway. For example, the former Vice President of Student Services at OCC experienced a few challenges taking over in midstream. She stated,

The on-going challenge for the college is the continuity. Reassignment of the lead role has limited the Lab's ability to maintain consistent progress.

The first year of the Lab was under the direction of the Vice President of Instruction. When he took on a new position at another college, the role was transferred to me. I had to come up to speed very quickly, take on the existing plan, and work with the existing committee.

Dean Mandelkern at MC provided further insight on the issue of continuity. He stated,

To be honest with you I don't think there was a lot of follow through because we had a change of administrators with it. I don't think it really went over that well. It seems to have kind of ... If you have turnover with administrators I think it ... Like I said I'm not discouraged because I think it's happening a lot, it's happening anyway.

Lack of continuity can lead to a decrease in buy-in and loss of enthusiasm for an initiative. There was hesitation to declare that stakeholders felt discouraged because of the turnovers at OCC. Yet, the issue of continuity continues to be an issue at OCC, as the Vice President of Student Services who was overseeing the internationalization process, recently accepted a new position at another college. As a result, internationalization at the college is at a stand still. One staff member stated that they are waiting on direction from the President on how to proceed.

Faculty resistance. All the literature on internationalization efforts supports the need for buy-in from both administrators, as well as the faculty. Participants described the challenges around buy-in at OCC in regards to the faculty. The former Vice President of Student Service stated,

The process did change a bit during the 2nd year because the goals outlined in the strategic plan were not clearly outlined. And, although the members assigned to the lab were committed to the process, they probably weren't the right people for the job. They didn't have the political influence to effectively communicate. The president and vice presidents supported the process, but conflicting priorities limited the project's success.

Findings confirmed a level of faculty resistance. One faculty member specified,

People are still reluctant because they may not see their role and how their role is either impacted or involved in that process.

Others felt that internationalization activities involved a process to "check the boxes" and that there was never really a "collective buy-in" to the process. Even though there is evidence of grassroots efforts by some faculty to internationalizing their curriculum at

OCC, adding international themes to what is being taught is not widespread at the college. A faculty member provided two examples of the grassroots efforts at OCC. The English faculty changed the freshman composition course textbook over the last few years to become more inclusive of global and cultural ideas. This inclusion of more global topics was verified during my bookstore visit. *One World Many Cultures*, *American Born Chinese*, and *How to get Filthy Rich in Rising Asia* are a few of the required textbook titles found for the freshman English course at OCC. Also, a faculty member in the math department held a presentation on how numbers developed in different cultures for students and faculty on campus. Dean Mandelkern discussed the some of the challenges in this area:

Faculty, I guess I'm saying this, this is what I didn't sketch in and or mention was I'm kind of an expert on dealing with faculty, they're very strong-willed. It's really hard to make people do anything that they don't want to do as far as how they teach class. With faculty they have so many rights when it comes to their freedom to teach a class how they want. I can't make somebody teach their class, if they don't want to include international perspectives or they're opposed to including that, they have the right to teach the class the way they want.

Alternately, some faculty members are not or choose to not be open in teaching with a global perspective. This perspective was supported by a faculty member who asserted,

I think that if you look at education as a whole, I feel that most academia are in their bubbles as to their subject matters. It's more like a cyclone. They can't see out of the wall of where they are because they are what I call predictors. If it's English 100, it's English 100. To imagine that what they teach or what they say

and that perception could be viewed differently from someone from another culture ... That's not part of their thought process.

The curriculum challenges expressed at OCC were not identified at the other colleges as challenges. It is not a simple task to change the curriculum because of the role of the Academic Senate and the faculty members' strong hold to academic freedom. Even though there, was evidence of a lack of wide spread internationalization of the curriculum, both Tidewater and Montgomery have done work with faculty around internationalizing the curriculum. MC worked with faculty through the Global Learning For All project and the GHI grant. TCC secured two grants, one through National Endowment for the Humanities (NEH) to work with the Nursing faculty and a Business and International Education (BIE) grant to work with the Business department. Through the Intercultural Learning Center workshops assist faculty with incorporating into their course, the social and cultural understand learning outcome.

Domestic diversity. The make-up of the student body held implications for internationalization at MC and OCC. Though the diversity of the student body drove internationalization at MC, it presented challenges fro the college. OCC's commitment to addressing the diversity within the student body overshadowed internationalization efforts.

Montgomery College. The data revealed issues of diversity within the student population that caused some challenges around internationalization at the college. The issue around domestic diversity takes a unique form at MC. The faculty, staff and students are very diverse, with the diversity layered within race and nationality, and there is no real majority student population. Over 160 nationalities are represented in the

student body. The college's Takoma Park campus is listed as having the largest African-American student population, however, that statistic is somewhat deceiving. The Black student population has many layers. In addition to African American students, the college has students from several African nations as well as islands in the Caribbean. With such a diverse population, internationalization is often framed as domestic diversity at the college.

A challenge for the college is how to teach an internationalized curriculum to a largely international student population. What does internationalization mean in this context? Vice President and Provost, Dr. Stewart commented, "maybe you don't really need to travel anywhere to get a global education if you are here... during the school year, you see the United Nations in the cafeteria." Diversity is not limited to race, but expands to nationality. The college has a 29% of first-generation, U.S. immigrants at the college who may not only be hearing about international, but have experienced it. The Director of the GHI at MC, Dr. Kranidis added, "one of the things several of us have been very interested in is how are our students an important part of that resource packet." There is a hesitation on both the part of faculty to ask students to share experiences and students to respond knowing that their views may be seen as a representation of an entire culture/ethnicity/nationality.

The second issue in this framing of domestic diversity concerns the definition of an "international" student. There are a lot of international students who are not on F1 Visa. Non-immigrant students studying in the U.S. hold this type of visa. A counselor who also works with international students discussed the issue:

We have 160 countries represented. We can say that we're welcoming to international students, not only those who are on F1 ... you have refugees and asylees, and this campus is the most diverse. The definition of what is an international student needs to be explained; the one that we use is one which encompasses not only those who are on F-1 status, but also those who are green card holders... basically those who are non-US born. That includes refugees, asylees, and things like that. Yes, we want to define that because they (students) might be naturalized but they have some needs, which we try to address.

There is a need for clarification on how the college defines who is an international student versus how it is defined the field. MC's Organization Development Specialist spoke about the issue around domestic diversity:

I think ACE helped a lot with that (broaching of definitions), but we still never really, I think, came to an MC version of what internationalizing means versus domestic diversity, which is sometimes how it was framed. I know ACE has done a lot of work in this area, as well as AACU, how do you bridge those rather than separate that? Those are dimensions of the same issue of globalization.

The unique student population at MC triggered the frame of internationalization as Domestic Diversity. The large population of non-U.S. born students who are not F1 VISA international students and the large F1 VISA student population was the primary driving force for internationalization at the college.

Orange Coast College. Qualifying as both Asian-serving and Hispanic-serving institution, many see a need to focus on the diverse ethnicities within the community and

on campus. One faculty member spoke about the changing student demographics at the college. He stated,

Well, this college is interesting because historically it was a very white school but it's really not anymore, the demographics have changed. If you want to look at the Atlas or you look at the demographics it's about half, now, Caucasian. There's obviously students from all over the world but there's a lot of Latino students, there's a lot of Asian students, because we're close to Garden Grove and Westminster with their Vietnamese community. But there's also Middle Eastern people too, a fair number.

This student population makeup was mentioned to provide background on the students attending the college and to relate that the students have changed, but the faculty and staff have not. The issue was further highlighted by the same faculty member:

We have I think also, given our location and everything, we have this commitment to diversity. When you bring in that kind of diversity, it affects everybody. We have a big push right now for a multi-cultural center. That will be adjacent to our new student center.

The International and Multicultural Committee have primarily focused on addressing the needs of the growing diversity on the campus. A Multicultural center was recently approved to provide a space to address the needs on the growing diverse student population. Even though the changing student population requires attention, the need to also focus on international programming is also important.

Competing interests. Several participants commented about the different priorities and interest that took away the focus on internationalization efforts at both OCC

and TCC. Advancing internationalization efforts was negatively impacted by the priorities of senior leadership, faculty, and committees.

Orange Coast College. Within the frame of international and multicultural, the interviews revealed challenges with faculty resistance because of competing interests. Remnants of the misconception that international student enrollments take away from domestic students are causing lines to be drawn. Multiple participants commented on this issue. Coast Community College District (CCCD) Vice Chancellor, Serban stated,

There's a lot more backlash to the concept of having international students, the assumption that they take seats... Actually international students pay for classes that because they are open allow for additional seats for local students that otherwise would not be.

From the data, it is clear that competing interest exist over international students needs versus local students' needs. There is some bias because of the history at the college about the misconceptions concerning international students taking resources away from local community students.

There is some resistance to starting conversations about internationalization when it is viewed in terms of international students. Dean Mandelkern remarked,

Some of the people on the (International and Multicultural) Committee too, it's interesting everybody has a different perspective. They really like the multicultural aspect of the committee. It's not so much that they're against internationalization at all but they don't want it to become too much of the central focus.

In this case, on the one hand, the presences of discord regarding the current focus on multicultural and the recent desire for shared focus with international is a point of disagreement at the college. On the other hand, the focus on multicultural by the IMC is too narrow and a broader view, which includes international efforts and programming, is warranted to advance internationalization.

Tidewater Community College. The issue of competing interest is not limited to the current climate at OCC. Competing interests were also an issue for TCC after the Promising Practice project. One senior officer at TCC saw the competing issues a little differently. She stated,

The emphasis was different I think during the past leadership... there was this whole emphasis on building the geographical footprint of the college; there was different personal interest, different personalities and so different things were emphasize.

In addition, an executive/senior officer at TCC focused on issues of leadership during the Promising Practice project:

It wasn't a lack of desire to it. For us, I mean we were bursting at the scenes with enrollment but at the same time funding was being cut. We had all kinds of things going on all at once and it wasn't deliberate or intentional.

Competing interests can stall or derailed international programming. At OCC, competing interests existed between the faculty and the international and multicultural committee's commitment to the needs of domestic versus international students, whereas at TCC the competing issue was based on current priorities of leadership.

Scope and focus. The interviews revealed challenges with scope and focus at TCC. Scope refers to the broad range of responsibilities of the centralized office and the number of programs and activities that are coordinated through the office. Focus refers to the primary concentration of the office and its programs.

The data supported the notion that within the last three years there have been organizational changes and a shift in the campus culture at TCC. Even though not a majority view, for some participants on campus, there is a sense that the focus on intercultural learning has taken away from the work on other international oriented activities. Michael, a student leader at TCC, reflected on past events at the college:

I wish that the college, or a college, would have more forum issues about current events and/or what's happening in the world. The Syrian refugee thing, the European Union and what they're doing to combat the global and economic crisis that are happening, the devaluation of the euro, the Chinese yen, et cetera. We don't have talks about that. They don't have forum issues for that. They don't have lecture series on that. They have lecture series on Hispanic Heritage Month and Black History Month and things like that, but while all of those are important, I don't think that those events really lead to the internationalization of a college student.

The programming lacks variety on topics where clear connections between intentional and intercultural exist. A few participants believed the scope of responsibilities was too broad. Several staff members and a student leader commented the there is a stronger focus on the intercultural side of programming. One faculty member passionately stated,

Everything that used to be student activities although student activities still do their own activities but the things like for example Hispanic Heritage Month or Black History Month all that would be under the umbrella of intercultural learning. Study abroad programs would be under the umbrella of intercultural learning. I believe that this umbrella is too wide. I think that by putting all of this together in this umbrella rather than going more in-depth in each of them I have the feeling that they have become more watered down.

The Office of Intercultural Learning now coordinates the keynote events for national cultural recognition months and regional multicultural events. These events were previously handled by student activities programming on each campus. The reasoning behind the consolidation was to link the events to the social and cultural understanding and use resources efficiently to expand internationalization.

An administrative staff member also provided this perspective regarding the scope of the intercultural office,

The office of intercultural learning has changed a lot. They had a lot of things under them. I won't say that they're all effective. I don't know that's the office that should be (handling all those things). I think they're doing too much and not being effective... I think a lot of it has to do with your marketing, what your focus is. What do you deem as important? That's my two cents. I think that office became a catchall. I'm not sure if those, not that they're not effective, I don't think they're effective in some of the specific subsets that give us more of an international result. I don't.

These perspectives spoke to the cultural shift the President referenced. The renaming of the International Center to the Intercultural Learning Center and the International Education Committee to the Global Intercultural Learning Committee signaled a shift in both approach and practice. The Director of the Intercultural Learning Center stated,

I'm really pleased with the whole intercultural effort that we've put in place here, because one of the things that we're always looking at is doing intersectional programming, so that when we're talking about diversity and inclusion, we bring international students into that conversation. We bring domestic students into that conversation.

A few participants did not have a clear understanding of TCC's recent reorganization to focus more on social and cultural understanding. In addition, the participants believe the office has too many unrelated programs in its control.

At TCC, the inclusion of the Women's center, monthly themed multicultural events on campus along with international initiatives, many believe the scope is too broad and lacks focus. It was not clear how this advances internationalization at the college. One student commented that the focus is truly on culture, but it is hard to see the international connection. The program is still developing and hopefully the connections will become more apparent to all stakeholders.

Start and stops. Also revealed in the interviews was the inconsistency of programs and initiatives on campus. Several participants at all three colleges cited inconsistencies.

Montgomery College. There was evidence of a "start-stops" experience at all three colleges. The Organization Development Specialist at MC described it this way:

It gets sleepy and then it comes back. It's a funding issue. I would say there were things that were already in place that people said, "Ah-ha, you're doing this, what worked? What are you going to do when the grant money runs out?" and that kind of thing. Then there were other things that were kind of fostered and stimulated by yes, this will implement the kind of vision we had in doing the ACE grant.

In the past, when grant funding ended, the programs stopped until another initiative or funding stream came along.

Tidewater Community College. Conversely, at Tidewater Community College changing priorities drove the start and stops experiences. Dr. Natali stated, "I think we've had a few starts and stops along the way." They were triggered not only by grant funding ending but also priorities and changes in leadership at the college. When the college participated in the Promising Practice in 2000, the immediate past president had been there for about two years. The leadership prior to 1998 was highly engaged in internationalizing the college. Participants reported that the focus was not on internationalization and some faculty argued that internationalization has never been a priority at the college. Both grant funding and priorities played a role in start stops at TCC. Dependency on grants is not a sustainable option. Shifting priorities also impact programs if they are institutionalized.

Orange Coast College. Participants at OCC did not report similar incidents of start stops relating to funding. Some changes were made to the study abroad program when staffing was reduced at the district office, however, short-term study abroad programs continued. The lost of staff impacted logistical issues regarding long-term

programs and those programs stopped and have not resumed. The issues faced with continuity of leadership overseeing the internationalization lab is another type of start and stops experienced at OCC.

Summary. All three colleges experienced a period of time when internationalization efforts were halted or lacked progress. The reasons varied from grant funding to changes in leadership and staffing. Both institutionalized programs and grassroots initiatives experience start and stops. Grant funded and grassroots programs were at greater risk of becoming obsolete than institutionalized programs.

The Internationalized Campus. Participants were asked if any component of the ACE/CIGE model was irrelevant and whether they believed the college to be internationalized. To answer the first question, the findings revealed that participants who were asked about the relevancy did not perceive any one component as irrelevant in the community college context. However, there were a few concerns regarding the use of the model.

The participants were asked whether they would describe the college as internationalized. The majority of participants at both TCC and OCC described the colleges as moving towards comprehensive internationalization. The general consensus among participants at MC stated that the college was internationalized. In addition to participants' comments, the review of the college's website and documents were analyzed and provided information for the findings in this section.

Montgomery College. The data revealed mixed responses at MC regarding achievement of internationalization. Participants who described the college as internationalized based their assessment on existing activities and current

internationalization efforts. In contrast, those who categorized the college as not internationalized stated opportunity existed to do much more. Participants that described the college as not internationalized based their decision on their understanding of internationalization. The ACE comprehensive internationalization process recommends that colleges create an institutional definition of internationalization in the beginning of the process. The majority of participants described the college as internationalized and being present on campus, learning about the programs and interacting with the staff, it was clear that the college was internationalized. The Study Abroad Coordinator, Dr. Malveaux stated,

I do consider the college to be internationalized. First, we happen to have a large built-in international student population (over 170 countries represented) who are encouraged to celebrate their background, and do so, through college events, programs, and clubs. In addition, formal offices and programs by college employees have helped to internationalize the college—the Study Abroad Office, the Global Humanities Institute, and college-wide work that comes from members of the Global Education Leadership Collaborative group.

In addition to the internationally diverse student body, the variety of activities offered on the three campuses, the opportunities for faculty and students at-home and abroad through the GHI and on-campus activities sponsored by the student life office all contributed to participants view that the college was internationalized. Despite not having an official coordinating office or senior international officer, international activity is widespread on campus.

The Associate Senior Vice President for Academic Affairs at MC perceived the college as internationalized and attributed the work done through several grants:

I think so. I think that our goal is for continuous improvement. Since we got the ACE's Global Learning For All grant and Global Humanities Institute grant, both of those have really helped us to stay on track in terms of our goal of continuously improving and making sure that the offerings that we provide for students are offerings that will enable them to function in the United States and their homelands as local citizens. That's always been our concern to make sure that our students are globally aware and globally competitive.

There was not a lack of international activity at the college. However, the executive staff only sought to support college-wide comprehensive internationalization programs

Not all participants at the college agreed that the college was internationalized. The perspective was that even though the Global Humanities Institute is doing good work, the grant-funded support for the institute does not provide for sustainability after the funding is gone. The programming needs to be institutionalized to become more comprehensive in focus. The Director of the Global Humanities Institute, Dr. Kranidis disagreed. She stated,

The proposal that these folks (GLFA) came up with, which was a beautiful one, meant that the institution had to commit funds and it didn't happen. I don't think we're there yet generally. I'm very excited about what we're doing.

The commitment to internationalization from leadership is important. Commitment must not only be in the form of support for grant-funded programs but also support for programs with institutional resources.

Tidewater Community College. Most participants at TCC and OCC felt that although the college had evidence of at least one measure of each of the six ACE CIGE components, they were not internationalized. Even though the findings of the ACE CIGE components were similar at MC, most participants still felt the college was internationalized and ahead of the curve.

For example, President Baehre-Kolovani (TCC) stated,

I think we do a few things well on a small scale, but the full intentionality of the four tenets that I mentioned, I don't think is there. I think we are, I would call it, we're "putzing" around. I don't think we are doing any damage, but also don't think that we are doing anything really stellar.

The college is managing the current initiatives regarding an intercultural learning focus, but there was less evidence of the existence of comprehensive internationalization occurring. An executive/senior officer at TCC supported the President's statement:

I think we're in the process of going about internationalizing of the college and the campuses in a smarter way, in a more comprehensive way, in a more connected way. That's going to take time, which is to say we're not there yet. We've got some work to do but we've made good progress.

This executive officer recognized that the college was still a work in progress, but that gains had been made from previous efforts. Overall, the college had lacked coordinated efforts in a comprehensive way and is changing to a new comprehensive approach. Progress has been gradual. The Associated Director of the Intercultural Learning Center at TCC agreed that the college was not internationalized,

I think we have the makings for an international campus, and I think we're in many ways above the curb for a lot of community colleges

This lack of recognition of internationalization on campus was the general tone of the participants' responses. The college is on a new path and while pieces are there, they have more work to do.

Orange Coast College. The data collected from OCC, reflected similar perceptions. The participants at OCC indicated that the college was not internationalized. For example, the Director of the International Center did not consider the college internationalized and recognized that here was a lot more to do. Three participants felt the college was internationalized to a certain degree while the others stated that "it's a slow process" or "we're heading in that direction" to be internationalized. President Harkins stated,

I think we have many elements of internationalization, curriculum opportunities, a faculty that travels, staff members from different countries, faculty members from different countries, teaching a broad range of languages and whatever. I think that we have a very rich internationalized community, and I believe our next step is more international, direct international engagement.

The President recognized that the college has some critical elements of internationalization in place, but across ACE CIGE components the college is lacking in international collaborations and partnerships.

A member of the Academic Senate at OCC provided this comment,

This is just from my innocent perspective. We have begun part of a process but we have not implemented all that we could possibly do; I would say that we are

well in progress to be internationalized. I don't feel that we have fully institutionalized internationalization. We are definitely on point in getting there. Like TCC, OCC had elements in place that showed progress toward comprehensive internationalization, but there was agreement on campus that more work remained to be done.

Summary. TCC and OCC participants expressed that their colleges were not internationalized. However at TCC participant felt the college was making strides to become internationalized. In contrast, the majority of MC participants stated that the college was internationalized.

Yet, the findings revealed each college had evidence of all six components of the ACE CIGE model. At least one of the subcomponents of each of the six components of the ACE CIGE model was present. In addition to the stories shared, Table 14 provides a visualization of how each college aligned with the six components of ACE CIGE Comprehensive Internationalization model. The review of the colleges' website, documents, and bookstore, provided additional support and information to assess the components (see Table 14).

ACE CIGE components. When participants were asked if they believed all of the ACE CIGE components were applicable in the community college context, the general belief was yes. However, two concerns were expressed regarding the ACE CIGE model applicability to the community college context. First, at MC, the Provost & Vice President felt the ACE CIGE model did not address the type of diversity found in the student population at MC. He stated that,

Montgomery College has a lot of international students that are not F1 Visas

students. At institutions like Montgomery College where the largest ethnic group on campus is Ethiopian students, that poses a significant challenge. I am not sure ACE had us in mind. There are a lot of colleges and universities across the country that have really benefited from what ACE is doing and how they are going about it, but most places don't look like Montgomery College. They are generally, four-year institutions public, private institutions model particularly institutions that are predominantly majority race students...so internationalization, or globalization, provides a set of very valuable learning experiences for institutions like that.

The ACE CIGE model identifies the need for study abroad, bringing international students in and internationalizing the curriculum to provide student with international experiences, but does not acknowledge the existing international student body enrolling from the surrounding community in the model. At MC, approximately one third of the student body are not U.S. born and have international experiences. The struggle is how to harness this resource in a way that advances internationalization at the college.

The second concern about the model came from an executive/senior officer at one of the other colleges regarding the continuum of comprehensiveness of internationalization. The question regarding what makes the college internationalized concerns relative evidence of each of the elements of the ACE CIGE model.

We've offered them (six components) for a long time, but I would add to that and I don't know what ACE says about this, a college like us might have all six of them... but to what extent ACE might expect to see... if they're not connected and led in a comprehensive way, I don't know what that adds up to.

The question raised at TCC concerned an interest regarding how to measure their internationalization efforts to determine comprehensiveness. Again, the model does not address measuring relative levels of internationalization.

As part of participating in the ACE initiatives, each college conducted an assessment of current international initiatives on campus and created a committee to lead the ACE initiative. For the GLFA project and the IL, MC and OCC created an internationalization plan to guide the college moving forward. Even though this was not a part of the PP project, TCC had specific goals around PP and international education strategies in their existing strategic plan. The three colleges were at different stages in the comprehensive internationalization process. Even though they all had elements of six components of the ACE CIGE model, there was general consensus internationalization was a work in progress on campus.

Table 14

ACE CIGE Components Identified

ACE/CIGE Components	MC	TCC	OCC
Articulated Institutional Commitment			
Mission Statement	Absent	Present	Present
Strategic Plan	Absent	Absent	Present
Internationalization Committee	Past/Informal	Present	Present
Campus Stakeholders Assessment	Present	Present	Present
	Absent	Absent	Absent
Administrative Structure & Staffing			
Senior Leadership	Present	Present	Present
International Coordinating Office	Absent	Present	Present
International Center	Implementing	Present	Present
Curriculum, Co-curriculum, & Learning Outcomes			
General Education Requirements	Present	Present	Present
Internationalizing the Curriculum	Present/Expanding	Present/Expanding	Past/Absent
Foreign Language Requirement	Recommended Transfer	Liberal Arts Degree	Recommended Transfer
Co-curriculum	Present	Present	Present
Student Learning Outcome	Developing	Present	Present
Technology	Present	Absent	Absent
Faculty Policies & Practices			
Tenure & Promotion Policies	Present	Absent	Absent
Hiring Guidelines	Present	Absent	Absent
Faculty Mobility	Present	Present	Present
On-Campus Professional Development	Present	Present	Absent
Student Mobility			
Study Abroad	Present	Revising	Present/Revising
International Students & Support Programs	Present	Present/Expanding	Present/Expanding
Financial Aid & Funding	Present	Present	Present
Orientation & Re-entry Programs	Present	Present	Present
Transfer credit policies	Present	Present	Present
Collaboration & Partnerships			
Exchanges	Present/Expanding	Present/Exploring	Exploring
Partnerships	Present	Exploring	Absent
International Campus	Absent	Absent	Absent
Dual Degrees	Absent	Absent	Absent

Chapter Summary

Interviews, college websites, documents, and campus visits conducted at MC, TCC, and OCC revealed that community colleges take varied approaches to operationalizing a comprehensive internationalization approach on campus. Definitions for the internationalization of higher education were centered on student learning outcomes and stemmed from personal and professional experiences of participants. Colleges were motivated to initiate international efforts by the student body demographics, senior leadership, and faculty members.

In addition to answering the research questions, background on each college's participation in the ACE projects provided a foundation for exposure to the comprehensive internationalization process. Equally important were the perceived motivations and rationales espoused at colleges that contributed to their continued decision and commitment to internationalization. Participants referenced both ideology (rationale) and the champion (motivation) of the process. TCC, MC, and OCC were driven by the social/cultural, academic, and economic rationales. In addition, the political rationale was only discovered at MC. Motivations were seen as separate from rationale and students, faculty, and leadership were attributed as the motivators for international initiatives at the three colleges.

Further analysis of the data formed four main themes: Framing of Internationalization, Governance, Challenges, and Internationalized. Along the way the three colleges operationalized comprehensive internationalization in three different ways, through the global humanities at MC, intercultural learning outcomes at TCC, and the merging of international and multicultural at OCC.

In the process, the colleges encountered many challenges to internationalization. They faced a lack support and commitment of leadership, failure to institutionalize grant funded programs, communication, turnover of senior leaders of international initiatives, resistance from faculty stuck in silos, domestic diversity, competing interests, scope and focus of centralized office and programs, and starting and stopping initiatives and international focus at different time through the colleges' history. Nevertheless, the colleges are all at different stages in the process of comprehensive internationalization. TCC and OCC participants described their campus as not internationalized, but noted that they felt the campus was headed in the right direction. Though some disagreed, MC had more agreement that they were internationalized than the others and were further along in the internationalization process. The next chapter discusses the implications of the findings, recommendations for future research, and conclusions.

CHAPTER 6: CONCLUSION

A journey of a thousand miles begins with a single step.

Lao Tzu

Community colleges enroll nearly half of the total U.S. undergraduates, have the most diverse student population, and serve as the only access with postsecondary education for many students. Community colleges have engaged in internationalization efforts for decades (Fersh & Fitchen, 1981). Most four-year and two-year college campuses rely on study abroad and enrollment of international students as the primary method to internationalize. However, lower levels of participation in these activities occur at the community college level; community college students represent only 3% of the total number of all college students involved in study abroad programs and 9% of the total international student population in the U.S. A focus on study abroad is therefore not an effective method to internationalize a community college campus when the goal is to provide all students with the global awareness and skills necessary to be successful in today's society (ACE, 2012b). The American Council of Education (ACE), along with multiple scholars, emphasizes the need for a more comprehensive and integrated process approach to internationalization (ACE, 2012b; ACIIE/Stanley Foundation, 1996; Altbach & Peterson, 1998; CCID, 2014; de Wit, 2011; Green & Siaya, 2005; Hudzik, 2011; Knight, 2004; Knight & de Wit, 1995; Raby, 2007). Several community colleges have taken this integrated approach. However, little is known about how comprehensive internationalization is carried out in the community college context.

Purpose

The purpose of this study was to describe the experience and process of internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process in the two-year sector, and to identify the priority placed on intercultural learning and global awareness across the curriculum. The aim was to provide insightful knowledge on *what*, *why*, and *how* community colleges engaged in comprehensive internationalization internationalize their campuses.

Methods

Using a qualitative collective case study, executive/senior officers, staff, faculty, and students were interviewed at three colleges: Montgomery College (MC), Tidewater Community College (TCC), and Orange Coast College (OCC). Selected colleges participated in the American Council on Education's (ACE), Promising Practice (PP), Global Learning for All (GLFA), or the Internationalization Laboratory (IL), respectively; all of these programs were comprehensive internationalization initiatives. A total of 37 interviews were conducted on campus with participants (10 at MC; 15 at TCC; 12 at OCC). The interviews were transcribed verbatim, reviewed by participants for accuracy, and then coded using a priori and emerging codes. A peer reviewer checked the coding for accuracy. Data were also collected from each community college's website, publically available documents, and during campus visits.

Conceptual Framework

A comprehensive approach to internationalization is more than a series of activities and programs. ACE defines comprehensive internationalization as "a strategic,

coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected” (ACE, 2012a, p. 3). The comprehensive internationalization process approach is broad, strategic, and requires articulated goals and strategies to reach them. Activities and programs should be integrated into the ethos of the college and linked to student outcomes (ACE, 2012a). The American Council on Education’s (ACE) Model for Comprehensive Internationalization (2012a), Knight’s (1997) rationales framework, and Knight’s (2004) approaches framework formed the conceptual model to analyze the *what (meanings)*, *why (rationales/motivations)*, and *how (strategies and models)* of community colleges’ efforts.

Case Descriptions

Montgomery College (MC), Tidewater Community College (TCC), and Orange Coast College (OCC) are three community colleges that are all engaged in some form of comprehensive internationalization. The institutions’ participation in one the ACE comprehensive internationalization initiatives provided a basis of information for efforts on each individual campus. All three colleges are classified as very large suburban public two-year colleges. Most students are between 18-24, study part-time, and most students graduate with transfer degrees. Student demographics differ, however, across the three colleges. MC is very diverse with students from over 160 countries represented on campus, whereas TCC has a predominantly White student body and OCC is closely split between Whites and Latinos and classified as both an Hispanic Serving Institution (HSI) and an Asian American Native American and Pacific Islander Serving Institution (AANAPISI).

Discussion of Findings

The study focused on the perceptions of executive/senior officers, faculty, staff and students at community colleges exposed to one of ACE comprehensive internationalization initiatives. The intention of this research was to identify what internationalization of higher education means to participants, the motivations and rationales for internationalization, and to provide comparisons of approaches across community colleges. The following section focuses on the overall themes revealed in the study and uses the literature to describe the findings.

Definitions. The definitions participants used in this study to describe internationalization efforts support de Wit (1995) assertion that definitions align with individual purposes. The definitions did not contain all the elements of Knight's (2003) definition: "internationalization at the national, sector, and institutional levels as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). Participants' definitions focused on student learning outcomes and experiences.

The study revealed that participants defined internationalization based on their roles related to internationalization and personal backgrounds. Participants who worked with international students spoke about what international students contribute to the classroom and the benefits on having them on campus. Executives and senior officers described internationalization from a student learning perspective as well, but using a broader perspective. These definitions included preparing and expose students (curriculum), to be successful (economic) and the development of cultural skills. Most faculty members included references to the curriculum and or the teaching strategies

necessary to achieve the goals on internationalization. In total, multiple definitions were presented. The lack of consensus of the definition can cause conflicting ideas on what internationalization looks like on campus or may advance personal agendas that may not reflect the institutional understanding of the term. At TCC and OCC the definitions were tied to the framing of internationalization. Therefore, when internationalizing a campus, an institutional level definition is critical.

Rationale\Motivation. The second component of the conceptual model in this research addresses the rationales and motivations at each institution. Similar across the three institutions and supported by the literature (Bissonette & Woodin, 2014; Raby, 1999), both senior leaders and faculty were identified as the champions and generators of international programming efforts on campus. The rationales for engaging in internationalization varied little from the existing literature. Three rationales were identified using Knight (1997) rationales framework: Economic, Academic, and Cultural/Social. The rationales were expressed in participants' statements and implied in the documents reviewed. For example, the academic rationale at OCC was identified from the internationalization strategic plan, which outlined three strategies that would indirectly impact the curriculum.

The motivations noted in the findings of this study supported the findings of the cross-comparison of Raby's (2007) internationalization phases and Knight's (1997) rationales provided in Table 2. Both Academic and Cultural/Social rationales were dominant at each institution in the study. The academic rationale although identified, presented challenges when instituting initiatives to support it. Supporting an academic rationale require changes to the curriculum. Without strong support of the faculty,

internationalizing the curriculum will not be a reality in practice (Raby, 1995, 2007). For TCC and OCC the academic rationale is espoused, but not really in practice across the institution or viewed as an institutional initiative. For example, at TCC, through grant-funded initiatives, the business and nursing disciplines have done well to internationalize the curriculum, but there was no evidence of this type of college wide curriculum redesign in other disciplines at the college. OCC's Travel and Tourism department have infused its curriculum with international perspective and to some extent the Art department has done this intuitively. MC, through its Global Humanities Institute programs, an institutional level initiative, shows assistance is provided to the humanities faculty to STEAM faculty to internationalized their curriculum. The efforts to affect the curriculum are not limited to workshop on curriculum, faculty have the opportunity to gain first hand international experience and to partner with institutions abroad. At MC, the academic rationale is more than rhetoric, its active at the institutional level, but again not across all disciplines.

One contrast to the findings of the Table 2 was the presence of the Economic rationale at all three community colleges. As shown in the Table 2, the Economic rationale was not identified as a dominant rationale during the institutionalization phase. However, at each site college several participants mentioned the need to prepare the students for employability and to compete in the global economy. In addition, OCC, in its strategic plan noted the desire to increase the college's recognition abroad while MC developed a company that provides consulting to help countries create curriculum and create the community college model. In Table 2, the Economic rationale was only seen as dominant during the Expansion and Publication phase. However, over time each

rationale may sweep back into a position of dominance based on context and constituents (de Wit, 1999).

Approaches. Using Knight (2004) approaches framework, comprehensive internationalization aligned with the process approach as it addresses both the programs and organizational strategy for internationalizing the college. The three colleges are engaging in the process approach to internationalize their campus. However, once the planning process was completed and the articulated commitment, organizational structure, and staffing were in place, moving forward the institutions adopted a focus on the at-home or outcomes approach to internationalization. The at-home and outcomes approach suit community colleges, as most community college students do not study abroad. Approaches are not mutually exclusive and engaging in multiple approaches ensures variety in options for students to become exposed to international perspectives.

In the past, the institutions focused on the activities or the at-home approaches and neglected the strategy planning process and measuring outcomes. Participation in the ACE initiatives required the participating community colleges to take a strategic process approach to internationalization and to think about the connections between programs. The process approach starts with the organizational strategic planning process and then addresses activities, at-home, outcomes, and abroad approaches. These are all embedded in the process approach. As a result of the process approach, the community colleges began to think more comprehensively about internationalization.

Framing of Internationalization. The findings revealed while internationalization of education was sometimes defined similarly, comprehensive internationalization was operationalized differently at each participating community

college. Internationalization has evolved and continues to evolve in “focus, scope and content” (de Wit, 2013, p. 14). Internationalization was framed as Global Humanities at MC, Intercultural at TCC, and International and Multicultural at OCC. Each college took steps to institutionalize internationalization at the college that were both organizational and programmatic.

Global humanities. At MC the framing of internationalization as global humanities was inspired by the successful grant proposal for a NEH grant. The proposal was designed to be comprehensive and offered a variety of opportunities for faculty development. Through the frame of global humanities the college has experienced success and advanced internationalization at the college. By using the institute, internationalization was not seen as something that was being forced upon to the faculty but instead viewed as an opportunity to be a part of something that provides new experiences, exposure to new pedagogy, and rewarded them for their time. Green (2007) stated that by investing in faculty you directly impact student learning because faculty “make internationalization a reality” (p. 23). With the concentration on developing and investing in the faculty MC is making internationalization a reality and continue to do so once the grant-funded programs become institutionalized.

Intercultural learning. Building on the student learning outcome for social and cultural understanding, from the VCCS, TCC was able to frame internationalization as intercultural learning. Not only were certain courses linked to the learning outcomes, the office of intercultural learning established guidelines to connect campus activities, programming, and study abroad to the social and cultural understanding learning outcome. This webbing of outcomes to activities establishes an institutional strategy,

reinforces the framing, and begins to build a culture across the campuses (Green, 2007). By including both the curriculum and the co-curriculum activities it is also compelling faculty, staff and students to recognize and support the change.

International & multicultural. OCC has had the greatest challenge in framing internationalization, in part due to its recent participation in the ACE program. Similar to TCC where the framing of internationalization is reflected in the name of the committee that leads international efforts on campus, OCC framed internationalization as International and Multicultural perspectives. The challenge however, is clarifying definitions of international. Throughout the interviews, when speaking about internationalization participants often responded regarding to international students which is one component of internationalization. The framing is further troublesome because many view these as competing issues. The college has focused on diversity for several years because of the changing student population. Most programming has been multicultural with little connection to international. Having influential faculty who understand and support this framing is essential to the success of internationalization at OCC.

Governance. The governance structure is important to decision-making process at community colleges. All three colleges espoused a shared governance model however, at TCC and MC shared governance through the institutional committees were not state regulated as they were at OCC. On the one hand, at TCC and MC, the executive staff have significant influence over implementation of initiative and make final decisions on most issue relating to internationalization. Therefore, when and if faced with challenges, campus leaders have the opportunity to be directive in some cases. On the other hand,

the state of shared governance at OCC creates a different reality because the college and the faculty Academic Senate has full control of academic related issues. In this case, having faculty buy-in is not enough. Having faculty led initiatives and influential faculty member involvement and buy-in becomes critical. Finding faculty members that are internationally minded and supportive of internationalization will serve leaders of internationalization efforts well at institutions with this type of structure.

Challenges. Key findings related to challenges that blocked internationalization included leadership, faculty resistance, sustainability, competing interest, continuity, diversity, communication, and start stops. These findings are congruent with the literature (Green, 2007; Raby, 1999) and are discussed below.

Leadership buy-in. Leadership support is as essential as faculty support (ACE, 2012a; Harder, 2010). At the time of the study, all three colleges had the support and buy-in from leadership. MC and TCC participants attested to the need for leadership support and recalled a time when leadership did not support an initiative (MC) or leadership was not engaged (TCC). Leadership at all levels must support and be engaged in internationalizations efforts. In the case at MC, leadership at the campus level was supportive and engaged, but other senior leaders did not support the initiative because they had a different view of what was need at the college. Having an in-between to communicate expectations from top-down and bottom-up is important (Green, 2007).

Sustainability. Many of the colleges had a strong reliance on grant-funded programs then struggled with maintaining programs once funded ended. Green (2007) warned against reliance on grant funding as it jeopardizes sustainability of internationalization projects. When international programs are entrenched into the fabric

of the college they become sustainable. At MC and TCC, grant funded programs were the catalyst for internationalization efforts on campus. At TCC, when there was no grant funding programs stopped. Similarly, at MC, the institution struggled with sustainability of previously grant funded programs and initiatives. While campus level and grassroots activities continued, institution wide initiatives were limited. Yet importantly, lessons learned through the grant-funded programs were not lost after the grant ended.

However, larger initiatives like the GHI at MC will be significantly impacted if it is not sustained. Programs, faculty travel, established international partnerships and exchanges would end. Maintaining staffing and structures are also at jeopardy of not being sustained. Having a structure that is still being tested and not fully established may cause programs to face cuts in funding. The staff at TCC is still working to implement all aspect of the program after the recent reorganization of the Office of Intercultural Learning. Having all pieces in place is important in sustaining the current structure and programs.

Communication. Participants identified communication as an issue for advertising events and programs and communicating status of initiatives to all stakeholders. Communication was an underlying theme for several challenges in the study. Effective communication is essential to getting the message out to all constituents and also to advertise programs. Communication provides visibility of programs and clear understanding of internationalization programs, which lends to building support and buy-in.

Continuity. Internationalization efforts at OCC faced a loss of momentum when the senior executive leading the initiative received a new position and moved on from the

college. A new senior executive took over and has since moved on as well. The discontinuity in leadership evoked some level of discouragement at the college. Finding ways to reduce issues of continuity will eliminate another barrier to internationalization. This may present an opportunity for joint leadership with cross-disciplinary representation.

Faculty resistance. Faculty resistance emerged as a challenge to internationalization in the study. Faculty involvement is necessary because the faculty members control the curriculum and they ultimately decide on the inclusion of international perspective. Raby (1999) noted opposing faculty and disciplinary hostilities as factors barriers to internationalizing the curriculum. Without faculty involvement, internationalizing the curriculum is nearly impossible. As faculty continue to operate in silos and resist recognizing the need to provide students with the non-U.S. perspectives, institutions will fail in their internationalization efforts if student learning is not the priority. Additionally, in governance structures with a strong presence of power and influence, it is important to have some motivation such as a reward system to gain support and buy-in (Eddy, 2010).

Domestic diversity. As community demographics continue to change, issues of student diversity have impacted community colleges and have implications for internationalization. At MC, the diversity on campus has driven internationalization at the college. Yet, the college struggles with defining who international students on campus are. The dialogue on campus when trying to differentiate international F1VISA students from domestic international students can be troublesome to those who work with

international students and see the need to provide services to both populations under the same umbrella.

As stated in Chapter 5, one-third of the student population at MC is international with diverse nationalities. Even though international students contribute to co-curriculum activities on campus, finding ways to utilize students as a resource on campus continues to be a challenge.

In addition, the changing student demographic will require exposure to ideas and increase cultural understanding and skills not just for students but also for faculty. One way MC is dealing with this need is by requiring all new employees to complete a multicultural diversity training within their first year of employment. Additionally, employees are required to include multicultural diversity goal in their annual goals that is part of the performance evaluation process. This type of policy with this level of inclusion, all employees, full-time and part-time, did not exist at any other college in the study.

Competing interest. One of the challenges identified in the study was the framing of internationalization as international versus multicultural. Some participants reported some stakeholders viewed the two foci as a conflict largely due to their understandings of international and multicultural. Knight (2003) described internationalization as having three parts: international (relationships between nations, culture, and countries), intercultural (diversity of cultures within countries, communities and institutions), and global (worldwide scope) dimensions. The pairing of international and multicultural is not new to community colleges. However, multicultural and internationalization have been rivals at community colleges (Raby, 1999). Raby (1999) also noted that the

merging of these international, intercultural, and multicultural initiatives can be motivational.

At OCC, this merging has yet to happen with the framing of internationalization as both international and multicultural. Some stakeholders must move away from the idea that internationalization means or is achieved solely by having international students on campus. Nor should valuing and supporting internationalization be understood as focusing on the needs of international students or international programming at the expense of domestic students and programming that addresses the need of the diverse student population. Both can be achieved simultaneously.

Competing priorities hindered the advancement of internationalization at TCC. During the 1990s internationalization efforts were active at the college, however, under the immediate past President, responding to enrollment growth and expansion took priority. Priorities and interest changed and international efforts were not supported. When internationalization is not institutionalized during times of shifting priorities it is at jeopardy of losing resources, leadership support and attention. Embedding internationalization into the fabric of the institution can protect it from becoming marginalized.

Scope and focus. As TCC reorganized the structure of international programs at the college, some participants perceived the scope and focus of the new office as too broad and the international focus was lost along the way. With change there is resistance, but clear communication and helping stakeholders to understand the new framing and the connections must be intentional. The issue of framing internationalization, as intercultural learning here is not seen as competing issues, but instead as a focus issue.

As programming continues to flesh out at TCC, the links between international and intercultural programming should become apparent.

Start and stops. Starts and stops are evitable when initiatives become complacent or resources no longer exist. Both TCC and MC experienced periods of start and stops. Funding was the culprit at MC. Both funding as well as shifting priorities impacted TCC. These experiences provide learning opportunities for colleges to assess internationalization and develop a plan to move forward in tough times. Institutionalizing international efforts is one potential remedy. In the literature, Olson et al. (2006), also found that institution experienced episodes of start stops: “The course of innovation is periodically halted by distractions (both important and trivial) altered by new learning and shaped by the personalities involved” (p. 19). Community colleges should not allow this to cause discouragement, but instead learn from it.

Internationalized

The colleges were at different stages in that they completed the ACE project at different intervals, 2002, 2004, and 2015. Tidewater had the most distance from their ACE project, but similar time had elapsed for MC too. Across the three colleges, Montgomery College was the only college participants identified as internationalized. The definitions provided by participants did not determined whether the participants viewed the college as internationalized. Across all three colleges, the visibility, on an individual level, of programs and opportunities offered to both students and faculty on campus, determined if the participants saw the college as internationalized. Also, a priority on student learning was common for all three colleges. The priority on student learning allowed MC and TCC to make substantial changes to the curriculum in term of

student learning outcomes at TCC and working to redesign the general education requirements and adding the themed tracks to the degree programs at MC. The Academic Senate at OCC is working towards creating an international certificate for students and the college has a global perspective requirement and learning outcome that is assessed.

When looking at the six components of the ACE CIGE model, a few participants felt the ACE CIGE model did not address issues related to campus culture or measurement of internationalization. For example, how does the college determine if it is indeed internationalized? The model does not directly list a component or subcomponent that addresses the college context or faculty, staff and student demographics. Campus culture was addressed in the internationalization review process along with the other components of the model, but was not listed as one of the six components in the ACE CIGE model. Assessing the culture and then working to create a culture of internationalization should not be overlooked. The importance of campus culture is also supported in the literature. Olson and colleagues (2005) believed that “comprehensive internationalization will not happen simply by the efforts of a few dedicated champions, it requires creating understanding and support across campus” (p. 17).

Additionally, how internationalization is measured was also not addressed in the ACE CIGE framework. Does simply having all six component equal internationalization or does having one or few matter more than others? In the literature, several studies have attempted to develop measure for internationalization (Green & Siaya, 2005; Woodin, 2014) using similar components as those in the ACE CIGE model. Some reference to how to measure internationalization would help to guide community colleges when

developing a strategic plan for internationalization and provide a benchmark for the process. However, even though these instruments may serve to measure internationalization, they do not measure student learning, which is the end goal, not internationalization itself. Evidence of student learning is a better measure of internationalization and results of student learning outcome assessments may be used to redesign the curriculum. However, if the process focuses on producing the results sought for student learning, why does it matter how much or what initiatives are in place to achieve these results?

In summary, the emerging themes highlight points of concerns as they present significant challenges to the successful internationalization of the college. No doubt, the colleges benefited from their participation in the comprehensive internationalization initiatives. Yet, even though some practices were immediately implemented others were implemented after some time. Still, participants from the colleges viewed internationalization becoming more comprehensive. Each community college experienced their own successes during the comprehensive internationalization initiatives and reported being better off for participating in the process. Support from leadership, committed and engaged faculty, comprehensive institutional level initiatives, faculty and staff diversity, and a campus culture of internationalization evolved as necessary pieces of the process for success.

The diverse student body at two colleges presented challenges with faculty and administrators on how to reconcile domestic diversity and multiculturalism with international and internationalization. Changing institutional priorities impeded international efforts at one college, while resistance of faculty was a major barrier at

another. Because community colleges enroll the most diverse student populations overall, consideration of the influence of this diversity on internationalization is critical, a point not addressed in the current ACE CIGE model.

Implications

How internationalization is defined forms the basis of how it is understood on campus. Further, framing of internationalization based on stakeholder understanding influenced how it was operationalized at each college. Evidence in this study suggested a struggle between international, intercultural, and multicultural and the need for clear definitions and understanding of each term along with how they compliment each other. Again, communication and collaboration is essential in working out this change process. Leaders of internationalization efforts must help stakeholders understand that both multiculturalism and internationalization can coexist and operate in the same space and not overshadow each other.

Being part of the ACE initiatives had significant impact on each of the three colleges. The ACE program involvement required attention on strategic objectives of internationalization and a self-assessment of the current status of operations on campus. Thus, participation helped unify the campus by providing a forum for campus members to discuss what it means to internationalize. The mixed perceptions of the participants as it related to whether the colleges were internationalized implied that most constituents are not experiencing or seeing internationalization at their institution from their positions, in some cases because it does not exist and in others because it is not communicated.

Simply having some or all six of the sub-components does not always equate to comprehensive internationalized at the college level or in the creation of an international

ethos on campus. As with the colleges in this study, most of the six components were present at each site, but the majority of the participants at two of the colleges did not feel that the colleges were internationalized. From my observations, I agreed with participants that MC was the only college in this study that had internationalized. Even though programming diversity in quantity is important, it is not as important if what you have is consistent, visible, and offers access to all students. TCC and OCC had most elements of ACE CIGE, but even though the inputs and outputs were there, the missing element was the culture or ethos embracing internationalization on the campus. Evidence of internationalization in the campus culture at MC was immediately visible during the site visit.

The ACE CIGE model does not address campus culture in this way as an individual component of the framework. I believe the existing campus culture is one of the most important components to the college being recognized as internationalized by those who work and study at the colleges. Constituents and visitors on campus must see it, feel it, and experience it to believe its there. Therefore, to be successful, leaders of the comprehensive internationalization initiatives should first determine what it looks like then make it visible by communicating it, modeling it, sharing stories about it, and rewarding it (Eddy, 2010; Raby & Valeau, 2007).

The challenge of governance has significant implications for community colleges. The shared governance model in place in California created a barrier between faculty and executive/senior officers and staff at OCC. The CCCD's Board policies supporting shared governance, California Assembly Bill (AB) 1725 and the collective bargaining unions, to an extent, gives the faculty greater authority than senior leadership. In this

situation, leadership cannot make any academic related decisions in areas such as the curriculum or faculty matters. If leadership initiates internationalization when a common understanding or agreement does not exist between faculty and leadership, getting faculty buy-in becomes more challenging, but even more important, change does not occur. Relationships become important as leadership lost its freedom to make decision.

In systems where shared governance is not as regulated, challenges with faculty still exists but leaders have freedom to make decisions without faculty approval. However, unilateral decision-making by leaders runs the risk of alienating faculty. As we know, faculty is essential to the internationalization process. The role of governance in the internationalization process is missing in the literature on internationalization. The finding from this study regarding the role of governance demonstrates the need for serious consideration of the governance structure at institutions before pursuing internationalization on an institutional level. Four-year colleges can also benefit from identifying the decision-maker prior to engaging in the internationalization process.

The continued struggle with sustainability has several implications for institutions. The reliance on grant funding impacts the sustainability of programs and is not a long-term funding solution for institutions. When the grant ends the program ends. Institutions must find creative ways to support the college's international efforts. Adding a line item in the budget for internationalization most often is easier said than done. If programs cannot be institutionalized as a standalone, it is then important to incorporate international programs within other areas to combine resources and support. When they are tied to institutionalize areas it becomes harder to marginalized international efforts. Some participants viewed sustainability issues as a lack of commitment by the college to

internationalization. If this is the message that is received from leadership it can cause dissent among internationalization champions. Before pursuing grant-funded initiatives, leadership must consider the impact once the grant has ended and identify possible ways to support programs with resources or integrate them with established programs. Again, clear upfront communication is important to provide expectations to all constituents and work to prevent the perception that leadership lacks commitment. Again, this lesson applies to efforts at four-year colleges too.

At each college, individual faculty members engaged in internationalizing their curriculum and all three colleges had a global or cultural perspective requirement within their general education requirements. If courses across the disciplines do not include international perspectives, taking one internationally focused course throughout the entire degree program is hardly sufficient. The general education area of the curriculum provides the foundation for a student's academic experience. If instead students are only required to take one course with a global or cultural perspective, it leaves acquiring global knowledge, perspective, and understanding to chance. As a strategy for success, it is important to develop a sense of shared beliefs, values and goals with influential faculty (Eddy, 2010). Since faculty are essential to the process, leadership must find ways to help faculty see the value in internationalization, overcome bias, and consider the greater good of supporting student learning.

In all international initiatives, student learning should take priority. Again internationalization is not an end in itself. How community colleges deal with the challenges face during the ongoing and evolving process of internationalization will directly impact student learning. When programs are under-funded or not funded at all,

when faculty resist changes in the curriculum, when faculty are confused and unclear of institution framing and goals, students do not have the opportunities to learn the skills they need to be successfully in today global society.

The community colleges in this study placed priority on student learning and student learning was one of the driving forces for the internationalization process at the colleges. This insight adds to the literature on internationalization in higher education. Community colleges must provide opportunities for its students to obtain the global skills and knowledge they need to succeed in today's global society. It cannot be left to chance. Considering this, overcoming the challenges that exist in the process of internationalization is critical to supporting institutional commitment to student learning.

Future Research

This study focused on community colleges that participated in three different comprehensive internationalization initiatives by ACE and considered the experience and perceptions of executives/senior officers, staff, faculty, and students. Excluded were other initiatives involving the comprehensive internationalization approach at community colleges. Future researchers could investigate the experience and perceptions of community colleges that participated in other initiatives involving the comprehensive internationalization initiatives. A comparison could provide information for other community colleges considering this approach. In addition, a longitudinal study on comprehensive internationalization framing with participants who started the process within the same timeframe would provide opportunity to view the process and change over time. Having multiple sites allows for comparison and discoveries within different campus cultures.

The findings from this study revealed that the disparity between the understanding of multicultural and internationalization presented challenges at one community college engaged in internationalization. Although the disparities between the two concepts are not new in the literature, future research could investigate how community colleges faced with this issue were able to overcome the challenges.

Additionally, domestic diversity, specifically, diversity of nationality within the student body was another challenge revealed in this study. Investigating the impact of this type of domestic diversity and strategies to overcome challenges would be helpful to other community colleges facing these issues. It would also shed light on the layered issues of diversity during internationalization.

Finally, an examination of how shared governance structure impedes or advances internationalization at community colleges should be explored further in future research. The issue of shared governance was talked about in the study at one college an obstacle and at another as a point of flexibility. The presence of structures such as unions and regulated share governance can impact how changes occur at community colleges. The absence of such structures also has its challenges, but how similar or different are the challenges between these can provide important insights for the field.

Conclusion

The purpose of this study was to describe the experience and process of comprehensive internationalization in the community college sector, to identify the perceived rationales and motivations to internationalize, to determine the successes and challenges of the comprehensive internationalization process, and to identify the priority placed on intercultural learning and global awareness across the curriculum. Community

colleges are called to prepare more approximately half of all undergraduate students in the U.S. to with the skills they need to be successful in a global society (AACC, 1997; AACC & ACCT, 2006; ACE, 2012a; Green, 2007; Green & Siaya, 2005). The narratives collected in this qualitative study provided substantial data, which revealed several frames for how the comprehensive internationalization process was operationalized on the three community college campuses to answer this call.

Even though all three colleges were similar in many ways there were distinctions in the student population, shared governance structure, geographical location, and campus culture that impacted how the college went about internationalizing the campus. The issues of diversity and governance supports the argument that context matters in the internationalization process. The current individual context is important when operationalizing, therefore, identifying and considering these elements beforehand will benefit institutions seeking to engage in a comprehensive internationalization strategy. In addition, Knight (1997) originally included in her approaches framework, the ethos approach, which called institutions to create a culture that values and supports intercultural and international perspectives and initiatives. In going about internationalizing using the process approach the tenets of the ethos approach should be incorporated. I believe the importance of campus culture and the values and support for internationalization initiatives was lost. As we see from the cases in the study, simply adding programs and requirements is ineffective. Campus culture is important and should be its own component.

The findings reported here further support the idea that there is not a one-size fit all method to institutionalize internationalization at a college. Having been exposed to

similar processes through the three comprehensive internationalization initiatives, the three colleges all took different approaches to institutionalize internationalization at their colleges. Many challenges generated by the college culture were faced at each institution and some they continue to face as they work out issues of incongruence among constituents. Diversity in the student population and how to use this resource continues to be a challenge in the community college context. In California, issues related to the shared governance structure and the power of the academic senate over curriculum adds another layer on barriers for community colleges in that state. Governance plays a larger role in comprehensive internationalization as indicated by the results of this study. It is another area that is not addressed separately in the ACE CIGE model and should be recognized.

Consistent with the literature, faculty buy-in continues to be a priority if internationalization process and efforts are to be successful (Green, 2007; Raby, 1999). Faculty buy-in did not appear different because of the context of the community college. Regardless of how internationalization processes are initiated, it is essential to have faculty who support internationalization and have the ability to influence other faculty members involved from the beginning. Faculty buy-in across the disciplines ensures the broadest integration of international perspectives in the curriculum. The ability to create policies, make changes to the curriculum, and develop training for faculty is impacted by the governance structure and how changes occur.

Clear communication of intent, priority of existing international program goals, current framing of internationalization, definition of internationalization, and role definitions are also important issues to address at the beginning of the process.

Establishing an institutional definition of internationalization and defining roles in the beginning paves the way for mutual understanding during the process. Individuals are likely to join in if their concerns are not overlooked, they can see not only themselves in the process but also the personal benefits. To reiterate what one member of OCC's Academic Senate stated, "People sit at the table for a reason" and if key players' concerns are not acknowledged and addressed it will be a difficult task getting their buy-in and support. Sometimes give and take is necessary to move forward if only to move the needle a little in the right direction. Here communication and transparency is key. Processes take time to implement, changes will not happen over night.

The ACE CIGE model does not guarantee success. It is not intended to be all things for all college contexts, but instead to serve as a framework for comprehensive internationalization. The ACE CIGE model can help institutions to move beyond a focus on study abroad and international students as strategies to internationalize the college campuses and take a more comprehensive and integrated approach. As we can see from the three colleges in the study, change occurred slowly and the process continues evolving through some stops or inactivity along the way. Institutions cannot and should not become disheartened by these "stops and starts," but instead look to new innovative ways to overcome the existing institutional and individual barriers.

Overall, the results of this study support the possibility of achieving comprehensive internationalization in the community college context. Having leadership support; committed and engaged faculty; a comprehensive institutional level initiative; faculty and staff diversity are essential to this process. Viewing internationalization along a continuum is also important. Internationalization is not something that is

achieved and then remains the same. Internationalization is always evolving. Using the ACE CIGE model as more than a checklist is necessary. Comprehensive internationalization can contribute to the focus on the end goal of student learning and become a cornerstone in contributing to the foundation for student success.

APPENDIX A

LEADERS INTRODUCTORY EMAIL

To: (College President/ Senior International Executive/ Champion)
From: Debra Butler dbutler@email.wm.edu
Date: (date of email)
Subject: Request for Participation in a Dissertation Research: Comprehensive Internationalization: Examining the What, Why, and How at Community Colleges

Dear Colleague:

I am a doctoral student in the Educational Policy, Planning, and Leadership program at the College of William and Mary in Williamsburg, VA. I am writing to request your participation in my doctoral dissertation. The purpose of this qualitative study is to **examine comprehensive internationalization at community colleges engaged in formalized comprehensive internationalization** and to identify the institutional level rationale /motivations and the priority placed on student learning. Your college was identified as a potential participant because of its participation in the ACE Promising Practice, Global Learning For All, or Internationalization Laboratory.

I am asking for participation of the president, senior international executive, and the senior academic officer as well as that of:

- two-three faculty members,
- one international student officer/advisor,
- one-two student services staff member,
- one professional development staff member,
- two student leaders, and
- one - two additional staff or board member essential to the internationalization process.

The individual interviews will cover the individual's role in and/or experience with the comprehensive internationalization process and current internationalization efforts on your campus. The student leaders' interviews are to gain his or her perspective on internationalization on campus. Please inform me of any additional steps I will need to take to include students in this study. The interviews will be conducting on campus during a site visit. As another source for data collection, I would also collect documents such as strategic plans or any other documents imperative to the internationalization process. Any documents not available publicly, if provided, will be kept confidential. If there are other stakeholders at the college who may also provide great insight for this study, please feel free to refer them as well.

Interviews are being conducted at two other community colleges across the country to outline how comprehensive internationalization is operationalized on community college campuses and to outline best practices regarding comprehensive

internationalization. The verbatim transcripts for all interviews will be provided to each participant for review of accuracy and to request any exclusion they deem necessary. This is an exploratory and informative study and is not evaluative in nature. It serves only to inform and relate experiences of community colleges going through this process.

Thank you in advance for your time, support, and participation. Please feel to contact me at dcbutler@email.wm.edu or 571-243-6305 at any time with any questions and for further clarification if necessary.

Sincerely,

Debra Butler
Ph.D. Candidate
College of William and Mary

APPENDIX B

FACULTY AND STAFF PARTICIPANTS INTRODUCTORY EMAIL

To: (Faculty and Staff)
From: Debra Butler dcbutler@email.wm.edu
Date: (date of email)
Subject: Request for Participation in a Dissertation Research: Comprehensive Internationalization: Examining the What, Why, and How at Community Colleges

Dear Colleague:

I am a doctoral student in the Educational Policy, Planning, and Leadership program at the College of William and Mary in Williamsburg, VA. I am writing to request your participation in my doctoral dissertation. The purpose of this qualitative study is to **examine comprehensive internationalization at community colleges engaged in formalized comprehensive internationalization** and to identify the institutional level rationale /motivations and the priority placed on student learning.

The individual interviews will cover your role in and/or experience with the comprehensive internationalization process of your campus and also to gain your perspective on internationalization on campus. The initial interviews will be conducting via SKYPE and a second interview will follow on campus during a site visit.

Interviews are being conducted with two other community colleges with the intention of outlining best practices regarding comprehensive internationalization. If there are other stakeholders at the college who may also provide great insight for this study, please feel free to refer them as well. I will be following up with a phone call within the next week. Attached is copy of the consent form that outlines further details of the commitment involved in this study. Please review and complete the form if you are willing to participate in the study.

Thank you in advance for your time, support, and participation. Please feel to contact me at dcbutler@email.wm.edu or 571-243-6305 at any time with any questions and for further clarification if necessary.

Sincerely,

Debra Butler
Ph.D. Candidate
College of William and Mary

APPENDIX C

STUDENTS INTRODUCTORY EMAIL

To: (Students)
From: Debra Butler dcbutler@email.wm.edu
Date: (date of email)
Subject: Request for Participation in a Dissertation Research: Comprehensive Internationalization: Examining the What, Why, and How at Community Colleges

Dear Colleague:

I am a doctoral student in the Educational Policy, Planning, and Leadership program at the College of William and Mary in Williamsburg, VA. I am writing to request your participation in my doctoral dissertation. The purpose of this qualitative study is to **examine comprehensive internationalization at community colleges engaged in formalized comprehensive internationalization** and to identify the institutional level rationale /motivations and the priority placed on student learning.

I am asking for participation your participation in this study. The student leaders' interviews are to gain his or her perspective on internationalization on campus. The interviews will be conducting on campus during a site visit.

Interviews are being conducted with two other community colleges with the intention of outlining best practices regarding comprehensive internationalization. If there are other students at the college who may also provide great insight for this study, please feel free to refer them as well. I will be following up within the next week. Attached is copy of the consent form that outlines further details of the commitment involved in this study. Please review and complete the form if you are willing to participate in the study.

Thank you in advance for your time, support, and participation. Please feel to contact me at dcbutler@email.wm.edu or 571-243-6305 at any time with any questions and for further clarification if necessary.

Sincerely,

Debra Butler
Ph.D. Candidate
College of William and Mary

APPENDIX D

CONSENT FORM

The College of William and Mary
Comprehensive Internationalization:
Examining the What, Why, and How at Community Colleges

The intent of this qualitative study is to examine comprehensive internationalization at community colleges engaged in the ACE comprehensive internationalization approach. The purpose is to identify the institutional level rationales and motivations to internationalize, the successes and challenges of the comprehensive internationalization process, and the priority placed on intercultural learning and global awareness in the curriculum and co-curriculum activities. Your participation will assist in gaining a better understanding of the comprehensive internationalization process on community college campuses.

This research is being conducting by Debra Butler, a Ph.D. candidate at the College of William and Mary. As a participant, your involvement in the study is purposeful and valuable. If you choose to participate, you will be asked to take part in two interviews lasting approximately one hour each. The first interview will be held via SKYPE or a similar agreed upon web-based connectivity. The second interview will be in person on your campus. It will be recorded and transcribed verbatim. You will receive a copy of the transcribed interview for review and to check for accuracy.

Granting of Informed Consent

I have been informed that any information obtained in this study will be published in this research study and that the college will be identified in the study. I understand that I have the choice to use either my name or only my title in the study. I also understand that the honesty and accuracy of my responses are crucial for this study.

_____ I choose to only have my title used in the study (proper measures will be used to keep your name confidential)

_____ I choose to use my name in the study

I understand that my participation is voluntary and I am free to withdraw my consent and discontinue participation in this study at any time by notifying Debra Butler at 571-243-6305 or by e-mail dbutler@nvcc.edu or dcbutler@email.wm.edu. If I have any questions that arise in connection with my participation in this study, I should contact Dr. Pamela Eddy, the professor and dissertation advisor at [757-221-2349](tel:757-221-2349) or pamela.eddy@wm.edu. I understand that I may report any problems or dissatisfaction to Dr. Thomas Ward, chair of the School of Education Internal Review Committee at [757-221-2358](tel:757-221-2358) or tjward@wm.edu or Dr. Raymond McCoy, chair of the Protection of Human Subjects Committee at the College of William and Mary at [757-221-2783](tel:757-221-2783) or rwmcco@wm.edu.

My signature below signifies that I have received a copy of this consent form, I agree to participate, and I consent to allowing the researcher to record, transcribe, and use my interview as a part of this study.

Date

Participant

Date

Researcher

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS APPROVED BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone [757-221-3966](tel:757-221-3966)) ON 2015-10-27 AND EXPIRES ON 2016-10-27.

APPENDIX E

STUDENT PARTICIPANT CONSENT FORM

The College of William and Mary
Comprehensive Internationalization:
Examining the What, Why, and How at Community Colleges

The intent of this qualitative study is to examine comprehensive internationalization at community colleges engaged in the ACE comprehensive internationalization approach. The purpose is to identify the institutional level rationales and motivations to internationalize, the successes and challenges of the comprehensive internationalization process, and the priority placed on intercultural learning and global awareness in the curriculum and co-curriculum activities. Your participation will assist in gaining a better understanding of the student's perspective on comprehensive internationalization process on community college campuses.

This research is being conducting by Debra Butler, a Ph.D. candidate at the College of William and Mary. As a participant, your involvement in the study is purposeful and valuable. If you choose to participate, you will be asked to take part in an interview lasting approximately one hour. The interview will be in person on your campus. It will be recorded and transcribed verbatim. You will receive a copy of the transcribed interview for review and to check for accuracy.

Granting of Informed Consent

I have been informed that any information obtained in this study will be published in this research study and that the college will be identified in the study. I understand that I have the choice to use either my name or only my title in the study. I also understand that the honesty and accuracy of my responses are crucial for this study.

_____ I choose to only have my title used in the study (proper measures will be used to keep your name confidential)

_____ I choose to use my name in the study

I understand that my participation is voluntary and I am free to withdraw my consent and discontinue participation in this study at any time by notifying Debra Butler at 571-243-6305 or by e-mail dbutler@nvcc.edu or dbutler@email.wm.edu. If I have any questions that arise in connection with my participation in this study, I should contact Dr. Pamela Eddy, the professor and dissertation advisor at [757-221-2349](tel:757-221-2349) or pamela.eddy@wm.edu. I understand that I may report any problems or dissatisfaction to Dr. Thomas Ward, chair of the School of Education Internal Review Committee at [757-221-2358](tel:757-221-2358) or tjward@wm.edu or Dr. Raymond McCoy, chair of the Protection of Human Subjects Committee at the College of William and Mary at [757-221-2783](tel:757-221-2783) or rwmcco@wm.edu.

My signature below signifies that I have received a copy of this consent form, I agree to participate, and I consent to allowing the researcher to record, transcribe, and use my interview as a part of this study.

Date

Participant

Date

Researcher

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS APPROVED BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone [757-221-3966](tel:757-221-3966)) ON 2015-10-27 AND EXPIRES ON 2016-10-27.

APPENDIX F
CAMPUS VISIT PROTOCOL

Institution: _____

Location: _____

Date of Visit: _____

Objective:

The objective of the campus visit is to gain a deeper understanding, through observation, of the operationalization of internationalization on campus through observing the college in context.

Description of the campus

Description of advertisement on bulletin boards, doors, walls, marquees, etc...

Facilities dedicated to international efforts

Bookstore Visit:

Documents Obtained:

Post Visit Comments or Leads:

APPENDIX G

LIST OF PARTICIPANTS

College	Gender	Staff/Admin	Faculty	Executive/ Senior Officers	Staff	Students
MONTGOMERY COLLEGE						DEC 16-18, 2015 & JAN 4-5, 2016
MC	M		X		Y	
MC	M		Y		X	
MC	F		Y		X	
MC	F	A			Y	
MC	F				Y	
MC	F					Y
MC	M					Y
MC	F	A			Y	
MC	M	SE		Y		
MC	M	SE		Y		
MC	F	SE		T		
MC	F	A		Y		
TIDEWATER COMMUNITY COLLEGE						JAN 23-27, 2016
TCC	M		Y			
TCC	F		Y			
TCC	F	A	Y			
TCC	F	A			Y	
TCC	M	A			Y	
TCC	M	A			Y	
TCC	F				Y	
TCC	F	A	Y		Y	
TCC	F				Y	
TCC	M					Y
TCC	M					Y
TCC	F	SE		Y		
TCC	M	SE		Y		
TCC	F	A		Y		
TCC	F	SE		Y		
ORANGE COAST COLLEGE						FEB 8-12, 2016
OCC	M	A		Y		
OCC	M	SE		Y		
OCC	F	SE		Y		
OCC	F				Y	
OCC	F				Y	
OCC	F		Y			
OCC	M		Y			
OCC	M		Y			
OCC	F			Y		
OCC	M					Y
OCC	M					Y
OCC	F				Y	
		F- Faculty				
		A = Administrator				
		SE = Senior Executive				
		Y = Yes				
		X = Additional Role/Title				

APPENDIX H

LEADERS INTERVIEW PROTOCOL & GUIDING QUESTIONS

Institution: _____

Interviewee (Title and Name): _____

Introduction

Good morning/afternoon. Thank you for agreeing to participate in this study. The purpose is to identify the institutional level rationales and motivations to internationalize, the successes and challenges of the comprehensive internationalization process, and the priority placed on intercultural learning and global awareness in the curriculum and co-curriculum activities. You were chosen to participate because you have been identified as someone who is instrumental in the internationalization process at the college. This study does not intend to measure or evaluate the college's internationalization, but to describe what is being done, how, and why. I want to learn more about how the comprehensive internationalization approach is operationalize within the context of your campus.

Introductory Protocol

To allow for a smoother conversation and to assist with my note taking, I will be using a voice recorder to tape our conversation. Before we begin, please review and sign the consent form. The form describes the research study, states that your participation is voluntary and you may change your mind and stop at any time, you aware that the name of your institution and your name or title will be used in the study.

The interview is planned to take approximately one hour. I have prepared a list of guiding questions to help us cover the topics relating to the questions in the research. A second interview will follow, at your convenience, to allow us to follow up on any areas that may need clarification or further discussion. It may also be necessary to cover any questions we did not address in the first interview due to time restraints. As we proceed, I will ask you questions and may follow up with additional prompts to further explore a question. If there are questions you feel would be best answered by another member of your staff, please let me know.

Opening – Introduction (name, title, etc...)

- How long have you worked at this college? What is your highest degree? What is your field of study?

- Can you tell me a bit about your position at the college?
- Describe your role in the internationalization process?
- Discuss whether or not you consider the college to be internationalized?

Comprehensive Internationalization Process (College Presidents, Senior International Officers, & Significant Participants – staff, advisor, etc...)

1. How do you define comprehensive internationalization to others?
 - a. What is your understanding of comprehensive internationalization?
 - b. What resources helped guide your understanding of comprehensive internationalization?
2. Discuss your role in the comprehensive internationalization process.
 - a. Did you start the process?
 - b. Implement or improve the process? Or just carry on the process? Were you involved in the initial evaluation and strategic planning process?
3. Describe how the process was initiated. At what level was the process initiated (Key actors: System office, Board, President, or Faculty)? If unknown, is there someone who can describe how the process was initiated? Or is there a document that may contain the answer?
4. Describe what it was like when the process began and did it change along the way and its present condition. How is it talked about on campus? How have faculty/administrators/students embraced this process?
5. How do you believe the comprehensive internationalization approach is different from previous strategies to internationalization at the college? In what ways?
6. Describe the challenges faced during the planning and implementation stage of the process. Faculty/Staff/Students/Funding/Organization Structure? What are the ongoing challenges of the process, if any? Describe any part(s) of the process or component(s) that you believe is not pertinent to the community college context, if any?
7. Describe the things that worked well during the planning and implementation stage of the process. What things continue to work well, if any?
8. In what ways do you feel the process has been successful here? Examples? Talk about the successes of the internationalization process. How visible are they?

Rationale/Motivations (College Presidents, Senior International Officers, & Significant Participants– staff, advisor, etc...)

1. What were the original rationale(s) and motivation(s) to internationalize the campus? If unknown, is there someone who would know the answer to this question or a document that may contain the answer?
2. What are the current priorities/goals of the internationalization efforts at the college? Which would you say are the top three? What would you identify as the current number one rationale/motivation?
3. Talk about if the rationale(s) and motivation(s) changed overtime, how and why? (Internal/External motivations)
4. Discuss the importance of providing students with opportunities to increase global awareness and develop intercultural skills? How is student learning in relation to a global/international perspective assessed? What techniques do you employ? How is this information tracked and reported?
5. What is your motivation to be involved in internationalizing the campus?

ACE/CIGE Components (Senior International Officer/Significant Participants–staff, advisor, etc...)

1. Describe the organizational structure for internationalization at the college. (changes/additions)
2. Describe the role of international education in this process and the challenges and successes (internationalizing the curriculum/general education/degrees/programs).
3. Describe the emphasis placed on international students (recruiting/support services/ etc...).
4. Please describe the structure, policies, processes, programs and activities at the college for the following areas. (Priority areas/changes/if any)
 - a. International student programs and services
 - b. Faculty policies and development
 - c. International education and programs for students
 - d. Internal and external funding for international efforts and programming
 - e. International collaboration and partnerships
5. How often are (faculty/student) programs/activities offered? What types of (faculty/student) programs/activities are offered? How are they advertised? Demographics on those who participate?

Closing (All Participants)

- Is there any additional information you would like to provide that you feel may contribute to the study?
- Can you provide any pamphlets, brochures, or documents that can provide additional information in these areas?
- Are there any documents relevant to the process here at the college that you can provide for review?

Documents Obtained:

Post Interview Comments or Leads:

APPENDIX I

FACULTY/STAFF INTERVIEW PROTOCOL & GUIDING QUESTIONS

Institution: _____

Interviewee (Title and Name): _____

Introduction

Good morning/afternoon. Thank you for agreeing to participate in this study. The purpose is to identify the institutional level rationales and motivations to internationalize, the successes and challenges of the comprehensive internationalization process, and the priority placed on intercultural learning and global awareness in the curriculum and co-curriculum activities. You were chosen to participate because you have been identified as someone who is instrumental in the internationalization process at the college. This study does not intend to measure or evaluate the college's internationalization, but to describe what is being done, how, and why. I want to learn more about how the comprehensive internationalization approach is operationalize within the context of your campus.

Introductory Protocol

To allow for a smoother conversation and to assist with my note taking, I will be using a voice recorder to tape our conversation. Before we begin, please review and sign the consent form. The form describes the research study, states that your participation is voluntary and you may change your mind and stop at any time, you aware that the name of your institution and your name or title will be used in the study.

The interview is planned to take approximately one hour. I have prepared a list of guiding questions to help us cover the topics relating to the questions in the research. A second interview will follow, at your convenience, to allow us to follow up on any areas that may need clarification or further discussion. It may also be necessary to cover any questions we did not address in the first interview due to time restraints. As we proceed, I will ask you questions and may follow up with additional prompts to further explore a question. If there are questions you feel would be best answered by another member of your staff, please let me know.

Opening – Introduction

- How long have you worked at the college? (What department/s?)

- Describe your role/background/experience as it relates to the internationalization process at the college? What subjects do you teach?
- Can you tell me a bit about your involvement outside of the classroom at the college?
- What is your understanding of internationalization of higher education?

Comprehensive Internationalization Process

- Do you consider the college internationalized? Why/Why not?
- What led you to this conclusion? Please share a few examples.

ACE/CIGE Components

- What study abroad opportunities exist here? How did you learn about those opportunities? Have you led any study abroad courses?
- What resources are available to faculty to participate in study abroad or other international professional development opportunities (workshops/training/collaborations)? Have you participated in study abroad or other programs that required international travel and or collaboration?
- How are these programs advertised to faculty? Describe the participation level?
- What rewards or incentives do faculty receive from the college for engaging in international education opportunities?
- What motivates you to engaging in international education opportunities and provide an international perspective in your courses?
- Tell me about any global or international topics covered in your class? How is it incorporated, if any?
- What, if any, international or global topics are covered in your textbooks?
- How do you assess what students are learning in relation to a global/international perspective? What techniques do you employ? Is this information sought by the department and/or the campus leadership?
- Talk about any requirements that may exist to take courses with an international or global perspective?

- What type of challenges and successes have you experienced or observed with internationalization efforts in your department and/or on campus?
- Describe opportunities for interactions/discussions with international students and faculty both inside and outside of the classroom?
- Describe any international events or activities held on campus?

Closing

- Is there any additional information you would like to provide that you feel may contribute to the study?
- Can you provide any pamphlets, brochures, or documents that can provide additional information in these areas?
- Are there any documents relevant to the process here at the college that you can provide for review?

Documents Obtained:

Post Interview Comments or Leads:

APPENDIX J

STUDENT INTERVIEW PROTOCOL & GUIDING QUESTIONS

Institution: _____

Interviewee (Title and Name): _____

Introduction

Good morning/afternoon. Thank you for agreeing to participate in this study. The purpose is to identify the institutional level rationales and motivations to internationalize, the successes and challenges of the comprehensive internationalization process, and the priority placed on intercultural learning and global awareness in the curriculum and co-curriculum activities. You were chosen to participate because you have been identified as a student leader of an international student organization, an international student, or a student that has participated in a study abroad program at the college. This study does not intend to measure or evaluate your performance or the college's performance, but to describe what is being done to internationalize the campus, how, and why. I want to learn more about international education opportunities, programs and activities offered on campus.

Introductory Protocol

To allow for a smoother conversation and to assist with my note taking, I will be using a voice recorder to tape our conversation. Before we begin, please review and sign the consent form. The form describes the research study, states that your participation is voluntary and you may change your mind and stop at any time, you aware that the name of your institution and your name or title will be used in the study.

The interview is planned to take approximately one hour. I have prepared a list of guiding questions to help us cover the topics relating to the questions in the research. A second interview may follow, at your convenience, to allow us to follow up on any areas that may need clarification or further discussion. It may also be necessary to cover any questions we did not address in the first interview due to time restraints. As we proceed, I will ask you questions and may follow up with additional prompts to further explore a question. If there are questions you feel would be best answered by another member of your staff, please let me know.

Opening – Introduction

- How long have you attended (name of community college) High School/Transfer?
- Can you tell me about any participation in at the college?

- Tell me about any international experiences you have participated in at the college? Your reasons for participating?
- How important do you think it is to get introduced to global concepts and ideas? What is your understanding of internationalization of higher education?

Comprehensive Internationalization Process

- Describe for me how you see internationalization at (name of college).
- What led you to this conclusion? Please share a few examples.

ACE/CIGE Components

- What study abroad opportunities exist here? How did you learn about those opportunities?
- Tell me about any global or international topics covered by your professors in class? How is it incorporated, if any?
- What, if any, international or global topics are covered in your textbooks?
- Talk about any requirements that may exist to take courses with an international or global perspective?
- Describe opportunities for interactions/discussions with international students and faculty both inside and outside of the classroom?
- Describe any international events or activities held on campus?

Additional Questions for International Students

- Talk about the support services for international students on campus?
- Describe opportunities for interactions/discussions with domestic students and faculty both inside and outside of the classroom?

Closing

- Is there any additional information you would like to provide that you feel may contribute to the study?

APPENDIX K

RESEARCH QUESTION DATA ANALYSIS

Research Question	Data Sources	Data Analysis
<p>How is comprehensive internationalization operationalized on campus?</p> <p>a) How do senior executives, faculty, staff members, and students define internationalization of higher education?</p> <p>b) How has internationalization changed since taking a comprehensive approach at the college?</p> <p>c) What challenges and successes do senior executives, faculty, and staff members identify as challenges and successful to internationalize their campus?</p>	Interviews and internationalization plans	Descriptive, Comparison, & Inductive
<p>What are the perceptions of senior executives, faculty, and staff members regarding the rationale(s) and motivation(s) for internationalizing the college?</p>	Interviews	Descriptive & Comparison
<p>What components of comprehensive internationalization, if any, do senior executives, faculty, and staff members perceive as not pertinent to the community college context?</p> <p>Which components of the ACE/CIGE comprehensive internationalization framework currently exist on campus?</p> <p>What priority is placed on student learning?</p>	<p>Interviews</p> <p>Document analysis, Mission statements, Interviews, Strategic and Internationalization plans</p> <p>Websites review, documents, and Interviews</p>	<p>Descriptive, Comparison, & Inductive</p> <p>Descriptive & Comparison</p> <p>Descriptive & Comparison</p>

APPENDIX L

THEMATIC DATA CODING FORM

Name of College:

ACE/CIGE Components	Identified (Interviews/Documents/Website)	Existing examples
Articulated Institutional Commitment		
Administrative Structure & Staffing		
Curriculum, Co- curriculum, & Learning Outcomes		
Faculty Policies & Practices		
Student Mobility		
Collaboration & Partnerships		

APPENDIX M

QUESTIONS ALIGNMENT

<u>Interview Question</u>	Research Question	Supporting Literature
<u>Opening</u> – Introduction (name, title, etc...)		
Can you tell me a bit about your position at the college?		
How long have you worked at (name of community college)?		
Discuss whether or not you consider (name of college) to be internationalized?	1	
<u>Comprehensive Internationalization Process (President & SIO)</u>		<u>ACE, 2014a; CCID, 2014</u>
What is your understanding of comprehensive internationalization? Definition?	1a	Knight & de Wit, 1995
Discuss your role in the comprehensive internationalization process. Did you start the process? Implement or improve the process? Or just carry on the process? Where you involved in the initial evaluation and strategic planning process?	1	
Describe how the process was initiated. At what level was the process initiated (Key actors: System office, Board, President, or Faculty)? If unknown, is there someone who can describe how the process was initiated? Or is there a document that may contain the answer?	1	
Describe what it was like when the process began and did it change along the way to its present state. How is it talked about on campus? How have faculty/administrators/students embraced this process?	1, 1b	
How do you believe the comprehensive internationalization approach different from previous strategies to internationalization at the	1, 1b	

college? In what ways? (Useful/not useful)		
Describe the challenges faced during the planning and implementation stage of the process. Faculty/Staff/Students/Funding/Organization Structure? What are the ongoing challenges of the process, if any? Describe any part(s) of the process or component(s) that you believe is not pertinent to the community college context, if any?	1, 1c 3	
Describe the things that worked well during the planning and implementation stage of the process. What things continue to work well, if any?	1	
In what ways do you feel the process has been successful here? Examples? Talk about the successes of the internationalization process. How visible are they?	1, 1c	
<u>Rationale/Motivations</u>		<u>Raby & Valeau, 2007; Knight, 1997; Knight & de Wit, 1995</u>
What were the original rationale(s) and motivation(s) to internationalize the campus? If unknown, is there someone who would know the answer this question or a document that may contain the answer?	2	
What are the current priorities/goals of the internationalization efforts at the college? Which would you say are the top three? What would you identify as the current number one rationale/motivation?	2, 3b	
Talk about if the rationale(s) and motivation(s) changed overtime, how and why? (Internal/External motivations)	2	
Discuss the importance of providing students with opportunities to increase global awareness	3b	

and develop intercultural skills? How is student learning in relation to a global/international perspective assessed? What techniques do you employ? How is this information tracked and reported?		
What is your motivation to be involved in internationalizing the campus?	1	
<u>ACE/CIGE Components</u> <u>(Senior International Officer)</u>	<u>3</u>	<u>ACE 2014a;</u> <u>CCID 2014;</u> <u>Hudzik, 2011;</u> <u>Knight 2004,</u> <u>2008; Olson,</u> <u>Green, & Hill,</u> <u>2005;</u>
Please describe the emphasis/priority at the college for the following areas. (Priority areas/changes/if any)	3a	
- International education (internationalizing the curriculum/general education/degrees/programs).	3b	
-International student programs (recruiting/support services/etc.).		
- Study Abroad (availability/recruitment/funding)		
-Faculty policies and development (opportunities)		
-International collaboration and partnerships		
-Internal and external funding for international efforts and programming		
- Organizational structure for internationalization (changes/additions)		
How often are (faculty/student) programs/activities offered? What types of (faculty/student) programs/activities are offered? How are they advertised? Demographics on those who participate?		
<u>Closing</u>		
Is there any additional information you would like to provide that you feel may contribute to the study?		
Can you provide any pamphlets, brochures, or documents that can provide additional	1, 2, & 3	

information in these areas?		
Are there any documents relevant to the process here at (name of college) that you can provide for review?	1 & 2	

APPENDIX N

RATIONALES DATA CODING FORM

Name of College:

Rationale Sources	Yes/No	Example Interviews	Example Documents	Example Website
Political				
Economic				
Academic				
Cultural\Social				
Emerging Themes				

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Masters of Arts, Educational Administration 1999

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Bachelors of Arts, Sociology: Minor in Africana Studies 1996

CURRENT POSITION

Northern Virginia Community College, Annandale, VA 3/2011-
Coordinator, Strategic Projects and Evaluation
College Pathways Initiatives

TEACHING EXPERIENCE

Northern Virginia Community College, Annandale, VA 1/2011-
Adjunct (Assistant Professor)
Psychology and Student Development

Washtenaw Community College, Ann Arbor, MI 8/2015-
Part-time Professor
Psychology

GLOBAL STUDIES

Cuba – Intercultural Learning & Higher Education Access 2015
Italy – Teaching, Learning, Intercultural Learning & Higher Education 2014
China – Teaching, Learning, Intercultural Learning & Higher Education 2013

AWARDS AND GRANTS

Finnegan-Parker Higher Education International Research Award 2015
College of William and Mary, School of Education. \$2000

*WM-China Initiative for Film and New Media in Higher Education:
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SERVICE

The William and Mary Educational Review – Review Board 2013-2014

PROFESSIONAL AFFILIATIONS

American College Personnel Association (ACPA)
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