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Pepperdine University

Graduate School of Education and Psychology

THE ROLE OF INTERNATIONAL EDUCATION IN CALIFORNIA COMMUNITY

COLLEGES: PERSPECTIVES OF COLLEGE LEADERS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Claudia M. Acosta

September, 2011

Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Claudia M. Acosta

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

This dissertation is dedicated to my mother Thelma Helena, a courageous and noble

woman whose spirit and love will always live in my heart.

ACKNOWLEDGEMENTS

My Ed.D. experience has been an important journey not only toward knowledge but also toward a deep sense of self-discovery and understanding of others close to me. It would not be possible to write this dissertation without the support, patience, and generosity of the committee members Dr. June Schmieder-Ramirez, Dr. Carole Long and especially Dr. Farzin Madjidi, my dissertation chair for his dedication and so many hours of intense, hard work, and his optimism.

I want to thank Dr. Barry Gribbons, Dr. Phil Hartley, and specially Dr. Dianne Van Hook who brought light into my study as experts in the field. A special mention should be made on behalf of the participants (CEOs and Chancellors) in the study. Without their openness and willingness to share their experience, I would not be able to write this dissertation.

Thanks to Mr. Carl Boyer, third, for his kind words and for editing this manuscript and many other attempts. Special thanks goes to Mr. Roger Van Hook for always reminding me to finish my dissertation. And finally, I would like to thank my husband Dr. João Carlos Junqueira, for his support, patience, and love.

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ABSTRACT

In recent years government and businesses have stressed the need of increasing the number of workers in the U.S. who can effectively interact with interests on an international level. As a result, various actions have been taken toward advancing international education in higher education in California. As stated by the California Education Code, established in 1999 ("California Community Colleges," n.d.), one of the primary missions of community colleges is to advance California's economic growth and global competitiveness through education. International education contributes to the state's economy and to a diverse college environment, and enhances both academic and curricular programs. However, California community colleges have many competing priorities, and for international education to take a prominent place on the agenda of community colleges they need to secure support by the college stakeholders, have favorable legislation, most importantly on-going advocacy by their CEOs. CEOs are largely responsible in providing the leadership for their institution creating a vision to achieve their goals.

This study focuses on the role international education plays within California community colleges, according to strategies suggested by their CEOs. Accordingly, the purpose of this study is (a) to determine perceptions of CEOs on the role of international education in community colleges, (b) to determine the current state of practice of international education and the perceived degree of importance of international education by various constituents in the community, (c) to determine the impact of various legislative policies on international education in community colleges, and (d) determine how can CEOs advance international education initiatives at their colleges.

Through semi-structured interviews, this qualitative study used content analysis to capture the essence of the perspectives of 10 California community college CEOs. 16 themes emerged from the participants' responses that fulfill the purpose of this study. 2 major findings indicate that (a) international education is emerging and has yet to be consolidated and considered beneficial to educational programs in California, and (b) leadership is a key factor in advancing international education. Findings of this study can be applied to educational policy related to community colleges, leadership, and advocacy in favor of international education in the U.S.

Chapter One: Introduction

Is international education (IE) an indispensable asset in higher education? Does international education have a fundamental role to play in California community colleges? Jacques Delors (1996), Chairman of UNESCO's International Commission on Education for the Twenty-first Century, affirms that education is "one of the principal means available to foster a deeper and more harmonious form of human development" (p. 1). Delors stresses the need to overcome one of the main tensions that are central to the problems of the twenty-first century: the tension between the global and the local contexts. He states, "People need gradually to become world citizens without loosing their roots and while continuing to play an active part in the life of their nation and their local community" (p. 4). In California, such need can be met, at least partially, by implementing international education in community colleges and thereby promote international competency. Advancing international education, however, faces challenges like "educational policies being sharply criticized or pushed – for economic and financial reasons – down to the bottom of political administrations' agendas" (p. 1). For instance, the majority of barriers to study abroad are due to institutional policies at the campus level, according to a report of the Strategic Task Force on Education Abroad issued by National Association for Foreign Student Affairs: The Association of International Educators ([NAFSA], 2003).

The challenges community colleges face and the demands with which they must deal in the 21st century continue to evolve, according to the Community College League of California (2009). Today, more than ever, community colleges must prepare the U.S. workforce to succeed and to be competitive with regard to current and future jobs.

1

Therefore, college students need to learn other languages, experience other cultures, and know about the world and how it operates. That is the kind of education that enables students to interact and communicate with individuals from other cultures, and to achieve better understanding of their social, political, and economic dynamics. In recent years government and businesses have also stressed the need of increasing the number of workers in the U.S. who can effectively interact with interests on an international level. The same message was voiced by President Barack Obama most recently in the State of the Union address on January 25, 2011. This growing trend calls for a trained workforce that can be effective, not only at the national level, but also beyond our borders. This message reflects the interest that the federal government has in forming new partnerships in advancing the economic, political, military, and social well being of America. It is clearly an effort to stabilize the world condition in order to foster international peace and security.

Regardless of the field, businesses seek more globally competent individuals. Consequently, the educational system needs to be more innovative and effective in responding to the needs of a diverse audience. It must provide fast-track classes, connect content with experience, and create interdisciplinary programs that include or embrace an international approach. Are California community colleges able to provide the necessary skills and competencies to meet these needs?

Background

California community colleges have provided professional training and education opportunities to millions of citizens for over 80 years. In the last decade the educational system has shifted its main focus to meet the demands in the vocational, academic, and

more importantly, technological areas. Additionally, after the September 11, 2001 events, international education has become a national security priority, and the notion of interdependence and interconnectedness of business, economic, and social dynamics have become a reality. Farnsworth (as cited in Floyd, Walker, & Farnsworth, 2003) notes that "a lesson from this tragedy is that the United States cannot resolve the world challenges by itself, but that it needs to have a global perspective to find the root of the problem" (p. 14).

The American Association of Community Colleges (AACC) indicates that for the first time in the U.S. history, educational institutions have the highest numbers of international students on U.S. campuses and U.S. students abroad. Ninety percent of Americans believe that it is important for their children to learn other languages, study abroad, attend a college where they can interact with international students, learn about other countries, and be prepared for the global age as proposed by the Abraham Lincoln Study Abroad Act.[1] However, only 1% of U.S. community college students have studied abroad (U.S. Senate, 2006).

Another legislative act that supports this finding is the National Critical Language Initiative, which promotes teaching critical languages in higher education (U.S. Department of Education, 2006). Seeking to attract a larger audience of professionals, numerous colleges are offering and incorporating an international dimension to their commerce and business programs. Students have been encouraged to learn languages, familiarize themselves with other cultures, and to participate in study abroad programs.

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[1] The purpose of the Abraham Lincoln Study Abroad Act was to encourage no less than 1,000,000 undergraduate students in United States institutions of higher education to study abroad for academic credit within 10 years of the date of enactment of this Act.

According to NAFSA: The Association of International Educators (2003), there is no comprehensive plan for an international educational policy for public two-years institutions, despite several resolutions at the national level enacted in recent years. A striking example of this dilemma, as noted by many researchers (Raby & Valeau, 2007), is the community college system in California, where there is no evidence of a plan being developed at the State level. California, which has the country's largest immigrant population, and whose ports are important gateways for international trade, is one example. K-12 teachers seek assistance from community colleges in order to gain cross-cultural communication skills that are essential to do their job effectively. This need arises from population shifts, economic dislocation and the reality of immigration influx in the state. Among the 38 million working-age adults in California, nearly 20 million hold at least a 2-year degree (D. Van Hook, personal communication, February 3, 2011). Demographic changes in the labor market will result in a need to replace 1.4 million workers who have higher education credentials in the next 10-15 years.

Community colleges have the unique organizational and academic structure to respond to changing needs relatively rapidly. With regard to practical applications or skill training, the California Community College system (CCC) is designed to train a greater labor force faster than universities. They provide training for preparing students for the twenty-first century in eleven of the twelve largest anticipated growth occupations, according to a report published by the Community College League of California (2009). Occupational training programs are crucial to local economic development because they attract companies seeking training for their employees (Kasper, 2003). The CCC serves the largest number of students in the nation (2.7 million, which corresponds to 24% of the

total student population); 70% transfer to a 4-year university. The majority of students who seek an education beyond high school enroll in community colleges, and two thirds of California first-time higher education students begin their academic careers at a community college. Aside from transfer programs, community colleges offer many technical programs in which students can earn certificates that allow them to immediately enter the workforce. Many businesses and agencies that offer employment to students are looking for individuals who can speak more than one language and who are knowledgeable of other cultures.

The CCC can absorb the highest number of people with the greatest diversity for the least amount of money. This capability makes it an ideal educational system to address a growing demand of labor training in the new technologies both locally and abroad. The California community college system has the ability to respond more efficiently to provide technical skills than 4-year universities are able to do. More than 60% of all CCC students are people of diverse ethnic backgrounds. These facts are evidence that such training is already available in the CCC, and that it goes hand-in-hand with international education (Community College League of California, 2009).

In conclusion, the mission of the community colleges is to meet the needs of the community in the academic area by transferring students to 4-year programs, and in the professional area by training students to enter the job market. Additionally, colleges have relied upon the partnerships with local industries to secure resources and ensure jobs for future students. Therefore, investigating the perspectives of leaders in these areas will help understand the direction that California community colleges are undergoing

presently to respond to the various forces at the local level to better prepare students globally.

Statement of the Problem

Focus on international education can be a significant factor to U.S. effectiveness in a global economy. Community colleges can play a key role in providing international education to their students. However, community colleges have many competing priorities. Vaughan (as cited in Ayers, 2002) depicts the community college mission as dynamic and dual focused. The first focus consists of formal educational programming, that is, the educational core. The second focus, far from the educational core, is the boundary between the college and the community it serves. Referring to this boundary as *the edge*, Vaughan (1997) recognizes this focus as "where the community college intersects with its community and joins with other organizations, agencies, and institutions to identify and resolve broad-based issues that affect individuals and their communities" (p. 38). Vaughan suggests that there exists a tension between these two foci and that this tension produces organizational renewal and an ongoing evolution of institutional mission.

Similarly, Levin (2001) describes the community college mission in the last 10 years of the 20th century as dual. Half of the community college mission parallels Vaughan's (1991, 1997) view that the characteristic of the late 20th century community college was a commitment to responsiveness. However, within the deeply commercialized operational climates of the 1990s, responsiveness for community colleges often meant adopting the practices of business and industry. "In other words, the other half of community colleges mission meant aligning themselves with the

omnipresence of business and commerce by becoming a business venture" (Vaughan, 1997, p.). Levin (as cited in Ayers, 2002) adds, "The second half of the community college mission was that of new vocationalism, which served the middle class and fueled the booming economy of the 1990s" (p. 2).

While the importance of international education is emphasized as critical in this research, others may argue for higher degree urgency in other endeavors undertaken by community colleges. Despite agreement that shared vision and clarity of purpose are essential for community college effectiveness, there is much debate surrounding the role that community colleges should play in meeting the educational needs of adult learners (Shearon & Tollefson, 1989; Vaughan, 1991, 1997). Shearon and Tollefson point out that the roles, missions, and priorities of community colleges vary not only from time to time but also from place to place. Even if community colleges renew their educational program offerings to meet unique needs of the local community, their mission focus is likely to fluctuate (Boone, 1992a, 1992b; Shearon & Tollefson, 1989; Vaughan, 1991, 1997). The college's mission may shift due a variety of circumstances such as budget or partnership opportunities. This finding suggests that international education may play a more central role in the mission of California community colleges, since they serve and educate a population that is proportionally more internationalized and/or diverse. Yet, for international education to take a prominent place on the agenda of community colleges, support by various community college constituents, favorable legislation, advocacy by CEOs of community colleges are necessary. Because the mission priority of California community colleges may evolve differently, this study focuses on the role international

education plays within the mission at this point in its evolutionary path, according to strategies suggested by their CEOs' perspectives.

Purpose of the Study

Accordingly, the purpose of this study is (a) to determine perceptions of CEOs of the role of international education in community colleges, (b) to determine the current state of practice of international education and the perceived degree of importance of international education by various constituents in the community, (c) to determine the impact of various legislative policies on IE in community colleges, and (d) to determine how can CEOs advance IE initiatives at their colleges.

Research Questions

The study will address the following research questions:

1. What is the role and importance of IE to community colleges as perceived by their CEOs?

2. What is the current state of IE initiatives at the various colleges included in the study?

3. What is the degree of support of IE by community college constituents?

4. What is the impact of various legislative policies on IE in community colleges?

5. What is the role of community college CEOs in advancing IE at their colleges?

Significance of the Study

This study examines the context of international education and discusses the role it plays in the California community colleges as perceived by their leaders. CEOs and

presidents are largely responsible for this effort, because in their roles they are

responsible to provide the leadership for their institution creating a vision to achieve their

goals. This research is significant because it provides data regarding the training,

interests, knowledge, and commitment from leaders (both seniors and emerging) in the

area of international education in the nation's largest educational system. These findings

provide relevant indicators to community colleges. Furthermore, they are instrumental in

understanding the importance of international education, the incentives, and the

challenges faced by leaders in both single and multiple-college configuration. This study

presents recommendations for action or policy considerations at the various local, state

and national levels to effect change and facilitate a workforce that is better prepared and

confident to compete internationally.

Finally this study serves to encourage leaders to reflect on the significance of

international education, and how it can make community colleges more effective and

viable.

Definition of Terms

- *CCC* - California Community College System.

- *CEO* - Chief Executive Officer.

- *Emerging Leaders* - refers to incoming leaders with less than 3 years in their
  position.

- *Global* - implies inclusiveness going beyond.

- *Global Education* - using the definition by the Stanley Foundation, it refers to the
  body of activities that engages Americans in contact with individuals and
  institutions outside U.S. borders.

9

- *Globalization* - implies economic or commercial gain for all.

- *Global Citizenship* - refers to an ethical individual who respects other cultures.

- *IE* – A comprehensive approach that intentionally prepares students to be active participants in an interconnected world. Most colleges will also refer to international education as all international activities on campus with foreign students and U.S. students abroad being the two principal areas.

- *Internationalization* - refers to activities of peace, understanding, sharing between nations. According to Knight (2004), internationalization is "the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of higher education" (p. 9).

- *Study Abroad* - programs with U.S. students studying oversees. They can be short (brief period such as summer or winter break) or long (semester or year).

Limitations of the Study

This study is limited to statements obtained in semi-structured interviews with California community college leaders (CEOs and Chancellors). The geographical area will be limited to Southern California because of three factors: (a) its current increase in immigration mobility, (b) its diverse population, and (c) its prominent seaports with increasing international trade activities. These institutions investigated in this study include single or multiple district colleges.

Organization of this Dissertation

This dissertation is organized into five chapters. Chapter One presents an overview of this study, introduces the research problem and its purpose, discusses the significance of this research, and provides operational definitions and limitations.

Chapter Two summarizes the relevant literature review about international education

efforts in higher education institutions, relevant aspects of the structure of California

community colleges, leadership in a globalized world, and related topics. Chapter Three

describes the methodology used in the study. Chapter Four reports the results of the data

analysis. Chapter Five reviews and evaluates the study. It adds a conclusion and submits

recommendations at the various levels and future studies.

Chapter Two: Literature Review

This chapter defines international and global education that will be referred hereafter in this study, and presents the historical foundations in the U.S. higher education. Next, the literature review for this research is organized in the following sections: (a) the need for international education; (b) significance and rationale of international education; (c) overview of the California Community College system (CCC); (d) its design, structure and operations based on reports from the Community College League of California; and (e) leadership defined, developments and challenges of international education, and the importance of international education in community colleges. The main theoretical basis for this study draws from the work of Raby and Valeau (2007) and Knight (1999, 2004, 2011). Leadership is discussed through the framework of behavior and contingency leadership approaches. Lastly, this chapter discusses this study's theoretical framework for its methodology and data analysis.

Defining International and Global Education

Part of the challenge in attempting to understand the scope of international education, begins with the different terminology used to refer to specific activities within a broad range of contexts and sectors. Within the context of higher education the terms widely used are international and global education. However, in the recent years terms such as *internationalization at home* and *cross-border education* have been introduced (Knight, 2009). This study uses Knight's (2004) definition of internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of higher education" (p. 9).

Allan E. Goodman, CEO and president of the Institute of International Education (IEE), finds at least four meanings attached to the concept of international education: (a) globalization as it refers to teaching and learning differently; (b) relates to phenomenon of branch campuses which has been growing in scope and visibility; (c) international education in connection with the changing mission statements of colleges and universities, and even whole countries, that aspire to be world-class institutions of higher education and hubs at the center of learning; and (d) academic mobility, focusing on the trends and dynamics driving the circulation of students across national boundaries (Goodman, 2009a).

In secondary institutions, internationalization refers to activities or projects abroad or local about other nations. One of the findings in the literature is precisely that while everyone is talking about internationalizing they are referring to different activities and in some cases, they may not be abroad but just on campus. In this sense, internationalization can be understood as a collective process involving inter-dynamic forces, a term frequently used by business when referring to the competitiveness of individuals in the international setting is globalization. Knight (2004) explains *internationalization* as the process of integrating an intercultural or global dimension into the purpose, functions or delivery of post-secondary education whereas *globalization* corresponds in her own words to, "the flow of technology, economy, knowledge, people, values [and] ideas…across the borders" (p. 8). She adds that both are related processes. In her article, *Internationalization Remodeled* she clarifies the importance of the term *process* to suggest the ongoing effort. Internationalization is a dynamic multi level

process that is also interdependent. It is precisely what makes the term more complex and fascinating.

Gacel-Avila (2005) adds an interesting perspective to globalization. She points out to the social (negative) balance on poorer societies resulting from the emerging *globalizers* and *globalized*, suggesting a social dimension based on economic differences. Furthermore she adverts to the responsibility of the university to bring global consciousness among students and for an understanding of the relations of interdependence in the world. She also provides a valuable observation that internationalization highlights differences between nations whereas globalization homogenizes all differences. Brandenburg and de Wit (2011) point out the radical opposing views of "internationalization" and "globalization" of higher education as "good" and "evil" respectively (p. 2). As they put it, "Internationalization is claimed to be the last stand for humanistic ideas against the world of pure economic benefits allegedly represented by the term globalization" (p. 3). They call for a new and realistic view of these concepts to reexamine the role of universities in helping individuals to live in a global community.

The American Council on International and Intercultural Education (ACIIE) and the Stanley Foundation (1994) define *global education* as an umbrella term that describes a range of activities encompassing intercultural, multicultural, and international education. Raby and Valeau (2007) claim that "this definition fails to delineate the separate and not necessarily conflicting directions these various terms take" (p. 6). Raby (1994) defines *global education* as "education that emphasizes similarities among world cultures and underscores the universality of experience derived from the emergence of

14

new systems, structures and modalities that combine economic, political and cultural characteristics" (p. 4). According to Raby and Valeau (2007), "*International education* highlights the need to understand a variety of perspectives (geographic, ethnic, cultural, and gender) by acknowledging similarities, and by respecting and protecting differences among multicountry diversities" (p. 6). In short, both globalization and internationalization seek to accelerate knowledge about and encourage cross-cultural communication to enhance cultural, ethnic, class, and gender relationships among divergent groups (Raby & Valeau, 2007).

For some colleges international education refers only to the foreign students studying in the U.S., and/or related to an exchange program. Other colleges utilize it when referring to programs abroad U.S. students whether they include or not a language and cultural program. Knight (2009) claims, however, that to many colleges it refers to adding an intercultural or international dimension to the curriculum. Findings from a study conducted by Back, Davis, and Olsen (1996) determined seven international components of higher education: (a) an organization strategy for internationalization, (b) international students programs, (c) the internationalization of teaching, (d) study abroad and distance education, (e) internationalization in research, (f) international training, and (g) providing international student support services. As helpful as their findings may be, there are some components not included that appear to be instrumental to the overall integration. They include: exchange programs, partnerships, service-learning projects and scholarships.

Knight (2011) discusses five myths about internationalization relevant for this discussion:

1. *Foreign Students as International Agents.* It is faulty to believe that the presence of foreign students on a campus will lead to an internationalized institutional culture and curriculum. One reason is that foreign and host students do not tend to engage or connect as expected. Often the revenue-generating factor or desired school rankings account for their recruitment more than an altruistic goal.

2. *International Reputation as a Proxy for Quality.* The misconception that international reputation means better quality. The problem rests on the cases of questionable admissions and exit standards and the dependency for revenue.

3. *International Institutional Agreements.* The myth that the more agreements the more prestige an institution will gain.

4. *International Accreditation.* The myth that the more international accreditation a school has the better it is.

5. *Global Branding.* The misconception in all five is that quantity demonstrates quality. Knight insists, "they do not capture the human intangible performances of students, faculty, researchers, and the community that bring significant benefits of internationalization" (p. 4).

Literature Review

Much of the literature on international education attempts to justify the importance and benefits (economic, academic, and social) for all students, faculty, community and the nation. More recent literature provides rationales for community-based institutions and their commitment to international issues locally as noted in the

16

research of Floyd et al. (2003). Since their inception, community colleges have addressed the educational needs of adult learners within a specified service area (Cohen & Brawer, 1996; Gleazer, 1980; Vaughan, 1997). This mission became a daunting task with the emergence of the technological revolution, which precipitated educational needs that differ greatly from those of the previous age (Bragg, 2001). Responding to educational needs that are unique to information-age learners presents an adaptive challenge to those who contribute to student success (Ayers, 2002). An adaptive challenge occurs "when our deeply held beliefs are challenged, when the values that made us successful become less relevant, and when legitimate yet competing perspectives emerge" (Heifetz & Laurie, 1997, p. 124). Thus in order to respond to learner needs in this rapidly changing environment community colleges must follow strategic leadership for their institutional mission (Hill & Jones, 2001).

Baker and Upshaw (1995) affirm that understanding and supporting the college mission is a basic expectation for community college presidents and their leadership teams, and Boggs (1995) stresses that the most successful community colleges are "those that have developed a well-defined mission and a shared vision of the future" (p. 71). Successful community college leaders must invest in organizational renewal and reinterpret the mission, philosophy, functions, and modus operandi of the institutions they serve (Boone, 1992a); reexamine the way their institutions create value (Alfred, 1998); and recognize that a successful strategy in the information age may be to do different things rather than the same things differently (Doucette, 1993). Indeed, redesigning community colleges to meet changing needs and expectations is a top management priority (Alfred, 1998).

17

The role of higher education in addressing today's global challenges is a recurring theme discussed in much of the periodicals, and in international cooperation. The Academic Cooperation Association (n.d.), a non-profit pan-European network of major organizations for the promotion of internationalization in education explored this topic in their 2011 annual conference. The Hollings Center, a nongovernmental organization, is dedicated to exploring the issue on comparative international perspective and global educational development. This new paradigm reexamines the mission of educational institutions, and is central in today's discussions. Goodman (2009b) sustains the increasing importance by institutions to be world-class and at the center of learning. Moreover, he includes it as one of the factors related to globalization.

Fountain and Tollefson (1989) indicate that community college system mission focuses on the following: (a) formal education including college transfer, career education, developmental education, and general education; (b) student services including counseling, placement assessment, and financial aid; (c) continuing education including noncredit courses such as literacy, job enrichment, and topics related to recreation; (d) community services such as seminars, lectures, concerts, plays, and consultative activities that enhance community life; (e) attention to the students to be served including traditional college-age students, high school students, adults of all ages, women and minorities, the educationally disadvantaged, and disabled students; and (f) economic development, which overlies career education but also includes consultative services to employers. Besides summarizing the mission foci of community colleges, the study by Fountain and Tollefson also suggests that an analysis of mission statements will be key to understanding the strategic focus of American community colleges.

The aforementioned studies indicate that with the materialization of new learning needs, community colleges will be required to undergo fundamental change, which is likely to force community college leaders to facilitate change in the strategic decisions about their institutional mission. Cross (1985) proposes five possible routes in the evolution of the community college mission: (a) sustain the comprehensive mission despite claims that the college cannot be all things to all people and at the same time maintain quality standards, (b) improve the focus on formal education even though this strategy may force community colleges to compete directly with other institutions of higher education, (c) increase the focus on community-based education and convince reluctant constituents and the community to support this mission, (d) integrate the focus and assume that employers will hire workers with a liberal education, or (e) strengthen the focus on developmental education in the hope that the community college can rise as a top competitor for related funding. By proposing these options, Cross identifies potential evolutionary paths for community college missions. However, international education is not mentioned as one of the possible evolutionary paths. Investigating the likelihood of such evolution is one of the aims of this research.

Another part of the literature refers to study abroad programs specifically programs outside the U.S. of any length varying from one year to a few weeks (semester to short terms). These programs may be held at host institutions or partner schools in countries other than the U.S. There is a common understanding that students' credits are granted at a U.S. institution. In the past years the studies focused heavily on language learning as observed by Hulstrand (2006). Recent studies do not offer much hope, as most students enrolled in study abroad are still white predominantly, upper social

economic status and women. This only supports for more work in this area especially

when aiming to include community college students who are not reflected in the current

group.

Community colleges have begun to feel this pressure from students, faculty, the

business industry, local government, and the various initiatives urging institutions to

prepare students for the global force in the 21st century. Raby (2006) indicates that

global education is an appropriate focus for community colleges as they prepare students

to compete globally. To focus on community colleges makes a lot of sense when one

looks at the 5.4 million students enrolled annually in the United States (American

Association of Community Colleges, 2006). This topic becomes highly critical when one

considers the social, political and economic developments in the last decade, new

legislation and the impact it has on community colleges. Moreover, a review in this area

will help understand the direction that colleges are undergoing presently to respond to the

various forces at the local level to better prepare students globally.

Educational institutions benefit by the economic gains from international

programs. Over $18 billion came through the U.S. economy between 2009 and 2010 from

international students' revenues according to NAFSA: The Association of International

Educators (2010). Ironically, Miramontes (2008) indicates that 60% of community

colleges do not internationalize. This is an important topic considering the direction that

most campuses are taking. The United States Congress approved a project recently in

which it promotes aggressively the teaching of *critical languages* for Americans. Among

these languages for instance, are Chinese (Mandarin), Arabic, and Farsi to mention a few.

This initiative reflects the concern that the study of these languages is a case of national

security. Also in 2006, Congress passed a resolution named *Year of Study Abroad*, again
encouraging institutions and businesses to promote study abroad for students. In 2005 a
national call on the study of foreign languages resulted in another resolution, *Year of
Foreign Language Study*. As stated in the Abraham Lincoln Fellowship Program, also
enacted by the Senate and House of Representatives study abroad has proved to be
effective means of imparting international and foreign language competency to students
(U.S. Senate, 2006). Moreover it notes that barriers to study abroad are due to
institutional policies at the campus level (§ 3744). It is not a surprise to receive
invitations from the U.S. government to community college leaders for a discussion on
the importance of study abroad and how to expand opportunities and ensure broader
access. Most recently, the first lady of the U.S., Michelle Obama, spoke on a U.S.
campus on the importance of students engaging people around the world (Institute of
International Education, 2011).

Historical Foundations of International Education

As noted by Raby and Valeau (2007), since the 1960s international education in
community colleges has gone through four phases:

1. Recognition (1967-1984): policy makers and administrators began to see
    community colleges as a plausible environment for international education, and as
    an important college component. Many programs initiated promoting study
    abroad, internationalized curriculum, and international development.

2. Expansion (1980-1990): increased adoption and documentation within
    community colleges, which began to receive national grants to help

21

internationalize the curriculum and prepare students for a globalized world.

Reports appeared that described the benefits of international education.

3. Augmentation (1990-2000): community colleges enhanced international efforts by diversifying disciplines for infusion and study abroad, and intensifying international student recruitment. The American Association of Community Colleges (as cited in Blair & Phillippe, 2001) found that 78% offered study abroad opportunities, nearly a 30% increase since 1995.

4. Institutionalization (2000-2007): there is an evident movement to include international education in institutional mission statements, in educational policies nationwide, in national granting programs, and through community college leadership development programs. International students became the fourth largest service sector export, and study abroad programs in community colleges experienced a 126 percent growth rate, the largest among all postsecondary institutions (Institute of International Education, 2006). In this phase, the importance of senior leadership in implementing international education programs was recognized at the community college. U.S. Department of State called for a new generation of leadership in the field.

The Need for International Education

Raby and Valeau (2007), respectively director and president of California Colleges for International Education state that globalization has radically transformed several variables that make up the interaction between countries. They affirm,

To prepare for this changing world, community colleges must produce internationally literate graduates who can effectively navigate the complexities of

22

the modern world. For our purposes, international education is a set of programs and curricula that institutions can employ to globalize students, faculty, and the surrounding communities. (p. 5)

California State Level Initiative

In 2002, Governor Gray Davis signed the California International Education Policy Resolution that

seeks to maintain and bolster the quality of international education in California by encouraging institutions of higher education to support programs relating to learning about different cultures, global issues, and promoting the exchange of Californians and international students.[2] ("California International Education Policy Resolution," n.d., para. 1)

This bill was meant to push the development of courses and programs in international studies, to promote the presence of international students, and to facilitate international exchange programs. Among its main points, it stipulates:

- International education is a critical component of higher education in California. International education contributes to the state's economy and to a diverse college environment, and it enhances both academic and curricular programs.

- California needs to prepare academic, business, and technical professionals with the knowledge and skills to work and succeed in an international context. Recent world events emphasize that we need to prepare public policy

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[2] Signed into law on September 11, 2002, this was added to California's Education Code as Section 66015.7.

23

professionals, social scientists, journalists, and others who understand the cultures, economics, politics, and languages of other countries.

- Californians need to understand the cultures of California's immigrants, who are bringing their diverse talents and perspectives to the state. Given California's place in the world of high-tech innovation and engineering, it is imperative that California's institutions of higher education train their students with world-class faculty and maintain cutting-edge research programs. International education is an important mechanism by which Californians will obtain the necessary preparation to ensure California's success in a global environment.

- International education also involves curricular offerings that teach foreign languages, address global issues, and provide in-depth understanding of other cultures. It utilizes citizens of other countries in formal and informal settings as teaching resources. It recognizes that the development of new knowledge, the best research, and technological breakthroughs require international collaboration.

With this State initiative, institutions are encouraged, as resources permit, to accomplish the following.

1. For California students and scholars:

(a) develop courses of study in as many fields as possible to increase students' understanding of global issues and cultural differences;

(b) offer courses in languages other than English to train students to communicate effectively in other cultures and to enhance their understanding of other nations' values;

(c) provide opportunities for students in all majors to participate in study abroad programs to enrich their academic training, perspectives, and personal development;

(d) provide opportunities for domestic and international students to interact effectively and routinely share their views, perceptions, and experiences in educational settings; and

(e) develop innovative public educational forums and venues to explore global issues and showcase world cultures.

2. For international students and scholars:

(a) encourage the presence of qualified students from other countries with sufficient geographic diversity to inspire an appreciation for differences among cultures and a deeper understanding of the values and perspectives of other people;

(b) facilitate faculty exchange and collaborative partnership programs with institutions in other countries;

(c) initiate collaborative research undertakings to address issues of global significance; and

(d) recruit and retain the world's best and brightest faculty to educate California's students as globally competent citizens.

Economic Impact of International Education

As stated in the California Education Code ("California Community Colleges mission," n.d.), a primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. *The Economic Benefits of International Education to the United States for the 2009-2010 Academic Year: A Statistical Analysis* offers evidence of the important contribution of international education to California's economy (Institute of International Education, 2011; Wintergreen Orchard House, 2011). A report by NAFSA: The Association of International Educators (2010) and partners at the Institute of International Education and Indiana University estimates the actual economic impact of foreign students in the United States, and concludes, "international education makes a significant contribution to the U.S. economy" (p. 1).

The Importance of International Education

In November 2010, a NAFSA-commissioned survey polled a broad cross-section of Americans on their views about the value of international education—particularly the issues of foreign language learning, study abroad, and the recruitment of talent to fuel excellence in higher education. By strong margins, Americans were clear: international education is critically important. Without it, the graduates of the future will be at a disadvantage in their careers and will lack the skills to thrive in the global workplace (National Association for Foreign Students Affairs, 2010).

However, despite most community college leaders' understanding of its significance, college-wide international education has been difficult to implement,

because "many educators still do not see international education as a key component of the community college's mission" (Raby & Valeau, 2007, p. 5). In the university, as found by Green and Siaya (2005), international education is still a peripheral activity rather than an institutionalized component. Because many community college students do not transfer to the university (the institution that traditionally attends to international education), "their only means for acquiring international literacy is through the community college" (Raby & Valeau, 2007, p. 5).

International education in community colleges can play an important role in reducing the gap of degrees in order to meet America's future workforce needs. As noted by Bhandari and Blumenthal (2009), according to a recent report released under the Making Opportunities Affordable Initiative (Lumina Foundation), there is a significant *degree gap* in the U.S. as compared with other leading developed nations, defined as the difference between degrees produced in the U.S. (relative to its labor force needs) and those produced by nations that are top competitors (Reindl, 2007). At the current pace of reduction, the U.S. will produce about 41 million degrees by 2025, leaving a gap of 22 million between the country's labor forces needs and the actual availability of an adequate educated skilled workforce (Bhandari & Blumenthal, 2009).

The demand for international education is increasing faster to meet the needs of students pursuing higher education. Universities in other countries have taken action to reach out to those students not able to afford study abroad by creating branch campuses abroad. There are innovative ways already being used such as distance education. Bhandari and Blumenthal (2009) state, "most nations view international academic mobility and educational exchanges as critical components for sharing knowledge,

building intellectual capital and remaining competitive in a globalizing world… [M]ore than 2.9 million students are seeking an education outside their home country" (p.1).

Knight (2009) strengthens what the government and private sector has been echoing; the need of urgency in action when stating,

> As we progress into the 21st century, the International dimension of education is becoming increasingly important, and more complex…During the last decade, there have been new actors, new rationales, new programs, new regulations, and new developments in globalization. (p. 113)

Moreover, she adds acumen in the discussion of new developments and unintended consequences of internationalization. Knight describes four areas that present benefits, risks, and challenges for sending and receiving nations. The first one, *The Brain Train*, refers to the mobility and retention of the brightest resulting in a highly competitive recruitment business. Competition now exists for the most talented to study and work in institutions to meet the heavy demand from government and private industry. The positive result of this is the collaboration with other sectors to achieve this goal. The unintended consequence is that helping students from developing countries to move to another country to study and return home is no longer a goal. The second issue is a question, *Is the quality in new cross-border education being assured?* Here the author questions the quality of academic offerings, the integrity of new providers, and the recognition of credentials (Vincent-Lancrin, as cited in Knight, 2009). The increasing demand in international training and foreign credentials is expected, given the forecast that by 2025 the number of students will have grown from 1.2 million in 2000 to 7.2 million (Bohm, Davis, Meares, & Pearce, 2002). The third issue, *the internationalization*

and commercialization of accreditation, discusses the increase in demand for accreditation has also increased the commercialization of *accreditors*. The fourth issue, *double and joint degrees*, refers to the benefits and challenges in combining what should be a joint rich and solid education between two jurisdictions.

The importance of creating a competitive workforce in the global economy is evident since the 1990s. Arum and Roksa (2011) assert, "in an increasing globalized and competitive world system, the quality and quantity of outcomes of a country's education system is arguably related to a nation's future trajectory and international economic position" (p. 1). Their study reveals, "a significant percentage of undergraduates are failing to develop the broad-based skills and knowledge they should be expected to master" (p. 1).

Significance and Rationale of International Education in Community Colleges

Today's students and the future workforce will be living in an internationalized society and working in a global marketplace. As Bell-Rose and Desai (2006) put it,

> In order to succeed and to become leaders in this new world, they must acquire a far different set of knowledge, skills, and perspectives than previous generations. They must be prepared to trade with, work alongside, and communicate with persons from radically different backgrounds than their own. (p. 2)

Most of the researchers advocating in favor of internationalization of higher education agree that it is inescapable and it expands economic, social, and personal development. Three important sources included in this study are the work of Jane Knight, Rosalind Raby, and Edward Valeu.

Knight (1999) also provides the field with an outstanding framework for rationales in support of internationalization: (a) political driven by the government, (b) economic driven by the competitive edge, (c) academic driven to meet standards on teaching and research, and (d) cultural and social for the development of individuals. As Raby and Valeau (2007) indicate, scholars have identified four rationales for adopting international education:

1. Political Rationale: international education is a pragmatic tool for national security. Most political leaders agree that students need international literacy to be politically empowered to actively participate as citizens in a democratic society. Several government initiatives have been implemented to support international education for this reason.

2. Economic Rationale: beginning in the 1980s, policymakers have recognized international education as a means to enhance international trade and commerce to ensure a competitive edge in the world economy. The Committee for Economic Development (2006) claims that the lack of international literacy makes the U.S. less competitive in the global economy because four out of every five jobs have an international connection. Therefore, community colleges must prepare students to work and compete in this economy.

3. Humanist Rationale: international education helps students understand others in our multicultural society and facilitates greater tolerance and peace.

4. Academic Integrity Rationale: courses and programs that do not reference international themes are incomplete. Occupation, mobility, and socialization

cause faculty to be overwhelmed with students who need remedial work in academic basics, which in turn marginalize international efforts. Therefore international literacy must be seen as a key element in lifelong learning at community colleges.

Leadership Defined

There is a multitude of definitions of leadership. Basically, there are two schools of thought about leadership: trait versus process leadership. According to Northouse (as cited in Fleishman et al., 1991), "in the past 50 years, there have been as many as 65 different classification systems developed to define…leadership" (p. 249). Bass (1990) points out, "the leader is at the center of group change and activity and embodies the will of the group" (pp. 11-20). However, the approach more specifically suited to this study's discussion of CEOs' perspectives and assumptions with respect to international education is the *style approach*, which "focuses exclusively on what leaders do and how they act" (Northouse, 2004, p. 65). Researchers have determined that this leadership approach demonstrates two kinds of behaviors: task and relationship. How leaders use these behaviors is at the core to the style approach. College leaders can learn about themselves by looking at their behaviors in relation to task and relationship.

The definition of leadership used in this study is comprised of components listed by Northouse (2004): (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs within a group context, and (d) leadership involves goal attainment. In short, "leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Process involves interaction that goes beyond trait or characteristic in the leader. As Northouse puts it,

31

Process implies that a leader affects and is affected by followers. It emphasizes

that leadership is not a linear, one-way event but rather an interactive event.

When leadership is defined in this manner, it becomes available to everyone. It is

not restricted to only the formally designated leader in a group. (p. 3)

In addition to how leadership as a trait differs from leadership as a process, Northouse

addresses questions such as "how appointed leadership differs from emergent leadership;

and how the concepts of power, coercion, and management differ from leadership" (p. 4).

Because this research focuses on the capabilities of CEOs in effecting change,

another theory crucial in this study is transformational leadership. It has since the early

1980s occupied a central place in leadership research. In addition, it is considered part of

the *New Leadership* paradigm (Bryman, 1992), exploring in-depth the charismatic and

affective elements of leadership. Transformational leadership involves a great deal of

influence that moves followers. It refers to "the process whereby an individual engages

with others and creates a connection that raises the level of motivation and morality in

both the leader and the follower" (Northouse, 2004, p. 170). It is true that

transformational leadership is difficult to be measured. Its parameters often overlap with

other similar conceptualizations of leadership, and it is treated as a personality trait rather

than a behavior in which people can be instructed (Bryman, 1992). However, this

concept is useful in this study due to its qualitative nature.

Kotter (as cited in Bolman & Deal, 2008) identifies the role of the leader as: (a)

establishing direction, (b) aligning people, and (c) motivating and inspiring. This study

examines these fundamental areas from the perspectives of CEOs and Chancellors. It

captures their visions with respect to international education and the logic behind it in their campuses.

Developments and Challenges in International Education

The 21st century brings humanity into an era with the highest level of global interconnectedness in human history. Boggs and Irwin (2007) interviewed U.S. community college leaders (not limited to chancellors, faculty, middle management, staff, and other administrators were interviewed as well)

> who are committed, dedicated, and knowledgeable about international education. Leaders were asked [about] the importance of international education; their campus international components; major obstacles to implementing these components; and strategies leaders can use to overcome obstacles and advance international education. (p. 26)

For instance, Rufus Glasper, chancellor of the Maricopa Community College District in Arizona states,

> United States has more than twenty trade agreements with other countries and regions and is a member of the World Trade Association. More than a quarter of the U.S. domestic product is trade-related, supporting more than twelve million American jobs, including one in five of our manufacturing workers. The United States is the largest importer of merchandise and commercial services, and the second largest exporter of merchandise. U.S. companies have become international as they realize that the vast majority of the world's consumers and purchasing power lie outside of our borders. (Boggs & Irwin, 2007, p. 25)

It is unquestionable that America's community colleges, which educate nearly

half of all undergraduate students, have a significant role to play in preparing students to

live in an increasingly global society and economy. The president of Miami-Dade

College in Florida claimed,

> International education must be a high priority. The world is populated by far too
>
> much misunderstanding, hatred, and violence. Education demands that the learner
>
> clarify his or her attitudes and perceptions, replacing fixed notions with genuine
>
> openness. This is the bounty offered by higher education, the potential to
>
> transcend the narrow ideas that set people against one another (Boggs & Irwin,
>
> 2007, p. 26).

Community college leaders, as Boggs and Irwin (2007) affirm, must also

challenge their communities to understand the importance of global education. Much has

been accomplished within community colleges in terms of expanding the curricula:

recruitment programs seeking international students; development of study abroad

programs; encouragement and implementation of faculty and staff exchanges. However,

there are still significant barriers to building an effective and integrated program. Dennis

Haskins, the provost at Georgia Perimeter College, noted, for instance, "lack of support

from trustees, faculty, staff, and the community; limited resources; insufficient student

mobility; and inability to understand the significance of international students on campus,

culturally, and economically" (Boggs & Irwin, 2007, p. 26). House (as cited by

Miramontes, 2008) states, "the interconnectedness of cultures and business becoming

more global, furthermore the challenges with global leadership is acknowledging cultural

values, practices, and subtleties" (p. 5). The need for understanding of cultural influences on leadership and organization practices is also stressed by House and Javidan (2004).

Importance of the Chancellor's Central Decision Making Power

Boggs and Irwin (2007) point out that the responsibilities to develop international education must come from senior administrators. It is up to them to encompass a network of all international activities into a comprehensive center, and to ensure adequate staffing to coordinate them. According to Boggs and Irwin,

> This centralization [of decision making] helps increase communication, decrease duplication, and promote overall success. Focusing all international-related activities in a comprehensive center and having a direct reporting line to the president or chancellor is necessary for incorporation of the international program into the campus. (p. 27)

This assertion is based on a brief questionnaire Boggs and Irwin sent to these leaders. However, they did not address specifically California community college CEOs, nor did they conduct person-to-person semi-structured interviews. In this light, this study aims to further develop the research initiated by Boggs and Irwin by focusing on the California community college system through the perspectives of their chancellors, as key to understanding the components that may advance international education. Furthermore it will bring insights shared by CEOs on specific issues including but not limited to state legislation, policymaking, budgetary constraints, and recommendations.

Incorporating Community Acceptance in the Mission Statement

Margaret Lee, president of Oakton Community College in Illinois, believes that idea of global education must be "woven through our mission, vision, and values

statements…to drive planning, budgeting, and decision making" (Boggs & Irwin, 2007,

p. 27). The challenge, affirm Boggs and Irwin (2007), is tempered by the

> reality of constricted attitudes, isolationist views, and lack of understanding that
>
> diversity and multiplicity are essential to surviving in the twenty-first
>
> century.…The community needs to understand and accept the importance of
>
> travel and study abroad, embrace international students, and recognize that
>
> diversity is the key to expansion and success. (p. 27)

Lack of Resources and Study Abroad Initiatives

On May 5, 2011 the California Legislative Analyst's Office reported that year-to-

date revenues are $2.5 billion above the projections used in the governor's January

budget. Because those revenues are expected to at least replicate, if not exceed next year,

this has a significant impact on the $16.6 billion deficit that remains following the

governor's approval of several bills in March 2011. According to Scott Lay, President and

Chief Executive Officer of the Community College League of California, if the governor

signs the main budget bill (which includes the community college cuts) and the new

revenues are taken into account, the *net deficit* drops to $9 billion. While additional

revenues cast in a positive light, the political scenario still indicates limited resources in

the budgetary process in community colleges as a factor in decision regarding

international education (Murray, 2011). As Lay puts it,

> As already tax-skeptical voters read about the cash flowing into the state's coffers,
>
> tepid support for the tax extensions will likely wane…It's important to remember
>
> that, while the state may limp through this 18-month deficit without the tax
>
> extensions, a deficit will re-emerge in 2012-2013 through 2014-2015—likely

between $5-7 billion. We would still predict that Proposition 98 would call for increased K-12 and community college funding during that period but, unless we're willing to cut funding from other parts of the budget (including UC and CSU), there's just not going to be the cash to meet the Prop. 98 guarantee. (Murray, 2011, para. 9)

The lack of resources is an omnipresent obstacle, but more important than resources is "dedicated faculty and staff who believe in the value of incorporating global ideas into the college's mission and goals" (Boggs & Irwin, 2007, p. 27). While the American Association of Community Colleges (2006) reports that "community colleges educate 45 percent of the nations undergraduates" (p. 27), the Institute of International Education (2006) claims that

> fewer than five thousand community college students study abroad
> annually…These students often lack mobility because of work commitments,
> family and financial obligations, fear of leaving their community, and the cost
> associated with the program. (p. 27)

The Important Role of International Students

According to Boggs and Irwin (2007), the presence of international students in the campus "reduces insularity among students, faculty, staff, and the local community – thereby counteracting provincialism and xenophobia" (p. 28). Additionally, these international students "bring excess revenue to the college and local community" (p. 28), since, for instance, 16.6% of the international students in the 2005-2006 academic year attended community colleges (Institute of International Education, 2006). According to the Institute of International Education (2010), international students not only bring

significant increases in tuition to California Community Colleges, but that they and their

dependents significantly add to the local tax base. According to Raby (2011),

> It needs to be repeated that revenue generated by international students actually
>
> pays for faculty salary, college materials, college equipment, and college services
>
> - all of which provide support so that more domestic students can enroll and
>
> complete the community college…Tuition from every 30 international students
>
> pays for 1 full-time faculty position. (p. ß2)

Raby emphasizes that these extra faculty teach classes in which a small portion of

students are international students, while the remainder are domestic students. Therefore,

the extra income allows the college to accommodate more domestic students, including

under-represented domestic students in their classes. In conclusion, the economic, social,

cultural, and educational impact made by international students is unique and all attempts

should be made to preserve these educational experiences.

Community Colleges Can Assume a Leadership Role in Promoting Diversity

Lastly, Boggs and Irwin (2007) stress that community colleges can affect large

segments of the American population through "information about and awareness of other

cultures, traditions, and languages…[T]he U.S. community college system can be the

cornerstone to ensure that diversity, tolerance, and mutual respect are valued national

assets" (p. 30).

Recent Initiatives in Higher Education

Knight (2009) notes the following recent initiatives in higher education:

- Development of new international networks and consortia.

- The growing numbers of students, professors, and researchers participating in academic mobility schemes.

- Increases in the number of courses, programs, and qualifications that focus on comparative and international themes.

- More emphasis placed on developing international/ intercultural and global competencies.

- Stronger interest in international themes and collaborative research.

- A growing number of academic programs delivered across borders.

- More interest and concern with international and regional rankings of universities.

- An increase in campus-based extracurricular activities with an international or multicultural component.

- Increased attention given to recruiting foreign students.

- Rising numbers of joint and double degree programs.

- Growth in the number and types of for-profit cross-border education providers.

- Expansion of partnerships, franchises and branch campuses.

- Creation of regional educational hubs, education cities and gateways.

- Establishment of new national, regional, and international organizations focused on international education.

Theoretical Framework

The methodology used in this study draws from the research by Knight (2004, 2009). Data analysis is supported by the studies of Bauer and Aarts (2000), Krippendorff (1980), and Weber (1985). The analysis focusing on leadership and change will use Northouse (2004) as a main theoretical framework. Additionally, because this study

draws from perceptions of participants, the works of Kotter (1982) and Lynn (1987), who both emphasized the political dimension in senior managers' jobs, serve as the framework to analyze the political skill college leaders demonstrate. Lynn describes the need of such political skill as "building legislative support, negotiating, and identifying changing positions and interests" (p. 248), and defines the political frame for leaders as exploiting all opportunities to achieve strategic gains. Kotter complements this framework describing the political frame as "achieving *delicate balance* in allocating scarce resources, getting support from bosses, corporate staff and other constituents" (p. 316) and the symbolic frame as developing credible strategic premises, and identifying and focusing on core activities that give meaning to employees.

Chapter Three: Research Design and Methodology

This chapter focuses on the methods used in this study. It describes the research design, population and sample, data collection procedures, and data analysis used to investigate the perspectives of CEOs and chancellors of California community colleges with respect to international education. This research aims to determine what understanding and views on the role and relevance of international education in community colleges exist among community college leaders, specifically CEOs and chancellors. This study must be conducted in a state with diversity and a strong international flavor and as such, California is ideal. The study is based on a qualitative approach. This approach is chosen to allow a deeper understanding and insight of the participants' perspective and their respective decision-making processes. As affirmed by Berg (as cited by Miramontes, 2008), qualitative research provides a more in-depth understanding of the environmental impact on observable behaviors. More specifically, this study seeks to explore: (a) the effective strategies associated with international education used by CEOs and chancellors, and (b) the perspectives CEOs and chancellor's have on the current and future trend of international education and the impact on education. The full potential of international education in California community colleges is of great importance not only to the academic and general public, but also to the CEOs and chancellors of community colleges. Thus the articulation of the findings of this study serves to provide a resource in the promotion of greater attention to incorporate international education in the institutional planning.

This study seeks to raise awareness about both the aims and the means of education. Education is much more than a process of improving knowledge and skills; it

41

is also – perhaps primarily – an exceptional means of bringing about personal development and building relationships among individuals, groups and nations. Education should foster mutual understanding between cultures and nations, and thus should use advances in knowledge to nurture human development rather than to create further distinctions and social inequality between people (Delors, 1996). While this study is relevant to community college scholarship, it also advocates for the cause of higher competitiveness among community college graduates in the international (global) job market, which as well makes it relevant to the very own community (chancellors/leaders) being studied.

According to Delors (1996) one fundamental aspect of education's success is that it can be a channel for communication between young people and various international communities. The qualitative analyses generated by this project will serve as supporting evidence for the feasibility of international education being offered equally by all citizens, especially the underprivileged (Bauer & Gaskell, 2002). One of the fundamental philosophical principles of this dissertation is to bring as much awareness as possible about the dilemma of the current situation observed through this research versus true democratic access to education.

Although international education may have a life changing effect on students and communities, the study is focused on the perceptions of CEOs and chancellors about the role of international education as it relates to colleges. Analysis/interpretation of data will remain as narrow as possible so as to avoid creating distortions of social realities. The researcher will remain, as much as possible, within the universe of chancellors' perception of the role of international education. Such perception is captured, expressed,

and revitalized through semi-structured interviews. Although CEOs and Chancellors'
perceptions are at the center of the investigation, it should be pointed out that it could not
be studied as a separate entity, as it is only one factor, among many others, that form a
complex universe of CA community colleges.

Restatement of Research Questions

As stated earlier in Chapter One, the study addresses the following research
questions:

1. What is the role and importance of IE to community colleges as perceived by
    their CEOs?

2. What is the current state of IE initiatives at the various colleges included in
    the study?

3. What is the degree of support of IE by community college constituents?

4. What is the impact of various legislative policies on IE in community
    colleges?

5. What is the role of community college CEOs in advancing IE at their
    colleges?

Nature of Study

This study examines the perceptions of CEOs and chancellors at California
community colleges on the role of international education. The research characterizes
itself as a qualitative study, based on semi-structured interviews. Habermas (1987)
asserts, "that we disavow reflection *is* positivism" (p. vii). It is plausible to infer that a
fundamental premise in this type of study is the affirmation of the researcher's *belonging*

to the context of his/her research. That is, the researcher is an agent *in* and *of* the process, thus establishing relationships of interdependence with the research participants.

This implies that the study also enters the territory of subjective processes as a result of the interaction that may occur among the participants during interviewing process. This is a methodological approach widely used by researchers who

1. seek answers to questions such as *how* and *why* certain phenomena occur;

2. aim to perform thorough analysis of specific social units (CA community colleges);

3. seek to capture and observe phenomena *from* and *through* the perspective of the research participants (through their answers in the semi-structured interviews); and

4. focus on the viewpoints that are most relevant to the *how* and the *why* questions that seek to answer to what extent international education is a priority and is promoted by college leaders.

This research is qualitative in nature because it intends to allow for observation and verification of the multidimensional relationships between all variables involved in the research participants' context, which in turn affords an in-depth description of the focused reality. Within this practice of research, the strategic principles will consist of semi-structured interviews. Data is selected and compiled according to a *corpus*[3] design that takes into account relevance, homogeneity, and synchronicity. Collected materials will be theoretically relevant, and with only one major thematic focus, the research's statement of the problem. Collected data is as homogeneous as possible because it is

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[3] *Corpus* (Latin; plural 'corpora') simply means 'body' of work. Barthes (as cited in Bauer & Aarts, 2000) defines it as "a finite collection of materials, which is determined in advance by the analyst, with (inevitable) arbitrariness, and on which he is going to work" (p. 96).

solely generated by semi-structured interviews with CEOs and chancellors. Intrinsic to

this topic is to examine to what extent the success of community college education

depends on recruiting international students and promotion of all other components (i.e.,

study abroad, Fullbright scholarships, exchange programs, etc.) on such initiative from

CEOs and chancellors result.

Population and Sample

The population in this study consists of CEOs and/or chancellors of California

community colleges. There are a total of 112 colleges distributed in 72 districts. The

sample includes 10 CEOs/chancellors. In order for this research's results to be as

unbiased as possible, CEOs were selected by one or more of the following five criteria:

(a) CEOs leading colleges with high enrollment of international students, (b) CEOs

leading colleges offering study abroad, (c) CEOs leading colleges that have high potential

of becoming more involved in international activities due to their strategic geographical

situation in relation to Los Angeles County, (d) CEOs leading colleges with a high

diverse student body, and (e) CEOs leading colleges with a high transfer rate of students.

This sample will provide a wide scope of variables of CEOs experiences dealing with

challenges and embedded in a dynamic setting. Additionally, this selection includes a

combination of CEOs leading single or multiple college districts for comparison purposes

and of colleges located in various counties in California. A purposive sample will be

selected (see Appendix A).

California community colleges are organized in multi-college districts and single

college districts. Multi-college and single college each has relative benefits based on the

regional needs of their service areas. According to Oakley (2011), Superintendent-President of Long Beach Community College District,

> Multi-college districts provide an economy of scale in applying human and financial resources. For colleges that are in close proximity, they consolidate district functions, which allow the colleges to focus on academic matters. However, when multi-college districts are created to maximize revenue or increase administration, the benefits are cancelled out. Single college districts maintain organizational structures that are more efficient and can implement policy changes in more timely ways than multi-college districts. Single college districts have one layer of administration that subsumes the district level responsibilities along with the college/academic responsibilities. In addition, the governing board works directly with the district CEO, which leads to expedited implementation of decisions. Single college districts are beneficial so long as it severs a contiguous community and college functions are not impeded by distance or geography. (p. 2)

Sources of Information and Interview Transcript Process

The information to be used in this study is based on semi-structured interviews conducted on 10 CEOs and/or chancellors of community colleges in California. The researcher will contact chief executive officers (CEOs) and/or chancellors of California community colleges by telephone or email. After introducing herself, the researcher will proceed on to explain the purpose of the study and process. The researcher will find the CEOs phone numbers and emails online two relevant sites containing this information are the Community College League of California and the Foundation for California

Community Colleges. The researcher will then call or email to invite them for

participation. Upon calling or emailing the CEO, the researcher will utter a script or send

a message as follows:

Script

The following is the text of the script used by the researcher in contacting

prospective participants:

My name is Claudia Acosta. I am a doctoral candidate at Pepperdine, Graduate

School of Education and Psychology, Organizational Leadership program, and I

am doing research for my dissertation. The area of focus of my research is the

role of international education in California community colleges and my data

collection consists of semi-structured interviews with ten CEOs or Chancellors

who are active in the California Community College System. I am contacting you

to invite you to participate in a one- hour interview (not to exceed one hour).

Your participation is voluntary. Your confidentiality will be maintained

throughout this study and in publication of any research results.

Then the researcher asked if the CEO would be interested to participate, and if the answer

was affirmative the researcher made an appointment and sent them a copy of the

interview protocol and an Informed Consent Form to complete.

Interview Protocol

The interview consists of 15 questions regarding international education in

California community colleges. The questions are formulated to allow participants to

elaborate as needed with specific details regarding their own experiences, leadership,

47

values, and perspectives on this topic. The interview protocol consists of the following original 15 questions:

1. How do you view that importance of IE for community colleges?

2. How would you rank IE initiatives in terms of a priority at community colleges?

3. At your college, is IE part of your strategic plan? How?

4. What are the costs and benefits of IE to your college?

5. What are the IE initiatives that you have currently or are considering at your college?

6. How do you assess the effectiveness of the various IE related initiatives at your college?

7. What are the strategies that have led to the success of various IE initiatives at your college?

8. What are the barriers you have faced in advancing IE initiatives at your college?

9. How would you describe the level of support or demand by your Board of Trustees with respect to IE initiatives?

10. How would you describe the level of support or demand by the community (stakeholders, students, faculty, business…) for IE initiatives?

11. What are the federal policies that inhibit or enhance IE at your college?

12. What are the state policies that inhibit or enhance IE at your college?

13. What are the local policies than inhibit or enhance IE at your college?

14. How do you view the role of the CEO in promoting IE at their colleges?

15. What strategies do you recommend to CEOs who want to advance IE

      initiatives at their colleges?

Additional demographic questions aim to gather participant's gender, ethnicity, level of

education attained, any training in international education, knowledge of foreign

languages, and number of years in position will be included in the study.

Instrument Validity

      A panel of three experts was initially formed to validate the Interview Protocol.

The experts were invited to serve as members of the panel based on their experience and

leadership in the California community college system and their work as CEOs or Vice

Presidents working directly with presidents, as well as their knowledge of International

Education in California Community Colleges. The content validity panel consisted of the

following experts:

1. Dr. Dianne Van Hook, chancellor and CEO of College of the Canyons for 20

    years. She has more than 38 years of experience in higher education. Dr. Van

    Hook was recently honored by the College Board of Trustees for her

    innovative idea of building a University Center on the college campus. The

    University Center, which offers a wide variety of upper division courses in

    conjunction with 10 educational partners, was named in her honor for her

    persistence and vision. She was inducted into the LBCC Alumni Hall of Fame

    in 1997, and has gone on to receive state and national recognition for her

    contributions to community college education.

2. Dr. Phil Hartley is currently Provost for the United Arab Emirates responsible

    for the creation of their 16 colleges. Dr. Hartley has extensive experience in

international education. He has more than 37 years experience in the educational system. Prior to his current position, Dr. Hartley was CEO and President of West Valley College. Before his tenure at West Valley College, he served as Executive Vice President of College of the Canyons. He also served as Dean of Instruction at Mendocino College, where he helped develop a marine science field station on the Mendocino coast, opened a campus center for Sonoma State University. He also initiated a number of new programs, including MESA, Minicorp, and Puente that increased access for historically underrepresented students. During his career, Dr. Hartley served for seven years as a member of the Accrediting Commission (ACCJC), and served on numerous statewide committees and projects including the legislative overhaul of California's community college system. He has served on the Board of Directors for the California Economic and Workforce Development Program, the College Facilities Coalition and the Association of Community College Administrators.

3. Dr. Barry Gribbons currently serves as Assistant Superintendent/Vice-President of Institutional Development, Technology, and Online Services at College of the Canyons. This includes: Institutional Research, Grant Development, and the University Center. In additional to his 11 years of experience as a senior administrator, he has experience evaluating national, state, and local educational reform efforts. Dr. Gribbons holds a Master of Science from the University of California, and Ph.D. in Education with a specialization in Statistics and Measurement from the same university. He has

co-authored hundreds of institutional research reports and several peer-reviewed journal articles on confirmatory factor analysis, self-concept, and language acquisition. He serves as President of the Santa Clarita Valley Rotary Club, is a past president of the Santa Clarita Valley Food Pantry, and Board member of the College of the Canyons Foundation and Research and Planning (RP) Group.

Establishing the Validity of the Interview Questions

Each panel member was invited via e-mail to participate in the content validation of the interview protocol. The invitation included: (a) a statement indicating that study was a partial fulfillment of a dissertation requirements, (b) a statement of the purpose of the study, (c) a statement explaining the process involved in validating the interview protocol, (d) a time commitment estimate, and (e) a document containing the research questions and interview questionnaire. All members responded via e-mail accepting the invitation. Their feedback was sent via e-mail or by telephone. The experts followed the guidelines proposed by the researcher, which asked to review the interview questions for relevance to the respective research question stated. They were asked to select one of the three options presented as follows:

1. The question is relevant to the research question; keep as is.

2. The question is irrelevant to the research question, delete.

3. The question is somewhat relevant, modify as suggested for better relevance.

The questionnaire was modified according to a majority rule, and changes suggested by two of the three panelists were considered for modification. Four out of the 15 questions corresponded to the criteria established, and as such the suggestions received were

adopted. These questions related to two of the five research questions in the study. Questions 1, 2, and 4 revolved on the importance of international education at California community colleges (Research question 1). Question 10 revolved about the level of support received by college constituents on international education (Research question 3). Details are included below:

Research question 1: What is the role and importance of IE as perceived by community college CEOs?

Interview question 1: How do you view the importance of IE for community colleges?

Suggestions

Panelist 1: How important do you think international education is?

Panelist 3: What do you see the role of international education to be?

Interview question 2: How would you rank IE initiatives in terms of a priority at community colleges?

Suggestions

Panelist 1: How are international education initiatives a priority to your district? How are international education initiatives a priority at community colleges?

Panelist 2: add a scale (high, medium, or low or 1-10) so that we can get comparable data

Interview question 4: What are the costs and benefits of IE to your college?

Suggestions

Panelist 1: What is the income generated by international education to your college? What is the cost? What are the benefits financially and otherwise of international education?

Panelist 2: Break in two separate questions: cost in dollar amounts, and political or time/effort.

Research question 3: What is the level of support by other college constituents regarding international education?

Interview question 10: How would you describe the level of support or demand by the community (stakeholders, students, faculty, business, etc.) for IE initiatives?

Suggestions

Panelist 1: Describe the level of support or demand by the community.

Panelist 2: Consider disaggregating the groups to get more specific responses.

Panelist 3: How would you describe the level of support or demand by the college stakeholders (students, faculty, business…) for international education initiatives?

The most important issues that resulted from the validation process were: (a) that some of the questions appeared too broad therefore they needed to be separated into two questions or components for clarification purposes; (b) for one of the questions, it was suggested to construct a common answer scale to obtain comparable data; and (c) a recommendation was made by one the panelist to change the original order of questions.

Questions 3 and 4 were to be presented after question 8 to provide better consistency and continuity. The researcher adopted all three recommendations.

Interview Process

During the interviews and, based on the recommendation of the interview protocol validity panel of experts, the researcher first defines the term of international education for the purpose of this study, and then asks the 15 interview questions designed to address the research questions. After the interviews, the researcher sends each respondent a thank you note via email expressing appreciation for his or her time. Additionally, upon conclusion of the study each respondent will be sent a formal report, which includes a summary of research findings. As argued by Murry and Hammons (1995) providing participants with a final report is an important final step of a study.

The final interview protocol, after the changes suggested and incorporated by the panel of experts, is presented below:

1. How important do you think IE is?

2. A: How are IE initiatives a priority to your district? B: How are IE initiatives a priority to community colleges? (high, medium, low)

3. What are the IE initiatives that you have currently or are considering at your college?

4. How do you assess the effectiveness of the various IE related initiatives at your college?

5. What are the strategies that have led to the success of various IE initiatives at your college?

6. What are the barriers you have faced in advancing IE initiatives at your college?

7. At your college, is IE part of your strategic plan? How?

8. A: What is the income generated by IE to your college? B: What is the cost? C: What are the benefits financially and otherwise?

9. How would you describe the level of support or demand by your Board of Trustees with respect to IE initiatives?

10. Describe the level of support or demand by the college stakeholders (students, faculty, business…) for IE initiatives?

11. What are the federal policies that inhibit or enhance IE at your college?

12. What are the state policies that inhibit or enhance IE at your college?

13. What are the local policies than inhibit or enhance IE at your college?

14. How do you view the role of the CEO in promoting IE at their colleges?

15. What strategies do you recommend to CEOs who want to advance IE initiatives at their colleges?

Protection of Participants

Ten CEOs and/or chancellors will be invited to participate in the study. An IRB application will be filed for exempt status to receive approval in addition to a modification of waiver consent. This will be obtained from the participants using an informed consent form. The participants will be provided with a modified informed consent form requesting permission to record the interview for the purpose of the research. The participants can deny access to the data or recording of the interviews. An

informed consent form will be provided to each participant (see Appendix B). To reduce risk to participants in the study, the following processes will be used:

1. If agreed to in the informed consent process, the identity of participants and the name of their respective college will be listed in the research paper. Otherwise, a pseudonym will be used.

2. No additional specific identifying information will be used or reported in any part of the study.

3. All identifying information will be destroyed at the completion of the study by deletion of files and appropriate elimination of all hard copies of identifiers.

4. Participants will not be provided any type of monetary compensation for their participation in the study.

5. A modified consent will be required to ensure that participation is voluntary and the participant can withdraw at any part of the interview or process.

6. A modified consent will assure there are not known risks associated with participation.

7. A modified consent will inform that the results of the study will be made available to the participants after completion.

Participants will receive an invitation letter to participate, which will include the following information about the study: (a) a statement indicating that the study is a partial fulfillment of the requirement of a dissertation, (b) a statement of the purpose of the study, (c) a summary of the research methodology used in the study, (d) a time commitment estimate, (e) a statement assuring the participant of that strict confidentiality will be maintained, (f) a statement describing the interview process, (g) a statement on

how the data will be stored and disposed of after the completion of the study, and (h) a statement affirming that participation is voluntary and participants can withdraw from any part of the interview process at any time.

Statement of Personal Bias

The researcher has been a faculty member in the California community college system since 1998. She has also worked in a private university for 2 years. Her work is in the area of international languages and cultures. She is active in international education, specifically in activities related to study abroad programs. Although the researcher has studied in the U.S. from secondary school, she has received her primary education abroad and has been an international student. She was born in Nicaragua. Some biases are evident, in as far as experience, cultural norms, and expectations that might have influenced her perceptions on leadership and specifically on the context of international education. The researcher is very aware of this, and is committed into providing an objective point of view to the existing (but limited) literature on international education.

Transcript Analysis

Once completed, interviews will be transcribed from the recordings. The transcripts from the interview will be content analyzed, looking for common themes and meanings. Content analysis reduces the complexity of the collection of interview statements. Different definitions of content analysis include: "The statistical semantics of political discourse" (Kaplan, 1943, p. 230); "A research technique for the objective, systematic, and quantitative description of the manifest content of communication" (Berelson, 1952, p. 18); "Any technique for making inferences by objectively and

systematically identifying specified characteristics of messages" (Holsti, 1968, p.14);

"Information processing in which communication content is transformed, through

objective and systematic application of categorization rules" (Paisley, as cited in Bauer &

Gaskell, 2002, p. 13321); "A research technique for making replicable and valid

inferences from data to their context" (Krippendorff, 1980, p. 21); and "A research

methodology that utilizes a set of procedures to make valid inferences from text. These

inferences are about senders, the message itself, or the audience of the message" (Weber,

1985, p. 9).

 The analysis done in this study follows primarily the definitions by Krippendorff

(1980) and Weber (1985), whose approaches reinforce valid inferences from the

transcribed interviews. As Bauer and Aarts (2000) put it,

> The validity of a content analysis must be judged not against a 'true reading' of
>
> the text, but in terms of its grounding in the materials and its congruence with the
>
> theory of the researcher, and in the light of his or her research purpose…Content
>
> analysis steers a middle course between the single truthful reading and 'anything
>
> goes', and is ultimately a class of explicit procedures for textual analysis for the
>
> purposes of social research. (p. 133)

Statements provided in the interviews will serve as the representation and expression of

the community formed by the 10 selected CEOs. In this light, the result of this study's

content analysis is the dependent variable, the thing to be explained. As Bauer and Aarts

note, "attributed texts contain records of events, values, rules and norms, entertainment,

and traces of conflict and argument. Content analysis allows us to construct indicators of

worldviews, values, attitudes, opinions, prejudices and stereotypes, and compare these across communities (pp. 133-134)."

This study's content analysis concerns the 'what is said in a text', the themes and valuations. "Words, sentences and larger text units serve as exemplars of predefined themes and valuations" (Bauer & Aarts, 2000, p. 134). Transcribed interviews allow the researcher to make informed guesses-inferences-on the CEOs views about their strategic plans, initiatives, effectiveness, and barriers in working toward international education. The text generated by the transcribed interviews is transformed by a content analysis, which is first, constructed as an open system in order to pick up trends and changing patterns; secondly, comparisons between the CEOs speeches in order to reveal differences and similarities; thirdly, it is used to construct indices that relate to some other phenomena; fourthly, the content analysis reconstructs *maps* of knowledge embodied in the language used by the CEOs, which represents their actions as knowledge and self-knowledge. To reconstruct this knowledge the content analysis goes "beyond the classification of text units and work[s] towards networking the units of analysis to represent knowledge not only by elements, but also in their relationships" (Bauer & Aarts, 2000, p. 135). In short, this study's content analysis is constructed by normative analyses that make comparisons with common themes and meanings expressed by the different CEOs, and the representation and unitization of these themes and meanings ultimately depend on the research problem.

Chapter Four: Findings

This chapter presents the findings of the study. In particular, the chapter presents the purpose of the study, data collection process, participants in the study, content analysis, findings, and a summary of key findings in the study.

Restatement of the Purpose of the study

The purpose of the study, as stated earlier in Chapter One was (a) to determine perceptions of CEOs of the role of international education (IE) in community colleges, (b) to determine the current state of practice of international education and the perceived degree of importance of international education by various constituents in the community, (c) to determine the impact of various legislative policies on IE in community colleges, and (d) to determine how can CEOs advance IE initiatives at their colleges.

Data Collection Process

The data for this study were collected from semi-structured interviews with 10 CEOs/Chancellors of the California Community College system. Participants were selected based on meeting one or more of the following criteria: (a) CEOs leading colleges with high enrollment of international students, (b) CEOs leading colleges offering study abroad, (c) CEOs leading colleges that have high potential of becoming more involved in international activities due to their strategic geographical situation in relation to Los Angeles County, (d) CEOs leading colleges with a highly diverse student body, and (e) CEOs leading colleges with a high transfer rate of students. This sample provided a wide scope of CEOs experiences dealing with challenges, embedded in a dynamic setting. Additionally, this selection included a combination of CEOs leading

single or multiple college districts for comparison purposes and of colleges located in various counties in California.   The following describes the process of how participants were contacted:

1. The researcher obtained the participants' contact information from the Community College League of California website.

2. Sixteen leaders were sent an invitation letter via email. Ten of them accepted the invitation.

3. Once the CEOs/chancellors confirmed their participation, the researcher sent them an informed consent form and asked them to review and sign it. The form gave them the option to allow the researcher to use their name or a pseudonym (code) instead.

4. Six of them opted to remain anonymous.

5. The researcher asked participants permission to record the interview.

6. There were two personal interviews and eight phone interviews. The length of interviews ranged from 18-55 minutes.

7. The interview consisted of 15 questions. All pertinent content was drawn from the answers to the interview questions that aimed to answer the research questions. Listed below are the interview questions designed to answer each of the five research questions in the study:

Research question 1: What is the role and importance of IE to community colleges as perceived by their CEOs?

IQ1 - How do you important do you think IE is?

IQ2- How are IE initiatives a priority to your district? How are IE initiatives a priority to community colleges? (High, medium, low)

Research question 2: What is the current state of IE initiatives at the various colleges included in the study?

IQ3- What are the IE initiatives that you have currently or are considering at your college?

IQ4- How do you assess the effectiveness of the various IE related initiatives at your college?

IQ5- What are the strategies that have led to the success of various IE initiatives at your college?

IQ6- What are the barriers you have faced in advancing IE initiatives at your college?

IQ7- At your college, is IE part of your strategic plan? How?

IQ8- What is the income generated by IE to your college? What is the cost? What are the benefits financially and otherwise?

Research question 3: What is the degree of support of IE by community college constituents?

IQ9- How would you describe the level of support or demand by your Board of Trustees with respect to IE initiatives?

IQ10- Describe the level of support or demand by the college stakeholders (students, faculty, business…) for IE initiatives?

Research question 4: What is the impact of various legislative policies on IE in community colleges?

IQ11- What are the federal policies that inhibit or enhance IE at your college?

IQ12- What are the state policies that inhibit or enhance IE at your college?

IQ13- What are the local policies that inhibit or enhance IE at your college?

Research question 5: What is the role of community college CEOs in advancing IE at their colleges?

IQ14- How do you view the role of the CEO in promoting IE at their colleges?

IQ15- What strategies do you recommend to CEOs who want to advance IE initiatives at their colleges?

The recorded interviews were transferred to mp3 files where all identifying information was removed, rendering the data completely anonymous, and ready to be content analyzed.

Participants in the Study

Participants in the study were presidents (CEOs) or chancellors of California community colleges representing five single-college districts and five multiple-college districts. The average administrative experience was 20 years ranging from 15 to 33 years. The institutions they lead are located at north, south, coastal, and inland areas, covering a wide geographical area from seven different California counties. Three out of the 10 participants were female. Table 1 presents the list of all participants in the study.

Table 1

List of Participants and Respective Colleges in the Study

Participant Code	Name of Participant	Name of Institution
CEO 1	Name withheld by request	Name withheld by request
CEO 2	Name withheld by request	Name withheld by request
CEO 3	Name withheld by request	Name withheld by request
CHANC 4	Dr. Gray Day	Riverside Community College District
CEO 5	Name withheld by request	Name withheld by request
CEO 6	Dr. Chui Tsang	Santa Monica Community College
CEO 7	Dr. Brian King	Cabrillo College
CEO 8	Mr. Eloy Oakley	Long Beach City College
CEO 9	Name withheld by request	Name withheld by request
CEO 10	Name withheld by request	Name withheld by request

Content Generated by the Study

The content generated by this study all derives from the answers that CEOs gave to the interview questions. As specific group of interview questions (IQ) provides answers to each research question (R), as outlined in Table 2:

Table 2

Data Collection Organization

CEO	R 1 IQ 1, 2	R2 IQ 3, 4, 5, 6, 7, 8	R3 IQ 9, 10	R4 IQ 11, 12, 13	R5 IQ 14, 15
	Role/Priority	Initiatives	Support	Policies	Role of CEO
CEO 1					
CEO 2					
CEO 3					
CEO 4					
CEO 5					
CEO 6					
CEO 7					
CEO 8					
CEO 9					
CEO10					

Table 2 displays how the data was organized in the study and the relevant content

source drawn from answers to be used in the analysis. Each column contains each of the

research questions and corresponding interview question numbers. Below is the

respective theme or main topic for each of the research question. The left column shows

each of the CEOs used in the study and coded in a generic form (CEO1, CEO2, etc.).

Content Analysis Theoretical Approach

As Bauer and Aarts (2000) put it, the validity of a content analysis must be judged

in terms of its congruence with the theory of the researcher, and in the light of the

research purpose. Content analysis conveys the construction of indicators of

"worldviews, values, attitudes, opinions, prejudices and stereotypes, and compare[s] these across communities" (Bauer & Aarts, 2000, pp. 133-134).

The analysis done in this study follows primarily the definitions by Krippendorff (1980) and Weber (1985), whose approaches reinforce valid inferences from the transcribed interviews. According to Krippendorff, "content analysis is a research technique for making replicable and valid inferences from data to their context" (p. 21). Weber states that content analysis is "a research methodology that utilizes a set of procedures to make valid inferences from text. These inferences are about senders, the message itself, or the audience of the message" (p. 9). In short, transcribed interviews allow the researcher to make informed guesses-inferences-on the CEOs views about their strategic plans, initiatives, effectiveness, and barriers in working toward international education.

According to Bauer and Aarts (2000), the present study's content is constructed as an open system organized by trends and changing patterns, as outlined in Table 1. In order to compile information that is relevant to this study, each research question (R) is answered and analyzed using at least one of the four steps: (a) identifying trends and changing patterns, (b) comparing the CEOs speeches in order to reveal differences and similarities, (c) constructing indices that relate to some other phenomena, and (d) reconstructing *maps* of knowledge embodied in the language used by the CEOs, which represents their actions as knowledge and self-knowledge. The following process was employed to facilitate the content analysis:

- Content was coded using unstructured coding seeking different meanings to emerge from the data.

- Once the codes were developed common themes were identified.

- All relevant significant statements were documented from the transcripts.

- A table was created in order to cluster all related themes as they emerged.

- All related and emerging themes were clustered.

- Once the content was reviewed each relevant non-repetitive, non-overlapping statement was noted.

- The themes were combined into a narrative description of what was experienced using the transcripts verbatim for support.

- Finally, key characteristics were pulled together from the content to interpret it as a whole.

It is important to note that in this study the researcher (a) seeks answers to questions such as *how* and *why* certain phenomena occur, (b) aims to perform thorough analysis of specific social units (California community colleges), (c) seeks to capture and observe phenomena *from* and *through* the perspective of the research participants (through their answers in the semi-structured interviews), and (d) focuses on the viewpoints that are most relevant to the *how* and the *why* questions that seek to answer to what extent international education is a priority and is promoted by college leaders.

Data Collection Results

Definition of international education. Based on the responses from the participants it is clear that the participants understand international education (IE) as a multitude of activities that include: an international students program (ISP), study abroad, engaging in international partnerships locally and abroad with public and private entities, exchange programs, participating at some level with a consortium, work internships

67

locally and abroad, infusing a global perspective into the curriculum, and developing

faculty skills and knowledge on international issues.

Research question 1. For each research question, responses to corresponding

interview questions were content analyzed and summarized. Research question 1 asked:

"What is the role and importance of IE to community colleges as perceived by their

CEOs?" Interview questions 1 and 2 dealt with this research question.

Interview question 1. Interview question 1 asked: "How important do you think

IE is?" Figure 1 presents a summary of the content analysis of the responses to interview
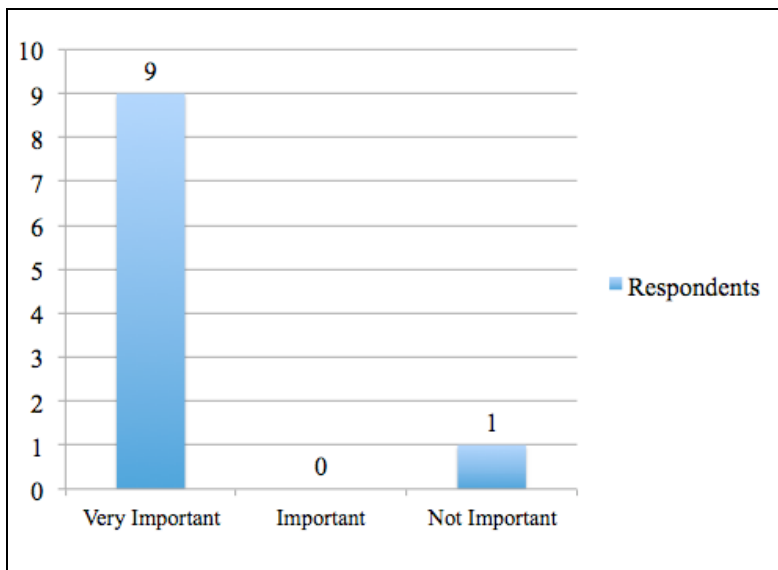
question 1:

Figure 1. Importance of international education

Nine of the 10 participants indicated that international education is very

important. Only one respondent felt that IE was not important to his college because "it

is not a part of the college mission" (CEO 2, personal communication, June 21, 2011).

This is a striking difference when compared to the other nine respondents who indicated

that IE is critical, extremely important or very important. All seem to have a clear

understanding of the important role international education plays in California Community colleges as it relates to providing a broader perspective of the world and reality today.

Respondents' reasons ranged from the value of bringing a global or broader perspective into the campus, educating students about the complex world, providing exposure and direct interaction with other cultures, to providing personal development and diversification of the student body, and increasing student performance levels; in sum international education plays an important role in providing a rich and valuable education for all students. In fact, CEO 6 said, "We need to educate students about the world, give a global perspective, provide knowledge on a broader scale to bring understanding of the complex world" (CEO 6, personal communication, June 29, 2011). Four participants highlighted the benefit of ongoing partnerships with China, Korea, India, Egypt and Brazil. For example, CEO 1 reported,

> Given the current times we are living in and the way people do business, and where our service providers come from which is on a global basis, decisions are made interactively with many players at one time, I think it is absolutely critical that we have IE. So that people can realize and get over stereotypes they have about people from other countries. (CEO 1, personal communication, June 21, 2011)

Interview question 2. Interview question 2 was in two parts. The first part of the interview question 2 asked: (A) "How are IE initiatives a priority to your district?" Figure 2 presents a summary of the content analysis of the responses to interview question 2.A:
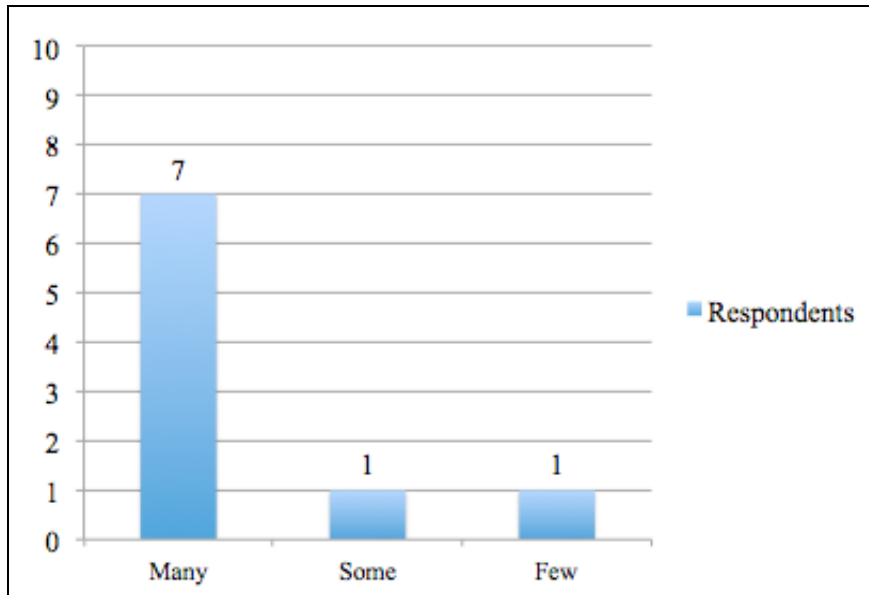
Figure 2. Priority of IE initiatives at California community colleges

Eight out of 10 participants reported that IE was either a high or medium priority initiative at California community colleges. Only two believed that IE was low priority initiative. A majority of respondents (eight) reported they had developed IE initiatives and efforts, that initiatives are growing, and that IE should receive more attention. One participant (CEO 2) indicated that there were no initiatives being developed at the moment "that we are not recruiting international students nor offering of study abroad, although we serve a number of international students in our campus" (CEO 2, personal communication, June 21, 2011).

The second part of interview question 2 asked: (B) "How are IE initiatives a priority to community colleges (high, medium, low)?" Figure 3 presents a summary of the content analysis of the responses to interview question 2.B:
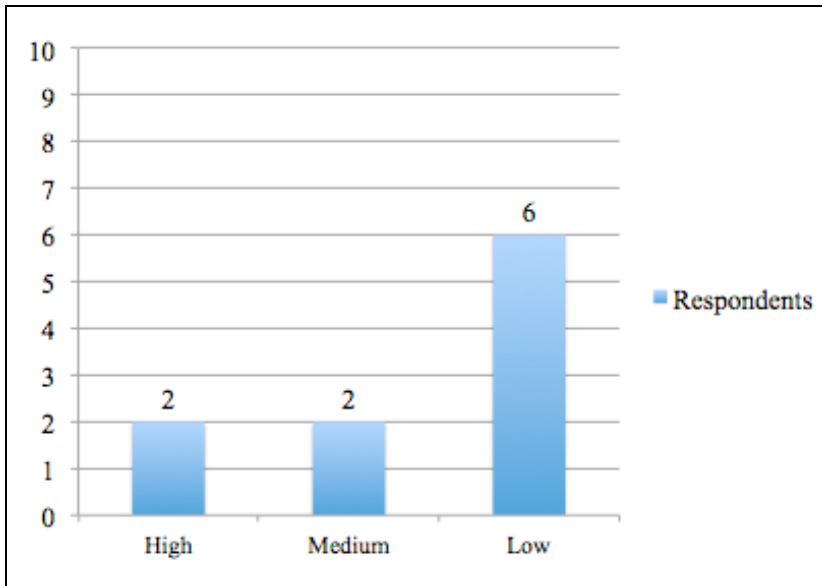
Figure 3. CEOs' perceptions on IE priorities of colleges other than their own

All participants mentioned the current budget crisis in California community colleges as the major reason for other colleges not having IE as a high priority. One participant stated, "Low overall for other colleges, few colleges (less than 20) out of the 112 colleges have strong international student programs" (CEO 9, personal communication, July 3, 2011). One of the respondents stated that international education is not as important in community colleges. More specifically, the participant indicated, "We provide no resources at the moment, IE provides cost recovery but no capacity or staff at the moment. Depends on the college unless they have invested earlier, only 10% made a commitment earlier, takes leadership, commitment and investment of resources" (CEO 5, personal communication, June 28, 2011).

Research question 1: Summary. International education is deemed very important to California community colleges by a large majority of the participants (9 out of 10). It is also viewed as a high priority initiative to California community colleges by a majority of the participants (6 out of 10) while only one participant reported IE to be a

low priority initiative to California community colleges. However, the reverse appears to be true when the participants were asked of the priority of IE to the California community college system as opposed to the college itself, where 6 out of 10 reported IE to be a low priority initiative to other colleges. Another similarity found in the participants' perceptions is the priority of international education in other colleges being less prioritized than at their own colleges.

Research question 2. Research question 2 asked: "What is the current state of IE to community colleges as perceived by their CEOs?" Interview questions 3, 4, 5, 6, 7, and 8 dealt with this research question.

Interview question 3. Interview question 3 asked: "What are the IE initiatives that you have currently or are considering at your college?" Figure 4 presents a summary of the content analysis of the responses to interview question 3:
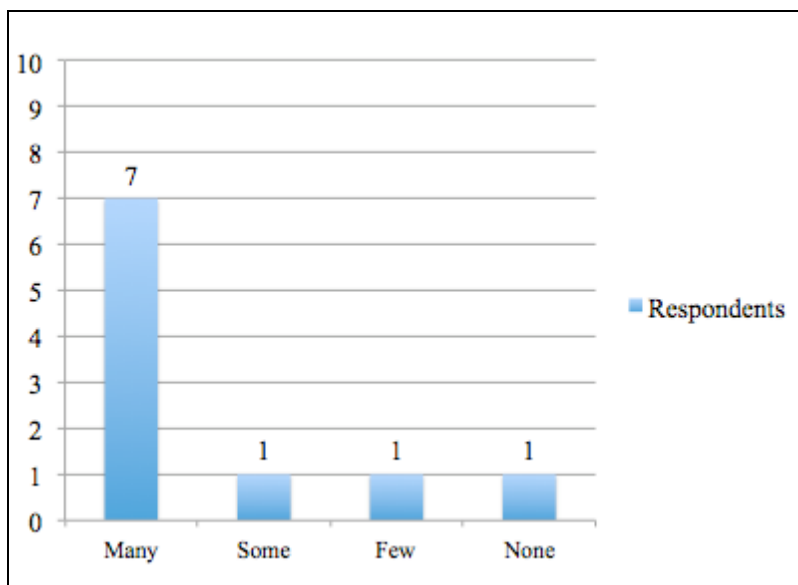

Figure 4. IE initiatives considered in the past or in the present

All participants except one indicated that they have ongoing initiatives at different levels of implementation. These include: growing the international students program

(ISP) and study abroad programs, integration of all efforts on campus, including businesses, maximizing student's learning in study abroad, and acquiring grants. CEO 3, for instance, declared that the college "is active in partnerships through a grant from foundation office to Egypt, Korea, China, India, and is expanding relations with sister embassies and governments in China, Sweden, and Norway, and having developed certificate programs in career tech" (CEO 3, personal communication, June 27, 2011). CEO 5 stated, "Study abroad, international students programs, expanding relationship with China, creating a Chinese Institute for vocational instructors short term programs; have a student club, half-time staff/counselor, home family relations" (CEO 5, personal communication, June 28, 2011).

Interview question 4. Interview question 4 asked: "How do you assess the effectiveness of the various IE related initiatives at your college?" Figure 5 presents a summary of the content analysis of the responses to interview question 4:
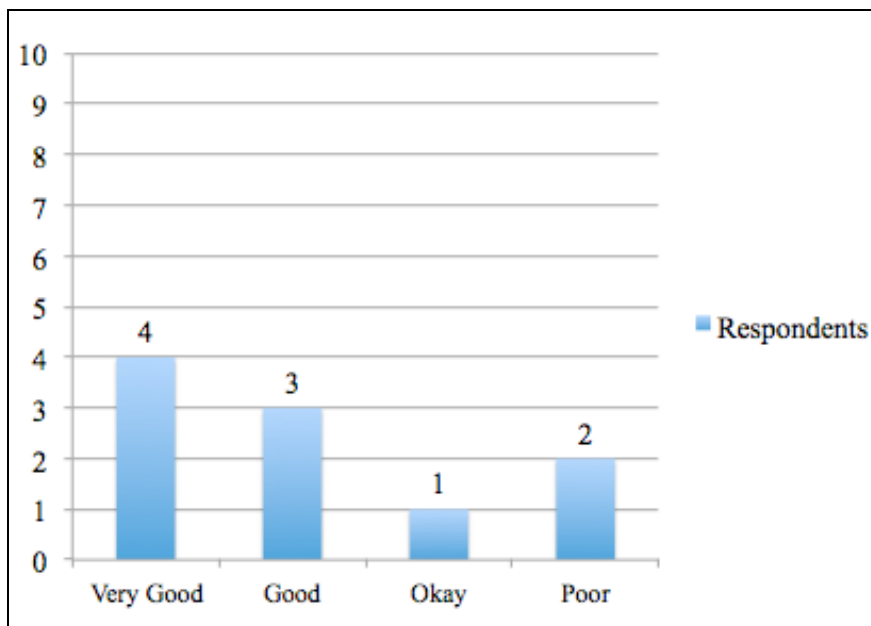

Figure 5. Assessing the effectiveness of IE initiatives

Eight out of 10 participants reported using a number of methods to assess their international efforts on campus. CEO 3 stated, "There is no formula, but maintain level of satisfaction, longevity, and sustainability of programs" (CEO 3, personal communication, June 27, 2011). In addition to success, retention, and completion indicators a student and faculty level satisfaction survey is often used. CEO 7 indicated, "We assess it by the number of students and similar methods of success and retention of other students" (CEO 7, personal communication, June 30, 2011). CEO 5 indicated, "We assess international students' participation in student clubs" (CEO 5, personal communication, June 28, 2011), and CEO 9 stated, "honor societies or clubs" as a way to determine international students' integration on campus (CEO 9, personal communication, July 3, 2011).

Interview question 5. Interview question 5 asked: "What are the strategies that have led to the success of various IE initiatives at your college?" Figure 6 presents a summary of the content analysis of the responses to interview question 5:
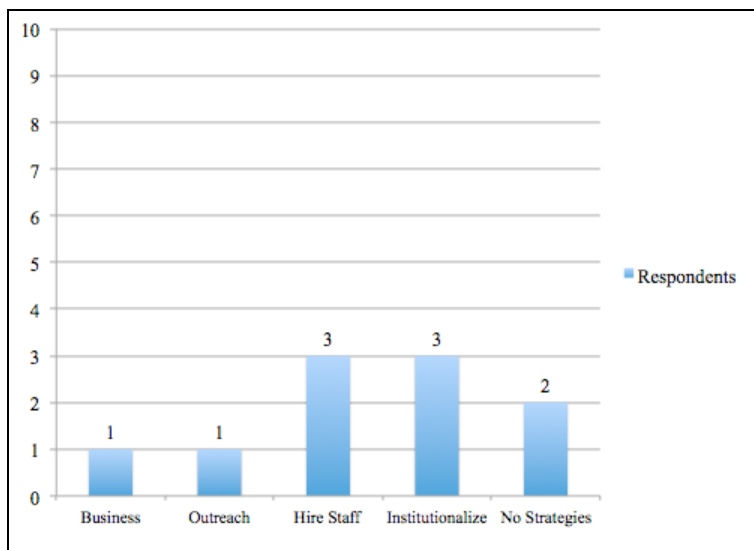

Figure 6. Successful IE strategies

A clear trend as reported revolves around staff resources and the hiring, training, and maintaining of a qualified and committed individual. CEO 1 mentioned strategies

such as "diversify, promote social activities, good exposure, students are recruiters, support the system internally, create learning communities" (CEO 1, personal communication, June 21, 2011). There were no other verifiable trends besides the following miscellaneous responses: to have a designated or central office, providing a detailed webpage, engage in continual outreach, institutionalize global education, use of local business to market and recruit students.

Interview question 6. Interview question 6 asked: "What are the barriers you have faced in advancing IE initiatives at your college?" Figure 7 presents a summary of the content analysis of the responses to interview question 6:
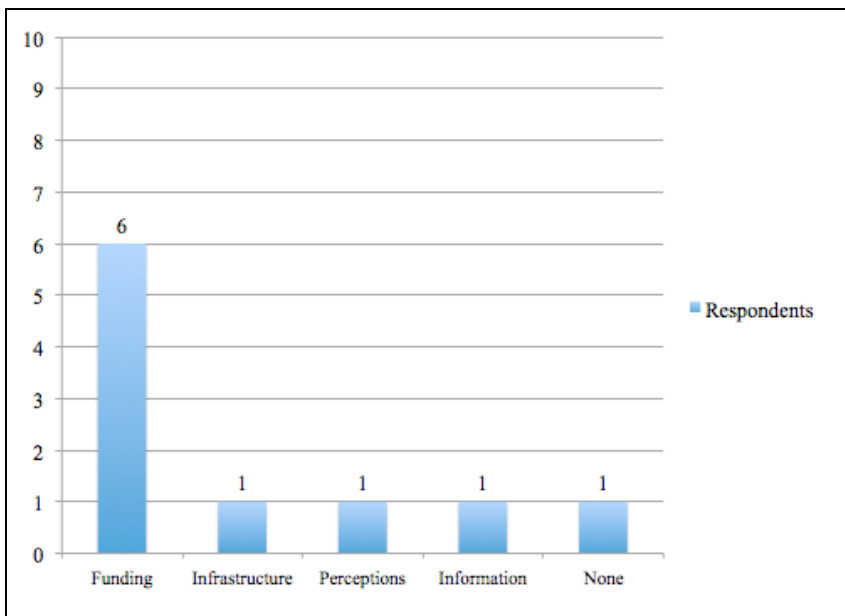
Figure 7. Barriers faced in advancing IE initiatives

Funding was the major trend indicated by eight of the 10 participants. CEO 10 mentioned, "Funding, there is no place to put international students with the current enrollment caps" (CEO 10, personal communication, July 5, 2011). CEO 3 stated, "We have two main barriers: funding, and staff resources. We need people to travel to other countries" (CEO 3, personal communication, June 27, 2011).

In addition, a secondary trend was the perception of international education as not serving local residents and therefore displacing local students. For instance, CEO 9 indicated,

> Perception or misunderstanding of international education; locals feel that international presence displaces resident students; this creates local pressure. The reality is that ISP provide for additional classes for locals that otherwise would not exist. Some faculty feels that it is an added burden to have some of these students, particularly from Asia, because of the language barrier and these students require more support. (CEO 9, personal communication, July 3, 2011)

Additional barriers reported are challenging the infrastructure as it relates to supporting special needs of international students.

Interview question 7. Interview question 7 asked: "At your college, is IE part of your strategic plan? How?" Figure 8 presents a summary of the content analysis of the responses to interview question 7:
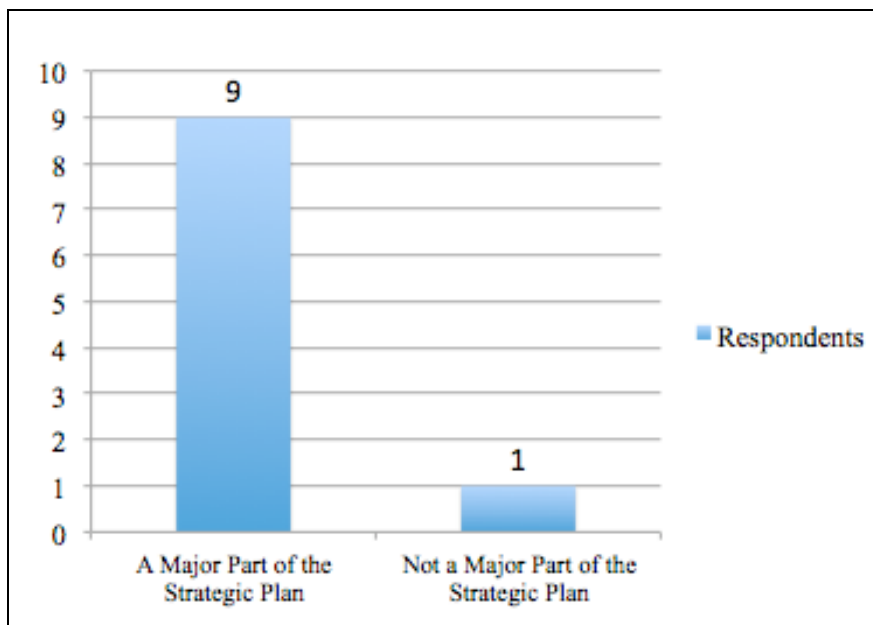

Figure 8. Inclusion of IE in the college strategic plan

Nine respondents stated that international education is a part of the strategic master plan. CEO 3 answered, "Yes, falls under access, account, partnership. It is part of the mission of the college" (CEO 3, personal communication, June 27, 2011). CEO 8 reported, "integrating international students into the school for others to get a broader perspective. In sum, it is important to internationalize the curriculum" (CEO 8, personal communication, July 1, 2011). CEO 5 stated, " IE is in our strategic plan and is part of the globalization and expand study abroad, as well as to attract more students" (CEO 5, personal communication, June 28, 2011). As reported, IE is included under any of the following areas: access, partnerships, awareness, diversity, instruction, ISP, or outreach. Only one leader reported that international education is not an integral part of the strategic master plan.

Interview question 8. Interview question 8 asked: "(a) What is the income generated by IE to your college? (b) What is the cost? (c) What are the benefits financially and otherwise?"

When asked about the revenue, cost, and otherwise benefit of IE on campus the vast majority (nine CEOs) responded that it is highly profitable and beneficial for the institution. CEO 6 affirmed IE "sustains funding and college goals, and brings huge income – $30 million" (CEO 6, personal communication, June 29, 2011). CEO 1 stated that "income is greater than cost," and the

> added benefit is that they (international students) bring awareness, respect,
> appreciate differences, knowledge. Real value is help students gain a realistic
> perspective of the world they live in. It creates a more humane body of people.
> Generates gratitude in humans". (CEO1, personal communication, June 21, 2011)

CEO 4 stated that IE brings "income and energy to campus" (CEO 4, personal

communication, June 27, 2011). One respondent indicated that since IE was not part of

the college mission there was no cost or benefit involved. There were no remarks made

about cost, although a majority responded that IE requires securing the necessary

resources. Other benefits indicated were the great educational experience it provides for

students and faculty.

    Research question 2: Summary. The majority of participants commonly agree

that IE initiatives diversify the campus environment and the community. However, their

approaches in sustaining their programs vary, depend on, and are determined by their

local community needs. Another aspect to highlight with respect to similarities found in

participant's comments are the areas abroad explored for partnerships being Asian and

Middle Eastern countries and to a lesser extent Brazil. Those participants who showed

enthusiasm and greater involvement in IE emphasized the need of maintaining the level

of satisfaction, longevity, and sustainability of their programs. They believed that IE

requires a continuous effort and investment. Their observations denote a high degree of

optimism based on a long-term commitment. Only one of the respondents mentioned

global competencies and guidelines based on the student learning outcomes (SLO) for the

question assessment of international education. The rest of the respondents mentioned

methods and guidelines used for all students on campus but not necessarily related to the

IE experience for both foreign students and local students studying abroad. It is

noteworthy to point out that this was the leader of the only college that has IE directly

embedded into the strategic master plan.

Research question 3. Research question 3 asked: "What is the degree of support of IE by community college constituents?" Interview questions 9 and 10 dealt with this research question.

Interview question 9. Interview question 9 asked: "How would you describe the level of support or demand by your Board of Trustees with respect to IE initiatives?" Figure 9 presents a summary of the content analysis of the responses to interview question 9:
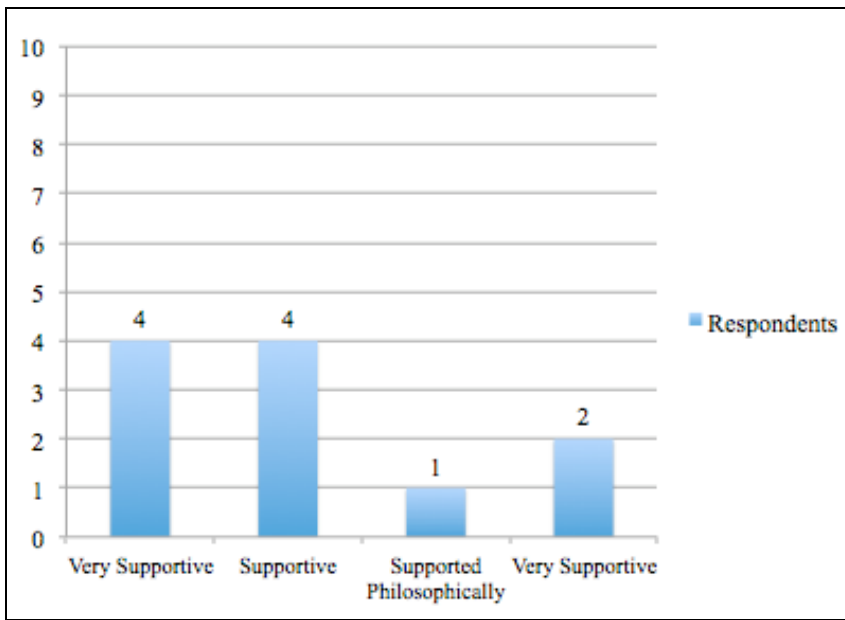
Figure 9. Level of support or demand by Board of Trustees

The trend as indicated by the responses of nine CEOs was that their Board of Trustees is supportive. CEO 3 stated, "We have a supportive Board of Trustees, because of the benefits: the college mission is sustained, while educating community from all over the world" (CEO 3, personal communication, June 27, 2011). CEO 6 reported, "Board of Trustees understands the income level the international student program brings and the global competencies required in the master plan" (CEO 6, personal communication, June 29, 2011). Five indicated very supportive whereas two reported them as supportive.

Two leaders stated it as neutral. CEO 8 stated, "Board of Trustees is very supportive as it is a goal to continue in globalizing the curriculum" (CEO 8, personal communication, July 1, 2011). One CEO indicated,

> The current Board of Trustees (newly elected) is not supportive, contrasting the support of the previous Board. We had a major change; new board is not all up to date with the college, they still question benefit of IE. Prior board was very supportive. New board will go through a long process to understand; it is my hope that once they understand it they will be supportive. (CEO 9, personal communication, July 3, 2011)

Interview question 10. Interview question 10 asked: "Describe the level of support or demand by the college stakeholders (students, faculty, business…) for IE initiatives?" Figure 10 presents a summary of the content analysis of the responses to interview question 10:

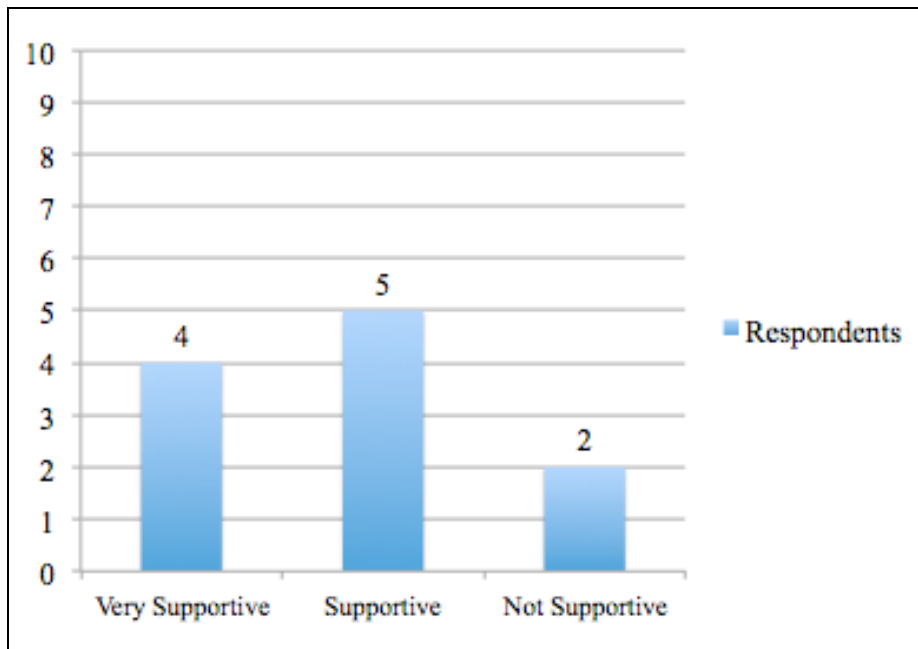*Figure 10.* Level of support or demand by stakeholders

The clear trend indicated by 9 out 10 respondents is that in their perception, students and faculty are supportive. In four colleges they are very supportive both in the philosophical and practical matters relating to international education; four respondents indicated that they are supportive. CEO 8 stated, "Students have a club, and businesses provide jobs and work experience for them, scholarships and internships from port employers" (CEO 8, personal communication, July 1, 2011). CEO 5 said, "We have a lot of local support" (CEO 5, personal communication, June 28, 2011). In terms of the support or demand from businesses only four CEOs declared the support by local businesses. Two CEOs indicated that they needed more support; CEO 3 stated, "More work is needed from businesses" (personal communication, June 27, 2011). One CEO reported, "International education was never brought up to the discussion with businesses" (CEO 2, personal communication, June 21, 2011).

Research question 3: Summary. A majority of respondents indicated that Board of Trustees are supportive, as long as the Board has remained the same for quite a few years, which allowed Board members to familiarize themselves with the importance of IE, and consequently understand it as part of the college educational mission. Newly instated Boards show reluctance to accept IE, due to the current budget crisis. Although a majority indicated that student and faculty are very supportive both in the philosophical and practical matters relating to international education, there are mixed perspectives about the support from faculty; faculty are mixed, some see the opportunity where others see the burden, because faculty understand that international students require extra resources and extra work compared to local students.

With regard to businesses, a majority of respondents reported lack of support, primarily due to little or no communication with the private business industries. The CEOs that observed support from businesses in their communities emphasized that businesses show a need for students who are aware of other cultures, and when there is support from other stakeholders, colleges focus on actions that help accomplish the goal to continue globalizing the curriculum. Contrastingly, a majority declares the need for more support from businesses, clearly indicating that there is a gap in communication in both directions.

Research question 4. Research question 4 asked: "What is the impact of various legislative policies on IE in community colleges?" Interview questions 11, 12, and 13 dealt with this research question.

Interview question 11. Interview question 11 asked: "What are the federal policies that inhibit or enhance IE at your college?" Figure 11 presents a summary of the content analysis of the responses to interview question 11:
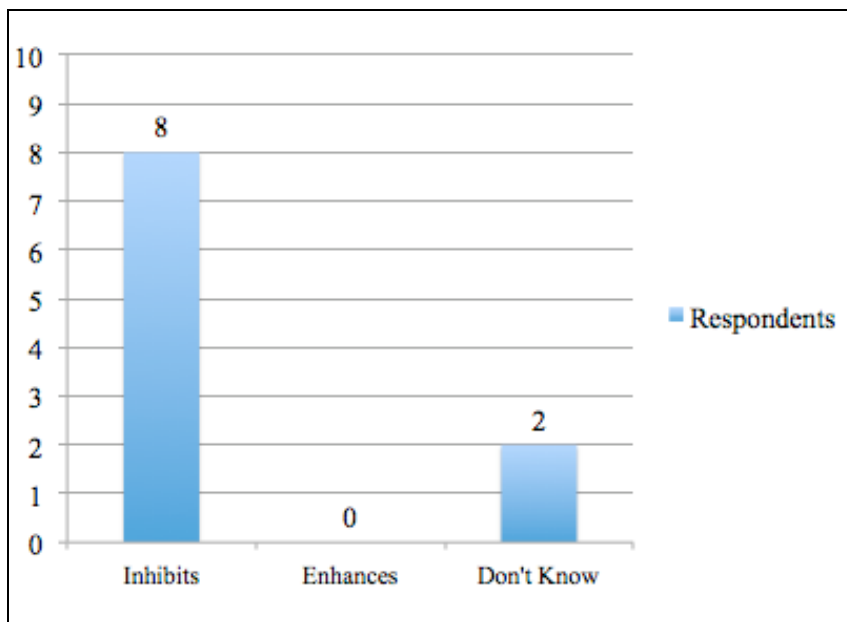

Figure 11. Impact of federal policies on IE

Seven of the 10 CEOS stated that federal policies inhibit IE primarily due to immigration restrictions after September 11 (9/11) and that more reporting is required. CEO 1 affirmed that Federal policies "require time for visas, and embassy work" (CEO 1, personal communication, June 21, 2011). CEO 7 indicated "federal visa requirements" as an inhibitor to IE (CEO 7, personal communication, June 30, 2011). CEO 3 declared, "Policies are stricter after 9/11. Must follow within the guidelines of immigration" (CEO 3, personal communication, June 27, 2011). CEO 8 stated, "Federal government's requirements inhibit IE as policies demand more responsibility to ensure the college is in compliance with laws" (CEO 8, personal communication, July 1, 2011). CEO 9 reported, "Added restrictions after 911 which requires colleges to spend more time and effort in complying" (CEO 9, personal communication, July 3, 2011).

Interview question 12. Interview question 12 asked: "What are the state policies that inhibit or enhance IE at your college?" Figure 12 presents a summary of the content analysis of the responses to interview question 12:
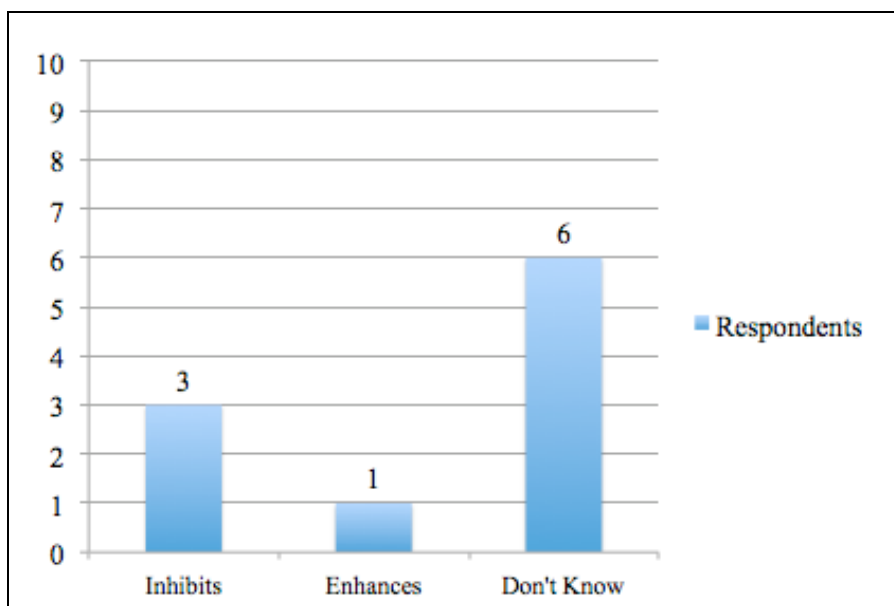

Figure 12. Impact of state policies on IE

A majority indicated being unclear as to state policies inhibiting or enhancing IE. Six clearly reported to be either unaware or unfamiliar with the impact of state policies to IE. Three respondents stated that state policies inhibit and have the worst impact. CEO 1 declared, "Some Board members do not think we should have illegal immigrants," and that concern is an inhibitor to IE (CEO 1, personal communication, June 21, 2011). CEO 8 stated, "There is more pressure now on budget and enrollment. We had to reduce sections. That is the biggest barrier, as it affects international student programs" (CEO 8, personal communication, July 1, 2011). Only one respondent stated that the current state policy in California incentives enhances international education. CEO 7 reported, "Fiscal incentives enhance IE, as enrollment is not counted against the college" (CEO 7, personal communication, June 30, 2011).

Interview question 13. Interview question 13 asked: "What are the local policies that inhibit or enhance IE at your college?" Figure 13 presents a summary of the content analysis of the responses to interview question 13:
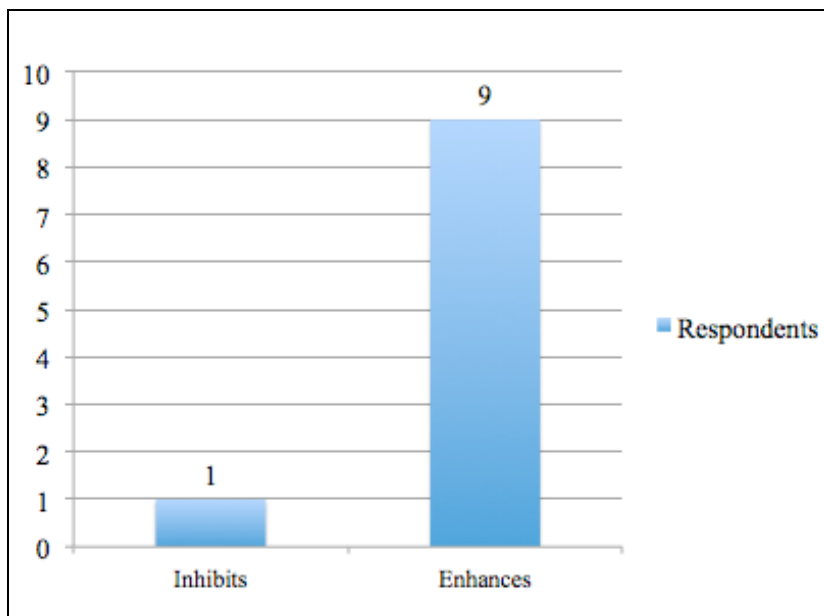

Figure 13. Impact of local policies on IE

84

Nine of the respondents believe that local policies enhance IE. Their responses were not specific or in great detail with respect to which policies. The terms they used were: "none that prevent it" (CEO 2, personal communication, June 21, 2011), "no barriers" (CEO 7, personal communication, June 30, 2011), and "none" (CEO 6, personal communication, June 29, 2011). CEO 8 indicated, "Locally the involvement of the city and port enhances IE initiatives" (CEO 8, personal communication, June 30, 2011). CEO 9 stated that there is a "board policy of increasing to 8% ISP. At the moment, my college is at 5.4%" (CEO 9, personal communication, July 3, 2011). CEO 10 reported, "Local policy on priority registration inhibits IE as seats are already taken by the time international students register" (CEO 10, personal communication, July 5, 2011).

Research question 4: Summary. A majority of respondents stated that federal policies (specifically related to immigration) inhibit international education at their colleges. With regard to state policies, CEOs are unclear whether they inhibit or enhance international education. A large majority of respondents assert that local policies strongly enhance international education. There seems to be a clear understanding with regard to federal policies and regulations and the burden that it represents to their colleges. Immigration restrictions after 9/11 inhibit IE, because it caused additional monitoring and reporting to the government to maintain compliance; this translates into requiring more time, additional funding for staff. With regard to state policies, responses varied and were ambiguous, reflecting their unfamiliarity with any specific policy; some responses related to budget crisis, enrollment caps, illegal immigration, and ESL placement exam as inhibiting factors to IE. In reference to local policies the vast majority indicated that they enhance IE. It is interesting to note that their understanding

as *local* included primarily their individual districts, and only in a few cases the extended community (city, and local government).

Research question 5. Research question 5 asked: "What is the role of community college CEOs in advancing IE at their colleges?" Interview questions 14 and 15 dealt with this research question.

Interview question 14. Interview question 14 asked: "How do you view the role of the CEO in promoting IE at their colleges?" Figure 14 presents a summary of the content analysis of the responses to interview question 14:
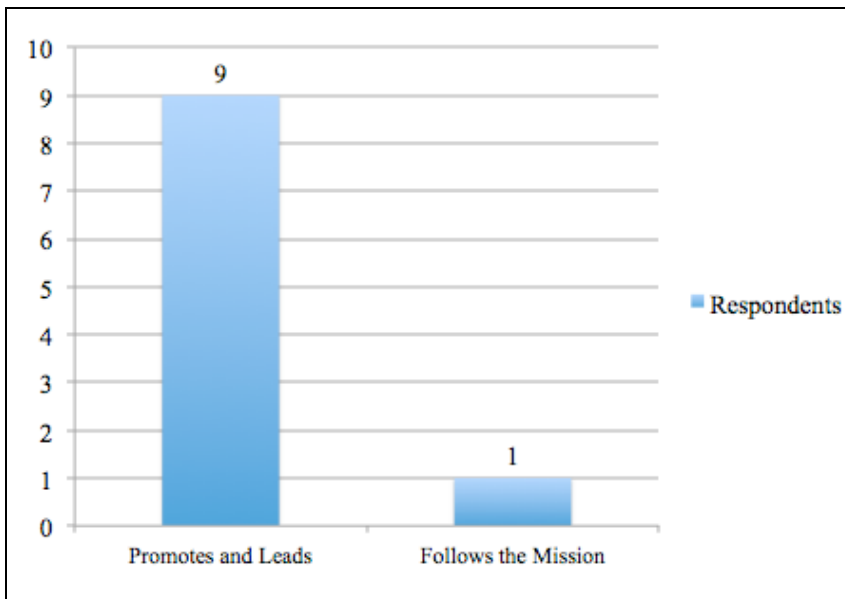
Figure 14. Role of CEO in promoting IE at their colleges

All participants except one reported as critical the role of the CEO in promoting IE. The majority indicated that the CEO's responsibility for providing leadership in their colleges is a key factor in advancing IE. CEO 1 stated, "The role of the CEO is to lead, and if it is a priority, then to provide the leadership, get it in the agenda, move it along, create business connections, and promote it" (CEO 1, personal communication, June 21, 2011). CEO 7 indicated, "The role of the CEO is to provide the leadership in the

community, frame the issue and identify priorities" (CEO 7, personal communication, June 30, 2011).   CEO 3 stated, "Communicate and articulate it to all, promote it, support it, sustain it, go after grants and partnerships" (CEO 3, personal communication, June 27, 2011). CEO 2 stated, "The role of the CEO in promoting IE must first be in the mission of the college" (CEO 2, personal communication, June 21, 2011).

Interview question 15. Interview question 15 asked: "What strategies do you recommend to CEOs who want to advance IE initiatives at their colleges?" Figure 15 presents a summary of the content analysis of the responses to interview question 15:

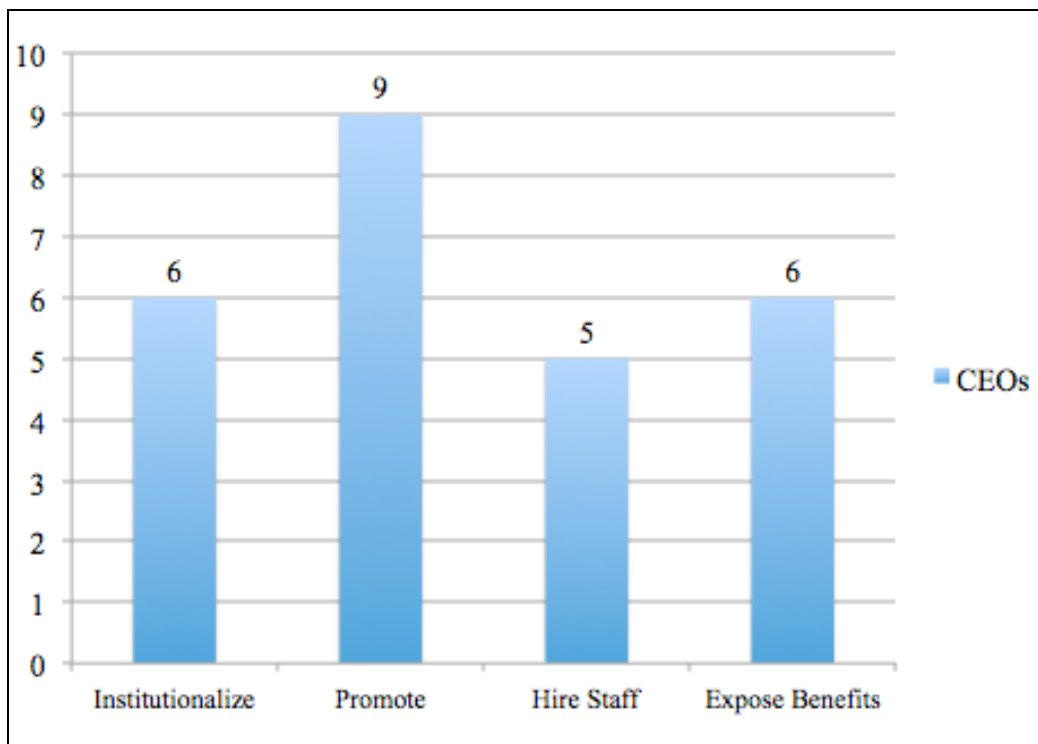*Figure 15.* Strategies CEOs recommend to CEOs wanting to advance IE

Participants reported the following steps for a CEO to advance IE: make it part of the strategic plan (institutionalize), promote it (get the buy in from stakeholders and make it part of the conversation), hire trained and dedicated staff, and expose benefits (provide cost/benefit analysis). CEO 6 indicated, "The CEO has to make it part of the governing

mission, academic curriculum, staff development, must be a college wide endeavor—in sum, it requires institutional change" (CEO 6, personal communication June 29, 2011). CEO 7 suggested, "Make it part of the strategic plan, the college purpose, and articulate it" (CEO 7, personal communication, June 30, 2011).

 Research question 5: Summary. The overall trend observed in the CEOs responses is that the role of CEO, that is, his or her leadership capability is a key factor in advancing international education. Furthermore, CEOs recommend four major strategies to advance international education: Institutionalize, promote, hire trained staff, and expose benefits.

Summary of Findings

 The results for this study were collected by a doctoral student in the organizational leadership program offered by the Graduate School of Education and Psychology at Pepperdine University. The data was collected using a semi-structured interview protocol. The collection instrument model was used as described in Chapter Three. Through the coding process, clear groupings emerged, such as majority (six or more respondents), or minority (four respondents or less). In using literary frameworks to cluster the data in trends and similarities, common themes emerged.

 Research question 1 asked: What is the role and importance of IE to community colleges as perceived by their CEOs? As a result of the coding, four themes emerged: (a) IE is very important, (b) IE is a high priority initiative at their own colleges, (c) at other California community colleges IE is a low priority initiative, and (d) at other California community colleges IE is less prioritized than at their own college.

Research question 2 asked: What is the current state of IE initiatives at the various colleges included in the study? As a result of the coding, seven themes emerged: (a) there are some ongoing IE initiatives, (b) effectiveness of IE initiatives is assessed as very good to good, (c) successful IE strategies revolve around staff resources (hiring, training, and maintaining qualified staff), (d) the major barrier to IE is funding; (e) IE is a major part of colleges' strategic plans, and (f) additional resources generated by IE can offset the investment required, and (g) IE is beneficial and potentially profitable with strategic planning.

Research question 3 asked: What is the degree of support of IE by community college constituents? As a result of the coding, three themes emerged: (a) the Board of Trustees is supportive to IE, (b) students and faculty are very supportive of IE, and (c) businesses are not as supportive.

Research question 4 asked: What is the impact of various legislative policies on IE in community colleges? As a result of the coding, three themes emerged: (1) federal policies (specifically related to immigration) inhibit IE, (2) CEOs are unclear whether state policies inhibit or enhance IE, and (3) local policies strongly enhance IE.

Research question 5 asked: What is the role of community college CEOs in advancing IE at their colleges? As a result of the coding, two themes emerged: (a) role of CEO (leadership) is a key factor in advancing IE, and (b) CEOs recommend at least four strategies to advance IE (institutionalize, promote, hire trained staff, and expose benefits).

Chapter Five: Conclusions and Recommendations

The purpose of the study was to determine what are the perceptions of community college leaders on the role of international education, how and why they are able to advance it or how and why they feel it is being inhibited, and how they make decisions within their organizations. The general perception of college leaders verified in this study corroborate the notions previously noted by Raby and Valeau (2007), "International education is a set of programs and curricula that institutions can employ to globalize students, faculty, and the surrounding communities" (p. 5), and by Knight's (2004) definition: "*Internationalization* as the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of higher education" (p. 9). As a result of this study, a number of perceptions and views about the context of international education in California community colleges became evident. The participants' answers to the five research questions generated views that specifically fell into five different categories: (a) role and importance of international education (context and priority), (b) current state of international education initiatives, (c) support of or demand from constituents, (d) impact of policies, and (e) role of CEOs and recommendations.

According to Boggs and Irwin (2007), it is up to senior administrators to embrace the responsibilities to develop international education, to encompass a network of all international activities into a comprehensive center, and to ensure adequate staffing to coordinate them. Boggs and Irwin note, "Focusing all international-related activities in a comprehensive center and having a direct reporting line to the president or chancellor is necessary for incorporation of the international program into the campus" (p. 27).

This study aims to further develop the research initiated by Boggs and Irwin (2007) by focusing specifically on perspectives of California community colleges' leaders, as key to understanding the components that may advance international education. Furthermore it brings insights shared by CEOs on specific issues including but not limited to state legislation, policymaking, budgetary constraints, and recommendations. It is from this vantage point that a variety of implications will be addressed. This chapter addresses the findings of the study, implications of the findings, and recommendations for future research.

Research Questions

This study sought to address five specific research questions:

1. What is the role and importance of IE to community colleges as perceived by their CEOs?

2. What is the current state of IE initiatives at the various colleges included in the study?

3. What is the degree of support of IE by community college constituents?

4. What is the impact of various legislative policies on IE in community colleges?

5. What is the role of community college CEOs in advancing IE at their colleges?

Interview questions 1-13 were designed to provide information about the participants background and their college context, and to evaluate how leadership can be a determining factor in overcoming resistance, advancing, or inhibiting IE. Interview

questions 14 and 15 were designed to reveal more specifically to what extent the CEOs have the personal capacity and ability to transcend their current leadership paradigms.

Conclusions

Research question 1: Role and importance of international education.

Research question 1 aimed to find out what is the role and importance of IE to community colleges as perceived by their CEOs. In order to address this question interview questions 1 and 2 were created. Interview question 1 sought to find out how CEOs express themselves when they refer to their view of the importance of international education. This interview question leaned toward the participants' perception about the philosophical dimensions of IE, or IE per se, thus it did not necessarily prompted the participants to describe or report on specific events they are experiencing at their institutions. Interview question 2 was designed to uncover the level of importance of IE in practical and concrete terms in the college led by the respondent. Thus, interview question 2 asked specifically how IE is ranked within the context of the college and how leadership translates into actions or events conducted, or experiences witnessed by the participants.

Based on the participants' answers, international education is important and is a priority, but one among many priorities with which the CEOs have to deal. This means, participants are concerned with the organization as a whole, where different priorities coexist. However, in view of the current budget crisis, their responses make evident that their perceptions play a major role. In some cases, the CEO perception is driven by his or her individual experience, and in other cases the leaders' perceptions somewhat match the perceptions emerging out there in the community. The logical conclusion emerging

from these findings is that California community colleges may not advance international education, because of the current budget crisis. It was observed in the CEOs speeches that they have to approach the subject of international education with caution. Their speeches clearly elicit the inference that they have to be careful when promoting the entrance of international students in their colleges, because such action can be perceived as a movement toward displacement of local students, or as not serving the local community needs.

Research question 1: Conclusions. It is plausible to conclude that IE can become more or less a reality in community colleges, if their leaders (a) believe in it, and (b) are proactive about it. Although respondents associated less advancing of IE with difficulties imposed by the current budget crisis, when their colleges brought IE up to a higher priority their successes seem to be less affected by economic constraints. This became evident when participants were running organizations in which, although there might be some resources left, international education might be put aside.

Research question 2: Current international education initiatives. Research question 2 aimed to find out what are the current state of IE initiatives at the participants' colleges. In order to address this question interview questions 3, 4, 5, 6, 7, and 8 were created. These interview questions were designed to prompt participants to describe initiatives currently in motion, their level of success and barriers to success, and benefits observed. Interview question 3 sought to find out which initiatives are being considered and which are actually in motion. This question revealed participants' concrete actions in their administration, and some of the intentions they had for the future as well. Interview question 4 aimed to find out how successful or effective are the initiatives in motion.

Interview question 5 sought to uncover strategies that led to successful initiatives, while interview question 6 looked for barriers to achieving successful initiatives. Interview questions 4, 5, and 6 prompted participants to reveal their level of practical involvement with IE, and a self-evaluation of their work toward IE. Interview question 7 aimed to find out if IE is an integral part of the college strategic plan. This question aimed to clarify whether the intentions and work of the CEO toward IE matched the strategic plan of their institutions. Interview question 8 was designed to uncover participants' views about income, cost, and benefits generated by IE. In sum, this question was designed to uncover the perceptions of participants with regard to financial viability of IE.

 Research question 2: Conclusions. Nine out of 10 colleges, as led by these CEOs, appear to be involved in some initiatives. The responses make evident that some colleges are currently operating in a slower pace, and these initiatives may be dormant or less evident in practical terms, with the exception of a few colleges that have large international student programs that apparently rely heavily on the revenue generated by these programs. Ongoing efforts vary according to prior investments colleges have made, and to the community needs. It is important to note a trend indicating that colleges that have fewer initiatives also reported fewer relationships or connections with local businesses, as far as international education activities are concerned. In these cases, it is clear that support of business environment has not been fully developed. The stronger their connections with businesses, the stronger their IE programs are, but such relationships have not been cultivated to their full potential. A plausible inference deriving from that observation is that colleges have not attempted to reach out, inform businesses, or develop a dialog with local community businesses.

In terms of strategies and assessment of initiatives, the overall responses reveal a correlation: the colleges that appear to be more actively involved in international education put in motion multiple assessment tools that go beyond the regular GPA, student success, and completion rate assessment. The CEOs that lead these colleges are putting more attention on the experience of the international students, local faculty, and the experiences of local students who engage in study abroad programs. The CEOs followed a pattern when talking about tracking the current number of students, a projected number of future students, and a number of market related projections.

Research question 3: Support or demand from constituents. Research question 3 aimed to find out what is the degree of support of IE by community college constituents. In order to address this question interview questions 9 and 10 were created. Interview question 9 sought to find out how participants perceived the support (or lack of it) specifically from their colleges' Board of Trustees. This question also uncovered how the participants relate to their Board of Trustees, some appearing to be engaged mostly in collaborative work, while some revealed a work in progress toward engaging the Board in their leadership views, and a few revealed through their speeches that they are struggling in having the Board on board supporting their goals. Interview question 10 aimed to find out the support (or lack of it) from students, faculty and community businesses. This was a very interesting question, because it revealed that CEOs perceive students always supportive to IE, whereas faculty presented barriers related to their educational tasks.

Research question 3: Conclusions. In reference to the theme Board of Trustees support, most of the CEOs included in this study reported that their colleges have a

supportive to very supportive Board of Trustees. It is plausible to infer that those who

reported having a very supportive Board of Trustees feel that the Board understands

international education and participates in promoting international education efforts. On

the other hand, in a college in which the Board of Trustees is not very involved, CEO 9

reported, "They might have support from the Board of Trustees in the future, if they have

more initiatives; the new Board of Trustees is not supportive yet" (CEO 9, personal

communication, July 4, 2011). They all seem to talk about support in terms of

understanding the benefits of international education, and what it means to their college,

their district, and their community.

The conclusion about the support from other stakeholders, such as students,

faculty and businesses reveals that lack of communication and awareness about the

international education programs inhibit it. According to participants' responses, most

students are supportive of international education if they know and have enough

information about the programs their colleges offer. Results show that in two colleges,

according to their CEOs, students are not aware of these programs, because they do not

seek it or because it is not well communicated. Participants stated that, in general, faculty

supports international education, but they pointed out that there are, however, pockets or

groups of teachers that perceive international students the same way the community

perceives them: as a burden, a source of extra work, or requiring more resources than

local students do, thus demanding additional investment of time and money. It is

important to stress that this information reflects the views and beliefs of participants.

Additionally, 3 out of 10 respondents stated that some faculty members perceive the

presence of international students as a cause for displacing local students. In terms of

support from businesses, this study shows that colleges that appear to have strong international education initiatives and programs create strong relationships and partnerships through continuous dialogue with local businesses. That is the case of the colleges led by CEO 6 and CEO 9. Support from the business community, as expressed by the CEOs, unfolds through two aspects: (a) colleges that do not have international education initiatives in place, have not developed many relationships with businesses; and (b) colleges that have not developed many relationships with businesses lack support from the business community.

Research question 4: Impact of policies. Research question 4 aimed to find out what is the degree of support of IE by community college constituents. In order to address this question interview questions 11, 12, and 13 were created. Interview question 11 sought to reveal what was the impact of federal policies, interview question 12 sought to reveal what was the impact of state policies, and interview question 13 sought to reveal what was the impact of local government policies on advancing IE.

Research question 4: Conclusions. In the perception of most CEOs, federal policies inhibit international education, primarily because of all the regulations after 9/11 and the additional reporting that has to be carried out. The college's compliance with federal regulations translates into more staff, more time, greater cost, and higher risk. The conclusion is that federal policies create additional bureaucratic functions within the institution and inhibit recruitment of international students coming from specific parts of the world.

Although constantly referring to the current budget crisis in California and how it impedes enrollment and growth, most respondents referred to state policies as neither

inhibiting nor enhancing international education. The only factor clearly stated by the majority of CEOs as an inhibitor to international education in California was the immigration restrictions. Two CEOs mentioned that the State of California inhibits international education in community colleges because of the enrollment caps, and registration priorities that are currently in force.

With regard to local policies, many CEOs made the connection with the Board of Trustees saying yes or no, and some CEOs made the connection directly with the community. The overall conclusion is that, in the perception of participants local policies are the least inhibiting, while federal policies are the most inhibiting toward international education. This result is interesting, because although the state policies are the ones that seem to be affecting every college participating in this study, that is not the general perception among respondents. Only a few CEOs associated the state policies with inhibiting factors. CEO 9, for instance, reported that, "At the state level there is a lot that can be done." Another policy that is inhibiting international education in the state of California is the English placement test. California is the only state, which prevents international students from taking the test online, prior to arrival in California. The placement therefore is done two weeks prior to the beginning of class, after the student has arrived and only then the school finds out what level the international student can be placed, and when it does, the semester is either close to starting or has already started. Responses made evident that institutions who were better informed of policies and regulations at all levels had stronger IE programs. The inference that derives from this information is that the greater the involvement with IE activities, greater their knowledge and understanding of policies.

Research question 5: Role of CEOs and recommendations. Research question 5 aimed to find out what is the role of community college CEOs in advancing IE at their colleges. In order to address this question interview questions 14 and 15 were designed to reveal to what extent the participants have the personal capacity and ability to transcend their current leadership paradigms, how they see leadership, how they practice it, and what are their beliefs and strategies in advancing IE. Interview question 14 sought to uncover the personal view of respondents about the potential and effectiveness of their leadership approaches in advancing IE. Interview question 15 sought to reveal what strategies CEOs recommended to advance IE.

Research question 5: Conclusions. Nine CEOs agreed on the role of the CEO as key to promoting international education. All were enthusiastic in providing suggestions and a good framework for what the role of the CEO should be in promoting and advancing international education. All agreed that the CEO must bring it up to the stakeholders and to the Board of Trustees and gather and maintain their support, keeps the line of communication and the dialogue open, and find the resources for the internationalization programs in campus. The participants' responses lead to the conclusion that the main agent of change toward international education is the college leader. The CEOs and Chancellors are the "drivers of the ship, they set the tone, the agenda, they are the ones capable of bringing up this sort of initiative" (CEO 8, personal communication, July 1, 2011), they must engage everybody in campus around the goal of international education. All CEOs agree they must hire qualified staff, which must have the skills and be passionate about IE.

Key Findings

The key findings of the study are as follows. There is a general consensus among all the participants of the various intrinsic elements that constitute international education activities in California community colleges. Listening to the CEOs responses suggested the following conclusion: when the leader was directly involved in IE, his/her responses were more lengthy and detailed. Conversely, individuals less involved in IE gave more general responses. The budget crisis appeared not to be an obstacle for those colleges with strong programs. On the contrary, the programs that were active remained productive. CEOs that did not indicate a strong interest in IE or who did not engage in business partnerships in this area relied solely upon the student/faculty efforts, with few exceptions.

The leaders who participated in the study conveyed a long-term commitment and expressed a high degree of optimism about IE. Only one of the respondents specifically mentioned global competencies and guidelines based on the student learning outcomes (SLOs) for the question assessment of IE. The remaining respondents mentioned methods and guidelines used for all students in general but not specifically related to the IE experience for both foreign students and local students studying abroad. It is noteworthy to point out that only one college has IE directly included into the strategic master plan. This is evidence that more work needs to be done in establishing the guidelines, as well as a more firm commitment to IE goals. Many of the CEOs articulated the need to hire more staff with expertise in IE.

Leadership: A Key Factor in Promoting International Education

In reviewing the data, it became apparent that California community college leaders who participated in this study value a transformational approach or style of leadership. A major finding in this study was that interest and commitment to engaging in effective efforts to promote IE on the part of the leadership is essential to establishing IE as an integral part of the academic program. The responses also underscored the importance of having staff members who have an interest and commitment to developing, communicating and promoting the values and activities that support IE. These attributes are essential for both the leadership and the staff, in order to effectively gain community, business, and institutional support. It is also essential in terms of communicating the values and capturing the participations of individuals for which international education was designed to serve. Kotter (1982) and Lynn (1987) emphasize the political dimension in senior managers' jobs. According to Lynn, such political skill involves "building legislative support, negotiating, and identifying changing positions and interests" (p. 248), and leaders should be able to exploit all opportunities to achieve their strategic gains. Kotter describes the political frame as achieving a delicate balance in allocating scarce resources, getting support from bosses, staff and other constituents, and the symbolic frame as developing credible strategic premises, and identifying and focusing on core activities that give meaning to employees (Bolman, 2003).

International education, like all college programs and services, must prove to be financially viable. The CEOs that accepted the challenge and implemented programs that required initial investment realized that once those programs were in place, they paid off. CEO 9 stated, "Recruiting international students requires a 3 years strategy plan; it must

be in place uninterruptedly within this period" (personal communication, July 4, 2011). This means that results from international education take a number of years to crystallize, and success depends on a leader with a vision that can sustain it throughout a long-term expectancy.

This study focused upon perceptions, and the research indicated that the level of support and promotion that these activities receive from the college leaders determines the programs viability and success. This information allows the researcher to infer that personal responsibility is critical if CEOs want to see change occur in the community college environment with respect to international education. The general theme elicited by participants' speeches is one of managerial efficiency being more emphasized than transformational leadership. Although leaders value the characteristics associated with transformational and style leadership, they seem to be more driven by how an effective organization functions. If IE clearly helps their organization to function more effectively, international education will be given a greater priority in the college's strategic planning.

This finding is corroborated by the observation that leaders who appear to be passionate about the success of IE acted upon it and succeeded, in spite of facing several barriers. The perspectives of leaders of colleges that have been successful in IE corroborate the assertion that leadership plays a key role in promoting, sustaining and expanding IE. Relying heavily on their leadership skills, successful CEOs promoted it, articulated it, communicated their views, and took all the necessary actions to make it financially and structurally strong and viable. Participants' responses indicate that having the right people in the college staff is also important to advance IE in their organizations.

This further relates to strategic plans that favor communication of goals, building teams and coalitions including collaborative efforts.

The difference between the colleges with strong IE and those in which it is not as developed lies on the actions that reflect the vision of their leaders in overcoming resistance and articulating the engagement of key sections in the college community, as well as in the surrounding community. IE depends fundamentally on how it is perceived by college leaders. Whenever the CEO understands the importance of IE, and perceives it as beneficial to the college, he or she sees leadership as the key to change IE's status quo in the institution, even when there are barriers such as lack of support from the Board of Trustees and acceptance from the faculty.

As revealed by the study, businesses play a supportive role and can have an important impact on IE. One of the colleges reported the highly beneficial influence that the port business has in providing jobs for international students. Another college indicated that businesses facilitate and provide work internships for U.S. students abroad. Community colleges are able to provide these opportunities through the periodical overseas travelling of college faculty, and in some cases the leaders themselves, to encourage IE by building connections in both the educational and business areas. Yet another college reported the mutual benefit created by the presence of international students in the community; the college facilitates the access of international students to housing in homes of local residents. That clearly configures an exchange, in which the college is helping the surrounding community families to generate income, at the same time that international students increase their understanding of the local culture.

Most importantly, businesses and employers play a key role in IE at colleges, because they are the ones who know about and require the set skills needed for the workforce to be successful in the globalized society. Two colleges indicated that they are currently developing strategies to reach businesses in order to integrate students in the work force, as well as contributing for businesses employees have a broader intercultural understanding, which allows them to expand their business outside their local community. Some participants added that additional resources generated by IE can offset the investment required. The inference driving from that information is that IE is beneficial and potentially profitable with strategic planning.

Implications of the Study

As the study came to its conclusion, it became apparent that there were definite implications associated with the findings. The findings revealed that international education is emerging and has yet to be consolidated, and considered beneficial to educational programs in California community colleges. The field of international education in community colleges is a growing area and one subject to exciting developments. Students and researchers should use the findings to build further research into the applicability, effectiveness, and educational development of international education, as well as leadership as interdependent factors within the California community college system.

Recommendations for Future Research

This study was by no means exhaustive. Its scope was limited to leaders' perspectives, and its approach was limited to 10 community colleges in the state of California. Further research opportunities with the emphasis on the following categories

can yield results that will elicit a deeper understanding about the interdependence between leadership and international education in community colleges:

- Conducting a study of community college administrators, other than the CEOs and Chancellors, to find out if they see international education (IE) as an indispensable asset in higher education.

- Conducting a study of community college administrators, other than CEOs and Chancellors, to find out if they view international education having a fundamental role to play in California community colleges.

- Conducting a study that investigates educational policies that would advance international education, but are pushed down to the bottom of political administration' agendas due to economic and financial reasons.

- Conducting a study of individuals who make part of the communities outside colleges to find out the level of influence the surrounding community can have in advancing international education in community colleges.

- Conducting a study that compares the mission of the community colleges that mainly fulfill needs of the community in the academic area by transferring students to four-year programs with the mission of community colleges that focus on the professional area by training students to enter the job market, to find out which has more potential to develop international education.

- Conducting a study that investigates how IE can be advanced by CEOs emphasizing and defining federal, state and local policies to their constituencies.

- Conducting a study that examines the potential growth of community college education as a consequence of cultivating and developing relationships with the business community, to find out whether stronger business connections influence stronger IE programs and vice-versa.

- Conducting a study of "successful promotional strategies of IE," that is, what strategies are successfully being used to promote IE.

Final Thoughts

After reviewing the data, the researcher's personal bias became evident. As a community college professor and administrator, the researcher was surprised to see how much more needs to be done to promote international education in California community colleges. The researcher realized that her personal experience as an international student gave me the ability to perceive international education as a fundamental factor in any community college. The researcher's parents worked very hard toward her enculturation into the traditional North-American values. It seems that in the end, American existential ideals still prevail, and the researcher, a second-generation Latin-American woman, daughter of immigrants, finds herself in a doctoral program practicing organizational leadership and education, in a state where many community colleges struggle in making international education a reality.

Leadership as a key factor to advance international education amongst California community college leaders is very much a work in progress, where the vast majority of educational opportunities exist for local students who need to be transferred to 4-year universities and/or focus on acquiring professional training to enter the job market. Leaders showed, however, that the capacity to grow does exist. The value of

international education is acknowledged and many of the respondents indicated that they are looking for ways to expand it in their colleges.

Although the researcher was seeking to find out what characteristics emerged from leaders, they were still analyzed from an American centric perspective, and therefore the conclusions were also founded from that perspective. International education has the capacity to be universal and carries a functional universality about it. The true mark of leadership advancing international education will be exemplified on how college leaders hope to further develop it in their colleges. For international education to be truly universal, it needs to be applied across different levels of administration and faculty within community colleges.

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APPENDIX A

Potential Participants in the Study

The 10 CEOs invited to participate in the research are:

1. Andrea Serban, President of Santa Barbara City College, Santa Barbara County.

2. Chui Tsang, President of Santa Monica College, Los Angeles County.

3. Greg Chamberlain, President of Bakersfield College, Kern County.

4. Mark Rocha, President of Pasadena Community College, Los Angeles County.

5. Robin Calote, President Ventura Community College, Ventura County.

6. Jan Muto, Riverside Community College, Riverside County.

7. Jamilah Moore, President of Los Angeles City College, Los Angeles County.

8. Dianne Van Hook, Chancellor of College of the Canyons, Los Angeles County.

9. Thomas Fallo, President of El Camino College, Los Angeles County.

10. Dawn Lindsay, President of Glendale Community College, Los Angeles County.

In case the first 10 decide not to participate, the following list will be used:

1. Ernest Moreno, President of East Los Angeles College.

2. John Nixon, President of Mount San Antonio College.

3. Eloy Oakley, President of Long Beach City College.

4. Linda Lacy, President of Cerritos College.

5. Joy McCaslin, Interim President of Pierce College.

6. Jackie Fisher, President of Antelope Valley College.

7. Robert Deegan, President of Palomar College.

8. Rick Kuhn, President of Foothill College.

9. Dennis Harkins, President of Orange Coast College.

10. Geraldine Perri, President of Citrus College.

APPENDIX B

Informed Consent for Participation in Research Activities

I, _____, agree to participate in the research study conducted by Claudia Acosta, doctoral student in the Organizational Leadership program at the Graduate School of Education and Psychology at Pepperdine University. Dr. Farzin Madjidi is the faculty supervisor of this study.

The purpose of this study is (1) to determine perceptions of CEOs of the role of international education in community colleges; (2) to determine the current state of practice of international education and the perceived degree of importance of international education by various constituents in the community; (3) to determine the impact of various legislative policies on international education in community colleges; and (4) determine how can CEOs advance international education initiatives at their colleges.

My participation in this study will involve an interview (consisting of fifteen questions) with the researcher. These questions revolve around my views on the current state of practice of international education and the impact of legislative policies on community colleges in California. This meeting will take between thirty to sixty minutes at the location of my choice.

I understand that the possible benefits to myself or society from this research are: an encouragement to reflect on the significance of international education; an examination of the context of international education; a discussion that will expand my views and the views of other leaders on the role international education plays in the California community colleges, and how it can make community colleges more effective and viable. The information I will provide will help college leaders to achieve a higher understanding of the California community college context and will help reflect on relevant indicators to community colleges.

I understand that the study presents less than minimal risk, because all known or potential risks are in reference to the actual interview content. Identifying information will only be accessible by the primary researcher. Interview transcripts will be kept confidential and safely stored.

I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled. I understand that I may choose not to participate in this research.

I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are

exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others.

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Farzin Madjidi, Principal Investigator, at XXXXXXXXXXXX or XXXXXXXXX. If I have questions about my rights as a research participant, I understand that I can contact Dr. Yuying Tsong, Chairperson of the Institutional Review Board at XXXXXXXX or XXXXXXXXX.

I will be informed of any significant new findings developed during the course of my participation in this research, which may have a bearing on my willingness to continue in the study.

I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form, which I have read and understand. I hereby consent to participate in the research described above. I understand in detail the research procedure in which I consented to participate.

_____   I agree to permit the researcher to use my name,
(please initial)   professional affiliation and the name of my organization.
                      I understand that prior to submission of this research for publication; I
                      will receive a copy of the manuscript and review it for two weeks. I
                      may then request revisions to any quotes/information directly
                      attributed to me. If the researcher cannot accommodate my request,
                      the researcher will then delete my name, professional affiliation, name
                      of my organization, and any other pertinent identifying information
                      related to me and simply refer to me by a pseudonym and my
                      organization as a "generic organization", e.g., Dr. Jones, President of
                      medium size community college.
OR

_____   I agree to permit the researcher to refer to me
(please initial)   only by a pseudonym from a "generic organization." I understand my
                      identity and the name of my organization will be kept confidential at
                      all times and in all circumstances any research based on this interview
                      is presented.

_____   I give permission to the investigator to record this interview. I am free
to ask to stop or resume taping my interview at any point in our conversation.

_____   _____
Participant's Signature   Date

_____   _____
Investigator's Signature   Date