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University-wide Internationalization of Curriculum: An Organizational Improvement Plan

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Abstract

In the past few decades, higher education institutions have witnessed a greater interest in the way international perspectives including political, social, cultural, economic and technological perspectives impact graduates' global competency. The rationale behind this view is to develop a more relevant understanding in graduates of global cultures, global knowledges, and global problems so that they are better prepared for the world of work that awaits them outside the university campus, regionally or internationally. This OIP problematizes the lack of international perspectives in curriculum and proposes a university-wide solution to incorporate internationalization of curriculum. It draws from the theoretical concepts of culturally responsive pedagogy and international mindedness as foundational drivers of change and incorporates research and evidence-based models of internationalization of curriculum to the improvement plan. Both these foundations are significant as the former demands cross-cultural understanding and the latter demands the fulfillments of compelling pressures of globalization.   An internationally minded strategic plan executed through strategic and transformational leadership approach using internationalization framework for curriculum forms the foundations of this OIP. The planning and development stage employ Cawsey et al. Change Path Model to plan and propel change forward and uses a PSDA model to monitor and evaluate change. The outcome is an internationally minded approach to curriculum flexible enough for different disciplines to adopt and execute, yet strategic enough to promote institution-wide change.

Keywords: Curriculum Strategy, Internationalization of Curriculum, Culturally Responsive Pedagogy, International mindedness, Transformational leadership

Executive Summary

Universities across the globe are feeling the pressure to internationalize their operations in line with the rising demands imposed on them by globalization. Universities, aspiring to be leaders at an international front, are seeking ways to develop teaching and instructional programs that cover a wide range of local and global perspectives with an international relevance. Increasingly, universities are recognizing their significance in training graduates for a globally connected world. However, in addressing this challenge universities face multiple barriers including a lack of internationally inclined material taught in the class. This OIP aims to problematize the shortage of international perspectives in an eastern Canada's university (UX) curriculum and seeks to find a solution that will enable UX faculties to promote international mindedness within the curriculum with the aim of training graduates for the multicultural and global world of work.

Chapter 1 of this OIP gives a detailed overview of the organizational context. UX is in the process of developing a ten-year strategic plan. This OIP aims to leverage the timely agency of the author's leadership role in the strategic planning process and mobilize the insights gained from working on this OIP to inform the international strategy, most specifically, the internationalization of UX curriculum. In framing the problem of practice within the organizational context, an analysis was conducted to identify gaps in UX's approach to an internally inclined curriculum. The framing of the PoP is driven by 1) the culturally responsive pedagogy in addressing cultural competence, and 2) international mindedness in developing awareness of internal perspectives of disciplines. In this regard, through the application of transformational and strategic leadership chapter 1 address the

need for a curriculum strategy, a need to include an institution-wide macro, micro and meso level involvement of key stakeholders and asks pertinent questions that will drive the operationalization of IoC forward.

Chapter two of this OIP covers the plan to bring about IoC transformation at UX. It provides a plan that is driven by academically and pragmatically tested foundations of leadership. Drawing from the theoretical concept of culturally responsive pedagogy and international mindedness, chapter two rationalizes the need for a curriculum that will benefit UX's multicultural, multilingual and diverse-need based classrooms to promote global competencies. To achieve this, the OIP employs Leask's (2015) model of curriculum engagement which covers local, national and global perspectives. These perspectives are then embedded into Bond's (2003) approach to curriculum internationalization in a gradual three-step process. This entire change plan is suitably built on Cawsey et al.'s (2016) Change Path Model which provides an implementation plan adequate for a big university like UX. The chapter also provides a critical analysis of the university in how macro, meso and micro levels of change management will be impacted and how stakeholders within each level will be utilized. The chapter concludes with an ethical perspective on both the internationalization of curriculum and the strategic planning process underway at UX.

Chapter 3 of this OIP fleshes out the details in how the Change Path Model will be implemented, monitored and evaluated for truly internationalizing UX's curriculum. The monitoring and evaluation plan, in keeping with the meso, macro and micro levels of operations, seeks to include all faculties at all levels by proposing curriculum committees which will serve as a liaison between the office of the Provost Academic (macro level), Centre for teaching and learning, deans and faculty (meso level) and teaching staff and

faculty members (micro level). These committees will use an adaptation of Leask's and Killick's evaluation of curriculum questionnaire to engage in dialogue at the micro and meso levels thus keeping change momentum high and also acting an enablers of change in the face of barriers by collaborating with the Provost's office.

The author of the OIP is a co-lead in the strategic planning process committee of sixteen members and plays a significant role in the development and implementation of the planning process. The knowledge mobilization and future consideration insights are gained from researching and development of this OIP. The change agency of the author and the insights gained from this OIP journey will be significant in the development of the strategic planning for internationalization approach to curriculum at UX.

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Glossary of Operational Definitions

Culturally Responsive Pedagogy (CRP). "Ladson-Billings (1994) introduced the term "Culturally Relevant Teaching" to describe teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom"(OQIES, 2009). Within the context of this OIP, CRP refers to the value of diversity and multicultural ontologies of students as a learning resource. In incorporating Bond's approaches to IoC, CRP is used as a framework to adapt curriculum which maximizes every students' life experience and previous knowledge as resource for other students.

Curriculum. The term curriculum has been defined as a set of "purposeful, intended experiences' focusing attention on what is formally taught" (Blackmore & Kandiko, 2012, p. 3). For the purpose of this OIP, the term *Curriculum* is used to express the material, content, assessment, assignment, student engagement and interaction and course delivery for any given course required for the attainment of a graduate or post graduate degree in UX.

Globalization. This term generally refers to the expansion of trade, economies, politics, culture and socio-economic elements at a global stage. For this OIP, the term globalization refers to this expansion as being deeply connected to education. As educational mobility impacts globalization and vice versa, it is no longer suitable to ignore globalization in defining educational policies in higher ed of the future.

Internationalization. This term refers to "any systematic, sustained effort aimed at making higher education more responsive to the requirements and challenges related to the globalization of societies, economies and labor markets" (Van der Wende, 2001, p.23). Within the context of this OIP, internationalization is used as a response to globalization and

the challenges it brings. Universities need to play their part in training graduates of the future who are knowledgeable and job ready for challenges of the global world.

Internationalization of Curriculum (IoC). IoC is a complex term and can mean different things to different change agents. For the purpose of this OIP, IoC refers to the process of integrating and practicing international dimensions within the curriculum with the aim of preparing graduates to perform socially and professionally in an increasingly diverse and multicultural workplace.

Learning Circles. This term is specific to the context of UX. The Provost and Vice President at UX started a university-wide strategic planning process with 100+ consultation and a university wide retreat to ask the UX community about things that matter to UX. This massive exercise took 6 months and culminated in 24 Learning Circles where each circle was responsible for investigating the theme allotted to the members. The author of this OIP was the co-lead of the *Internationalization & Global Engagement Learning Circle.* The learning circles co-leads presented their findings to a university-wide audience in the Fall of 2019.

Self-Study Teams. The learning circles were further narrowed down to eight Self Study teams responsible for investigating and making high level recommendations to the President of UX. Each Self Study team is chaired by two leads: one staff and one faculty person. Each team is given a mandate and a report deliverable by the end of Spring 2020. The author of this OIP is the co-lead of the Self Study Team that is given the mandate to report on UX's purpose and impact in the regional and global contexts. This role represents the author's agency in knowledge mobilization gained through writing this

Chapter 1: Introduction and Problem

Universities are increasingly entering a competitive environment which requires an alignment of their long-term vision and planning to prioritize internationalization as a strategic goal. Higher education institutions are aiming not only higher enrollment and recruitment strategies for international students but are preparing for multilingual and multicultural classrooms. The focus of such efforts is on global citizenry, intercultural awareness, cognitive flexibility, emotional intelligence, and global world-problem solving as key competencies for both domestic and international students (World Economic Forum, 2019). The recent need for internationalization also stems from university reputation and ranking data sets (Horn, Hendel & Fry, 2007). This OIP problematizes the curriculum status quo at UX and provides a strategy for change that incorporates international dimensions in the curriculum that will benefit future UX graduates.

Globalization and internationalization are often used interchangeably but are quite different. Globalization stems from the advancements in communication and trade that transcends national and international borders giving rise to heightened and more sophisticated social interactions, access to material goods and changing dynamics of political relationships (Cuadra-Montiel, 2012). Internationalization on the other hand is the integration of international perspectives into the way business is conducted to develop a better understanding of the ever-evolving world. In this sense, for higher education, internationalization means deliberately incorporating international dimensions and intercultural perspectives in the higher education operations and services including curriculum (Leask, 2015; Killick, 2007; Kreber, 2009). Although internationalization is not a new phenomenon, the speed required to keep up with the challenges of globalization have

far outpaced the efforts of internationalization of higher education institutes in Canada (CBIE, 2011; Spencer-Oatey & Dauber, 2015). This delay can, in many cases, be attributed to a misaligned focus on visible yet often times hollow attempts at internationalization which include increasing international student enrollment without international student support infrastructure, increasing student and faculty exchange programs without addressing meaningful and service oriented purposes of that exchange, providing international internship programs without preparing and supporting both interns and host communities for such projects (Larsen, 2015; Guo & Guo, 2017; Gacel-Ávila, 2005). Consequently, critical research that goes beyond glossy brochures and self-praise on these projects shows that such attempts at internationalization, while increasing internationalization ranking of the institutes, often result in students facing barriers and challenges relating to meaningful service, intercultural competency, emotional intelligence, global mindedness and connectivity with international partners leaving them with a half fulfilled purpose of internationalization (Larsen, 2015).

Studies conducted by Larsen (2015) and Guo and Guo (2017) are a call to action for higher education institutions to integrate transformational internationalization into their strategic planning. One of the ways to address this gap and deficiencies in culturally and globally responsive teaching is to look at the heart of any academic program – *its curriculum* and incorporate international mindedness to its very core (Leask, 2011).

In summary, in seeking an understanding of what is needed from higher education institutes as a response to globalization and growing demand of a global knowledge society, Sorderqvist (2002) suggests internationalization of a post-secondary institute as a shift from national to international in holistic management systems of the entire institute which in turn

leads to international alignment of teaching and learning within that institute. This also hints on more collaboration among universities within their region to build networks that are internationally aligned and seek to create new knowledges that can meet the needs of globalization (Leask, 2013; Mestenhauser, 2002; Sutton & Deardorff, 2012).

Organizational Context

UX (anonymized) is a mid-size post-secondary institute in eastern Canada with a student population of about 20,000 of which 22% are international students and 60% are out-of-province students. It has more than a dozen faculties offering 200+ degree programs. It has over a thousand faculty members, 92% of which hold a doctoral or postdoctoral degree. The university prides itself as being a champion in cutting edge research relating to STEM with an impressive 5-star on the QS global ranking on their website (UX1, 2019).

Organizational Structure and Leadership

UX follows a bicameral governance structure with two governing bodies overseeing and leading its strategic planning process– The Board of Governors and the University Senate (UX2, 2019). The board of governors is the senior governing body responsible for the overall management including property, finances and revenues. It works within the statutes of UX to appoint the university's president and senior leadership officials, establish tuition and fee structures, oversee finances, pension plans and revenues, and to construct and maintain capital assets, equipment, campuses, and buildings. One of the key roles of the board of governors is overseeing the long-term vision and strategic planning of the university and monitoring and evaluating progress of strategic plans. The board also assigns roles to the president and senior officials for day-to-day university operations (UX2, 2019). In the context of this OIP, the board of governors play a pivotal role in setting strategic

directions, guiding the President and Provost in resource allocation needed for that strategic

planning. As my OIP has developed over the past months, there has been support from the

office of the President in prioritizing UX's internationalization strategy. This aligns with the

strategic leadership of UX's senior management.

The Senate is the senior academic governing body of the university and plays a key

role in creating new academic programs, improving existing programs, granting honorary

degrees, overseeing reviews and audits of faculties, institutes and organizations working in

the university, establish regulations relating to academic integrity, appeals and student

conduct, setting academic regulations and academic dates. Although the Senate is

responsible for setting regulations, these regulations are subject to the approval by the board

of governors (UX2, 2019). In the context of this OIP, the senate guides the Provost in

strategic directions for academic programs, establish sub committees for academic program

development, establish appraisal processes that align to UX strategic mission and vision.

The senate provides transformational leadership in translating strategic planning into action.

As my OIP has developed and with strategic priorities being set by the President's office,

the senate has met with Self Study co-leads and shown interest and motivation to forward

the IoC agenda.

UX vision, mission & values. UX strategic vision, mission and values are derived

not only from within the institution but also from the local government's Department of

Labor and Advanced Education (UX6, 2019). My OIP directly aligns to UX vision "to

facilitate opportunities for our students, staff and faculty to connect with and serve our local,

national and global communities" (UX6, 2019). This vision can be fulfilled by incorporating

aspects of internationalization and global citizenship in UX's curriculum because one of its

key strategic mission is to make new knowledge through vigorous transdisciplinary and cross cultural global out-reach. This knowledge will equip graduates with tools needed to better understand complexities of the world and solve problems not only at a local but at a global scale (UX 3, 2017).

Another key consideration in UX's vision and value is aligning its vision and mission to those of the Department of Labor and Advanced Ed (UX6, 2019). Lane (2015) argues for universities to take a bigger role in the fast-growing interconnected global economies where socio economic, cultural, and political motivations are becoming more tightly knitted. This is a critical point for national and local governments and universities with their power to facilitate student and scholar exchange, serve as vehicles of public diplomacy, and support of economic initiatives are gateways to deeper and more effective international connectedness. Therefore, it is imperative for universities to promote legislation and policy of not only the regional government but also the national government (Lane 2015; Rizvi, 2007). It is important because increasingly universities and similar higher education institutes have come under criticism for being ivory towers with little relevancy to the problems of local and regional and global communities (Guo & Guo, 2017; Agnew, 2012; Rudzki, 1995). Hence, universities must now not only work in collaboration with each other but work with local, national and international partners to showcase the research, knowledge and services they provide to their communities. Consequently, UX, like other post-secondary regional institutes, now aligns its vision and mission to the local legislation and policy that guides and informs strategic planning of higher education institutes. This broadens the values for my OIP and includes the responsibilities and expectations of Province X's Human Rights Act, Accessibility Act, Truth and

Reconciliation Commission and Province X's Culture Action Plan which are embedded in the international mindedness concept of education (Castro, Lundgren & Woodin, 2015). In integrating these regional elements within UX vision, mission and value statements, UX is in a solid position to promote opportunities of growth for all its domestic and international students by approaching curriculum through an internationally minded framework. For the purpose of this OIP, such inclusivity is achieved, in part, through an internationalized curriculum.

Stakeholders in organizational context. My OIP is about promoting change in internationalizing UX academic programs and more specifically its curriculum. In order for such an institution wide pedagogical and attitudinal shift, it will require an entire village to implement changes with regard to successful IoC. This means not only our faculty and students, but our Centre for Teaching & Learning, Board of Governors, Senior Leadership, and Dept of Labor of Advanced Education (LAE) need to work together to make internationalization of curriculum meaningful and sustainable. I have included Dept of LAE and neighboring institutions as stakeholders because the province has shown tremendous interest in increasing international student retention and projects that invest in retaining international and national students in our programs provides us a space in public policy table and gain funding traction from external stakeholders. With LAE as part of the rationale, IoC at UX becomes even more relevant.

Connecting past to current organizational mission and strategy. UX employs a Strategic Leadership approach and has taken a leadership role in championing the inclusion of internationalization into its strategic planning in the province. It has an existing three year (2017-2020) international strategy plan currently in the final year of iteration (UX3, 2017).

This OIP reflects the next four-phased strategic planning process (2020-2030) spearheaded by the Provost and Vice President. The uniqueness of the entire process was informed by the following key principles:

- Grassroots involvement across the university

- Driven by lived experience and interests

- Informed by expertise

- Goal-defined (versus path-defined)

- Builds on prior work

- Focuses on being bold, future-oriented, and transformative

The first phase was pivoted from previous strategic directions while considering important ideas and themes to be carried forward. The second phase: Learning Circles (LC), included the investigation of significant themes relevant to UX's strategic directions and culminated in each team presenting their findings at the Fall 2019 retreat. This retreat narrowed the strategic focus to eight Self Study Teams. Each Self Study Team was given a specific mandate to address in their report by engaging broadly, considering all stakeholders, weaving equity, diversity and inclusion in informing recommendations, identifying infrastructure or other enabling factors that can support UX move forward with each specific strategic direction. I have been involved with the process since its inception and have co-led the Learning Circle for Internationalization and Global Engagement in Fall 2019 and co-led the UX Purpose and Social Responsibility Self Study team in Winter 2020 with a focus on issues of internationalization, student experience, student success and future of teaching and learning at UX. This OIP through my change agency will inform high level recommendations and a strategic plan for achieving those recommendations for 2020-2030.

Moving into Phase four, the co leads will be a significant role in the implementation of their recommendations.

This OIP through a strategic leadership lens builds on previous work. The 2017-2020 international strategy for UX is derived from the "reality of the global and [increasingly] competitive environment" for universities world over (UX3, 2017). For this reason, UX international strategy focusses on six key aspects: international recruitment, international mobility, internationalization of academic programs, support for international student retention and success, international research and international development, and international alumni engagement. The UX's international strategy was set by the university's International Strategy Committee and the executive director of the office of international relations who coordinates activities with two other units in the university involved in international outreach.

Besides these six aspects, UX follows select principles in choosing and identifying new international partnerships and initiatives. These principles include: positioning of the university in such a way that enhances UX's reputation and international profile; effectiveness of engagement whereby international agreements create opportunities for student and faculty mobility that is beneficial for UX; impact on academic programs and students that is made possible by partnerships focused on curriculum internationalization and intercultural awareness to ensure international student success; impact on academic resources that do not tax or overburden concerned academic units; funding opportunities that prioritize agreements providing UX access to governmental or external funding; balance in benefits for international partnerships; alignment with UX's own institutional priorities; and geographically identified areas for building partnerships (UX3, 2017). These are high level

priorities set within the international strategy; however, the emphasis is on recruitment and building international partnerships for research. There are no documents and initiatives that show support for the internationalization of academic programs especially how this strategy spills over to UX's approach to curriculum.

As can be seen from these principles, UX's international strategy "[was] focused on the broad institutional levels rather than on meso and micro levels of operationalizing the change" (UX3, 2017). This OIP problematizes the lack of operationalization of the internationalization of academic programs' priority in the strategic planning and draws on the strategic leadership dynamics that will help the author of this OIP to strategically align program internationalization priority to the infrastructural capacities of UX. It is important to note that this OIP concerns the 'approach to curriculum' and is not designed to be prescriptive allowing faculties to exercise their autonomy and use their expertise to internationalize their disciplines as they see fit. What this OIP seeks to accomplish is creating awareness and institutional structure around operationalizing UX's internationalization mission through curriculum. This will ensure that internationalization happens not only for the sake of higher enrollments but also UX is prepared to teach, host and facilitate its national and international students and train them for the global challenges of the future through an internationalized curriculum.

Current approach to curriculum at UX. In the previous section, the lack of internationalization efforts in the academic programs in highlighted. This section expands on current practices and identifies gaps in curriculum structuring at UX. The current policy of curriculum design is done at the faculty/unit level and is approved by the Centre of Teaching and Learning at CLT. The approval process is based on Barnett and Coate's Engaging the

Curriculum in Higher Education model (Maidenhead: Open University Press, 2005). This model position's student learning as knowing, acting, and being- which is easily transferred to Bloom's three domains: cognitive, psychomotor, and affective. It places the student at the center and includes connection to disciplinary expectations performing like a historian, architect, chemist, etc. including cultivating values of their discipline (UX Senior Curriculum Developer [email conversation]). This means that curriculum approval process requires subject knowledge, critical thinking, multiple means of expression and affective factors. However, the current curriculum design does not mandate outcomes that align to UX's international strategy of 2017-2020. These outcomes include intercultural competency, skills for diverse workforce, international mindedness, community-mindedness, global citizenry, and social responsibility including sustainability and social justice. These outcomes are currently up to faculty members to incorporate in the curriculum. Secondly, professional degrees at UX are restrained by accreditation processes which focus mostly on subject-specific context. Therefore, the current curriculum approach at UX lacks a) a coherent structuring and centralized mandate b) inclusion of UX international strategy attributes in the curriculum, and c) limitations of time and resources impacted by accreditation bodies. These gaps further highlight the need for transformational change in UX's approach to curriculum in its alignment with internationalization goals.

In summary, UX is now moving from a peripheral and institutional approach to its internationalization strategy of 2017-2020 to a more operational and pragmatic approach as it plans for its next strategic goals. This shift is made possible by making the strategic planning process more transparent and involves meso and micro levels of management along with the macro levels. This brief analysis of current organizational state shows that

UX incorporates a transformational leadership approach in its strategic direction. This is evident in UX's current strategic planning process where university-wide input is valued in planning for 2020-2030 future directions by seeking input from macro, meso and micro levels across the university, providing faculty and staff with the mission and vision, creating a platform to work in groups towards the mission through a participative process which are core characteristics of transformational leadership (Owusu-Agyeman, 2019; Geier, 2016; Al-Husseini, El Beltagi & Moizer, 2019).

Leadership Position and Lens Statement

In this section, I clarify my position, agency, scope, and personal voice in developing this OIP within my organization. My leadership vision for change addresses the approach for internationalization of curriculum. Being involved in the strategic planning committee for over a year and working closely with stakeholders at macro and meso levels, I have found that various faculties and departments' rationale for internationalization is dependent on resources, internal environment, status and reputation (Seeber, Huisman & Cattano, 2016). Therefore, change process at HEI level cannot undermine the contextuality of meso and micro levels of management (Zilber, 2008; Powell & DiMaggio, 1991). This targeted specificity and context for each faculty/department highlights the complexity of bringing change at a university level. Hence, my leadership lens accounts for this multiple and pluralistic environment that has unique internal and external agencies within faculties seeking (and rightfully so) their own agendas within the university's overarching strategic plan (Kraatz & Block, 2008). This complexity arises from the very nature of how universities function and acknowledging this challenge has helped me align my leadership approach to the requirements of UX's institutionalized and pluralistic environment. This

acknowledgement has enabled my change agency to address these multiple normative structures requiring different prescriptions for organizational change at different levels of management (Seeber et al., 2016). In this regard, I take on a pragmatist world view that has "arisen out of actions, situations and consequences" (Creswell, 2014, p.39). I am especially drawn to the pragmatist's concern for "what works – and solutions to problems" (Ibid. p.39) as I continue with my organizational improvement journey at UX's multifaceted and complex structure. To manage this complexity, my leadership approach draws from transformational leadership with an emphasis on its sub-category of team leadership (Northouse, 2019) and UX's inbuilt capacity for strategic leadership. As Seeber et al. (2016) point out the value of different solutions for different faculties as an effective measure of change, team leadership becomes more relevant in providing autonomy for faculties to approach and engage with IoC as it best fits their discipline. With twenty-two faculties, it can be very challenging and almost impossible to implement a change that does justice to the uniqueness of each faculty; therefore, teams leadership is implemented where each faculty will have a curriculum team to manifest IoC. The rationale to address changes through team's leadership approach stems from the complex and demanding nature of leading curriculum change. One the one hand such change is difficult and "characterized by philosophical debate, the calling into question of current practices, fear, and even openly acknowledged resistance" (Geduld & Sathorar, 2016, p.13). On the other hand, teams leadership approach addresses such challenges by diversifying viewpoints and perspectives relevant to each faculty, utilizing faculty expertise and problem-solving skills, improving motivation for change by showing individuals involved that their opinions and skills are valued, getting faculty members approval to support the decision because those involved are

more likely to champion the change and be more committed to its success, and implementing transparency with a democratic principle of society that includes the voice of those in the change process who are effected by the change that most (Gorton & Alston, 2012; Northouse, 2019; Curry, 2014).

Leadership Position at UX

I work as an EAP instructor with the College of Continuing Ed (CCE) in UX and am also serving as an Academic Integrity Officer for CCE. One of my key roles as an instructor in CCE is to train international students in academic English and academic research skills for them to meet the demands of studying in a Canadian university. In the past few years, I have also been a faculty trainer & curriculum developer for international projects from Chile, Mexico and Japan.

In addition, I have been co-leading various strategic planning teams working on UX's strategic planning for 2020-2030. The Provost and Vice President of the university set up twenty-four Learning Circles Teams for various teaching and learning issues that have contributed to the strategic planning for research, curriculum, future directions and policy within their assigned circle. These Learning Circles provided the much-needed instrumental motivation and energy at the staff and faculty level to play their role as change agents within the university. I was the co-lead for Internationalization and Global Engagement Learning Circle. These circles created communities of practice within UX and opened dialogue and communication between departments that have till now worked mostly in silos.

Learning Circles were narrowed down to eight Self Study Teams moving into Winter 2020. In this regard, I am the co-lead of *UX's Social Responsibility Group* with the mandate of giving high level recommendations, strategies for change and improvement to

UX President for UX Purpose and Social Responsibility in the local, regional, national and international communities. This means, I was directly involved in carrying out research and recommendations for the phase three (Self Study Teams) of our international strategy plan of 2030. Hence, my involvement as an instructor of international students, an international faculty trainer, a co-lead/ member of Learning Circles strategic planning teams and co-lead of Self Study Team positions me to present and contribute to organizational strategic planning of UX our university's future directions. My position as co-lead has also helped me make relevant connections with deans, directors and Vice Provosts of EDI, Student Affairs, and International Affairs. These connections have helped me understand the unique position and challenges within UX and understanding of stakeholder interests which will prove beneficial in seeking an organizational improvement plan for UX. As a result, I am in a strong position to influence university-wide change in UX curriculum. My change agency and leadership role in UX strategic planning can be seen in the timeline below (see Table 1.1). Table 1.1 elaborates on my role in strategic planning process and highlights the four phases spearheaded by the Office of the Provost and Vice President Academic. The aim of this table is to provide a timeline for the OIP's role and involvement in UX's strategic planning process.

Table 1.1

OIP's Author's Role in UX Strategic Planning

Phase 1 (Summer 2019)	• University wide consultations by the Provost leading to twenty-four learning circles on areas considered significant for UX.
Phase II (Fall 2019)	• Author of OIP is the Co-lead for the Learning Circle on Internationalization and Global Engagement. • And a member of Student Experience and Success & Future of Teaching and Learning Circle.
Phase III (Winter 2020)	• Only eight teams go forward in Phase III. These teams are called Self Study Teams. • The author of this OIP is the co-lead of UX Purpose & Social Responsibility Team with a mandate to give recommendations, identify enabling and disabling factors for change and give a strategic direction that will inform the UX President on UX's purpose in the regional and global sphere. • The author of this OIP is also an active member of International and Global Engagement Self Study Team. • The author of this OIP is working closely with co-leads of Student Experience, Future of Learning and Future of Research Self Study Teams in identifying overarching themes between various Self Study Teams. We are obligated to meet bi-weekly with other Self-Study teams to address university-wide alignment on these eight themes.
Phase IV (Fall, 2020)	• The co-leads of eight Self-Study teams is a 16-member committee. Moving into Fall 2020, these co-leads will be assigned roles in the implementation process. This date is tentative and subject to change as University is making plans to navigate the COVID-19 crisis in the Fall term. Details of this step are pending considering the emergency initiatives being set up for the pandemic crisis.

Approach to leadership. As can be seen from the current organizational state of UX, there is an emphasis on inclusive and transparent process of planning for 2020-2030. This transparency and inclusivity are achieved by involving the meso and micro level agents into the strategic planning process. Not only the faculty members and staff have been given a space on strategic planning table, but the entire university community is included in the reporting and feedback process through university-wide retreats led by the Provost. There is a deliberate effort to involve the entire UX community to participate and contribute to the strategic planning process. This shift started with the transformational leadership of Provost Academic who has made faculty and staff co-leads for each eight strategic planning teams.

This process demonstrates how transformational leadership creates synergy, trust and motivation among colleagues at the same time creating leaders for the future. In a similar fashion, my leadership approach draws from these principles of transformational leadership and strategic leadership explained in the following section.

    Transformational Leadership. Transformational leadership facilitate people's definition and understanding of the mission and vision and provides support for goal accomplishment. This approach to leadership is an important precursor in developing the collective confidence and strength required by various groups within an organization to be successful when faced with difficult challenges (Northouse, 2019; Fitzgerald & Schutte, 2010; Sadeghi & Piehie, 2012, p.43). This aspect of transformational leadership is reflected in UX current response to globalization through reimagining of curriculum, and the teaching and learning processes. Universities are under a lot of pressure to come up to speed with the changing demographics both economically and socially in a race to internationalize their campus and academia; therefore, universities must be intentionally constructive and collaborative in solving issues that arise from globalization. Transformational leadership relies on three core principles: clearly defining the problem and vision at hand, managing the change process, and promoting positive environment throughout the planning and implementation of the change (Hallinger, 2010; Northouse, 2019; Cox, 2001). These principles have been initiated into UX internationalization strategy and it is only fitting that I continue with the same transformational lens. It is fitting because UX is working with a transformational change infrastructure, and it is in the interest to build capacity on a structure that already exists as opposed to establishing a new infrastructure which will require coaching, infrastructural changes, time, and resources.

The first core principle of transformational leadership is to have a clear vision and mission statement (Northouse, 2019; Cox, 2001; Niehaus & William, 2016). This is a collective effort from across the university. As part of my leadership and in my capacity as a co-lead in the strategic planning team, I have the agency to reach out to internal and external stakeholders including faculty and staff to further discussions, problematize the lack of IoC and collaboratively work out a plan that will help UX integrate successful approaches to IoC in its academic programs.

The second core feature of transformational leadership is to manage change by encouraging team leadership (Northouse, 2019; Geier, 2016; Fitzgerald & Schutte, 2010). As I have acknowledged earlier that IoC might mean a variation of things to different faculty; therefore, team leadership drawing on faculty as learning communities becomes very relevant to my OIP. In UX context this includes the planning for strategy and operationalization of the strategy by involving various stakeholders at the macro levels and also within faculties. Transformational leadership using Hill's Model (Northouse, 2019) will help in establishing pathways for curriculum internationalization at macro, meso and micro levels as I work with the stakeholders. Furthermore, in aligning the third principle of transformational leadership: creating a positive environment when planning and implementing change (Grier, 2016), I will be working closely with the deans, co leads at the strategic planning table, and the office of the Provost. Since the process is already underway with grassroot participation, there is tremendous energy and motivation among co leads to manage this work.

Research and scholarship on transformational leadership involves critical and ethical issues as well (Gunn, 2018). Embedding ethics in internationalization will help resolve

educational challenges for academic institutions concerning student experiences,

institutional and national motivations for international partnerships, service in education,

privilege and money matters. As part of my leadership approach, I will implement the

ethical guidelines as set in the Accord of the Internationalization of Higher Education in

Canada. This accord timely addresses the issue of money exploitation in increasing

international students on campus, possibility of denying access to students who need it the

most and unethical practices concerning intercultural communication (Association of

Canadian Deans of Education (ACDE), 2019).

UX's faculty teams' role in leading the IoC align to the five transformational attributes

highlighted by Abu-Tineh et al., (2009) and Kouzes & Posner (2007). The first is providing

inspiration and vision. This is an important step in the change process and faculty teams will

be connected to macro, meso and micro levels to ensure clear communication of IoC vision,

and university-wide retreats that involve and welcome input from all levels creates synergy

and motivation to keep the change momentum. Secondly, faculty teams will provide

modelling of the shared goal through workshops and meetings. Gulcan (2012) contends that

leader's involvement and commitment to change motivates micro level stakeholders and this

process is already underway in the form of Learning Circles and senior leadership retreats.

This process will gain subject-specific alignment when faculty teams will take up this role

within their units. Thirdly, Kouzes and Posner (2007) emphasize that successful

transformational leadership invites challenges to the process. In using the teams within

faculty there is safe space and resources available for collaborative meetings and discussions

to promote decision making. Fourthly, transformational leadership enables and supports

micro level stakeholders implementing change. As faculty get awareness and exposure to

IoC methods, they will be better equipped to internationalize their courses, assignments, and assessments. Lastly, faculty members need encouragement and support to be involved in the change process. This support system will be provided in the form of their unit teams – a place where faculty can bring their challenges and successes to share with the rest of the team and get guidance where needed.

  Strategic Leadership. Since transformational leadership requires a change in the organizational culture, it would also require a well-thought-out strategic plan spanning over a few years to bring about required change. Strategic leadership's efficacy can be heightened with a transformational approach by leveraging transformational approach's focus on actin and results (Northouse, 2019). Strategic leadership overlaps with transformational leadership in aspects of establishing a mission and vision statement (Boal, 2001). Strategic leadership also takes into account the direction, way forward, funding structure, human resource and stakeholder engagement as it moves into operationalizing the change. This is the reason why I have chosen strategic leadership to inform steps in my transformational leadership lens. Strategic leadership allows for development of policy and infrastructures which will help UX in its improvement journey and provide institutional support to overcome barriers in various stages of change process.

  In following steps of strategic leadership and using their change agency, involved teams will be able to advise the President and Provost on policy issues, stakeholder engagement, training key agents and implementing change, and also issues pertaining to human resource and funding. Strategic planning processes are monitored and annually assessed on their effectiveness by UX Analytics department. Using this already build-in reporting infrastructure, teams from each unit will have the opportunity to provide feedback

on the IoC strategic priority and transparency for all stakeholders to voice their concern and ensure successful implementation.

To sum up, my leadership lens is an amalgamation of transformational and strategic leadership. In UX context, both leadership approaches to change are needed to get the desired outcome of truly internationalizing the curriculum. Where strategic leadership approach will guide the steps through monitoring, stakeholder engagement, human resource; transformational leadership will provide the drive and momentum for change by engaging change drivers and providing personnel training for the transformation to take place.

Leadership Problem of Practice

The Problem of Practice addressed in this organizational context is the lack of knowledge diversity and international mindedness in UX's approach to curriculum. This gap exists because the current international strategy solely focusses on student mobility, international recruitment, and research partnerships. Although these are key aspects of internationalization, UX falls short in translating this synergy within its academic programs. This gap is also highlighted in the international strategy of 2017-2020 and demonstrates that both domestic and international students are impacted by the lack of internationalized curriculum. This problem can be efficiently addressed by the Strategic Planning Committee spearheaded by the Provost Academic. Recent empirical and ethnographic studies have shown that Canadian higher education curriculum fails to fully amalgamate true internationalization goals which can be seen in assigned textbooks, course content, classroom management styles, design and marking of assessments, class socials and professional development sessions for faculty (Schofield, 2006; Shin, Eslami & Chen, 2011; Neisler & Nota, 1999). The lack of internationalization practices and globally oriented

knowledge bases in both formal and informal curriculum has caused a decline in international student retention, low academic achievement, trust problems with self and the new cultures, and problems in adjusting to academic and cultural demands of studying in a new country (Alsubaie, 2015; Weinstein, Tomlinson-Clarke & Curran, 2004; Scheerens, 2015). What alternative can help reduce the lack of international mindedness in UX's approach to curriculum?

Framing the Problem of Practice

So far, UX has taken a very peripheral approach to internationalization limited to student recruitment and student mobility. The current practices in UX regarding internationalization are limited to international recruitment, international student exchange, international research partnerships and promotion of research clusters with international universities. From a teaching and learning perspective, the responsibility that comes with international recruitment and student exchange program is not seen in the way curriculum is structured, assessments are designed and the informal curricular is adapted to meet students' need. Furthermore, the renewal process of curriculum is either limited by the accreditation of professional degree programs or is not evaluated from an internationally minded and culturally responsive pedagogical lens. The lack of infrastructure and processes to provide faculty development on IoC, evaluation of current practices in alignment with UX's international strategy and clear vision statement on IoC expectations from the gradate office leaves little margin for UX curriculum developers to promote the IoC agenda. Scholars in internationalization of education emphasize the dangers of limiting our internationalization to admissions as insufficient in meeting the needs of 21st century classrooms and tied to monetary gains only (Schoorman, 2000; Leask, 2011, & DeWit, 1999). Therefore, it is

important for change agents in UX to understand curriculum internationalization and what it means to be a truly internationalized university. The comparative and international literature on IoC recommends many broad motivations for universities to internationalize (Kreber, 2009; Leask, 2013; Childress, 2009); however, at UX the discourse to initiate the change must start at why we need to internationalize, how and in what ways can we integrate IoC in our academic programs, what processes and training need to be set in place and to what end do we want this change?

In framing my Problem of Practice, I would like to use Schoorman's (2000) definition of IoC, which states that

> Internationalization is an ongoing, counter hegemonic, educational process that occurs in an internationalized context of knowledge and practice where societies are viewed as subsystems of a larger, inclusive world. The process for internationalization at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education. (Schoorman, 2000, p.5)

I have chosen Schoorman's definition to frame my Pop as it directly aligns with UX initiative towards incorporating its international strategy. The key factors to be considered by UX change agents from this definition are as follows: (a) internationalization is an on-going process and requires institutionalization for its sustainability ; (b) education takes into account knowledge and research from all cultures and societies ; (c) IoC prepares learners for global competency within their discipline.

Keeping this definition at the fore front, the rationale for internationalizing curriculum is two-fold in a sense that an internationalized curriculum contributes not only to the pragmatically-based knowledge and skills for our graduates but also value-based notions of global citizenry which include human rights, intercultural competency, intercultural

communication, social justice, ethics, poverty-reduction, sustainability and climate change issues (Jones & Brown, 2007). The theoretical propositions for this OIP are embedded in the Culturally Relevant Pedagogy (CRP) and International Mindedness (IM). As mentioned earlier, UX curriculum strategy lacks inclusion of intercultural competence, global citizenry, and international mindedness in both the designing and evaluation of curriculum. Furthermore, UX graduate attributes do not highlight these outcomes. Therefore, this OIP considers a systemic transformation in regard to how UX handles curriculum protocols. Using CRP and IM as foundational to this change, this OIP seeks to design a curriculum framework that avails the cultural capital students bring to class which is often different from the mainstream norms and worldviews (Landson-Billing, 1995; Gay, 2013; Howard, 2003).

IoC drives its motivation from the ever evolving global and international factors and incorporates the theoretical concepts of CRP and IM. For this reason, the PESTE (political, economic, social, technological, and environmental) framework is best for my PoP especially since increasing demographic changes, technological breakthroughs, and sociocultural shifts demand a more wholesome curriculum from higher education institutions in Canada. These factors will shape and guide the OIP change drivers and the change model.

Political factors. Changing political paradigms greatly influence the workforce and employability of any company, business, or organization; therefore, it is imperative for higher education institutes to make students aware of the challenges associated with political shifts (OECD, 2017). Regulations concerning national and international stability fall under both the pragmatic and value-based rationales for incorporating political aspects to the study

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and making of higher education curriculum (De Vita, 2007; Jones & Brown, 2007). An example of pragmatic rationale would include an understanding of global policy within each discipline and a value-based political rationale would be understanding the principles of equity in solving global world problems (Dewit, 2002; De Vita, 2007). Political aspects as a core part of higher education curriculum is now even more relevant with the rise of nationalistic movements across the world (World Economic Forum, 2018). Furthermore, in order for UX to prepare graduates ready to meet the challenges of globalization, the academic programs must engage with foreign policy, national security, peace and mutual understanding, and national and regional identities (DeWit, 2002; Kahane, 2014).

Economic and technological factors. As much as education is important to the economy, the economy is important to education. We live in an increasingly economy driven world where economic factors dictate success of various factions of the society (OECD, 2017). Higher education institutes receive research funding and grants from economic and technical sectors which lead to local, national, and international breakthroughs contributing to remunerative influences (OECD, 2017; UNESCO, 1998). Addressing such influences in our curriculum and preparing students for economic/technologically driven workforce will have far-reaching effects on both national and international levels.

Furthermore, higher education institutes can benefit from the research and scholarship provided by students from diverse backgrounds through a supportive and internationalized curriculum. UX Engineering Faculty has pioneered the model for economic and technological advancements through its HutIdeas (anonymized) project that connects final year students with local companies, organizations, and entrepreneurs to create

and market their "tech products" in the market. My OIP will focus on how UX can learn from this model and what takeaways can help other faculties (UX5, 2019). This OIP is not going to be prescriptive in addressing solutions particular to each faculty but aims to provide a general framework that faculties can adapt to their own needs.

Sociocultural factors. Canadian graduates are increasingly finding jobs in international markets and this cross-cultural capability demands a growth and awareness in social, cultural, multilinguistic aspects pertaining to global citizenry (UNESCO, 1998; Kahane, 2014; Van Gyn, Schuerholz-Lehr, Caws, & Preece 2009). Although some of these can be learned through the rationale of knowledge and skills, our understanding of culture, identities, attitudes and behaviors demand a more experiential learning model and hence an infusion of international aspects including those directly related to global issues in our formal and informal curriculum will help UX's graduates to champion the social-cultural demands of global citizenship in the later part of the 21st century (Jones & Brown, 2007).

As UX's interest increases in developing strategic responses to internationalization, UX's change agents will need to incorporate areas of global awareness, linguistic competencies, individual development and multi-cultural values in its academic programs (DeWit, 2002) to be truly recognized as an international university.

In summary, IoC efforts of UX require a reimagination of the curriculum of our academic programs. This would need to be aligned towards developing global competency skills through a transformational process where faculty, staff and students are central to the change. The efforts would need to involve an awareness, training and intentionality in addressing local, national and international global issues and policies, integration of multi-

cultural aspects in our academic programs and an intentional push to promote global

knowledges.

Guiding Questions Emerging from PoP

Efforts of higher education institutes in internationalizing their curriculum have been

applauded by academic scholars worldwide (Leask, 2011; DeWit 2000; Schapper &

Mayson, 2007). Benefits of IoC include preparation and readiness for cultural diversity on

campus and in the classrooms, opportunities to build and foster international relationships,

solve global challenges with local and international partners and the pedagogical impact on

research and scholarship of higher education (Schapper & Mayson, 2007). However, in

looking at UX's initiative to internationalize its curriculum, three emerging questions and

challenges cannot be ignored.

*a. **How to use CLT expertise in faculty development?***

CLT is an autonomous unit within our university that offers curricular support. It is

mandated to provide faculty training and development to align with the university's mission

and values. There are numerous workshops and one-on-one support offered by CLT

personnel. However, there has been limited traction towards internationalization of

curriculum. CLT is a key change agent in my OIP and I would need CLT support in

establishing and starting conversations with faculty around IoC. CLT has the right platform

to navigate and raise awareness around IoC.

It is challenging to get faculty onboard with curricular changes because of time

constraints with set curriculum, lack of TA support, funding and management of cohorts

(Viczko & Tascon, 2016). Therefore, I need to act proactively and make sure that proper

training, support and guidance is provided to the faculty in the way they want to be trained. Engaging with them by leveraging their knowledge of content, I can buy-in their time and opportunity for professional growth and include their TAs and staff to cooperate in this initiative. All this is possible within the CLT framework.

One key question for me at this point is how do I engage with CLT and offer my contribution and leadership to their existing capacity?

b. How do I engage meso and micro level stakeholders?

One key emerging theme in designing an Organizational Improvement Plan is to engage faculty leads and faculty members. How do I build relationships and leverage those collaboratively work towards discipline specific training and implementation of IoC?

At this point, I also think that internationalization might mean different things to different departments. Since my OIP is about curriculum, which is a very narrow aspect of internationalization, how do I create a sense of urgency for stakeholders to take notice of this directive?

c. What model and framework will work for UX's wide range of disciplines?

UX is one of the leading research universities in the eastern Canada. Each faculty is dedicated to education and research of its specific discipline. I want the faculties to keep doing the good work they are doing already, but also incorporate elements of IoC within their courses. Since IoC would mean different things to different faculties, this OIP has to provide a framework that faculties can adapt under the umbrella of their own discipline. This is discussed in program change drivers' section of this OIP where I address the combination of international mindedness and culturally responsive pedagogical framework as a reference

model to promote IoC at UX. These frameworks are discussed in detail in the Change Driver's section.

Leadership-Focused Vision for Change

Transforming the way university thinks about its curriculum and graduate attributes is not easy but can produce long term benefits to the university and its students. This OIP approaches the task with an assumption that some faculties and departments might be more proactively seeking IoC efforts than others. In that, this OIP seeks to improve the existing system, curriculum, training for IoC and institutionalization of IoC at the university level. The OIP using strategic leadership model will focus on internationalization of curriculum in the vision and mission statement. This will ensure financial support and buy-in from faculties. Through transformational leadership approach, this OIP will present step-by-step improvement plan including creating an urgency for change, IoC training for faculties, incorporating reporting structure to ensure IoC outcomes are being met and building capacity of the reporting structure to promote institutionalization of IoC at UX. This OIP acknowledges the complex structures of university and employs a pragmatic approach to solving issues. The aim is to create space for IoC in the strategic planning priorities and only then can systemic change happen through meso level transformational leadership. Strategic leadership in this regard has two key roles 1) to align IoC mission to university-wide curriculum process and 2) highlight IoC in the strategic planning document as a key priority for all faculties. As the strategic planning translates into action, the meso level change agents including deans, curriculum developers and CLT faculty professional development team will have a rationale and a responsibility to align their curriculum development and

assessment, and faculty development to include IoC. This will bring internal transformational change to the way UX develops its curriculum. I will focus on the outcomes throughout the implementation journey and address the "what" and "how" of the problem and seek ways to provide solutions by understanding others' worldviews and considering their assumptions through a pragmatic lens (Creswell, 2014).

Desired State of UX through OIP

The first and foremost purpose of my OIP is to transition the UX international strategy from a macro level to meso and micro levels of operation incorporating a transformational and internationalized curriculum that allows both domestic and international students to take advantage of UX's international strategy. The OIP will build on the key principles already noted in the UX international strategy as key priorities for improvement. The OIP derives its synergy from the belief that without curriculum internationalization, there is no "real" international objective that aligns the institution to meet the demands of globalization. UX has clearly defined objectives but lacks directives in translating these objectives into action (Van Gyn, Schuerholz-Lehr, Caws, & Preece 2009).

Currently, UX's curriculum and academic programs lack or have limited and sporadic international/global perspective (UX4, 2019). A key improvement strategy for my OIP will focus on a transformational change in curriculum internationalization at the level of content and knowledge, students' learning experiences and assessments.

In keeping true to transformational leadership approach, individual faculties will have the flexibility to assess and assign IoC aspects to elements that fit their faculty mission best.

Desired Outcomes from an Internationalized Curriculum

UX uses a strategic planning process to engage in change and improvement. What strategic leadership denotes in UX's IoC is, firstly, creating a vision for this change. To some extent UX is already fertilizing its ground for such a change as its International Strategy document (2017 – 2020) identifies a need and gap in internationalization of academic programs: " while Canadian universities recognize the importance of preparing graduates who are internationally knowledgeable, the academic opportunities for enhancing their learning experience on and off campus are not yet well integrated into academic programs across campus. Plans to adapt curriculum and pedagogy are needed to address the importance of students becoming more knowledgeable in this regard" (UX3, 2017, p.7). Outcomes pertaining to curriculum development at UX through the organizational improvement plan will seek to revamp existing curriculum and its alignment to global learning outcomes. The desired goal is to prepare UX students for work, entrepreneurship and partnerships that benefits students and prepares them to meet local and global challenges in their field of work. Using culturally relevant pedagogy and international mindedness as central to curriculum design, the following key priorities address desired change:

a. develop an understanding of global nature of economy, politics and culture;

b. prioritize intercultural inclusivity;

c. incorporate engagement with plurality in a critical multicultural context;

d. promote awareness of "self" and "others";

e. demonstrate ethics in an international context;

f. inform on global policies in a student's related possessional discipline;

g. demonstrate knowledge in pragmatic contexts;

h. develop criticality and complex problem solving;

i. build skills pertaining to negotiation and intercultural understanding;

j. promote recognition and appreciation of many ways of knowing; and

k. promote culture of respect (Leask, 2014; Bond, 2003; Van Gyn, Schuerholz-Lehr, Caws, & Preece 2009; Kahane, 2014)

These factors have overarching elements and I have deliberately kept this list extensive because UX is a big university and faculties would be more open to choosing their outcomes rather than this OIP being prescriptive in the approach which might sound condescending and create barriers in collaboration. Furthermore, in working with strategic directives and transformational leadership, it is not advisable for change agents to be strictly prescriptive in how faculties approach the improvement journey (Owusu-Agyeman, 2019). These outcomes described above can then be worked into UX's degree outcomes which I have heard have not been audited or changed since 1990 [Personal Conversation with UX Registrar, 2019]. The change in degree outcomes will be the long-term transformational change desired from this improvement journey.

Change Drivers for Internationalization of Curriculum at UX

The challenge in only identifying CRP and IM is that the pedagogical practices are filtered through student's cultural experiences and get oversimplified in classroom practices resulting in "static and trivialized notions of culture" (Lim, Tan & Saito, 2018, p. 43). A truly internationalized curriculum seeks to incorporate a students' cultural knowledge, their past and lived-in experiences, specific cultural, social and ethnic frames of references and performance styles (Ibid). Therefore, this OIP will embed the theoretical propositions of CRP and IM in curriculum protocols at UX using Leask's framework and Bond's approach

to curriculum internationalization which will enable UX to focus on the demands of multiplicity of cultures and diversity shaping our classrooms today. Furthermore, the change is driven from Jones and Killick (2007) perspective on critical internationalization which attributes the "normalization of internationalization of curriculum" by turning sporadic, ad hoc and uneven attempts of curriculum internationalization into necessitated, required norm and core value of an organization. Moreover, the strategy behind the change momentum is borrowed by Knight and de Wit (1995) who contend that the internationalization of curriculum is a two-step process involving strategic implications not only for organizational changes but also program-level changes. In the context of UX, the change drivers at the organization and program level that best meet the needs within the capacity of my position as a co-lead in Provost's learning circle and international faculty trainer are described below.

Organizational Change Drivers

a. Strategic planning committee. This is phase three of a four-phase strategic plan where member faculty and staff have been given an opportunity to explore research and do a needs' analysis on UX teaching and learning. This research will be used in phase four to inform policy recommendations to the president of the university at the end of strategic planning phase III (UX4, 2019). The Self Study team leads meet biweekly to discuss and report their progress. The self-study teams: Future of learning and teaching, International and global engagement, UX purpose and social responsibility and Future of research at UX are collaborating to align IoC within these recommendations. Furthermore, IoC has been highlighted by UX President and Provost Academic as a key priority for the next strategic planning 2020-2030; therefore, these Self-Study teams have the scope, agency, and support from senior leadership to make these recommendations.

b. Centre of learning & teaching (CLT) of UX. Centre of teaching and learning in

UX is vital in establishing my Organizational Improvement Plan as the educational

developers and curriculum consultants from CLT have the platform to reach out and

recommend curricular changes, professional development and in-class support to all the

faculties in the university. I have been invited to lead workshops for CLT curriculum

developers in IoC and have seen tremendous interest in UX's curriculum developers for

adding internationalization aspects into their practice. CLT will play a significant role in

developing instructional design for IoC using Leask (2015) and Bond's (2003) models,

leading workshops across faculties and coaching faculty where needed.

Program Change Drivers

The conceptual framework for IoC is built on global competency skills (Killick

2007; World Economic Forum, 2017; Leask, 2001) intercultural and plurilingual models of

learning (Deardoff & Arrasaratanam-Smith, 2017), global citizenry across curriculum

(Tarrant, Rubin, & Stoner, 2014), culturally relevant pedagogy (Landson-Billings, 2010) and

international mindedness (Haywood, 2015). Scholarship and research from these aspects

will inform the implementation and evaluation of an internationalized curriculum. This

means, that faculties will be advised and trained on core curricular attributes of

internationalization through incorporation of the these program change drivers. Furthermore,

a tangible 'checklist' based on Killick's international curriculum model, Bond's three-stage

strategic planning on internationalizing curriculum (2003) and Leask's conceptual

framework for developing internationalized curricula (2015) will be adapted for UX

context will be explained and handed out to faculties to create, manage and review their

curriculum.

a. Culturally relevant pedagogy. The desired state for UX in my OIP is to help establish a curricular culture that welcomes diversity and incorporates global competency skills and global responsibility in our graduates. The curriculum stakeholders, educational developers and education policy makers in the senate realize that international curriculum does not mean "accommodating differences", it means "challenging students, staff and faculty members to be capable of recognizing, of making informed responses towards, and of living and working comfortably with diversity they encounter [in class] and in the future (Jones & Brown, 2007). Therefore, the 'change' that this OIP aspires to inculcate is the infusion of global competency skills and culturally relevant pedagogy in internationalizing UX curriculum.

b. International Mindedness

A new and important emerging debate in internationalization of higher education is the opposition addressed to the term "internationalization" itself. This criticism hails from threat internationalization of curriculum allegedly brings to local nationality, competition in branding and textbooks, associating "global" to mean elite in terms of internships and opportunities provided only to those who have the means and resources for such projects (Haywood, 2015). For these reasons, I will closely keep consolidating the true meaning and purpose of internationalization throughout my OIP to mean a curriculum embedded in "international mindedness" and is a "strategic, coordinated process that seeks to align and integrate international policies, programs and initiatives, and positions […UX] as more globally oriented and internationally connected. This process requires a clear commitment by top-level institutional leaders, meaningfully impacts the curriculum and a broad range of people, policies and programs, and results in deep and ongoing incorporation of

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international perspectives and activities throughout the institution" (American Council on Education/Centre for Internationalization & Global Engagement, 2017). Such care about terminology and concepts is imperative in ensuring that transformative change is happening in the organization and not giving rise to conflict via conceptual differences.

   c. Leask's conceptual framework for internationalization. Leask is a familiar name in higher education internationalization processes. She has designed a conceptual framework for internationalization of the curriculum. This framework is shown in Fig 1.1 and works at three tiers with knowledge in and across disciplines at the heart of the framework. This knowledge is bonded to geographical and cultural contexts. These contexts are studies through a lens of dominant and emerging themes which manifest into professional citizenship practices, assessment design and continuous program development with changing times. This framework is chosen as it provides space for incorporating CRP and IM in various contexts. It is an effective choice as it helps UX current curriculum practice move towards identifying students' unique backgrounds as strengths and using it to bridge the gap between their backgrounds and classroom experiences.

Leask's IoC Framework

Figure 1.1. A conceptual framework for curriculum internationalization that shows the correlation of knowledge and global factors. (Leask, 2015)

     d. Bond's strategic phases for curricular internationalization. Bond (2003) presents a well-paced three stage process shown in Figure 1.2 to incorporate internationalization at the macro, meso and micro levels. These stages are compatible with incorporating characteristics of CRP and IM. For example, the first stage is to add readings from students' backgrounds where they can identify themselves in the knowledge-source of the classroom. This approach does not limit the faculty to a singular culture and created a space for faculty to invite students to bring readings on subject-specific areas from their cultural perspectives as well. Such exercises are culturally enriching for all students as they create space for

critically understanding different ways of knowing and perspectives on subject-specific content.

Bond's approach to IoC

| 1.Easy to achieve and can work at the instructor level e.g Invite a guest speaker, 2.Add a reading from an author/expert from a different cultural background or add an assignment focusing on an intercultural perspective of the topic under study. | 1.Rethinking the course and aligning the learning outcomes to international themes 2.Incorporating diverse themes to explore complex local and global issues. | 1.Interdisciplinary teaching and assessment 2.Community engagement as a means of learning and national/international collaborations |
| Add-on Stage | Infusion Stage | Transformative Stage |

Figure 1.2. Approaches to Curriculum Internationalization (Bond, 2003)

My OIP will consider these stages to promote IoC and use these stages as terms of reference in the monitoring and evaluation process.

e. Killick's model of curriculum internationalization. Killick's model of curriculum internationalization is a series of curriculum review questions and guidelines to build and review the alignment of curricular models to deep integrative and transformative pedagogical internationalization. The model asks a series of questions for the faculties and instructors to make them identify and bridge gaps of international perspectives in their course curriculum. These perspectives range from Knowledge, student's in-class experiences, student's experiences at the course level and student's capacity building outside the classroom (Killick, 2007). My OIP will use this model in evaluating the change process and use it as a term of reference for reporting structure within faculties. This document is attached in Appendix 1.

In summary, my leadership vision for change is derived by both internal and external factors. Internal factors include Provost's strategic planning committee at both macro and meso levels of everyday operations and my involvement in the strategic planning and external factors include frameworks and change models developed by academic giants in the field of curriculum internationalization.

Organizational Change Readiness

Literature on internationalization shows that universities across the globe are making efforts towards internationalization. While some efforts are quite well defined, for most universities there is confusion and lack of clarity on how to implement changes with regards to internationalization given the ever evolving social, political and technological factors that impact internationalization efforts (Agnew & Van Balkom, 2009; Bond, 2003; Bond, Qian, Huang, 2003). UX is also making efforts in internationalization, and it is expected that through a well-structured IoC process, it will be a step closer to its internationalization strategy. Any organizational change readiness is reliant on its cultural readiness for that change (Agnew & Van Balkom, 2009). The cultural climate at UX is well aligned for IoC as it has been made a priority in the strategic planning process. In this section, I will first answer key questions on UX's change readiness through Armenakis et al. (1999) factors on readying an organization for change. Next, I will evaluate UX's change readiness dimensions through Judge and Douglas's (2009) eight dimensions to gage organizational change readiness.

Armenakis et al. (1999) asks pertinent questions to identify whether organizations are ready for change. Firstly, gaps between current and desired outcomes are identified and communicated. At UX, this gap has been addressed through three annual university-wide

retreats held by the Provost, the involvement of meso and micro level agents in the strategic planning and communication of previous strategic planning updates. Secondly, the results from the retreats have been shared by the office of the provost which show that macro, meso and micro level members of UX agree that true internationalization can be achieved through curriculum. Thirdly, the grassroot level and meso level participation of members at UX at the strategic planning process have provided the adequate momentum for change. In my conversations with stakeholders including directors, deans and faculty members, people have shown faith in the process are excited about the internationalization changes happening at UX. Fourthly, IoC has been an integral part of the strategic planning priorities and this has been communicated to the university members by the Office of the President. Lastly, the senate is involved in setting incentives in place for faculty members to actively engage in IoC process.

Now, I will look at UX's change readiness through the eight dimensions given by Judge and Douglas (2009). Their model uses eight indicators that can help access change readiness at UX and also monitor change in the implementation process.

Trustworthy leadership. Trustworthy leadership is established by transparency and culture of respect. In Phase 1 of our strategic planning process, UX Provost and Vice President met with two hundred faculty members, staff and students [UX memo sent by email]. These meetings were designed to give everyone a fair chance to speak about issues that mattered to them the most. In these meetings, the Provost also mentioned and invited everyone to a Learning Circles' retreat where the audience went through a structured workshop and identified 28 key themes that UX strategic planning for 2030 must incorporate.

2. Trusting followers. By keeping the process transparent and providing everyone a fair chance to contribute to strategic planning process, UX's Provost has gained tremendous respect in our university. Many faculty members and staff showed up at the Phase II retreat in May of 2019 where we collectively finalized 28 themes. The attendance at the retreat shows that UX faculty and staff support this open and transparent system of strategic planning.

3. Capable champions. After the 28 themes were established in May 2019, the Provost sent an open invitation to UX community to volunteer themselves for any of the 28 Learning Circles they wished to work with. There was also a volunteer option to take on a lead role for your learning circle. Again 68 people nominated themselves and joined the groups. These groups had 2 months to study the literature and engage in conversations about the direction UX should take in the process. This Phase culminated in a retreat in Sept, 2019 where the co leads presented in front of UX community about the highlights of their summer engagement sessions.

The Sept 2019 retreat resulted in reducing the 28 Learning Circles to eight Self Study teams. Each of these teams have 6 months to study literature and engage in conversations and by the end of 6 months write a brief paper that gives informed recommendations on the direction UX must take in their set team. This also brought forth 16 champions who were nominated to take on the self-study teams. For each self-study team there are two co leads (one faculty and one staff).

4. Involved middle management. As can be seen from the selection of self-study teams, there is equal representations from micro and meso levels of the UX community.

Furthermore, each self-study team has a sponsor and resource team from UX senior management. This shows what a truly inclusive process this has been so far at UX.

5. Innovative culture. Throughout the strategic planning process, the volunteers have been encouraged to stretch their imagination. Each discussion has been encouraged into two directions for each team RATS (Rapid Action Team) and HIT (Horizon Innovation Team). The RAT's discussions lead to quick, doable actions with rapid results whereas HIT's discussions think about long term innovations that can sustainably lead UX into 2030 planning processes.

6. Accountable culture. It is too early at this point to say how I use the self-study team structure to evaluate and account for change culture. This might be something I would need to work on in the later steps as it pertains specifically to my OIP.

7. Effective communication. For each self-study team, we have been given a schedule up till March 2020 with regular check-ins with the Provost, our executive sponsors and our team members. This is a very engaged process and keeps everyone involved. The same level and efficiency of communication is needed as the process moves into the implementation stage.

In summary, change at a large organization requires an entire village and a change mindset. I have incorporated what I foresee as strong pillars of this change and using my agency constantly provide support and momentum as IoC as a strategic direction translates into institutionalization.

Chapter 1 Conclusion

Curriculum planning for internationalization is not an end in itself. It is a process and this process must be seen as an ongoing and institutionalized part of UX curriculum strategy.

The purpose behind this undertaking is for UX to produce international leaders who can meet the challenges of globalization in all disciplines. It seeks to establish an approach to curriculum that provides all its students with the skills and competencies needed to take up global and social responsibility that comes with being global leaders. The emphasis is on how faculties approach curriculum and provides support and structure to enable institutionalization of IoC. This approach is feasible in UX context as in any other institution because internationalization is ever evolving, complex and unpredictable, and. therefore, a simple, standard formulaic prescription of IoC cannot work. The chosen change drivers at both institutional and program level are carefully selected to work in an integrative process and build capacity of the current curriculum rather than cause disruption to the work already in progress. This allows me to frame my change plan and development for chapter 2 within the integrative theoretical framework.

In chapter 2, I will expand on the strategic and transformational leadership for planning and developing my change plan. More specifically the focus will be on 'how' the change will happen and through a critical needs' analysis of the organization, I will expand on 'what' needs to change. The chapter will end with possible solutions and a change implementation plan for that solution.

Chapter 2: Planning and Development

The argument about what needs to be taught and learned in post-secondary organizations has always been debatable. To get to the bottom of this debate requires educational leaders to take a stance on what contributions and impact the organization wants to make on their society. These contributions and desired impact define the overarching vision and mission statement of the organization. Under this overarching statement coexist many competing and conflicting factors which make curriculum change a heated debate often collapsing because of extreme disagreement. However, "curriculum reform can be an opportunity to build strategic networks, bringing together people, places and information, within and beyond the institution" (Kandiko & Blackmore, 2012, p.207). This chapter will focus on the planning and development of such strategic networks that will forward UX's agenda for curriculum internationalization.

Chapter 1 focuses on the problem of practice within the unique organizational context of UX. It presents how the university's strategic planning and leadership aligns to a transformational leadership lens, and how this context helps me expand on teams' leadership approach within the transformational leadership framework. Through the literature review on contemporary adaptations of IoC initiatives, I have shown how current trends in higher education are leaning towards internationalization of curriculum. Furthermore, in framing my problem of practice for university-wide internationalization at the macro, meso and micro levels, I have highlighted the complexity of implementing IoC and the problems higher education institutes face in truly internationalizing their curriculum. Acknowledging the enabling and disabling factors at play, my OIP requires a well-thought-out strategic plan

at all three levels of management with macro level agents guiding the strategic plan, allocating resources and managing infrastructural support; meso level key agents providing leadership, incentives and training to support IoC and micro level agents implementing IoC, taking part in training, discussions, feedback and reporting back for program improvement in the next iteration. Transformational change requires a shift in the internal culture of organization requiring shift in policy to class implementation (Northouse, 2019; Kubota, 2009; Owusu-Agyeman, 2019). Therefore, this OIP is strategically aligned to incorporate IoC as a strategic priority at UX at the policy level and through transformational changes to curricular process and renewal of focus on faculty development, and curriculum design and evaluation uses both strategic leadership at the macro levels and transformational leadership at the meso and micro levels to establish an internalized IoC culture.

In chapter 2, I will expand on this plan to work through this layered complexity and address how my leadership approach will propel change forward. As a subset of transformational leadership, I will elaborate on the 'how' of the change process using team leadership model at macro, meso and micro stages. Next, through critical organizational analysis of institutional structure and graduate attributes, I will highlight 'what' needs to change and how training and support should be structured for maximizing improvement. This will be followed by three possible solutions backed by theoretical and pedagogical literature and through an emphasis on the unique UX context, I will select the most appropriate solution which is impactful and helps in transforming UX's approach to curriculum from its current to desired state. Lastly, this chapter will present how Change Path Model will be used to implement change.

Leadership Approach

This OIP addresses the question what *alternative can help reduce the lack of international mindedness in UX's approach to curriculum?* Deliberate IoC efforts enhance the visibility of students, faculty and institution's cultural, linguistic and geographic diversity, contributes to knowledge economy, promotes inclusion and equity, develops global citizenry and improves curriculum design (Awwad, 2011; Leask, 2011; DeWit, 2013; Bond, 2003; Leask & Bridge, 2013). On the other hand, critical literature on IoC shows that emulative prescription for internationalization will not work at a university level and attempts to do so often end up in failure to operationalize the strategic planning process (Leask & Bridge, 2013; Awaad, 201; Gacel-Avila, 2005). As can be seen from contrasting ideologies, internationalization efforts would require vision and clearly stated outcomes for IoC, planning for UX policy for internationalization of academic programs, awareness and training for faculty and staff, institutional processes and support, and ideological shifts in how we view local, national and international contexts, diversity, global competency, and evolving multidimensional changes encompassing all disciplines; therefore, an integration of strategic and transformational leadership will be more fruitful in addressing UX's change plan for internationalization(Anew, 2012; Schoorman, 2000; Khan & Law, 2014; Rudzki, 1995; Vera & Crossan, 2004) . In this section, I will address how the use of strategic and transformational leadership helps propel change to curriculum approach in integrating internationalization elements across the programs.

Strategic Leadership

Strategy is defined as a process "encompassing direction-setting, broad aggregated agendas, a perspective to view future and a template against which to evaluate current

activities" (Davies & Davies, 2007, para. 4). Whereas excellence in change leadership includes having a clear vision and purpose for change and ability to influence and mobilize change (Kotter, 2012). In synthesizing a definition for UX's strategic leadership, I combine Davies (2004) and Kotter's (2012) definitions of strategy and leadership. Therefore, in UX's context, strategic leadership engirds organizational ability and institutionally driven individual capacity to promote change.

Davies & Davies (2007) expand on strategic leader's organizational ability to propel change. Strategic leader's capacity influences strategic orientation, action planning, coordination of change project and university's vision, proactive intervention planning and development of strategic competencies for change agents to successfully monitor and establish sustainable change within the organization. This organizational ability displays absorptive and adaptive capacity to influence change (Kotter,2012; Hallinger, 2003; Fullan,1991; Cawsey et al. 2016).

Hence my agency as a strategic leader involved in strategic planning will propel change forward by helping create and write a vision statement for UX's need to adapt an internationalized curriculum. Secondly, in establishing a vision for change, strategic leadership is strongly focused on decisive action planning. Even though UX has identified areas of improvement in establishing IoC through academic programs (UX3, 2017), to date, no work has been done at the senate level to establish such an approach to curriculum. This creates an infrastructural void and creates barriers in promoting change through training, appraisals, and resource allocation. In addition, UX identifies lack of strategy in promoting internationalization priorities as an ongoing challenge (UX, P.12). Therefore, as a strategic

leader, I will identify and work on these missing action-oriented initiatives needed to establish IoC approach at UX.

In summary, my strategic leadership will benefit the change at the organizational level by configuring strategic orientation, translating strategy into action, providing alignment at micro, meso and macro levels, determining intervention points, and developing strategic competencies for change implementation.
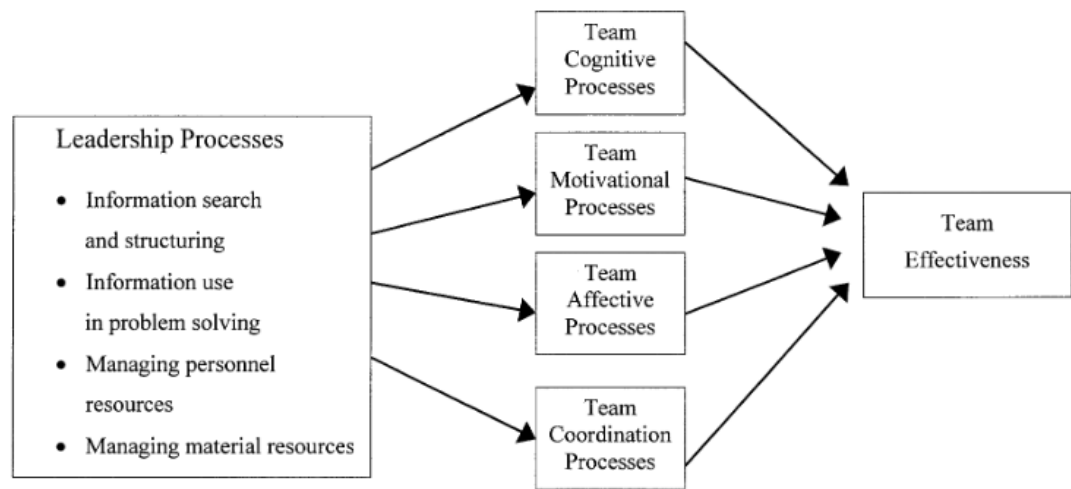
Transformational Leadership

Transformational leadership aspires to increase an organizations' capacity to initiate change by focusing on the institution's vision and purpose in supporting change agents to create and modify 'practices of teaching and learning' (Hallinger, 2010). This is a direct reflection of my OIP outcome that seeks to establish changes in UX's approach to teaching and learning practices. As a transformational leader, I will be able to propel change forward by employing the participative elements in transformational team leadership through infusing team leadership model with UX strategic process (Northouse, 2019; Owusu-Agyeman, 2019; Vera & Crossan, 2004; Jung, Bass & Sosik, 1995). Transformational leaders are able to motivate and challenge teams to work towards group goals and objectives in translating the mission and vision of the organization into action. In UX context, teams are essential in navigating the larger landscape of the university, diversity of disciplines and interdisciplinary programs at the same time developing enough autonomy for different faculties to work towards institutional goals and objectives (Northouse, 2019). This OIP relies on curricular teams at the faculty and management level for cultural transformation in UX's approach to curriculum. These teams will work with CLT, the strategic planning committee and amongst themselves in promoting change. Figure 2.1 illustrates a model of

team leadership that will help structure strategic efficiency to propel change forward (Zaccaro, Rittman & Marks, 2001).

This model provides me with a roadmap of change directions in understanding my leadership performance functions to identify problems, where intervention is needed, what internal and external actions are required to promote change. This model elaborates on my change agency in UX, lists the tasks I require to establish efficient management of teams (Northouse, 2019; Zaccaro, Rittman & Marks, 2001). This figure also shows the alignment of using university's strategic leadership processes within my transformational leadership approach to change.

Model of Leadership Process and Team effectiveness

Figure 2.1. A model of leader performance functions contributing to team effectiveness by Zaccaro, Rittman & Marks (2001, p.458)

In defense of employing both transformational and strategic leadership approaches to my OIP, I want to draw on the work of Boal and Hooijberg (2001) who have analyzed various leadership approaches and their efficacy in varying contexts. I understand that instructional leadership was an option here for me. However, I struggled with the selection

of instructional leadership processes. Instructional leadership, though directly related to an educational context, is not the best approach for my OIP because of its over emphasis on supervision and top-down approach to the teaching and learning process. Contrary to this, my OIP outcomes require team building and collaboration between senior leadership, faculty, and staff to promote curriculum changes at meso, macro and micro levels.

From a theoretical standpoint, both the transformational and strategic leadership approach will be applied through the lens of culturally relevant pedagogy and international mindedness. In the strategic planning process involving scripting frames of references for the curriculum teams, guiding principles of curriculum design and class practices, CRP and IM will be intentionally embedded and reflected in the faculty training sessions and classroom practices. Transformational change happens when the very foundations of the institution imbibe the changing principle; therefore, embedding culturally relevant pedagogy and international mindedness becomes an important direction of this OIP and UX will be intentional in defining these terms from a macro perspective and ensure that all stakeholders are onboard with the vision for CRP and IM pedagogy in its curriculum design.

In summary, the review of UX international strategy documents show willingness to align strategic priorities of internationalizing its academic programs and indicate that work needs to be done at all levels across the university. This means that my OIP requires the direction-oriented expertise from strategic leadership processes which will address organizational layer of micro, meso and macro levels in accordance with the scale of UX. Likewise, in transforming the approach to curriculum at UX against personal biases of important change agencies, there is a strong need to adjust our managerial wisdom to promote absorptive and adaptive competencies of senior leaders and faculty at UX by

operationalizing discipline specific teams for faculty participation and interdisciplinary institutional levels teams for deans and directors. Therefore, I have opted out instructional leadership's emphasis on hierarches and supervision in favor of transformational leadership's "positive influence on [faculty] collaboration, improved [faculty] attitudes toward [university] improvement, and altered instructional behavior" (Liontos , 1993). This transformational shift in changing ideological gaps between UX's international strategy and some faculty members needs a transformational approach to how curriculum and its outcomes are viewed and can be adapted at UX.

Framework for Leading the Change Process

Organizational change processes vary depending on the nature of desired change, organizational structure, external and internal agents of influence and availability of resources (Cawsey et al., 2016). In this OIP, the change process involves a transformational shift in the way university approaches its curriculum and the desired goal is to institutionalize IoC as part of UX strategic curriculum planning process. As explained in chapter 1, the concept of curriculum internationalization is linked to global citizenship and the role universities can play in achieving global competencies as graduate attributes for any faculty or discipline. Case studies on the IoC attempts at various universities show that universities do make bold claims about their graduate attributes with regard to global competency skills; however, this rhetoric has not been successfully captured in practice (Knight, 2006; Barnett & Coate, 2005; Rizvi & Lingard, 2010). Such attempts have been reactive and discontinuous where the need for such change is to be anticipatory and adaptive for its sustainability (Nadler & Tushman, 1989 as cited in Cawsey et al., 2016). Nadler & Tushman's congruence model shows that I need to develop within my Change Model an IoC

framework that will help UX graduates move from being policy consumers to critical and reflective agents of a globalized world. For this reason, I also use Schoorman's (2000) framework for institutionalization of internationalization at an institutional level because 'what' is changed at UX is as important as 'how' it is changed. Schoorman's framework helps UX in asking pertinent questions of what needs to change at the micro, macro and meso levels of curriculum at each stage of the Change Path Model of organizational change.

In choosing a relevant change model for UX's IoC change plan, Kotter's Eight Step model was also considered. Kotter's eight steps aims at institutional change in a similar fashion as Cawsey et al.'s Change Path Model. However, UX's unique context identifies more with Cawsey et al.'s plan in two specific ways: firstly, UX's climate is ready for IoC level change as can be seen from the Learning Circles and Self-Study teams directives initiated by the office of the Provost. This render's Kotter's first and second step on creating urgency for change and forming a powerful coalition for change ineffective in UX's context. Secondly, Cawsey et al.'s Change Path Model is more feasible for long term changes that are better suited to UX's context for strategic planning through the mobilization and acceleration stage unlike the small scale short-term successes encouraged through Kotter's eight step plan. Moreover, the Change Path Model guides cultural change throughout the change plan, and this OIP uses this space to embed the theoretical framework of culturally relevant pedagogy and international mindedness throughout the four stages of change.

In this section, I will elaborate on the framework to lead change in UX using the Change Path Model (Cawsey et al., 2016) and incorporate internationalization elements of Schoorman's (2000) framework for institution-wide change. Schoorman's framework is used for two reasons 1) it helps establish the link between UX internationalization strategy

through indicating what change needs to happen at micro, meso and macro levels, and 2) it reinforces the importance of organizational culture change, in that, IoC to reach institutionalization at UX can happen only with the participation of macro, meso and micro levels of management working together and transforming the culture that internalizes IoC from policy to classroom. Cawsey et al. Change Path Model offers a map of organization level activities that help establish and implement change whereas Schoorman's framework maps out internationalization components within an organizational level (Cawsey et at., 2016; Schoorman, 2000). Figure 2.2 elaborates use of Schoorman's framework in alignment with the Change Path Model as the chosen framework for leading change by juxtaposing the OIP guiding questions on IoC.

Change Path Model Aligned to Schoorman's Internationalization Framework
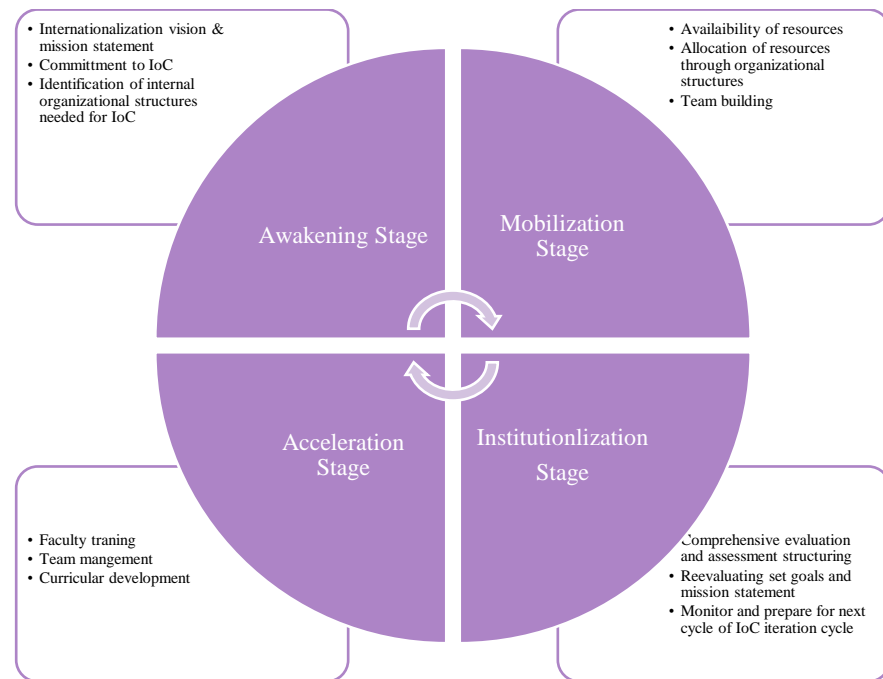
Figure 2.2: Schoorman's change levels in relation to stages within Change Path Model (Adapted from Cawsey et al., 2016 & Schoorman, 2000)

Awakening Stage

Critical scholarship on internationalization programs shows that faculty, staff and students have multiple and often misconstrued concepts of internationalization and this misunderstanding leads to failure of IoC strategic plans (Guo & Guo, 2017; Knight, 2006). For this reason, the awakening stage will help align definitions, goals, and outcomes of the change at micro, meso and macro levels. This first step will allow me to identify problems and gaps associated with curriculum internationalization (including key terms, definitions, and discipline specific graduate attributes for IoC) at UX. This first step also aligns to the strategic planning process and fits the unique context of UX. Secondly, at the awakening stage there is also a need to discuss, gather and present IoC expected outcomes to various faculties in my role in IoC strategic planning committee. These discussion will help me with the third step in the awakening which is to articulate the gaps identified in Phase II (Learning Circles) of the strategic planning process and gather data on how various stakeholders engage with the strategic planning process. Fourthly, through the Provost's office and CLT, develop and communicate a strong vision for change and identify what that change entails for each specific unit, what training is anticipated and how faculties and CLT curriculum developers need to promote IoC awareness. Most importantly, the awakening stage provides me an opportunity to leverage my position as a member of strategic planning committee to disseminate the change plan and have discussions with various stakeholders by opening up communication channels between macro, meso and micro levels of curricular operations at UX.

The awakening stage is crucial at all levels of Schoorman's framework. It will help bring conceptual alignment at all levels by gathering data and opening discussion, provide

clarity of the message and purpose of IoC, communicate vision of change, gather data for feedback from all levels to monitor the process and above all identify enabling and disabling factors of implementation change early on in the change process. As discussed in chapter 1, some of these plans are already in action through the Provosts office retreats, learning circles presentations to the university community and self-study team reports designed to navigate and recommend on UX's climate and readiness for change.

Mobilization Stage

Mobilization is the second stage in the Change Path Model and draws on the previous work, data and feedback gathered in the awakening stage. Cawsey et al. (2016) assert that utilizing the experience from the awakening stage, this stage is used to solidify and specify what needs to change, what additional analyses are needed and how to nurture change agents for their participation. In my OIP, this is an extremely important step aligning to our strategic planning process. Change leaders will study the data gathered in the previous stage and mobilize formal structures needed to reach the desired outcomes. This will involve micro level and meso level team building for change mobilization at UX. Cawsey et al. (2016) point out that this stage is used to "assess power and cultural dynamics at play and […] use them to build coalition and support to realize change" (p. 183). This directs UX change agents to deliberately seek enabling and disabling factors and relevant stakeholders to help propel change forward. This will be key in building teams within each unit who will carry forward the IoC agenda in the acceleration and institutionalization stage. At the mobilization stage, the meso level teams will use their designated agency to communicate need for change and manage faculty training as change efforts moves forward. Moreover, meso level teams might seek help from the micro level change agents and seek their

participation through managing curricular committees. At this point, conflicting factions within UX might emerge, and recalibrating power dynamics by leveraging power structures will help realize the desired outcomes through fair, transparent and democratic team management (Northouse, 2019). This stage can be made more efficient by keeping channels of communication open amongst various stakeholders and manage change agents by using transformational leadership attributes. I will leverage my position as member of the strategic planning committee and gage enabling factors and remove disabling factors.

Schoorman's (2001) framework can help with the alignment of meso, macro and micro level management at the mobilization stage. Through team building, formal structures are built within faculties and across disciplines. It is important for each level to meet, discuss and provide feedback on the training through CLT, identify change agents within the faculty to lead discussions and provide guidance in adjusting curriculum, and get ready for the implementation stage. The meso level management needs to oversee the training and feedback process.

Acceleration Stage

The Acceleration stage of Change Path Model, as the name suggests, provides momentum and speed to the change process (Cawsey et al. 2016). At this stage, change agents carefully plan the next steps in tandem with the experience gained and feedback provided in the Mobilization stage. The team leaders, meso level management and strategic planning committee members continue to access gaps and disabling factors. These gaps are addressed by providing support and planning to discipline specific teams in developing curriculum based on IoC frameworks presented in chapter 1. Furthermore, systematic progress is made by engaging, supporting, and empowering change agents through

continuous dialogue and assistance. In this instance, the strategic planning committee and CLT will provide help and support to faculties at both meso and micro levels. This stage includes employment of tools and techniques needed to keep the momentum of change, consolidation of evidence for success, and monitoring for feedback for the next iteration of change cycle. Since this phase marks transition - so there will be hiccups, challenges, barriers and dissatisfaction. These issues are important and will be comprehensively addressed; however, success – big or small- must also be celebrated to keep up the momentum.

Using Schoorman's framework for university-wide internationalization, this phase is useful in managing change through continuous feedback and monitoring of what needs to change and how teams are participating in the change process across meso, macro and micro levels. Tools and program levels change drivers discussed in chapter 1 will be used to access the change process. These tools include Leask's conceptual framework for IoC (2015), Bond's stages of curriculum internationalization (2003) and Killick's IoC assessment questionnaire (2007) to ensure that desired change is in effect. The use of the program drivers and tools are significant at this stage to ensure UX is moving towards desired outcomes and not getting off track at the micro level.

Institutionalization Stage

The final step in the Change Path model is institutionalization which is the desired outcome for IoC. IoC is a long-term goal and given the nature of how universities work, it might require more than one iteration of change cycle to achieve. At this stage, the focus is on recording changes, have observable and measurable assessments for change in place. This is done at the teams level. Unit teams report to meso level management who then report

to macro level management thus creating an institutional structure for IoC development and implementation (Schoorman, 2000; Cawsey et al., 2016; Leask, 2015). Important steps at this stage include, 1) through the records for change progress, make alterations where necessary to mitigate risks, 2) where necessary, employ new measures that help visualize the change process, ensure channels of communication and feedback from all stakeholders are in place. This step is extremely crucial for institutionalization and will require revision of graduate attributes and learning outcomes in course outlines. It is expected that meso level management including deans and supervisors a long with CLT instructional designers ensure these conversations are happening at the course development and planning stage. Furthermore setting up structural support for micro and meso level agents to meet, discuss and improve curriculum is significant. This step is significant because of the nature of internationalization process itself and its dependency on the ever-evolving process of globalization. The final step for macro level agents is to aim for stability by empowering and autonomizing faculties in curriculum internationalization.

Schoorman's framework for university-wide internationalization provides support to this Change Path Model by providing key areas of change at micro, meso and macro levels. This is discussed in detail in the next section.

Critical Organizational Analysis

My OIP looks at IoC as an institution-wide project; therefore, this section will provide a critical analysis of the institution at the macro, meso and micro level. Using Schoorman's framework of internationalization efforts as an institution-wide practice, I will analyze the following levels for critical organizational analysis in IoC at UX:

1. Macro levels (including institutional commitment, institutional vision statement & policy, organizational leadership & availability of resources);

2. Micro levels (including formal, informal and hidden curriculum); and

3. Meso levels (university services, faculty development and training, international outreach at the faculty level, academic programs and co-op/service-learning opportunities).

The rationale for using Schoorman's framework in this section is to comprehensively capture the needs analysis of the entire organization as this framework provides guidance on all three levels of organization change. The three tier change including meso, micro and macro levels in UX context supports the transformative goal of desired change as the macro level provides institutional context and guides the meso and micro levels; meso level creates space for interactive discussions and creative solutions through brainstorming sessions in the implementation plan; and micro level provides the space to exercise the plan itself, gather data, report back to the macro and meso levels and thus ensure Schoorman framework's purpose of transformational change that becomes internalized within the institution (Schoorman, 2000 & Van Wijk et al, 2019).

Schoorman's Framework of Internationalization

Micro Level	Meso Level	Macro Level
•Curriculum •Social events •Campus environment •UX Societies & clubs	•University Services •Faculty/Department level initiatives •Faculty development •Service Learning •Academic Program offerings	•UX Vision & Policy •Institutional committment •Availability of resources •Sustainability of internationalization efforts •Accountability procedures •Equity, Diversity &

Figure 2.3. Adapted from Schoorman's Framework of Internationalization (2000)

Macro Level Analysis of what needs to change

Of the many rationales recognized for institutionalizing IoC at UX, at the macro levels, world peace, international political and economic competition and success, global knowledge in global economies and global cooperation as a response to globalization provide a strong case for senior leadership to seriously address IoC not only in its colorful brochures but most importantly in the classroom and on campus (Schoorman, 2000; Tonkin & Edwards, 1981; Leask, 2013; Knight 2000). Therefore, at the macro level, the following changes need to occur for true IoC.

UX policy & vision statement. As success of higher education institutions is rooted into these externally directed rationales under the umbrella of social responsibility, the senior leadership at UX must articulate these rationales into their vision and mission statement. The current policy mentions internationalization as a core value of UX, but falls short of answering why we need internationalization, what are the goals for it and how we can get there? Furthermore, senior leadership must also tackle the questions of how we can

sustain a system that works along the changing global sphere and what policies and checks need to be in place for accountability.

Institutional commitment to IoC. Many higher education practitioners and organizations deem intuitional commitment as a key ingredient to establishing an IoC process (Schoorman, 2000; Leask, 2013; Knight, 2000, Deardoff & Jones, 2009; Killick, 2012). Schoorman (2000) further notes that this commitment must be action oriented, loud and visible on campus and recommends that policies around IoC must be spread out into departments and faculties to ensure institution-wide transformation. Such a commitment can only be manifested by clearly defined purpose and clearly laid out strategies by administration. Since, UX is already putting internationalization on its strategic planning priorities, being a member of the strategic planning team, I can contribute to institutional commitment by emphasizing IoC goals and outcomes to the process.

Strategic leadership. The role of organizational leadership in university is seen critical to the success of implementing and sustaining IoC (Kreber, 2009). Many educators like Leask, Knight, Hariri contend that "much can be accomplished without or very little funding through real leadership and a consensus building process" (Schoorman, 2000, p. 8). In this sense, the contributions and engagement of senior leaders including Provost Academic, Vice President and Faculty Deans is crucial to the success of implementing IoC institution wide. An internal scan of UX shows a lack of communication of internationalization vision between senior leadership, international office and faculty deans. This gap can be addressed in the upcoming UX strategic planning for 2030. It is also important to mention that internationalization is not a standalone concept. It goes hand in hand with UX's policies on equity, diversity and inclusion; therefore, inclusion of Vice

Provost Equity and Inclusion as a stakeholder in IoC is integral in my OIP. Furthermore, clear channels of communication between meso, micro and macro levels do not exist. Going forward, UX needs to create space where IoC conversations can happen at all levels.

Availability of resources. Schoorman (2000) recommends that IoC implementation would require a reorganization of funding priorities by the university senate. Senior leadership at UX recognizes the value of both human resource and financial resource for activities pertaining to internationalization. so far, at UX internationalization efforts have mainly been directed towards international student recruitment, and little effort have been made on internationalization of courses, multicultural and plurilingual teaching and learning, teacher training for IoC, and international orientation of services in the university. These core internationalization elements must be initiated and put in place for international and national students to have a complete international experience at UX. Therefore, senior leadership needs to address funding allocation towards "true internationalization' that goes beyond fancy brochures and recruitment of international students (Gacel-Avila, 2005).

Sustainability & accountability of IoC process. IoC is not a static process and would require changing with political, economic and technological advancements as they happen. For this purpose, my OIP focusses on PESTE as an integral part of curriculum design in UX. These are discussed earlier in the OIP. Faculty and senior leaders need to ensure that faculty are trained and equipped to meet the challenges of global transformations as they impact the classroom and the teaching and learning environment. Moreover, a consideration to Fullan's system thinking approach will be recommended as a key sustainable effort in keeping IoC active in UX curriculum policies. Furthermore, an inbuilt

system of reward and training through appraisal process and annual reporting on strategic priorities by meso level management must be set up for faculty engaged in IoC.

Meso Level Analysis of what needs to Change

IoC process can only gain traction with the faculty when university services get on board with the vision and commitment by senior leadership. Most of the work will fall under meso level management including faculty deans and faculty members for IoC to work. Getting faculty on board would require a support structure that enables experimenting with the curriculum without compromising time and quality of learning, autonomy in selecting international perspectives within curriculum and less micromanaging as faculty members engage in IoC. In this regard, following changes might need to happen.

University services. The International Centre in UX currently runs limited sessions on visa extensions, study permits and immigration. It also occasionally invites international students to local traditional festivals and tours of nearby places. However, this is a service where international students only get to explore the region but does not involve any intercultural or multicultural exposure to local and domestic students. Furthermore, orientation sessions are also linear and do not offer any intercultural opportunities for local and international students to get to know each other. In order for real internationalization to happen, university services must address needs of an internationalized campus that serves both domestic and international students to amalgamate and learn from each other. The internationalization of such services can provide an overall atmosphere of global citizenry which can be reinforced by faculty in the classroom.

Moreover, advising services at the international session must be expanded to include support and awareness around culture shock, homesickness and understanding cultural differences for all students. This can be extended to sessions on academic culture as well.

Faculty development & initiatives. Faculty members are key stakeholders in IoC at UX. Their engagement and contributions can significantly impact the future of IoC at UX; therefore, there is a need to develop a support and training system that will help faculty get on board with IoC. An internal scan of IoC activities is taking place at UX at the moment and it will help me understand what is happening, what needs to happen and how we can reward/train faculty for the sustainability of IoC. Faculty training is a huge undertaking and would require reorganization and adaptation of UX CLT's curriculum developer roles and the way they engage with faculty and departments. So far, there have been no training sessions done on internationalization of curriculum. I know this because in the Fall of 2019 I was invited by the CLT to train UX educational developers on internationalization of curriculum. I was told that this is something new and they have not developed any courses with "internationalization" in mind.

Academic program offerings. Faculties in UX will have to rethink course offerings that align with internationalization, global citizenship, and knowledge economies. Furthermore, pedagogical elements of multiculturalism, race theory and plurilingualism might have to be considered as institutionalized pedagogies, depending on how involved the faculty is in the IoC process. This section is explored further in the 'possible solutions' section.

Micro Level Analysis of what needs to Change

Many educators have drawn on the fact that real internationalization happens in the classroom through the curriculum and the teaching and learning process (Knight, 2006; Leask 2013; Schoorman, 2000; Bond, 2003). The curriculum not only entails the formal 'education" in the classroom but the informal and hidden curriculum on campus which include social events, clubs and societies that shape the atmosphere and climate of UX campus. UX needs to strategic about creating a wholesome internationalization experience that is centered around curriculum.

Curricular development process. The UX senate is responsible for curriculum development and curriculum approval for each faculty. The graduate attributes cover a wide range of skillset and performance indicators for each faculty; however, little attention has been given to global competency as a graduate attribute at UX. There has been no change or addition added to graduate attributes through the senate in the last 2 decades; however, individual faculties have reported that they regularly revise their curriculum. This means that the curricular development process needs to be streamlined and senate needs to be more involved in the process.

The IoC process covers three domains of curriculum – the institutional context, faculty specific context, and course specific context (Schoorman, 2000). The inclusion of these three contexts gives space to manage diverse ways of knowing, multi-faceted knowledge, global citizenship skills and plurilingual identities in the classroom. These contexts are even more relevant as UX revises and aligns its graduate attributes to that of global citizenry and global competency skills. So far, there has been little acknowledgment of "internationalized" curriculum at UX in the way curriculum outcomes and graduate

attributes are presented. Universities across Canada have dedicated webpages on their

official website to show graduate attributes and their curricular alignment to

internationalization. This is not the case for UX. An internal scan for graduate attributes and

curricular outcomes was underway and was slated to be made available by February 2020.

(However, because of the pandemic this has not yet been shared with the strategic planning

committee [update, May 2020]) This will help me expand on this section as what needs to

change. Some anticipated changes in curriculum will be around course design, additional

courses with a global focus, support for international and domestic students, co-op and

exchange programs. Within those changes it is pertinent to look at the current description for

curricular design at UX and its policy states "[UX] assists its students to learn to express

themselves, orally and in writing with clarity, precision and style. It does so, not only

because communication skills permit the efficient transfer of information, but also because

they make possible dialogues which lead to new ideas and to deeper appreciation of existing

knowledge." This implies that intercultural communication and international mindedness are

not even a part of the current curriculum design and hence faculties have no inbuilt structure

to implement intercultural awareness, international mindedness, global citizenry or

culturally diverse worldviews within its system. This highlights the importance of the role of

strategic leadership to inculcate change from the foundations of UX's mission and seek to

develop infrastructural changes at the faculty level, professional development level,

curriculum design and evaluation level to bring transformational changes. Only within the

scope of strategic leadership will UX build a system of collective responsibility towards

implementing true internationalization in its curriculum.

Social clubs & events. An internationalized curriculum needs reinforcement through the informal and hidden curriculum (Knight, 1994). Library services need to realign for an internationalized curriculum. Furthermore, extracurricular activities on campus must include active international events, festivals and cultural sessions for ALL students to engage in an international environment. This can include guest lectures from UX alumni from international backgrounds. UX must also change its involvement in local debates by adding more intercultural and international debate topics, teach-in sessions and multicultural perspectives on international affairs. Furthermore, diversity in clubs and societies from international backgrounds must be supported and increased in number.

In summary, this section presents what needs to change for IoC to become a sustainable practice in UX. More specifically, UX requires restructuring at micro, meso and macro levels to institutionalize its IoC strategic priorities.

Possible Solutions to Address the Problem of Practice

Although universities around the world have shown great interest in curriculum internationalization, the task has often been left to individual faculty members (Jones & Killick, 2013). In the previous section, I critically analyzed UX and my challenge for a university-wide internationalized curriculum is to develop an organizational improvement plan which all faculties and disciplines can use to internationalize their curriculum. There are a few directions UX can take to internationalize its curriculum including infusion of international content in specific courses, global and comparative approaches to teaching and learning, interdisciplinary studies combined with current issues, intercultural and international development studies, foreign languages and study abroad programs, internationalization of professional courses and final year co-op courses, global networking

of faculty and internship opportunities through global service learning opportunities (Green 2007; Klasek, 1992; Schoorman, 2000; Jones & Killick, 2013).

In my aim to establish an institutional-led approach to curriculum, I want to diversify the current approach that can incorporate international and global dimensions in content, teaching pedagogies and learning. For this, my three proposed solutions are:

a) Internationalizing individual courses (Faculty level)

b) Offering cross-cultural and intercultural studies courses (Office of international relations or CLT)

c) Minor in global studies (Department level)

I will discuss each of these three solutions individually and address stakeholders, funding, leadership, implementation process, teacher training and sustainability of each solution.

Solution 1: Internationalizing Individual Courses

The rationale for including internationalization of individual courses comes from the very nature of the contemporary globalized world where disciplines are interconnected and must be studied in reference to global settings (Haigh, 2002). Adding aspects of internationalization at an individual course level means, instructor have the autonomy and freedom to select the content and assignments relevant to their courses. This is an important consideration for universities because faculty members are often pressed for time, dependent on accreditation boards and lack resources needed for IoC.

In this solution, I propose that internationalizing individual courses be based on current frameworks by Leask (2015) and Bond (2003). Leask is a familiar name in higher education internationalization processes. She has designed the conceptual framework for

internationalization of the curriculum at a course level and this framework has been adopted

by some universities in Australia and UK. This framework works at three tiers with

knowledge in and across disciplines at the heart of the framework. This knowledge is

bonded to geographical and cultural contexts. These contexts are studied through a lens of

dominant and emerging themes which manifest into professional citizenship practices,

assessment design and continuous program development with changing times. I want to also

draw the fact that the dominant and emerging paradigms in this framework do not represent

Westernized agenda's rather they are a lens into relevant and current trends in any discipline.

Figure 2.2 represents this framework. Furthermore, the framework is preceded by an

institutional level survey to gage change readiness and spread awareness about the IoC

process (Appendix 2).

Leask's Framework for IoC

Figure 2.4. A conceptual framework for curriculum internationalization. (Leask, 2015)

Bond (2003) presents a well-paced three stage process to incorporate

internationalization at the macro, meso and micro levels at the course level. These stages are

the Add-on stage, Infusion stage and Transformative stage. Figure 2.5 gives a brief overview

of what each stage includes. This model presents general and gradual steps faculties can take to promote internationalization of curriculum within their discipline specific units. This is why teams' leadership approach was used to promote dialogue with like-minded and discipline specific individuals can engage in meaningful conversations.
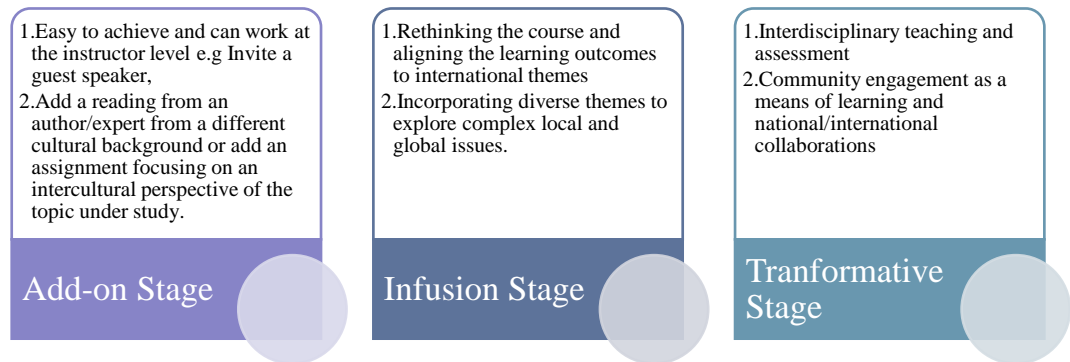
Bond's Approaches to IoC

1.Easy to achieve and can work at the instructor level e.g Invite a guest speaker, 2.Add a reading from an author/expert from a different cultural background or add an assignment focusing on an intercultural perspective of the topic under study.	1.Rethinking the course and aligning the learning outcomes to international themes 2.Incorporating diverse themes to explore complex local and global issues.	1.Interdisciplinary teaching and assessment 2.Community engagement as a means of learning and national/international collaborations
Add-on Stage	Infusion Stage	Tranformative Stage

Figure 2.5. Approaches to Curriculum Internationalization (Bond, 2003)

During the implementation process, Guskey's (Dudar, 2017) model can be applied to ensure that faculty are onboard and aware of the changes. Guskey's model emphasizes a faculty-centered approach in change implementation, in that, it provides guidance on building awareness for faculty and using a bottom up approach involve and add value to faculty's input in IoC. The proposed teams can use this model for raising awareness of IoC, getting faculty's input at all stages of the change process and gather data on results of each iteration. This is a good fit because it involves building instructor capacity. Instructors can be offered pre-course training through their departments or CLT at UX using Leask's questionnaire. In the second stage, instructors can make changes to their courses and experiment with internationalizing the teaching and learning content. Once instructors see

the outcomes of their internationalization activities, it can then be transformatively added to courses outlines.

Another aspect to this solution is the sustainability of incorporating internationalized and globally focused courses. How can we ensure that instructors are engaging with internationalized content in every term? This can be done by peer feedback or departmental meetings where instructors are encouraged to share their experiences and learn from each other. Such meetings can be based on Killick's (2007) review questions (Appendix 1). These are thirty questions that address internationalization at the course level including content, activities, course design, assessments and evaluation procedures suitable for multicultural classes. These evaluation questions can be used as checklists for instructors to understand how internationalized their courses are and what gaps need to be addressed. Another question I ask at this point is, how can instructors be motivated, supported and rewarded? One rationale for motivation and reward is the recent inclusion of "internationalization" goals in the QS University ranking system (Stukalova & Sishkin, 2015).

Another important aspect of this solution is its relevance to culturally relevant pedagogy and international mindedness. As can be seen from Leask's framework, disciplinary knowledge is at the heart of curriculum and is intentionally embedded into three contexts including global, national, and institutional contexts. These contexts create space for CRP and IM. For example, in answering the question of global context: "What kind of world do we live in? What kind of world do we want" (Leask, 2013), there is an intentionality to include diverse world views and diverse knowledges to seek answers to these questions. This exploration directly aligns to the purpose of CRP and IM in that students are engaged in discipline specific knowledge from multi-cultural standpoints which

result in a deeper understanding of cultural, political and international "ideas, values, habits and customs, institutions" from a global perspective (Lim, Tan, Saito, 2019, p. 45).

Table 2.1 shows the necessary stakeholders, funding stats, leadership, implementation, and time dimensions for internationalizing courses at the faculty level.

Table 2.1

Solution 1: Internationalizing Individual Courses

Stakeholders: Instructors, students, TAs
Funding: Minimum (PD, textbooks etc.)
Leadership: Dean or department head to provide guidance and resources
Implementation process: Guskey's model
Time: Interdepartmental meetings, reporting to other faculties

Solution 2: Offering Cross-cultural and intercultural studies courses

One gap that I foresee in only internationalizing content-specific courses is the lack of development of intercultural and multicultural understanding of our globalized world. The rationale behind teaching intercultural and cross-cultural understanding, social justice, equity, diversity and issues of inclusion and anti-racism is that they are an integral part of an internationalized curriculum (Jones, 2012). So far, only one department in UX offers an Intercultural Communication course that only runs in summer and is only offered to the Faculty of Social Science students with a cap at 30 students.

I propose that the international office expand its services from only student recruitment to offering certificates and short courses in intercultural competence that students can take for credit. The framework for the content that focuses on the needs of

multicultural societies and globalized workforce can be adapted from the experiences of personnel from the international office and literature from Byram and Zarate (1994). Their framework addresses intercultural competence from a social (as opposed to academic) concept and incorporates the five elements of interculturality. Figure 2.6 shows the five intercultural competence factors that are necessary graduate attributes for an internationalized curriculum.

Intercultural Competence Factors

| Different ways of knowing | Developing empathy | Learning about other cultures |

| Understanding identities - self & other | Engaging with other cultures |
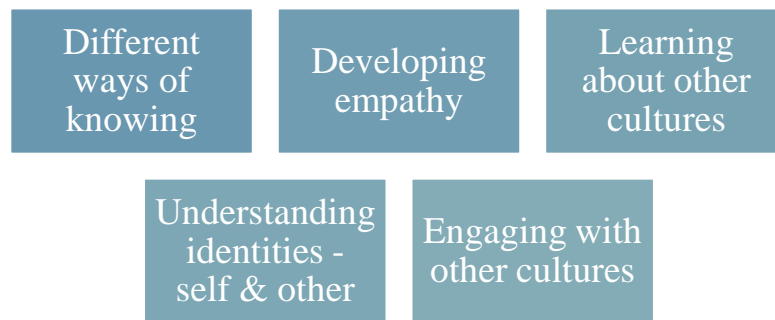
Figure 2.6. Framework for Intercultural Competence course (Adapted from Byram & Zarate, 1994)

As students learn subject-specific issues of the global community from their faculties, intercultural competence and communication courses can simultaneously offer them the social understanding of people from various cultures and places which might easily be either their future colleagues or future workplaces.

Managing this change will be challenging as it involves expanding the role of international office. It will require board of governor and senate approval and support from the Provost Academic. Although this is additional work, I feel that such courses do need to come from the international office of UX. This step will rebrand our international office as

not only a place that looks at international student enrollment as "more money" but as a place that cares for both domestic and international students and takes responsibility for internationalization. The rebranding of international office that includes teaching and learning about other cultures, intercultural communication, societies and international students is, for me, a core step in truly internationalizing our campus. Furthermore, I have chosen these short credit bearing courses over foreign language courses because learning a language does not automatically entail developing an understanding of the culture of that language (Jones, 2015). Table 2.2 presents the involvement of stakeholders and other dynamics related to offering cross-cultural and intercultural studies courses.

Table 2.2

Solution 2: Offering cross-cultural and intercultural courses

Stakeholders: International Office, Provost Academic, University Senate, Students, Deans
Funding: Required for running courses, hiring faculty, managing enrollment and coordinating with faculties
Leadership: International Office, CLT
Implementation process: Mandating courses through International Office/CLT
Time: Varies

Solution 3: Offering a Minor in Global Studies

Another possible solution to bridge the gap of international mindedness at UX is for departments to offer a minor in global studies of any major, for example, for a Finance major, the department can offer a minor in Global Financial Studies. This is an additional layer to IoC in addition to internationalization of individual courses. This minor can be offered to students who are keen on understanding global issues within their field of study.

The proposal for this Minor is based on the model of Service Learning where students get hands-on experiences in international and global issues in their fields. This also aligns to UX's strategic planning for university's third mission – Social Responsibility. The framework for Service Learning incorporates the following four principles:

a) Hands-on humanitarian service (local or global)

b) Attention to needs of communities

c) Developing partnerships between UX and participating community

d) Problem-solution based learning

(Floorman et al, 2009)

This solution requires approval from senate, board of directors and individual faculties. Furthermore, financial and academic support will be needed through the office of the Provost or the Dean's office. Table 2.3 presents the structural dimensions of this solution.

Table 2.3

Solution 3: Minor in global studies (Department level)

Stakeholders: Provost Academic, University Senate, Students, Deans
Funding: Required for running courses, hiring qualified faculty, service learning/exchange programs
Leadership: Deans
Implementation process: Through the office of the Dean
Time: Varies

In summary, internationalization of curriculum is an ongoing and multidimensional process. All three solutions highlighted in this section aim to develop students' perspectives

on the global world, its changing demography and their role in contributing to the knowledge of the world. Within the scope of this OIP and my change agency, I will adopt the first solution which is to internationalize individual courses. I have chosen this solution because it involves contributions from the faculty members and makes them an integral part of the change process. Furthermore, this solution is supported by literature, has tools and drivers needed for the change and aligns well within the strategic planning process at UX. In addition, this solution respects the autonomy of faculty members and this inbuilt autonomy is needed to keep change agents motivated and involved in the process (Cawsey et al., 2016). The concerns in not adopting solution 2 – *cross cultural and intercultural courses* and solution 3 – *offering minor in global studies* at this time is the lack of available resources, challenges in management and course accreditation process that might take a few years before approval and issues of course access for all faculties.

Figure 2.7 shows the PDSA model that will be used to implement change. In UX context, strategic planning is used to implement and navigate change; therefore, a PDSA model that aligns to strategic undertaking of change is used. The proposed solution requires thorough reflection and analysis of needed change before the plan is developed. Strategic plan cycles consider evaluation and feedback from previous iterations as they help improve the plan and sustain long term changes (Agnew, 2013). The PDSA model is further discussed in chapter 3.

PDSA Model to Implement Change
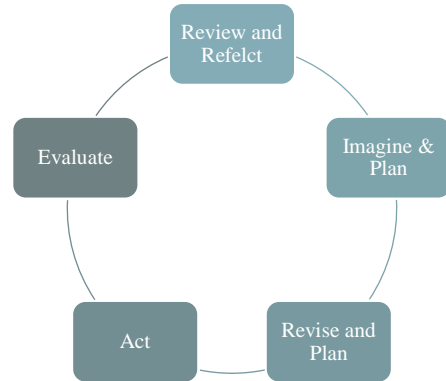
Figure 2.7: A PDSA Model for change implementation at UX

Leadership Ethics and Organizational Change

Research and scholarship on critical and ethical internationalization have raised challenges for academic institutions concerning student experiences, institutional and national motivations for international partnerships, service in education, privilege and money matters. As part of my leadership style, I will implement the ethical guidelines set in the Accord of the Internationalization of Higher Education in Canada. This accord timely addresses the issue of money exploitation in increasing international students on campus, possibility of denying access to vulnerable international students and unethical practices concerning intercultural communication (Association of Canadian Deans of Education-ACDE, 2019). The accord presents five principles of ethical considerations. These principles serve as guidelines for universities embarking on their internationalization journey.

1. Economic and social justice and equity across contexts and sites of educational practice.

2. Reciprocity as the foundation for engaging in internationalization activities.

3. Global sustainability.

4. Intercultural awareness, ethical engagement, understanding, and respect; and

5. Equity of access to education, regardless of socio-economic status or financial circumstance. (ACDE, 2019, para 6)

In leading IoC at UX, these principles will be adopted in the strategic approach to IoC change management. Furthermore, both strategic and transformational leadership brings its own challenges of ethics as discussed below.

Ethical Considerations in Strategic and Transformational Leadership

UX has a complex social organizational structure where change agents and change leaders must address the ethical realities and challenges of leading a big organization in an increasingly globalized, political, international, social, cultural, economic and technological context. Glanz (2010) emphasizes on the core value of ethics in transformational and strategic leadership to be that of unity, care, social justice and inclusivity. He further asserts that leadership values are characterized by the demonstration of integrity and responsibility in making the correct moral choices aligned with the organizational and social infrastructures. For UX, this means adopting its policy of "culture of respect" and its commitment to Equity, Diversity and Inclusion (UX4, 2019) at the same time integrating Canada's policy on multiculturalism (Government of Canada, 2019) which promotes inclusive and non-discriminatory practices by employers and service providers.

In ensuring ethical practices in every phase of my organizational improvement plan, Glanz model of ethics will be adopted. This model provides checkpoints and strategies of ethical practices in each step of the change process. At every step of this model, leaders are encouraged to ask themselves "Will this action further our commitment to the shared moral vision of this project or program?' (Glanz, 2010). In UX context, the following principles have been adopted for ethical consideration in the change process.

a) Ensuring all change agents in the process are aware and cognizant of ethical and moral responsibilities of UX as stated in the UX Equity, Diversity and Inclusion (EDI) report 5.2

b) Change agents show a consideration to UX's commitment to SDGs and resources available to them

c) Change agents show a commitment through demonstrated performance on improving UX as an educational institution through morally grounded work

Ethical consideration for IoC implementation at UX falls under two categories: organizational and curricular. Organizational level of ethical practices involve transparency in developing IoC protocols. Leadership at the macro level needs to establish clear outcomes and expectations from involved stakeholder. Furthermore, organizational ethical protocols must consider ease of access for faculty involved in the IoC process. One critical issue that might be raised in IoC implementation is faculty's time, training and preparation involved in infusing internationalization within the curriculum. These concerns have been noted within the strategic planning committee and plans to work with deans and CLT in minimizing these conflicts are underway. An example of this work is the inclusion of designated admin time in faculty contracts that will provide support in managing the IoC preparation.

Ethical considerations for this OIP are not limited to organizational procedures. As faculties work towards IoC, ethical considerations must be made at a curricular level to ensure transparent and fair infusion of culturally relevant pedagogy for all students and staff. This aspect of ethical consideration is even more relevant to this OIP because previous attempts at internationalization in a Canadian Higher Ed context have "mask[ed] the continuation of potentially hegemonic and assimilative traditions inherent in the

academy"(Garson, 2012, p.1). This means that curriculum outcomes for each faculty must be evaluated in their alignment to provide culturally relevant and pedagogically sound learning outcomes. In proactively seeking solutions to supporting unprepared or unwilling faculty members is addressed in the awakening stage through Guskey's model. Faculty members are invited to discuss their stance, inhibitions, and fears in a safe environment, generate discussion on expected organizational outcomes, provide input on IoC mission and vision and participate in the development o f discipline-specific curriculum.

Using the platform of Teams at the meso, micro and macro levels, Glanz ethical principles can be made part of the regular meetings' agenda. As my OIP involves conversations, participation and research-based decision making, such principles can be used as guidelines to promote a fair and just change process of curriculum restructuring (ACDE, 2019; Leask, 200; Glanz, 2010; Garson, 2012).

Chapter 2 Conclusion

In conclusion of chapter 2, I want to reiterate that this OIP is leveraging the strategic planning process at UX and my role in the strategic planning committee to develop a more internationally minded approach to UX curriculum. Strategic leadership allows UX to work within its strategic planning process with macro level management and strategic planning committee communicating clear goals, vision and mission statement for expected outcomes, providing and allocating sources where needed and infrastructural support for meso and micro level teams to engage in conversation and training for faculty. Transformational leadership is used in liaison with team leadership to motivate faculty and bring transformational outcomes in the way UX approaches its curriculum. Furthermore, Cawsey et al. (2016) Change Path Model is employed as the framework for leading change

with an infusion of Schoorman's (2000) internationalization framework. This infusion of two frameworks aligns with the unique context of UX where I needed Change Path Model at the institutional level and Schoorman's framework to provide guidance for curriculum internationalization. Critical analysis of the organization provides insights into course level internationalization as the best fit for UX as there is evidence of its success in big international universities (Dewey & Duff, 2009) and also because course level internationalization promotes integration of international dimensions to already existing curriculum. This builds resource capacity and is in alignment to the nature of an Organizational Improvement Plan. In chapter 3, I will discuss the change plan in detail using the frameworks discussed in chapter 2 and how the change will be monitored and evaluated specific to the unique UX context.

Chapter 3: Implementation, Evaluation and Communication

In the current global times, the role of higher education institutions is to foster the understanding of how the global world operates (Rizvi, 2007; De Vita, 2007; Floorman, 2009) . This understanding can be developed through academic content that is deliberate and intentional in addressing global perspectives, global policies, and global problems and their solutions within local, national and international contexts (Rizvi, 2007; Agnew, 2013). In UX context, internationalization of curriculum is a key initiative to promote and sustain its international strategy and commitment to internationalization. IoC requires an overhaul of academic culture at the institution and program level by incorporating aspects of internationalization and global competencies within curriculum. There are various ways of promoting this, but as discussed in chapter 2, this OIP focusses on integration of global perspectives and competencies at the course level within each faculty. This is accomplished using the theoretical foundations of strategic and transformational leadership integrated with theoretical foundations of culturally responsive pedagogy and international mindedness (Leask, 2015; Bond, 2003; Killick, 2007; Schoorman, 2000; Castro, Lundgren & Wooden, 2015). The goal of this OIP is to transform the approach to curriculum from a pragmatic worldview lens. This requires strategic planning that includes commitment from senior leadership at the macro levels in supporting through structural and financial barriers, planning and support from meso level leadership in providing training, academic support, incentives, and structural support for feedback, and lastly, momentum, commitment and input from faculty and instructors at the micro level leadership. Using Cawsey et al. (2016) Change Path Model and Schoorman's (2000) framework for internationalization, this chapter further explores the change implementation plan, monitoring and evaluation of

change process, communication plan, and future steps needed by UX to truly establish an internationalized curriculum.

Change Implementation Plan

An institution-wide plan to internationalize curriculum must have deliberate rationales behind it including the political, academic, cultural and economic rationale (Kreber, 2009, Leask, 2015); hence, in implementing internationalization of the curriculum these four rationales are used to gain traction in engaging with various stakeholders and removing barriers. As elaborated in chapter 2, IoC for UX has to be dealt with at the micro, meso, and macro factors and this aligns IoC process to the International Strategy (2017-2020) of UX. The implementation of IoC, as a change plan, is directly affected by these factors because UX is a big institution and implementing any change can have ripple effects through various levels and operations within UX. Therefore, strategic alignment throughout these four factors requires recognition of not only change agents and their engagement but needs a continuous presence of rationales as to why UX needs to prioritize IoC. In this section, I will explore these factors through a lens of above-mentioned rationales as they pertain to stakeholder engagement, UX relevant communities, resources, potential implementation challenges and identification of goals through performance indicators.

The solution I have proposed to institution wide IoC includes macro and meso level involvement in guiding a micro level change that will have direct implications on graduate attributes in UX curriculum. As mentioned in the organizational analysis, these attributes do not include global competency as an explicit performance indicator. The transformational process requires changes and improvements in curriculum at the course level and are based on an amalgamation of Bond's three-step IoC process and Leask's framework for

contextualizing IoC (Byram & Zarate, 1994; Kreber, 2009; Leask, 2015; Bond, 2003). CLT

will be mandated to design workshops and instructional design based on this framework;

meso level management will engage with faculty members in discussions using this

framework to incorporate into content design and macro level management will ensure that

communication between all levels of management is transparent and carries forward UX's

agenda for IoC. Furthermore, based on Killick (2207) and Leask (2015) evaluation criteria

for IoC, curriculum change will be monitored and evaluated in every iteration. This

evaluation will provide feedback that will be sued to further improve the strategic IoC

process.

I have drawn from Bond's model of IoC stages for how change will happen

overtime. To incorporate faculty engagement, motivation and momentum, I have drawn

from Leask's model of IoC that consistently aligns to IoC rationales and compliments UX's

rationales for internationalization. Figure 3.1 shows the step by step process of change. This

gradual progression is made on an integrative approach to curriculum making it flexible and

autonomy for faculty (Bond, 2003).

Stages of Curriculum Internationalization
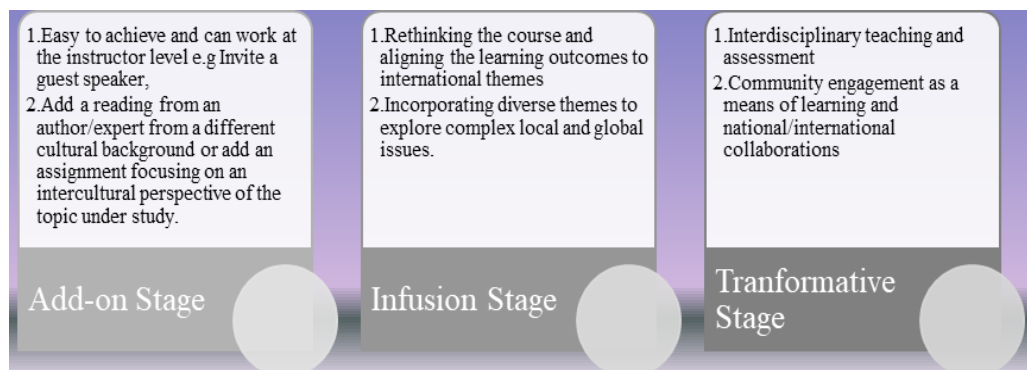
Figure 3.1. Model of Curriculum Internationalization (Bond, 2003)

In the critical organizational analysis, I have described the importance of team's leadership in forwarding the IoC agenda. Teams within faculty will need guidance on what needs to be complimented with the gradual integration of international and global perspectives in the curriculum. This guidance is provided by Leask's (2015) conceptual framework for internationalizing the curriculum as shown in figure 3.2. This conceptual framework can be used by macro, meso and micro levels to guide and direct discussions, make plan, develop course content and assessments.

Framework for Curriculum Internationalization

Figure 3.2. A conceptual framework for curriculum internationalization. (Leask, 2015)

Leask's (2015) framework provides context for political, economic, academic, and cultural rationales as discussed in chapter 1. The aim is to diversify the curriculum in a way that students learn about the changing global environment at these four levels. In an internationalized curriculum, students learn the skills needed for jobs of the future, working

in diverse multicultural settings and equip themselves with problem-solving skills (Cox, 2014; Mestenhauser, 2002). This can be difficult to achieve from the onset considering professors will need to make adjustments in terms of textbook selection, course content, class activities, project-based learning, research, and assessments. Therefore, I want to use Bond's model of IoC that provides step-by-step internationalization strategies. The integration of Leask's framework and Bond's model reinforces the leadership style I have chosen in chapter 2. Leask's framework aligns to the strategic leadership where the focus is on goals and mission of IoC whereas Bond's model provides basis for transformational leadership whereby following the three steps will enable transformations within UX's curriculum (DeWit, 2002; Killick, 2017; Bond, 2003; Leask, 2015; Haigh, 2002; Agnew, 2013; Bond, Qian,& Huang, 2003).

Both models of IoC integrate well into the strategic and transformational steps discussed in chapter 2. Strategic leadership requires vision, development of competence to promote that vision and a clear communication of that vision (Nutt & Backoff, 1996). Leask's model serves not only the purpose of development competence for the required IoC changes, but also provides clarity for the desired change. The framework can be used at all three levels of change implantation – at the macro level it can be used to define clarity around the desired change; at the meso level it can be used to develop competence training and at the micro level it can be used as a guide to keep on track by the faculty. Furthermore, Bond's three-step approach to leadership can be embedded into the transformational leadership framework. As transformational leadership aspires to empower the change agents (faculty members), and is focused on the "path as goal" – Bond's model helps to define that path and empower faculty by providing a step-by-step guide to internationalize their

curriculum (Steinman, Klug & Maier, 2018). Leask's model is a framework of "what" can be changed, and Bond's model is a guide in "how" to make that change possible. Both models are pertinent in strategic and transformational leadership as they answer conceptual and field questions with the IoC parameters.

Stakeholder Engagement

Universities are often likened to small cities where the involvement, participation and enthusiasm of all stakeholders is significant in bringing about change. Same is true for strategic planning for the curriculum. There is a need for carefully laid out plan in engaging with multi-stakeholders and leveraging their interest to bring about the desired change (Meyers & Bushney, 2008).

Stakeholders identified for this project are Provost and Vice President Academic, faculty deans, UX's Centre of Teaching & Learning, and the faculty and teaching staff. The rationales behind this identification of stakeholders aligns with the requirement of change agents in the Change Path Model (Cawsey et al. 2016). In Figure 3.3, I illustrate the unique role and involvement of stakeholders at the micro, meso and macro levels. The figure attempts to show stakeholders' institutional positioning and overlapping roles. It is clear that both strategic and transformational team leadership is needed to engage and leverage change agency through stakeholders' engagement.

Stakeholder Roles in IoC Strategic Planning
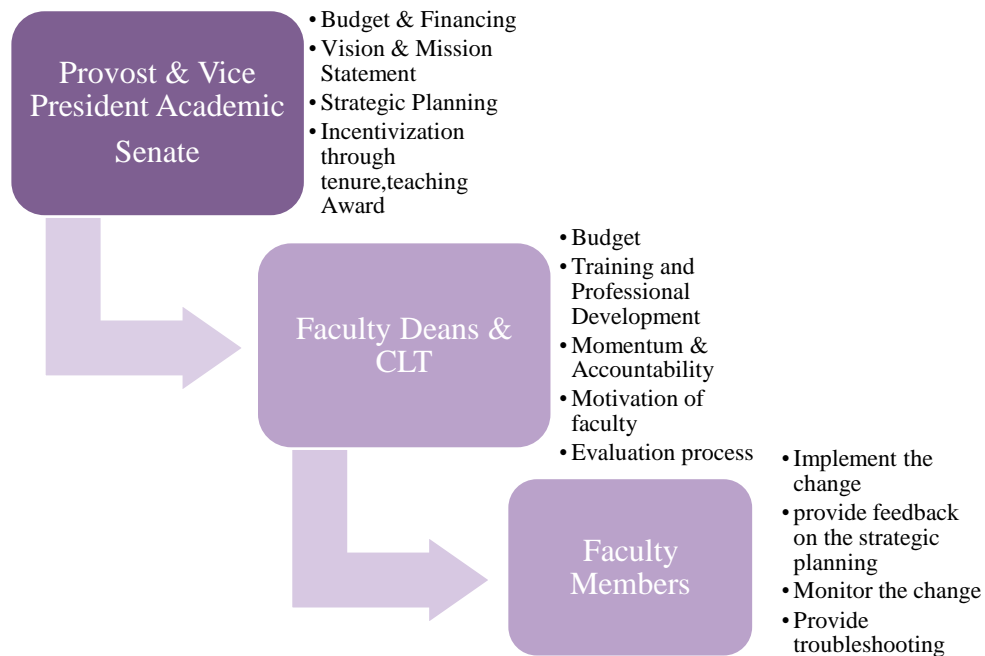
Figure 3.3. Change Agency (Adapted from Cawsey et al. 2016; Niehaus & William, 2016)

It is an interesting time to be a change agent at UX as the Provost Academic has identified a need for exploring and focusing on UX's capacity and potential for internationalization. Through my conversations with her, I have the knowledge that IoC is very much a part of UX's strategic planning for 2030. Furthermore, I am co-leading a Self-Study team of eighteen members currently looking into strategic planning process. At this point, I can say that UX has the backing and financial support of the Office of Provost and Vice President Academic to further the agenda of IoC.

In engaging the meso level stakeholders, issues of time management and faculty training are legitimate concerns. The dean of the faculty, first, must be on board with the idea of internationalization at the course level. Only then can work be done on providing enabling factors including training, professional development, time management and

budgeting for training. Furthermore, faculty will need to be trained for teaching internationalized content. This aspect has been looked at through the Centre of Teaching and Learning (CLT). Moreover, meso level stakeholders need incentivization of partaking in university wide IoC initiative. In an attempt to transform the curriculum culture, annual reporting from faculties will include an IoC perspective. This will allow faculties to align their reports to internal and external priorities thus gaining traction and opportunities for funding and research.

CLT is another important stakeholder that can offer cultural and cross-cultural training courses open to all faculty members who wish to increase their capacity in international studies. Educational developers at CLT are exploring ways to train faculty in internationalization. As part of this effort, I was invited by the CLT to hold a training workshop for educational developers in IoC in August 2019. Being an international faculty member at UX with wide experience in training international faculty in Pakistan, Mexico, Chile, and Canada and also led workshops on internationalization in international conferences, I have developed expertise in IoC and will be working with the CLT Director in this initiative.

Resources & Support Systems

University-wide change implementation requires monitoring, but it also requires mentoring of key agents, allocation of funds to change agencies and support systems in place for everyone involved in the change process (Meyers & Bushney, 2008; Wood, 2010). The vision for UX is to develop a culture that embraces internationalization as an integral part of our everyday operations. It is hoped that UX's agenda to promote internationalization because of political, economic, cultural and academic rationales will prove to be significant

in making a case for funding wherever such need arises. For transformational changes to happen, infrastructural systems need to be in place that can sustain the change for a very long time, for example, UX requires both financial and human resource necessary to implement this change (Schoorman, 2000; Pynes, 2018). More examples of support systems include faculty development, extrinsic motivational factors and curriculum support through senate or a curriculum committee (Pynes, 2018). In establishing that infrastructure, UX will need to allocate resources and put support systems in place for internal operations and stakeholders. The following resource and support systems are discussed below: faculty development and curriculum planning support followed by implementation issues and possible solutions.

Faculty development. Faculty involvement in transformational curriculum changes has been identified as one of the core requirements for IoC. Using teams approach in transformational leadership, faculty is not involved on the periphery of this strategic change but are the active participating change agents. There is a wide literature that draws success of curriculum changes to faculty involvement (DeWit, 2002; Pynes, 2016; Leask, 2015; Green, 2007 & Mestenhauser,2002) Therefore, it is pertinent to UX's IoC to have trained teaching staff in each faculty. In keeping up with the rationales identified earlier in this chapter, faculty will need training to proactively as well as reactively incorporate socially, economically, academically and politically changing global environments into their curriculum (Niehuas & William, 2016). Strategic planning that requires faculty involvement faces challenges of faculty engagement, lack of consideration for faculty members' busy schedules, institutional hesitation in incentivizing participation through tenure and award system (Green 2007, Dewey & Duff, 2009, Niehaus & William, 2016, Andreasen, 1997).

UX will need to provide training and incentives to take that training in order to get faculty on board with IoC initiatives. In order to mitigate the risks of these challenges two solutions are prescribed. The first solution considers the time and scheduling. In UX faculty contracts, there is an inbuilt 15% service time. This capacity can be reassessed to include time for training for IoC at the meso level. Secondly, there is the issue of faculty training itself. The solution is to use CLT or faculty level training sessions based on Guskey's model of faculty engagement can be built into strategic recommendations (2002). Figure 3.4 expands on mitigating the challenge of training faculty by involving them in the process of change.

Model of Teacher Change Process

Figure 3.4. Guskey's Model of Teacher Change, 2002

Furthermore, the UX senate and senior leadership will have to be consulted in contributing to and promoting tenure positions or award incentives for faculty being involved in internationalization of their courses.

Curriculum planning support. In my conversation with the UX academic registrar, it has come to my knowledge that each faculty is responsible for its own curriculum and there are no curricular committees to oversee and update curriculum changes. I find this information interesting. The plus side is that it gives faculties the autonomy to exercise their own perceptions of the content but on the negative side there is no accountability for what goes on in the classroom. A possible solution to this is for each faculty to develop a

reporting structure and inform their deans of how they are incorporating internationalization in their curriculum i.e. what stage of Bond's (2003) model are they pursuing in a given term. This will establish a formal curriculum meeting regulation headed by the dean of each faculty. In moving towards transformational changes in curriculum, such meetings will allow for instrumental and transformational outcomes that will help mitigate risks of lack of motivation, lack of support, difficulty in content development for each faculty member and provide peer support within each faculty (Niehaus & William, 2016). Niehaus and William (2016) further point out that establishing curriculum planning meetings will enable instrumental outcomes including enhanced reputation for faculty members, expanded professional networks, broadening of course content, publication, and creation of new comparative topics within the field. Furthermore, such meeting will also provide transformational outcomes including reflective pedagogical practices, acknowledgement of international themes within the discipline and understanding of internal and multicultural perspectives (p. 67).

These above-mentioned factors are strategically aligned within the Change Path Model and highlighted in detail with stakeholders, tools, outcomes and stages in Tables 3.2, 3.3, 3.4, 3.5 and 3.6. This section briefly summarizes key points in the Change Path Model. The Awakening stage is utilized for developing a clear vision and communicating that vision through designated faculty teams. Teams play a significant role in setting transformational leadership practices in including faculty members in discussions around IoC plans. Secondly, the Mobilization stage utilizes the CLT and individual teams for training. At this stage both meso and micro level change agents are involved in building IoC competency using Leask's and Bond's IoC models. The macro level agents provide relevant support

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including space, admin resources, funding, and time to the involved stakeholders. As UX

moves forward with its IoC strategic directives, the Acceleration stage requires faculty teams

and faculty members to actively engage in IoC processes. Teams at the faculty members are

there to support, monitor and remove barriers in forwarding the IoC directives. The

Acceleration stage is expected to vary for each faculty depending on the complexity of the

discipline-specific internationalization process. Both strategic and transformational

leadership requires monitoring and evaluation of each stage to move change forward; hence,

the Acceleration stage will be used to collect data that informs improvements and

institutionalization of IoC at UX.

Implementation Issues and Possible Solutions

There are many obstacles faced by higher education institutes in establishing IoC.

The major issues in implementing an OIP around IoC might receive pushback at institutional

and individual level (Green, 2007; Schoorman 2000; Bond, Qian,& Huang, 2003; Agnew,

2013; Cox, 2004; Maidstone, 2002; Mestenhauser, 2002). In implementation process, UX

must have strategy in institutionally managing the change including silos, funding, and

individual attitudes of change agents (Childress, 2010; Dewey & Duff, 2009, Mestenhauser,

2002; Kubota, 2009).

Institutional management. University operations are constantly navigating through

many challenges at any given time. Often curricular changes are put on back burners in lieu

of more pressing issues (Leask, 2015; Wood, 2010). Therefore, institutional support for IoC

is a major concern in my implementation plan. In a recent senate consensus done on eight

key themes for strategic planning for 2030, internationalization of curriculum came up as the

7th priority. In implementing IoC, it is anticipated that further work needs to be done at the

awakening stage of the Change Path Model to create urgency for change. However, one thing that has changed since the consensus in Fall, 2019 is the induction of a new president at UX who has shown commitment to IoC and has talked about it in almost all the welcome sessions he's been to thus far. Below, I discuss issues at an institutional management and their possible solutions for change implementation.

     Silos. One anticipated issue is that faculties are famous for working in silos and same is true for UX (Kubota, 2009). In curriculum internationalization, UX will need to mobilize communication between meso and micro level managements including its ESL department, Writing Centre, International Office and the CLT to bring about strategic planning, training and implementation of the desired change. Kubota (2009) explains how silos can impede IoC. In this regard, there are issues of language support for both students and faculty struggling with large multilingual classes. Kubota (2009) explains that communication between linguistic support providers and faculty will ensure removal of linguistic barriers. Furthermore, internationalized curriculum demands an interdisciplinary approach to teaching and learning (Swap & Wayland, 2013). There is a lot of good work done at the international front and much can be learned from each other but because faculties have worked in silos in the past decades, we have not been able to share our resources, provide interdisciplinary experiences to our students and neither have we engaged in community of learning experiences vis dialogues and interdepartmental activities. In this OIP planning stage, I see the lack of an interdisciplinary approach to be a barrier to IoC. One way to maximize on the curriculum planning meetings is to invite members from other faculties and share ideas on how different faculties can work together. This will require time management and resources at the Dean level, but the benefits of developing co-curricular approaches to

teaching and learning will benefit students and faculty and at the same time remove silos

(Swap & Wayland, 2013; Bassett, 2010).

Funding. One of the greatest issues in implementing and sustaining IoC solutions

will be funding. The problem of insufficient financial resources exists in almost every

initiative and department, and it is also very much true for IoC (Green, 2007; Pynes, 2018;

Childress, 2009). Funding for course development, teacher training and resources for

designing new courses will be a key concern in how UX adopts it IoC strategy. Pynes (2018)

advocates for universities to find financial support both inside and outside of university. This

can work for UX in accessing resources through strategic approaches (i.e., inclusion of IoC

in the strategic planning will enable UX to set aside funding for it). Furthermore, Pynes

suggests that using accreditation timelines to enhance internationalization will encourage

faculties to leverage their own funding for internationalization. An example of this is the use

of Global Learning Quality Enhancement Plans (GLQEP) as part of the review process for

accreditation. The GLQEP "creates [space for] substantial program and curricular

modifications that require [faculties] to commit financial resources (p. 58).

Moreover, finding external funding resources can also help mitigate financial barriers

to IoC. In the PESTE analysis in chapter 1, the political, economic, academic and social

rationales for internationalization and the benefits it brings to the province can be leveraged

for external funding resources via government and independent donors as IoC also promotes

the provincial agenda. Childress (2009) suggests that universities "demonstrate to internal

and external funding sources, e.g. alumni, foundations, government agencies, international

not-for-profit agencies, that [UX] is serious about internationalization, it is useful to have its

general commitment, as well as specific goals and objectives delineated in a written

document" (p. 305) that can be shared with the local government funding bodies as well as donors and alumni. The province can get on board with interest in increasing and retaining student population. We can leverage this regional government need to our advantage through the annual reporting structure I have proposed in the following section for all deans. The president of UX can take these annual reports on international efforts by the deans to the local government and show how UX is making an impact in internationalization through academic activities and interdisciplinary research. This will feed into the local governments' own interest and will make a strong case for UX to ask for funding (Childress, 2009; National Association of State Universities and Land Grant Colleges (NASULGC), 2015).

Individualized attitudes. Another key issue that can negatively impact the implementation of IoC is the role of individualized attitude towards internationalization (Niehaus & Williams, 2016). It is anticipated that some faculty members or senior leaders may be personally interested in IoC while others see it as extraneous to their teaching philosophy because of their own interests, lack of training in internationalization, and a lack of cross-cultural understanding of IoC (Niehaus & William, 2016; Allan & Estler, 2005). Such faculty members may consider "international learning irrelevant, doubting that individuals studying a particular field would ever need global competencies and believing that technical expertise in the subject is the only content of importance" (Green, 2007; Neihaus & William, 2016). This issue can also be extended to individuals believing that the presence of international students and international campus activities are sufficient and that newcomers to the region and first-generation immigrants provide enough internationalization and no further effort needs to be made in this regard. The solution is to

proactively pursue awareness and need for IoC using PESTE analysis at the awakening stage.

Annual reporting structure. As much as I am in favor of faculty autonomy, strategic planning and climate shift through transformational leadership calls for formal reporting structure to a centralized unit that can oversee, collect data and inform future steps on sustaining IoC at UX (Blackmore & Kandiko, 2010). This can be made possible by providing institutional structure space for the deans of each faculty to report to the senate about how their faculties are responding to internationalization indicators as set in the strategic planning of UX. This is within the resource capacity of faculty deans as they are already a member of the senate and meet biweekly to report on their units. These annual reports can be incentivized with rewards or funding for the faculty that is showing progress on the key performance indicators.

It is noted that as faculty members exposure to international academic research and culture increases so does their interest in internationalization efforts (Green, 2007; Killick, 2012). Therefore, one possible solution is investment in faculty exposure to internationalization and its benefits to the students. Such resources can be developed and provided by the curriculum committee. Furthermore, some universities in Canada have secured governmental funding for faculty development in this regard and they use this funding to develop international exposure of faculties through digital teach-ins, international conferences and collaborative research projects (Green, 2007). All these activities help develop a mind set for internationalization within the classroom.

Building momentum. The institutionalization of IoC is a complex process and would require constant and consistent monitoring throughout the transition period and for future

sustainability of the process. In ensuring that each unit is supported throughout the process

and beyond, I have adopted Leask's (2015) model of assessment indicators (Appendix 2 to

provide guidance and adaptations for short-term and long-term IoC goals as they might pan

out for UX. Leask's IoC planning Questionnaire is used as its assessment indicators align to

the UX rationale behind internationalization and also incorporates accountability measures

that will help UX prepare defense and grant proposals from the province. Leask's

assessment indicators will provide context and agenda for Curriculum planning meetings

that are recommended in my OIP. Furthermore, in Table 3.1, I expand on the short term and

long-term goals. It uses key indicators of IoC to understand the change process and steps

needed to achieve each indicator. These steps are then set into either short-term or long-term

goals. In building momentum, Leask's indicators will help promote conversations around

needed new knowledge in content development, new skills and competencies for

instructional designers and faculty members, and meso and macro level ways of thinking

and keeping everyone engaged in the process (Cawsey et al., 2016).

Table 3.1

Short Term and Long Term IoC Goals in UX Strategic Planning

Key Indicators for IoC using Leask's indicators	Short term goals (1-2 yrs)	Long term goals (3-5 yrs)
University Leadership for Internationalization	• Mission statement • Curriculum planning meetings • Budget for training • Awards and acknowledgements	• Annual reporting structure • Leadership positions in IoC • Budget for training
Internationalization Strategic Plan for IoC	• Guidelines and reporting structure • Communication channels	• Accountability structures
Institutionalization of IoC	• Course level IoC (Stage 1 & 2) • Department level IoC (Stage 3 progresses into policy level changes within curriculum)	• Course level IoC (Stage 3) • Collaborative and interdisciplinary research projects with international partners
Support Infrastructure for IoC	• Institution-wide Curriculum Planning Meetings • International Office (expansion of roles and responsibilities to include global indicators in curriculum trends) • CLT for IoC	• Support for each faculty
Curriculum Planning and Collaboration	• Educational developers for IoC • Optional training for faculty	• Mandatory training for new faculty • Incentives for senior faculty
International students and scholars	• Encouragement of collaborative work	• Assessment of collaborative work (impacts)
Co-curricular programs	• Engage student services • Student union	• Deliberate expansion of co-curricular activities to promote informal IoC curriculum
Performance assessment process	• Develop performance assessment indicators	• Train designated change agents for performance monitoring

Table 3.1 demonstrates that IoC at UX is a complex and multi-layered process requiring support and effective involvement from all stakeholders in its implementation plan. Faculty members play a key role in this process and must be supported by senior leadership in both funding and human resource. The steps used in the Change Implementation Plan start with revising UX mission statement to incorporate IoC as a strategic priority, allocating budget to the IoC strategic direction informed by the strategic priority and finding funds from internal and external sources, providing faculty training through CLT or independent faculty, providing curriculum support, building capacity for faculty meetings and cross- discipline faculty meetings, building infrastructure for reporting wins and barriers using performance assessment indicators from the course, and organizing change agents who guide the process via the reporting system.

Limitations. I also want to highlight the limitations of the implementation plan. Firstly, there are sixteen faculties in UX, and it is expected that each faculty will have their own understanding of curriculum internationalization. Aligning their approach to UX's mission will take time and resources for training and coaching. Secondly, communication between macro, meso and micro levels has not yet been configured. This is an important step and will require top level involvement in building a template to collect feedback at all stages of change process. Lastly, with the emergence of COVID-19 university is now working on emergency plans. Usual operations are not proceeding at the regular pace and this will create some limitations with communication, training and alignment. It is anticipated that the strategic planning committee might be put on hold until Winter 2021.

In conclusion, the implementation plan works at two levels: the institutional level and the program/faculty level. To implement the change plan and carry it forward, macro

level administrative support is provided through strategic leadership. This involves creation of a vision using the self-study team reports provided by sixteen strategic leaders and cover the research and work done by the self-study teams for almost a year. The reports identify the strategic steps, relevant stakeholders, allocation of funding and future steps for the macro level administration to develop their strategic plan for the next 5-10 years. Within the macro level institutional change plan is the transformational leadership of teams working on building faculty competence in IoC, providing training and support for IoC implementation and empowering micro level change leaders/faculty members with resources, knowledge and means to develop and implement an internationalized curriculum.

Change Process: Monitoring & Evaluation

The monitoring and evaluation process, in the context of my OIP, falls into two categories – a) the institutional level of change as it pertains to UX's strategic directives and b) outcomes and impact level monitoring and evaluation of curriculum internationalization through faculty input with an internationalized curriculum. These two categories are chosen as they align to the strategic and transformational leadership discussed in chapter 1 of this OIP. The aim is to be strategic about the success of IoC and remove barriers for the strategic cycle 2020-2030 at UX. This can be achieved by monitoring both the strategic plan itself and the transformational change of internationalizing curriculum implied in the strategic plan. Figure 3.5 represents the focus and outcomes of the monitoring and evaluation process.

Change Process Levels
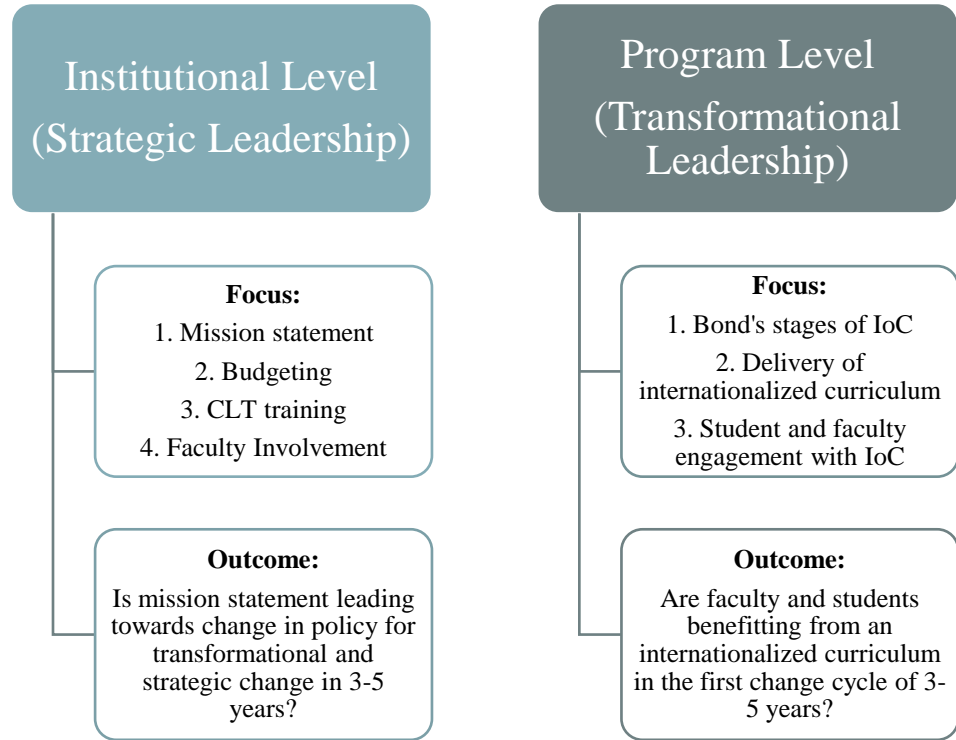
Figure 3.5 Change Process Monitoring and Evaluation Tiers at UX

In order to monitor and evaluate change at the institutional and course level, this OIP will utilize the IoC PDSA model adapted from Leask (2015) and Paige (2005). This model was adapted for cover the monitoring and evaluation of both the institutional level and course level change.

PDSA Model for IoC

Figure 3.6. IoC Monitoring and Evaluation Process – Adapted from Leask (2015) & Paige (2005)

At the **Review & Reflect** stage, an initial review of what is already happening is advised. In a UX context, this would mean a review of our existing strategic plan, budget allocation, and university-wide IoC engagement. Leask (2015) and Paige (2005) emphasize that this is not a measurement stage, but a tool to gauge what is already being done at the university. She also proposes *The Questionnaire on Internationalization of Curriculum* (QIC – Appendix 2) to be used not only to understand what is happening, but also develop an environment to critically reflect on the question "*to what extent is our curriculum internationalized*" (p.122). At an institutional level, this QIC can be used to evaluate the impact of past strategic direction on internationalization. The participants for QIC at the institutional level would involve strategic Self Study teams which have already been established. At the course level, this QIC can be distributed between faculty members and can be used to start a reflective pedagogical tool for faculty members to rethink their

curriculum and this will also align with the Change Path Model stage of establishing

urgency for change (Cawsey et al., 2016). In debriefing of the QIC at the faculty level, I

would also incorporate Killick's (2012) questionnaire on evaluating courses for

internationalization. The Review & Reflect stage should critically examine how the student,

through participation on the course and as a member of the university community, are

enabled a) to develop the awareness, knowledge and skills to operate in multicultural

contexts and across cultural boundaries; b) to develop the awareness, knowledge and skills

to operate in a global context; c) to develop values commensurate with those of responsible

global citizenship. Table 3.2 illustrates what is monitored and evaluated at the at the

Awakening stage at both the institutional and course level.

Table 3.2

Monitoring & Evaluation Stage: Review & Reflect

Monitoring & Evaluation Stage: Review & Reflect	What is being monitored or evaluated?	Who is participating in this process?	What tool is being used?	Outcome
Change Path Model ↓ **Awakening (a)**	**Institutional level**: How is the senior leadership already responding to IoC? **Program Level**: How internationalized is the curriculum at UX?	**Institutional level**: Strategic Planning committee **Course Level**: Deans & Faculty members	1. QIC (Leask, 2015) 2. Killick's questionnaire for IoC (2012)	1) Identify the need for change and develop urgency 2) Gather information on Institutional Change Readiness

The **Imagine** stage focusses on the question "*what other ways of thinking and doing*

are possible" (Leask, 2015, p.47). Moreover, data collected in the Review & Reflect stage

reinforces the problem of practice being addressed in the OIP and Leask's proposed question

for the Imagine stage can then, in a UX context, be extended to include what the desired

state looks like and how we can get there. This stage can also help in identifying and

building rationale for change agents. Table 3.3 shows the monitoring and evaluation during

the transition from the awakening stage to the mobilization stage. It also highlights the tools used to collect data on the desired outcomes.

Table 3.3

Monitoring & Evaluation Stage: Imagine & Plan

Monitoring & Evaluation Stage: Imagine & Plan	What is being monitored/ evaluated?	Who is participating in this process?	What tool is being used?	Outcome
Change Path Model ↓ **Awakening (b) + Mobilization**	**Institutional level**: What factors can drive our mission and objectives in Strategic planning? **Program Level**: How can we make our curriculum more internationalized based on the answers from Review & Reflect stage?	**Institutional level**: Strategic Planning committee **Course Level**: Deans, Faculty members & students	Leask's (2015) framework for IoC as discussed earlier in this chapter will be used as a prompt to guide discussion.	1. Articulate gaps between the current and desired institutional stage 2. Develop a powerful vision for change + inform the Implementation Plan and make revisions from the Review & Reflect Phase 3. Disseminate the vision for change and strategic plan across the university through the Provost's office and collect data/feedback 4. Enable and formalize IoC training with CLT

The office of the Provost can at this stage also do university-wide retreats to explain and include the whole university into discussions and collect feedback around the distributed plan. These retreats are advised to be done with different faculties as internationalization means different things to different faculties (Bond, 2003; DeWit, 2002; Deardorff & Arasaratnam-Smith, 2017). These retreats include all stakeholders which addresses the inclusion capacity within strategic leadership style (Childress, 2009; Rudszki, 1995; Agnew, 2013). UX values input into the strategic planning process from both internal and external stakeholders as can be seen from university-wide retreats and online surveys on issues regarding policy, budgeting, impact and reputation. It is expected that the Strategic Planning

committee will ask for feedback on the plan through these retreats and online surveys. This will lead to the next stage: Revision & Planning.

In the **Revision & Planning** stage the implementation plan can be further refined based on the feedback from deans, faculty members and students. This stage is useful in the sense that many grievances, challenges and barriers will be articulated by the internal stakeholders. Following through with this feedback and communicating it back to the relevant audiences will gain trust and buy-in from stakeholders (Cawsey et al. 2016; Fullan, 2006). The main question addressed at this stage is "*given the possibilities for internationalization of curriculum, what changes do we want to make to the program*" (Leask, 2015, p.48). This stage allows for decision making and "practicalities associated with university planning and approval processes and timelines" (p.48) are considered. This stage also provides insights to the planning committee on short term, mid-term and long-term goals. Depending on how the retreats and feedback are conducted, the planning committee can also identify potential change agents across the university who might want to take a lead on IoC within their faculties (e.g., employing strategic planning committee team to track the progress or facilitate the discussions for faculty level meetings). The expected activities associated with this stage include the following:

a. developing faculty-specific program structures for curriculum training;
b. developing IoC outcomes for each faculty leading into KPI for students;
c. developing assessment of those KPIs;
d. identifying enablers/disablers, champions, change agents within each faculty;
e. taking stock of resources, gaps in resources;
f. refining the action plan to incorporate budgeting based on the enabling/disabling factors; and
g. setting priorities and negotiating roles for change implementation (Leask, 2015).

Table 3.4 elaborates on the revisions and planning needed at the mobilization stage. At this stage, the emphasis is on identifying the enabling and disabling factors. It is important to get tis data at the onset of the stage and engage relevant stakeholders to navigate through the enabling factors.

Table 3.4

Monitoring & Evaluation Stage: Revise & Plan

Monitoring & Evaluation Stage: Revise & Plan	What is being monitored or evaluated?	Who is participating in this process?	What tool is being used?	Outcome
Change Path Model ↓ **Mobilization**	**Institutional level**: What are our priorities? Who are the enabling and disabling factors? **Program Level**: What resources, training and support do our faculty members need in developing internationalized curriculum? What goals do we set at from the three stages in Bond's model?	**Institutional level**: Strategic Planning committee **Course Level**: Deans, Faculty members & students	Discussion and facilitation. Explanation of Bond's three stages of IoC are communicated clearly. Data collected on Change Readiness of the professors using Change Readiness Survey.	1. Put formal structures, training sessions, champions and change agents in place and gauge change readiness. 2. Develop KPIs within each faculty 3. Reinforce need for change. 4. Manage and build allyship with change agents as they get ready to drive the change forward. 5. Deans and faculty members are given space and time and professional facilitation on discussing their syllabus. Change agents are utilized to see how professors are ready/not ready for IoC in their classes.

At this stage after constant communication about IoC expectations, outcomes and indicators along with training and peer meetings about internationalization of curriculum, it is expected that faculty members are now ready to submit their course outlines. These outlines will indicate change readiness to the strategic planning committee, who will

monitor these outlines and identify gaps and success of IoC in the first change cycle. It is

anticipated that change implementation will happen in the term following the first three

stages of monitoring and evaluation where all stakeholders have had ample time for

negotiation, training, revision and preparation. With all the training and preparation, the

monitoring and evaluation team will be looking for a dynamic and effective transition period

lead by faculty members (Bartunek, & Woodman, 2015; Cawsey et al, 2016; Leask, 2015).

The next stage in the Change Implementation Plan is related to faculty members

delivering the internationalized curriculum in class. This is the **Act** stage. The focus of

monitoring and evaluation at this stage is "how will we know if we have achieved our

internationalization of the curriculum goals" (Leask, 2015, p.50). In order to meet UX's

unique context and organizational size I would further extend this question to "how are

faculty members delivering on the syllabus, and how can the strategic planning committee

address any unforeseen barriers and disablers to change." These are pertinent questions to

ask as UX moves into the Acceleration stage of the Change Path Model where strategic

planning committee must constantly and systematically reach out to engage and empower

change agents, help them in removing barriers and disablers, incorporate strategies to build

momentum and keep faculty motivation high (Cawsey et al, 2016). The question is, how to

incorporate monitoring and evaluation of such a dynamic stage which also requires

autonomy at the faculty level? Based on the work of Stohl (2007), Clifford (2009), Childress

(2010) and Egron-Polak and Hudson (2010), Leask (2015) introduces a survey to manage

and monitor 17 blockers to IoC and 13 enablers to IoC. I propose to use this survey, but not

in the first term of implementation. The first term of implementation must be faculty-led and

faculty members can use the survey to inform their own practice. In the next term and during

the Act stage, strategic planning committee can use this survey to collect data on IoC

enablers and disablers and feed it back into the strategic planning process for the next

change cycle. In Table 3.5, I clarify the Act stage of the PDSA model. The data collected at

this stage will feedback into the next iteration of the change process.

Table 3.5

Monitoring & Evaluation Stage: Act

Monitoring & Evaluation Stage: Act	What is being monitored or evaluated?	Who is participating in this process?	What tool is being used?	Outcome
Change Path Model ⬇ **Acceleration**	**Institutional level**: What are the enablers and disablers faced by change agents? **Program Level**: How is the internationalized course delivered? How are the KPIs met?	**Institutional level**: Strategic Planning committee **Course Level**: Faculty members & students	Survey to gauge enabling and disabling factors.	1. Smooth delivery of the course 2. Identify enablers and disablers that can help inform policy and strategy 2. Find ways to troubleshoot any major disablers that might freeze the change process.

The Act stage must cover at least 2 terms before moving into the final stage –

Evaluation to give ample time for experimentation and develop expectations for students to

learn in an internationalized environment with different outcomes from classwork and

assessments that now include a global orientation and global competency skills**.** The survey

collected at this stage must have clear messaging about the reason why the survey is being

conducted. Participants of the survey must be made to feel that their input, success and

challenges are valued by the strategic planning and will be used for program improvements

and are not in any way a reflection of their performance a "pervasive atmosphere of fear and

trust" will disable translation of knowledge into action (Fullan, 2006, p.119). The focus of

the evaluation stage is obvious – "to what extent have we achieved our curriculum

internationalization goals?" (Leask, 2015, p.50). At this stage, the data from the Act stage

and previous monitoring stages is consolidated and analyzed. Stakeholders are asked to

provide feedback on the process. With data analyzed from the first cycle of change,

feedback received from stakeholders through either a survey or meetings and change cycle

completed In the Change Path Model stage, UX is now in the position to institutionalize IoC

into its everyday process. The data from each stage of the monitoring process will inform the

next change cycle strategic plan. Table 3.6 highlights the transition into institutionalization

of IoC through evaluation process.

Table 3.6

Monitoring & Evaluation Stage: Evaluate

Monitoring & Evaluation Stage: Evaluate	What is being monitored or evaluated?	Who is participating in this process?	What tool is being used?	Outcome
Change Path Model	**Institutional level**: Brags and drags of the first change cycle	**Institutional level**: Strategic Planning committee	Killick's questionnaire to gauge progress	Collect data to inform the next change cycle
Institutionalization	**Program Level** Identify gaps and celebrate success	**Course Level**: Faculty members & students		

In summary, the monitoring and evaluation plan in UX will be applied at different

stages of the Strategic planning processes - in the planning of the IoC and in the

implementation of the IoC. It is important for UX to develop a strong Monitoring and

Evaluation plan because its strategic planning is not an annual process, but is spread over 10

years (UX7, 2019). Strategic processes are not only value driven but also goal driven to help

universities stay current on local and global trends and transform in accordance for their

own sustenance and growth. Therefore, strategic planning is success oriented and the length

given to transformational changes requires successful implementation of change. This is

possible with a strong monitoring and evaluation plan that "allows dialogue between the participants improving understanding of the organization's vision and fostering a sense of ownership of the strategic plan, and belonging to the organization" (Lerner, 1999).

Plan to Communicate the Need for Change and the Change Process

In order to bring transformational changes in higher education and keep up with the political, economic, technological and social trends, higher education institutions are now increasingly engaging in strategic planning process; being strategic "is a tool for the university to find its competitive advantage and place within the [changing academic] environment" (Lerner, 2009). However, numerous organizations have reported employee distrust, resistance to change, lack of motivation and diminishing momentum in the implementation of any change process because of two reasons: lack of messaging relevant to employees' day to day work and poor communication skills in addressing the need for change and justification for the change plan (Armenakis & Harris, 2002; Armenakis, Harris & Mossholder, 1993). Resistance to change is a part of the process. There are many reasons including time, resources, personal beliefs, and individualized attitudes that might affect the implementation process. McBride (2010) and Horlick (2019) call attention to three best practices of handling resistance: resistance prevention, proactive resistance management and reactive resistance management. The prevention of resistance and proactive management of resistance is dealt through strategy leadership with macro level administrators and strategic planning committee through early and effective approach to raising awareness of change, being inclusive of meso and micro level change agents and developing a structured approach to implement change. Whereas transformational teams' leadership will help in reactively managing resistance through teams meetings, building support and providing incentives to

micro level change agents as the need arises. Since my OIP addresses an institution-wide change with a wide range of internal stakeholders, with their own agendas and budgetary limitations, it is important to have the right messaging at each strategic planning stage to gain trust and buy-in; furthermore, strategic plans are deliberately inclusive where each stakeholder has space to contribute to the change plan (Lerner, 2009). For the purpose of inclusion of all stakeholders, this OIP draws on Armenakis and Harris' (2001) model of crafting change massages at each stage of the change process. This model was chosen because of its relevance to a higher education context and for the compatibility of its' three stages and five domains of messaging to Cawsey et al. (2016) Change Path Model (CPM).

The framework for messaging used by Armenakis and Harris (2002) provides three stages for communication. The first stage is *Readiness* where change agents, change recipients and stakeholders are prepared for the upcoming change process. This corresponds to the Awakening and Mobilization stages in the CPM. The domain for messaging to be used at this stage is *discrepancy* where involved participants are made aware of the need for change by analyzing the differences in current state and the desired state. At this stage the content of the messaging is focused on the political, economic, social and academic rationales for internationalization of the curriculum and the benefits it will bring to university in terms of inclusive and interculturally relevant course design, QS ranking, increased recruitment and quality of our graduate degree for global competency skills (DeWit, 2002, Leask, 2009; Killick, 2012; Childress, 2009). The interaction between various stakeholders will be both top-down and bottom-up considering the inclusive nature of strategic planning process. Furthermore, the discrepancy aspect of the change message must be reiterated consistently throughout the change process as redundancy of the message

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equates retention of the message, and many modes of communicating the message will be utilized to avoid hierarchical approach and provide space for dialogue (Klein, 1996).

The second stage in Armenakis and Harris' (2002) Change Communication framework is called *Adoption*. This stage emphasizes on the communication during change implementation. The messaging at this stage must be supportive and motivational as change makers are themselves at the experimental stage of the new change and can quit if the messaging is negative, uninspiring or disincentivizing. The content of the message must focus on the drags and brags of the process and must be addressed in a way that change the leadership is constantly asking for feedback to improve the process for change recipients. For example, if faculty members show dissatisfaction at the time it is taking them to make new activities and assessments, then the deans must address this discomfort and offer support and guidance at the meetings, offer training and incentives to keep the change process going. At this stage, the deans must also engage in communicating challenges to the Provost who can, through CLT educational developers, provide more support that is needed in class. Different modes of communication can be used at this stage depending on the context and depth of the issue. Another significant aspect of the messaging is incorporating the domain of efficacy and appropriateness. As the learning curve gets sharper during the change implementation stage, change makers will encounter change barriers, challenges and disabling factors which are often demotivating. The purpose of the messaging at this stage is two-fold: building confidence in the process and clearly communicating trust and value in change makers' ability to successfully implement the change; moreover, the messages must convey the strength of the chosen change plan (Armenakis & Harris, 2002). The adoption stage of the change plan is often difficult as everyone involved is trying to navigate through

the new processes and "their resulting resistance is clearly well intentioned and potentially beneficial because it is based on the disagreement of the appropriateness of a particular change" (Ibid, p. 170). To ensure successful messaging across various stakeholders, Klein (1996) argues for face to face communication, for example, meetings, retreats and training sessions. Furthermore, the message sender is asked to provide personally relevant information, seek opinion leaders within the organization and refrain from blanket messages which can be perceived as obscure and vague. The aim of communication at this stage is to gather data on challenges and disabling factors to inform the planning for the next change cycle, and to keep the change process moving forward. As this stage aligns to the Mobilization and Acceleration stage of the CPM, supportive and problem- solution oriented messages can keep the momentum up for the change process and positive relationships build through effective messaging can help attain buy-in and allyship from key change agents. If there is discomfort even after addressing the efficacy and appropriateness domains of communication, direct supervisory units will be required to adjust their messages and incorporate elements of personal valence in their communication. This will allow for more clarity on how the change can have positive effects on the change targets. Personal valence makes sense because apart from addressing the fairness of change, it also speaks to the "manner in which individuals are treated" (Armenakis & Harris, 2002, p. 171). Therefore, it is important that the messaging does not appear to be threatening towards any individual's self-interest and is rather directed to promote how the change benefits them.

The third stage of the Armenakis and Harris's (2002) Change Communication framework is the *Institutionalization* stage. The messaging at this stage aims to reinforce the adoption stage till the change is internalized. The content of the messaging focusses on

transformational outcomes and benefits for each stakeholder. It is imperative to celebrate

wins and move forward with challenges. Direct supervisor at this stage can rely on active

participation via retreats to get feedback on how they change plan is working. The data

gathered can then be sent out to all stakeholders for more feedback. The outcomes for this

communication stage align to CPM's final stage and the goal at this stage is periodically

measure and assess how to internalize the change as a norm. This will require development

and deployment of new structures and processes to provide stability to the change; therefore,

direct and persuasive messaging would be needed to promote and establish new changes

(Cawsey et al. 2016; Armenakis & Harris, 2002). Table 3.7 illustrates the interaction among

meso, micro and macro levels.

Table 3.7.

Medium of Interaction

Interaction between stakeholders	Possible modes of communicating change
Provost & Vice President Academic ⟷ Senate and Board of Governors	Regular board and senate meetings, Annual reports
Provost & Vice President Academic ⟷ Senior management (deans, directors & managers)	Academic retreats, Department level meetings, Website announcements, Biannual reports
Senior management (deans, directors & managers) ⟷ Faculty members & Provost & Vice President Academic ⟷ Faculty members	Department meetings, workshops, academic retreats, interdisciplinary cross-departmental conferences, Announcements
Faculty members ⟷ TAs & Students	Workshops, LMS, Announcements, In-class discussions, Newsletter
President & Government Relations Office ⟷ Dept of Labour & Advanced Education & Community	Community Townhalls Newsletter Brochures

Klein (1996) observes that most strategically planned change fails because of a lack

of well thought out strategic plan for communication. During each phase of strategic plan,

there needs to be a plan for communicating that phase's goals, outcomes, challenges and

barriers that address the rationale, progress and impact of change. Stakeholders are key

change agents in the UX IoC therefore strategic planning on who communicates with who,

role of direct supervisors, messaging outcomes for each stage must be clearly planned out.

In the table above, an estimation of interaction models between various stakeholders is given

to keep up the inline hierarchy and also for messaging to be specific and relevant to involved

stakeholders' roles. There is no fixed stage for these interactions and will happen continually

over the entire change cycle and beyond.

In summary, UX must incorporate a strong communication structure in its strategic

planning for IoC. Considering the number of stakeholders involved, the messaging must be

appropriately designed and crafted to gain trust and buy-in from various stakeholders

through incorporating the key principles of organizational communication as cited in best

practices by experts in the field including Klein (1996) and Armenakis and Harris (2002). It

is expected that some challenges and conflicts might arise during the change process, hence

the messaging must be carefully worded to avoid misunderstanding and must stay focused

on the bigger goal.

Chapter 3 Conclusion

Chapter 3 describes the complex interrelations among stakeholders and layers of

processes involved in the change implementation process. In order to overcome this

complexity, the OIP build on the UX's strategic planning capacity. The steps informed in

chapter 3 align to the strategic process and therefore manageable with key stakeholders

overseeing teams at micro, meso and macro levels, an engaged monitoring and evaluation

plan supported by Cawsey et al. (2016) Change Path Model and a clear communication

strategy to between and across stakeholders at meso, macro and micro levels to address the message that needs to be delivered and process for collecting feedback for change evaluation and improvement.

Next Steps & Future Considerations

The main focus of this OIP is the promotion of a diverse, future-oriented, global skill-based curriculum which can enable graduates of UX to be champions in multicultural understanding of world problems and how to solve them. The OIP focuses on a specific yet significant aspect of internationalization which is the class curriculum including textbooks, assignments, lectures, content input and assessments. However, academic and scholarly pressure stemming from globalization is constantly shape shifting and our graduates need not only the visible curriculum but the hidden curriculum to offset these challenges. This requirement is supported by using Leask's conceptual framework and Bond's IoC approaches that address this transforming nature of globalization and its impact on education. Furthermore, the CRP provides a pedagogical lens to smoothly embed and address globalization challenges within the curriculum (Schoorman, 2000; Rizvi, 2007). However, this also means the extra-curricular activities and campus space must also be internationalized to promote internationalization at UX. Furthermore, this OIP is faculty-specific and student's voice is not given much platform. Our international students and domestic students have so much to offer and including their voice in the next change cycle will be very significant in achieving inclusive data-driven curriculum directives. In this section, I will discuss four future steps and considerations that UX must address in order to achieve complete and sustainable curriculum internationalization.

Internationalization efforts are not complete if they ignore issues of ethics (Deardorff, Rosenbaum & Teekens, 2018). The decision-making process at each level of micro, meso and macro levels of strategic planning must incorporate principles of ethical internationalization as set in the guidelines by the Association of Canadian Deans of Education (ACDE). These principles include equity of access to education, ethical engagement and socio-economic justice. UX's current strategy of internationalization falls short on these issues; however, there is well intentioned policy now in place to promote these principles at all levels of our scholarly endeavors. There is a need for UX to be nimble and proactive in seeking to adapt these principles in its Strategic Planning process of 2020 – 2030.

Another issue of future consideration is linguistic challenges that unfold because of big multilingual classes in UX. These challenges can hinder academic performance especially for L2 learners. Since this OIP has focused on the content of curriculum, it is expected that meso level decision-making will incorporate linguistic support for international students and diverse linguistic exposure for its domestic students. This step will directly align to the rationale for internationalization of curriculum, namely, to prepare our graduates for a global task force and a global entrepreneurial market. We must ask ourselves how level is the global academic field for our national and international students (Grant, 2012).

In doing literature review for my OIP, I have come to understand internationalization from many different perspectives. One such perspective is the classroom space as a meet point for academic scholarship and the cultural divide amongst our students (Kettle & Luke, 2012). International education is rich with stories of "academic and institutional

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adjustments, language anxieties, cultural challenge, exchange and alienation, agency and personal transformation" (p. 104). As a higher education institute that promotes internationalization, UX must collect and understand its own stories by collecting data of in-class encounters. This data must be at the table of policy and decision-making meetings where internationalization is being discussed as a strategic priority. Knowing how prior academic cultural, knowledge and experiences can destabilize educational experiences of students in the multicultural classroom can provide us with insights into how we need to reform our curriculum policies.

De Vita (2007) has explored issues of preconceived assumptions about international students and how these assumptions impact the teaching and learning process in class. As UX is developing its strategic priorities for the next decade, it is only opportune to address these often-false assumptions and stereotypes about international students and internal faculty members. I have heard colleagues making assumptions about certain cultures as having issues of rote learning, lack of critical thought, passive learners, low sense of academic integrity which are of course not true and the "trouble with these misinformed stereotypes is that they exacerbate any teaching problems" (Biggs as cited in De Vita, 2007).Therefore, UX must encourage reflective exercises that can help faculty, students and staff to make sense of different ways of knowing and encourage these ways into our own teaching practices while maintain quality standards of academic scholarship.

In conclusion, IoC at UX is a complex process and will require collaboration across all units. We must be internationally driven in our strategic priorities starting from our value and mission statement to the delivery of our lessons if we truly want our graduates to be future leaders of the world ready to tackle regional and international problems facing us

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today. Moreover, as our graduates receive their degrees, we must honor the promise of that

degree by ensuring that our graduates are work/entrepreneur ready for the global job market.

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Appendices

Appendix 1: David Killick's Review Framework for Internationalization of Curriculum

The curriculum review process should critically examine how the student, through participation on the course and as a member of the university community, is enabled:
- to develop the awareness, knowledge and skills to operate in multicultural contexts and across cultural boundaries;
- to develop the awareness, knowledge and skills to operate in a global context;
- to develop values commensurate with those of responsible global citizenship

Knowledge

Key Questions	Examples
How does the course seek to incorporate the knowledge & understanding brought to it by students from diverse backgrounds?	• Students are required/encouraged to share and critique personal knowledge through tutorials/seminars/presentations. • Students produce display artefacts for Faculty spaces which relate to aspects of their own cultural heritage.
How are students given the opportunity to analyse and recognise their own tacit knowledge and the influence of their experiences and cultural identity?	• Students are required to work in groups on tasks requiring a variety of personal perspectives. • Students are partnered with students in two universities outside the UK for email discussions on comparative issues within the subject.
How does the course make students aware of the global impacts of professions related to the subject area?	• Explicit reference is made to the Millennium Goals, with students being required to undertake a major study into the impacts which applications of the subject could have on poverty reduction. • Students are presented with case studies from majority world contexts as the basis for personal reflection and a group assignment. • Students are required to incorporate an analysis of the environmental impacts of products and actions associated with their subject in assignments at Levels 2 and 3.
What level of use does the course make of materials from outside the 'traditional' canon?	• Reading lists include literature which is 'non-western'; politically influenced; written from a feminist perspective; etc. • Students are required to locate and incorporate alternative sources in their assessed coursework.
How does the course enable other knowledge/perspectives to be recognised and valued?	• Assessment criteria include the potential for alternative perspectives/sources. • Students are required to critique a predominant perspective from another/other perspective(s). • Students are required to debate a series of issues within the subject from perspectives taken from other cultures.

Key Questions	Examples
How does the course enable students to develop wider perspectives and respond positively to difference?	• Students can elect to take language modules within their core curriculum.
	• The course actively encourages students to participate in international exchange programmes.
	• The course requires students to consider how at least one key aspect of their subject relates to issues of disability.
	• The course incorporates intercultural contact across its student body to promote internationalisation at home (for example, through setting up international tandem learning sets).
How are students given the opportunity to study particular issues of diversity and equal opportunity within their mainstream study?	• Value statements derived from various world religions, political philosophies (including the 'raced' and 'gendered' and 'sexualised' philosophies) are presented and discussed.
In what ways are students helped to examine their own values, compare them with the values of others, and engage in respectful debate where differences occur?	• Alternative ethics and value systems are closely related to practical issues which arise in various parts of the course curriculum.
In what ways does the course enable students to confront hostile discrimination?	• Learning outcomes include the ability to value and debate diverse perspectives coherently and critically.
In what ways does the course seek to link issues of cross-cultural capability, diversity and global responsibility to employability?	• A Global Perspectives module is available as an elective on the programme of study.
	• Students are guided to include evidence of intercultural learning, international experience within their Progress Files.
	• Students submit case studies illustrating the benefits and impacts of including sustainability as a consideration in making business decisions.

Experience at course level

Key Questions	Examples
How does the course respond positively to and encourage different learning cultures/needs?	• There are a wide range of learning strategies employed on the course - independent learning, group work, individual work, learning by heart, etc.
	• An early component of the course includes working with students to identify their individual learning styles and needs; results are fed back into module/course review and development.
	• Specific required learning strategies are explicitly developed, with help and guidance overtly built in.
	• Key concepts/knowledge/skills are supported by learning materials in a variety of formats - audio/written/large text/etc.
	• Case studies and illustrative examples encompass a range of experiences likely to be of direct relevance to the widest diversity of students.
How does the course encourage students to be curious beyond their own cultural boundaries?	• Students are required to engage with other students beyond their peers through activities such as international student mentoring, inter-disciplinary learning sets, etc.
	• The subject area has a dynamic display of materials illustrating how it is interpreted in a range of global contexts.
	• Students are encouraged to engage in off-campus learning (for example on international student exchange, on community projects, in work-based learning activities).
	• Students take part in cultural simulation exercises to gain experiential perspectives as the basis for reflections on how different ethnicities may respond to issues within the discipline.
	• The course delivery requires students to interact in positive ways with all students in the cohort.

Key Questions	Examples
How does the course encourage different approaches to teaching?	• Staff have undertaken/regularly undertake development to consider alternative approaches. • Staff have engaged in experiential learning related to cross-cultural capability, (for example, to issues relating to disability, gender, sexuality and class). • Policy for subject areas encourages academic staff to consider the environmental impacts of how the course is delivered. • Staff have engaged in training on non-discriminatory practice which is related to their classroom teaching. • International staff exchanges are encouraged – and the experience disseminated. • The course utilises guest lecturers from a range of cultural backgrounds, such as sexual orientation, degree of physical ability and class experience. • There is a programme of peer observation. • There is a programme of team teaching. • Module evaluation specifically explores student experience of/response to teaching methodology encountered, and to their learning about cross cultural and anti-discriminatory issues. • There is a positive approach to staff recruitment and deployment which facilitates diversity.

Key Questions	Examples
How does the assessment of the course respond to different success criteria?	• Assessment tasks enable/encourage students to present assessed work in a variety of formats. • Learning outcomes/assessment criteria are varied across the course (for example, 'critical reflection' may be being assessed in several modules while 'ability to summarise information from a variety of sources' is absent). • The focus and content of assessment tasks value and recognise the achievements of other cultures, races and religions. • Assessment criteria are focused only on what is central to the module; students are not penalised for peripheral 'presentation' skills. • The course team has specifically evaluated the assessment mechanisms in consultation with a disability specialist. • Assessment criteria reward intercultural perspectives. • Assessment is used diagnostically to discover the strengths and weaknesses of students and to provide appropriate support to improve student performance. • Accurate explicit briefs are provided for all assessment tasks (whether exams or course work) in appropriate media and using clear, unambiguous and well-defined language.
Where assessment involves work placements, what attempts are made to monitor and eliminate discrimination that might arise in the workplace?	• Students are provided with guidance and procedures to deal with situations if they arise. • Employers and students agree a learning contract before the placement. • Placements are monitored and a database maintained.
Does the organisation and scheduling of assessment take into account diversity and difference?	• The following issues are considered by course teams when scheduling assessment: religious observation, childcare provision, non-teaching assistance/signers/amanuenses, use of language, assessment venue, technical support.

Experience beyond course level

Key Questions	Examples
How does a student on this course benefit from/contribute to the broader social context?	• Students are encouraged to join voluntary societies, charities, and so forth (for example credits are available for such off campus activities). • Students undertake a local environment improvement project which is credited through an assessed report. • The course brings in external perspectives through local specialist 'informants' (e.g. disability experts, cultural representatives, etc.). • Students are required to demonstrate an understanding of how aspects of the subject impact upon a group/context other than their own. • The course actively seeks to recruit students from diverse cultural and socio-economic backgrounds. • Students' final year projects involve research and development work in not-for-profit organisations.
How does a student on this course benefit from/contribute to the broader learning support facilities and opportunities?	• Resources have been reviewed to ensure they do not cater only/predominantly for particular students. • Module evaluation disaggregates responses to learning support facilities and opportunities by student 'type'. • Students are encouraged to undertake additional language learning courses; these are made explicit in personal development portfolios.

Key Questions	Examples
How does a student on this course benefit from/contribute to the broader educational culture?	• Faculty policy requires student representation at course, faculty and university committees to be representative of the diversity of the student body. • Alternative feedback/participation mechanisms are in place and have lines of communication into the decision making processes (for example, student focus groups are set up, research projects into the student experience are encouraged and responded to). • Within the course we specifically explore aspects of the institutional educational culture. • Within the course we allow any student to make a case for submitting assessed work which may appear to be outside 'normal' practice. • Student performance/attrition rates and so forth are monitored by nationality, ethnicity, and disability.
How is a student from this course prepared to interact with/benefit from/contribute to diversity in the world beyond the University?	• Students cannot complete the course without having engaged in some significant form of cross-cultural learning experience and acquiring a thorough understanding of the various sources of unfair discrimination. • The course has made students capable of analysing their own values and ethics, understanding those of others, and debating issues that arise effectively and peacefully.

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Appendix 2: Leask's Questionnaire for IoC Planning

A stimulus for reflection and discussion about incorporating intercultural and global perspectives and skills for life and work in the 21st Century across a program of study

Preamble to the Questionnaire on Internationalising the Curriculum: Version 2 (QIC2)

The purpose of this questionnaire is to help stimulate reflection and discussion among teams of academics teaching a program of study (degree program or major within a degree program) about the incorporation of intercultural and global perspectives, understandings and skills into their curriculum. The questions are intended to help such teams identify how well their program develops intercultural and global understandings and skills.

This in turn will form the basis for informed discussion about what actions might be taken to further address the intercultural and global dimensions considered important to their discipline.

A program or major designed to prepare graduates to live and work effectively and ethically in a global society characterised by rapid change and increasing diversity will:

- engage students with internationally informed research and cultural and linguistic diversity
- purposefully develop
  - students' critical awareness of local and global issues on professional, political, environmental and social significance
  - students' capabilities and confidence in communicating respectfully and effectively with people from cultural and linguistic backgrounds other than their own
  - students' ability to deal with uncertainty by moving beyond traditional disciplinary boundaries, questioning dominant paradigms and developing their ability to think both creatively and critically
- be supported by services focused on the development of intercultural competence and international perspectives.

What is meant by 'intercultural competency'?

There has been considerable research and debate about how to define and how to build the capacity for intercultural communication. Many definitions have been proposed for terms such as 'intercultural competency', 'intercultural capability' and 'intercultural effectiveness'. Intercultural

competency, as the most commonly used term across several disciplines, has been defined in many ways, and some disciplines have their own well established definitions of what this might mean and how it can be demonstrated. However, Darla Deardorff (2006, p. 247) has identified common elements in the definitions of intercultural competence across several disciplines. Based on a review of the literature and data collected from a panel of internationally known intercultural scholars and international education administrators, her study is the first to document consensus in the field. She found:

The top three common elements [of cultural competency] were the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture. These common elements stress the underlying importance of cultural awareness, both of one's own as well as others' cultures[1].

How to use this questionnaire

This questionnaire is expressly designed to support a critical, reflexive review of the teaching and learning approaches and the content of the program of study to ascertain how well the intercultural and global dimensions are developed.

The questions in the QIC invite you to thoughtfully and critically consider the context in which the program and its individual units are taught, as well as individual elements of the curriculum such as content, assessment, learning spaces and teaching styles.

It is important that all program team members complete the questionnaire individually and that they are then involved in a collegial discussion about the responses. The primary purpose of the follow-up discussion is to develop shared understandings of current practice, identify current strengths and, if relevant, key areas for improvement, and to develop a plan of action in relation to internationalisation of the curriculum for the program.

In trialling this process in many disciplines, it was found that this process is most productive if a skilled facilitator who is not a member of the program team facilitates the collegial discussion after individual team members have completed the QIC.

The time required to complete the questionnaire is approximately 30 minutes.

Glossary of terms used in this questionnaire

Program = a course of study leading to a qualification offered by the university, e.g. Bachelor of Nursing. In some universities the terminology used is 'course'.

Unit = the components of a program, e.g. Nursing 101, Anatomy105. In some universities the terminology used is 'subject' or 'course'.

Major = the primary focus of a degree; the sequence of units within a discipline or field of study which must be taken to complete a degree, e.g. a history major within a Bachelor of Arts, or a marketing major within a Bachelor of Business.

Program or **Major Coordinator** = the academic position with administrative and academic leadership responsibilities for the program or major.

Unit Coordinator = the academic position with administrative and academic leadership of the unit, often the lecturer.

Graduate attributes = formal statement of generic competencies of a university graduate, usually associated with a formal process of ensuring the program curriculum contributes towards the development of these competencies.

_____

Preliminary details

Name of the program/major:

Names and codes of the units you teach (one line for each unit):

How many units do you generally teach in the degree/major?

Please select your role from the list below:

select your role

Program/major level learning outcomes:

List any major/program level learning outcomes related to intercultural and global perspectives and skills as you understand them to be:

Section 1. The meaning of intercultural and global dimensions of teaching and learning

1. What do you understand 'intercultural' to be in relation to teaching and learning?

2. What do you understand 'global perspectives, understandings and skills' to be in relation to teaching and learning?

3. The following attributes have been shown to be core components of intercultural competency. Please check any attributes which students are encouraged to develop within the major/program (check as many boxes as you think apply)[2].

a) Non-judgmental ☐
b) Inquisitiveness ☐
c) Tolerance of ambiguity ☐
d) Cosmopolitanism ☐
e) Resilience ☐
f) Stress management ☐
g) Broadmindedness ☐

h) Relationship interest ☐
i) Emotional sensitivity ☐
j) Self-awareness ☐

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[2] Adapted from: Bird, A., Mendenhall, M., Stevens, M.J., & Oddou. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Managerial Psychology,* 25 (8), 810–828.

k) Social flexibility ☐
l) Sense of adventure ☐
m) Interpersonal engagement ☐
n) See commonalities in people ☐
o) Self-management ☐
p) Optimism ☐
q) Self-confidence ☐
r) Self-efficacy ☐
s) Emotional intelligence ☐
t) Interest flexibility ☐

4. Which of the above attributes do you see as being the three most important for your graduates from your major? Use the letters in the list above and rank in order of importance.

1.

2.

3.

5. How important is the development of the attributes listed above within the university context?

☐ ☐ ☐ ☐ ☐ ☐

Section 2. Thinking about your units

1. Your approach to teaching

This section asks you to reflect on your individual understanding of the value of teaching and learning that is directed at developing graduate attributes and skills that fall within the social interaction and intercultural communication and relationship domains, and those associated with the development of global perspectives.

Using the scale, select the response that most accurately reflects your understanding.

	Little	Low	Moderate	High	Great	Not sure
			1	2	3	
How important is it to develop students':	☐	☐	☐	☐	☐	☐
6. capacity for social interaction across different cultural groups?	☐	☐	☐	☐	☐	☐
7. understanding of the interdependence of global life?			1	2	3	
8. appreciation of cultural diversity?	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
9. ability to relate to and collaborate with others?	☐	☐	☐	☐	☐	☐
10. knowledge of other cultures?	☐	☐	☐	☐	☐	☐

9

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
	☐	☐	☐	☐	☐	☐

How well do the units you coordinate support the development of students':

11. capacity for social interaction across different cultural groups?

	1	2	3	4	5	?
					☐	

12. ability to relate to and collaborate with others?

	1	2	3	4	5	?
					☐	

13. appreciation of cultural diversity?

	1	2	3	4	5	?
					☐	

14. understanding of the interdependence of global life

	1	2	3	4	5	?

15. knowledge of other cultures?

	1	2	3	4	5	?

In the units you coordinate, to what extent do you:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
			1	2	3	
16. encompass a broad range of knowledges, experiences and processes?	☐	☐	☐	☐	☐	☐
			1	2	3	
17. encourage critical evaluation of the cultural foundations of knowledge in your discipline?	☐	☐	☐	☐	☐	☐
			1	2	3	
19. consider how your cultural background influences your approach to teaching?	☐	☐	☐	☐	☐	☐
			1	2	3	
20. consider how your students' cultural backgrounds influence their approaches to learning?	☐	☐	☐	☐	☐	☐

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
21. adapt your teaching to take account of student diversity in your classes?	☐	☐ 1	☐	☐ 2	☐ 3	☐
22. adapt your assessment of learning to take account of student diversity in your classes?	☐	☐ 1	☐	☐ 2	☐ 3	☐

2. Aims, goals and learning outcomes

This section concerns the aims, goals, learning opportunities and outcomes related to the development of global perspectives and intercultural competency in the units you teach.

Using the scale, select the response that most accurately reflects your understanding or perspectives.

In the units you coordinate how clearly articulated are any:

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
			1	2	3	
18. intercultural perspectives, aims, goals and outcomes?	☐	☐	☐	☐	☐	☐
			1	2	3	
19. global perspectives and understandings aims, goals and outcomes?	☐	☐	☐	☐	☐	☐

In the units you coordinate, how well do:

	Very Poorly	Poorly	Adequately	Well	Very Well	Not sure
		1	2	3		
20. the stated intercultural learning outcomes of the unit relate to those in the other units across the major/degree program?	☐	☐	☐	☐	☐	☐
		1	2	3		
21. the stated learning outcomes of the unit regarding global perspectives relate to those in the other units across the major/degree program?	☐	☐	☐	☐	☐	☐
		1	2	3		
22. the unit materials explicitly define and articulate how the intercultural and global learning outcomes of the unit relate to those of the major/degree program?	☐	☐	☐	☐	☐	☐

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3. Learning activities

This section concerns your learning and teaching activities that support the development of global perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects you understanding.

In the units you coordinate, to what extent:

	Not at all	Very Little (1)	Moderate amount (2)	Considerable extent (3)	Great extent (4)	Not sure
23. are the learning activities focused on group learning?	☐	☐	☐	☐	☐	☐
24. are students organised to work in culturally mixed groups and teams?	☐	☐	☐	☐	☐	☐
25. are students provided with structured learning opportunities for international experiences?	☐	☐	☐	☐	☐	☐
26. is the content of the units informed by research and practice from international, non-Western contexts?						
27. is a broad range of non-dominant disciplinary viewpoints and ways of thinking in the discipline presented, invited,	☐	☐	☐	☐	☐	☐

debated and rewarded?

28. are the learning experiences intentionally designed to encourage, foster and develop students' global perspectives, understandings and skills?   ☐   ☐   ☐   ☐   ☐   ☐

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
		1	2	3	4	

29. are the teaching and learning activities and modes of instruction supportive of the development of students' interpersonal and relational understandings and skills?

	☐	☐	☐	☐	☐	☐

30. are students supported to learn together in culturally mixed groups and teams?

		1	2	3	4	
	☐	☐	☐	☐	☐	☐

31. are the learning experiences intentionally designed to encourage, foster and develop students' intercultural interaction skills and knowledge?

		1	2	3	4	
	☐	☐	☐	☐	☐	☐

32. are the units' contents culturally mindful and respectful?

		1	2	3	4	
	☐	☐	☐	☐	☐	☐

33. are the modes of instruction and learning activities culturally mindful and respectful?

		1	2	3	4	
	☐	☐	☐	☐	☐	☐

4. Assessment tasks

This section concerns the assessment activities (formative and summative) you employ in your units to measure and evaluate the development of global perspectives and intercultural competency.

Using the scale, select the response that most accurately reflects your unit.

To what extent do assessment tasks in the units you coordinate:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
34. require students to consider issues from a variety of cultural perspectives?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
35. require students to consider issues from a variety of global/international perspectives?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
36. require students to recognise the influence of their own socio-cultural perspectives in the context of their discipline (and professional practice, if relevant)?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
37. undergo systematic analysis of answers and grades for signs of any difficulties across particular student cohorts?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
38. draw on the student cohort as a culturally mixed group and use as a resource in assessment design?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

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5. Graduate attributes

This section asks you think reflect on the nature of the graduate attributes you aim to develop in your students.

Using the scale, select the response that most accurately reflects you understanding.

How important is it to develop students' ability to:

	Little	Low	Moderate	High	Great	Not sure
39. explain how specific aspects of professional practice impact upon the lives of people locally and in diverse global contexts?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
40. critically review current Australian professional practice through reference to practice in other countries?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
41. present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
42. make a significant positive contribution as a member of a multicultural/international team work project?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
43. develop effective solutions to problems which demonstrate consideration of other cultural contexts?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
44. critique the themes presented in this major/profession from alternative international perspectives?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐
45. understand the cultural underpinning of ethical practice in the major/profession?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	? ☐

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46. present a critically reasoned and respectful argument in favour of one specific socio-cultural response to a debate in your discipline?   1   2   3   4   5   ?

47. critique cultural bias in published material and media?   1   2   3   4   5   ?

Using the scale, select the response that most accurately reflects your teaching practice.

	Little	Low	Moderate	High	Great	Not sure
		1	2	3	4	

To what extent are:

☐ ☐ ☐ ☐ ☐ ☐

48. your university's graduate attributes related to intercultural understandings and skills which are explicitly communicated to students and staff?

1 2 3 4
☐ ☐ ☐ ☐ ☐ ☐

49. your university's graduate attributes related to intercultural understandings and skills which are systematically developed, sequenced and assessed across the major?

1 2 3 4
☐ ☐ ☐ ☐ ☐ ☐

50. students' enabled to share their international experiences as a valuable learning resource for the development of graduate attributes in your unit?

1 2 3 4
☐ ☐ ☐ ☐ ☐ ☐

51. the informal curriculum, or co-curricular activities viewed as a resource to facilitate intercultural learning experiences?

1 2 3 4
☐ ☐ ☐ ☐ ☐ ☐

Section 3. Thinking about the program

This section concerns how well the program/major supports the development of global perspectives and intercultural capability and confidence.

Using the scale, select the response that most accurately reflects your understanding of the program/major.

To what extent, across the program/major,:

	Not at all	Very Little	1 Moderate amount	2 Considerable extent	3 Great extent	4	Not sure
	☐	1 ☐	2 ☐	3 ☐	4 ☐		☐

52. is the content and subject matter informed by research and practice from a non-Anglo/Western European context?

	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

53. do the knowledge and skills draw from a range of different national and cultural contexts?

	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

54. are students required to demonstrate knowledge of professional practices and understandings outside their own cultural?

	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

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In this major/program, how:

55. important is the incorporation of intercultural
dimensions of teaching and learning? ☐ ☐ ☐ ☐ ☐ ☐

56. clearly understood by students is the rationale for the
incorporation of intercultural dimensions of teaching and
learning? ☐ ☐ ☐ ☐ ☐ ☐

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
		1	2	3	4	

57. important is the development of students' global perspectives and understandings?

	□	□	□	□	□	□

58. clearly does the major/program articulate the rationale for the development of global perspectives and understandings?

	1	2	3	4	

□	□	□	□	□	□

To what extent in the program/major:

	1	2	3	4	

59. are students provided with opportunities for workplace learning and community engagement that support the development of intercultural and global perspectives, understandings and skills?

□	□	□	□	□	□

	1	2	3	4	

60. are you supported by your school to develop teaching strategies and learning activities that foster, support and nurture students, intercultural skills and global perspectives and understanding?

□	□	□	□	□	□

	1	2	3	4	

61. are you rewarded for curriculum innovation and design for internationalisation?

□	□	□	□	□	□

	1	2	3	4	

62. do you consider internationalisation of the curriculum to be an important aspect of curriculum design and development as communicated through university correspondence, communications and activities?

□	□	□	□	□	□

Section 4. Thinking about how well your teaching team functions to support the development of intercultural and

global attributes

This section asks you to reflect and think about the teaching team and their level of shared understandings concerning graduate attributes of social interactions, intercultural communication and relationship dimensions and global perspectives.

To what degree does the teaching team in the program/major have a understanding of:	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
63. the influence the cultural foundations of knowledge and practice in the discipline?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
64. the rationale for the incorporation of intercultural dimensions of teaching and learning in this program/major?	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐
	☐	1 ☐	2 ☐	3 ☐	4 ☐	☐

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65. the support services and activities that focus on intercultural competence and international perspectives.

☐ ☐ ☐ ☐ ☐ ☐

To what degree does the teaching team:

	Not at all	Very Little	Moderate amount	Considerable extent	Great extent	Not sure
		1	2	3	4	
66. ensure their shared understanding is reflected in the curriculum design?	☐	☐	☐	☐	☐	☐
		1	2	3	4	
67. discuss and share approaches to incorporating the intercultural and global dimensions in their teaching?	☐	☐	☐	☐	☐	☐
		1	2	3	4	
68. discuss and share strategies to engage students from diverse cultural backgrounds?	☐	☐	☐	☐	☐	☐

> The following questions are intended to provide you with an opportunity to reflect and record your rationale for addressing the intercultural and global domains in your teaching practice and comment on what impedes or supports you in this endeavour.

69. What, for you, is the most compelling reason to incorporate intercultural and global perspectives, understandings and skills into this program/major?

70. What are the main obstacles to incorporating intercultural and global perspectives, understandings and skills across the program/major?

71. What types of support would you like to see provided to teaching staff to assist the development of strategies that engage students from diverse cultural backgrounds?

72. Are there any other questions, issues, considerations or discussion topics related to internationalisation of the curriculum that you would like to raise?

73. Reflecting on all of the above, what would you like to see changed or developed within the program/major?

The End

Thank you for taking the time to complete this questionnaire.