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Increasing Faculty Engagement: The Key to Meaningful and Sustainable Higher Education Internationalization

Judith J. Watson
Western University, jwats2@uwo.ca

Abstract

According to the Association of Universities and Colleges of Canada (2014), over 80% of Canadian post-secondary institutions have identified internationalization as one of their top five priorities. However, the focus has been on inbound student mobility (King, 2018). Institutions have aggressively and successfully pursued student recruitment with international student populations increasing by approximately 78% from 2014/15 to 2019/20 (Statistics Canada, 2021). While rationalizing internationalization as a vehicle to improve academic and sociocultural outcomes, the literature suggests that universities are subjugating these objectives to economic and political motivations (de Wit, 2020; Garson, 2016). Strongly under the influence of neoliberal ideologies, post-secondary institutions focus their efforts on branding and other market-based initiatives to entice international students, while ignoring the investment required to engage faculty and develop quality internationalized curricula (Heringer, 2020; Nyangau, 2018). My organizational improvement plan (OIP) argues that faculty engagement is critical for meaningful and sustainable internationalization and recommends a comprehensive approach adapted from Childress' (2008) Five I's model of faculty engagement. The OIP is set in the context of a mid-size, primarily undergraduate university in British Columbia and is based on the principles of critical pedagogy as a foundation for quality learning (Freire, 2005; Giroux, 2013) and Bandura's (1982) social cognitive theory as a mechanism to increase faculty engagement. The Competing Values Framework (Cameron & Quinn, 2011) is used to diagnose the gap between the current and desired state of internationalization. The OIP further outlines how a hybrid model of transactional/distributed leadership can be used to build faculty internationalization skills, improve self-efficacy, and increase engagement.

*Keywords***:** faculty engagement, higher education internationalization, critical pedagogy, social cognitive theory, self-efficacy

Executive Summary

Higher education internationalization (HEI) offers the potential to engage students in critical discourse, increase cultural understanding and tolerance, and bridge differences. To achieve these objectives, institutions must develop a comprehensive approach to HEI where policies, programs, and curricula are purposely integrated across the university to deliver inclusive and meaningful internationalized educational experiences. It is widely agreed that faculty engagement is critical to development of such learning (Childress, 2008; Friesen, 2012; Schuerholz-Lehr et al., 2007; Stohl, 2007).

While there are many barriers to faculty engagement at the systemic, institutional, and personal levels, three are of particular relevance. The first barrier is the disconnect between faculty and administration with respect to the rationales for HEI. While institutions cite academic and sociocultural rationales for internationalization, their policies and actions are politically influenced and economically motivated (Criswell & Zhu, 2015; Klyberg, 2012; Taskoh; 2020). The second barrier is financial. Not only do universities lack a sustainable funding model for internationalization (Calikoglu et al., 2020; Childress, 2008), they adopt a revenue-driven rather than an investment approach to HEI (Friesen, 2012; Savishinsky, 2012; Turner & Robson, 2007). Finally, the literature has identified a lack of self-efficacy as a significant barrier to faculty engagement in internationalization (Anderson, 2015; Bedenlier & Zawacki-Richter, 2015; Savishinsky, 2012; Schuerholz-Lehr et al., 2007).

This OIP is situated at Greenvale University (GU), a mid-size, primarily undergraduate university in British Columbia. GU is experiencing low domestic enrollments and problems with student retention, particularly with its international students (GU,2020b). Following a recent strategic review, the institution acknowledged that its participation in internationalization was marginal and focused on student recruitment and that it needed to develop a more comprehensive and integrated approach to HEI. Yet an examination of its first internationalization plan revealed a continued emphasis on economic rationales and market-

based initiatives. Notably it has prioritized branding as a mechanism to improve its reputation. Included in its branding strategy are initiatives to invest in research capacity and marketing programs.

My OIP argues that meaningful and sustainable HEI must be built on quality programs and curricula and that such programming is dependent on faculty engagement in internationalization. The literature has identified faculty engagement as a critical factor in curriculum reform (Coryell et al., 2012; Dewey & Duff, 2009; Niehaus & Williams, 2016). Investment into faculty engagement in HEI will enhance GU's programs and courses and thus, organizational reputation. As a teaching university, GU lacks experience, partnerships, and facilities for research. However, its faculty represents a core strength. Leveraging this asset is the best route, not only to improve programs and implement integrated, cross-institutional internationalization, but also to build GU's reputation.

The recommended solution to improve internationalization at GU is to increase faculty engagement through a comprehensive approach adapted from Childress' (2008) Five I's model. While the literature overwhelmingly documents the failures of HEI (de Wit, 2019; Garson, 2016; Heringer, 2020; Taskoh, 2014; Turner & Robson, 2007), Childress' study stands out as an example of successful internationalization. However, her study was set at two prestigious and well-funded American universities: Duke University and the University of Richmond. Therefore, her model has been adapted for the fiscal and operational realities of a smaller, less recognized, Canadian university.

The recommended Five I's approach for GU encompasses *intentionality, investments, international partnerships, institutional supports, and individual supports.* Intentionality implies a purposeful approach to internationalization and faculty engagement. This requires GU to not only achieve consensus on goals and priorities, but to create strategies, initiatives, targets, and deadlines to ensure progress. The term investments refers to the need to create a sustainable funding mechanism through either new sources of funds or through internal budget reallocations.GU needs to shift its focus from revenue generation to investment. Consideration should be given to reinvesting a percentage of international tuition fees to internationalization. Due to its financial constraints, GU needs to expand its network of international partnerships. Sharing pedagogical resources among international partners is economical. Reciprocal faculty exchanges can provide relatively low-cost opportunities for faculty skill development and increased engagement in internationalization. Institutional supports for HEI include streamlining approval processes, developing a communication infrastructure to share information and instructional resources, and providing supports to help create and deliver international experiences. These supports can range from in-house training to administrative assistance with contracts, travel arrangements, and visa requirements. Finally, individual supports refer to strategies that will link organizational goals to individual and departmental agendas.

This OIP not only offers the potential to improve faculty engagement in internationalization, but its foundation in critical pedagogy and its emphasis on curriculum adaptation for intercultural learning have application to equity, diversity, and inclusion initiatives. Improved faculty skills and engagement are relevant and transferable to decolonization and indigenization initiatives.

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Acronyms

ADKAR	Awareness, desire, knowledge, abilities, reinforcement
AUCC	Association of Universities and Colleges of Canada
BSC	Balanced scorecard
CATS	Change as three steps
CBIE	Canadian Bureau for International Education
CVF	Competing value framework
DL	Distributed leadership
GU	Greenvale University
HEI	Higher education internationalization
IC	International Centre
IEC	International engagement committee
L & I	Learning and innovation
MAEST	Ministry of Advanced Education, Skills and Training
OCAI	Organizational culture assessment instrument
OIP	Organizational improvement plan
PD	Professional development
PDSA	Plan-do-study-act
PESTLE	Political, economic, sociological, technological, legislative, ethical (factors)
PoP	Problem of practice
SCT	Social cognitive theory
TBN	To be negotiated
TL	Transactional leadership
TRC	Triadic reciprocal causation

UBC	University of British Columbia
UNESCO	United Nations Educational, Scientific and Cultural Organization
WIIFM	What's in it for me?

Chapter 1: Introduction and Problem

In post-secondary institutions, internationalization is often framed as a vehicle to improve intercultural learning and global citizenship. However, the literature overwhelmingly suggests that higher education internationalization (HEI) fails to deliver on academic and sociocultural objectives. Firmly grounded in neoliberal ideologies, universities and colleges focus on the recruitment of international students for their coveted and lucrative tuition revenues. Prioritizing initiatives around branding and rankings (Altbach & Knight, 2007; de Wit, 2019; Dewey & Duff, 2009; Savishinsky, 2012), they ignore the investment in faculty development and engagement so crucial to the design and delivery of internationalized programs and curricula. As a result, HEI acts as a mechanism to further Western/Anglocentric hegemony through content, teaching methodologies, and organizational practices.

The literature has identified the lack of faculty engagement as a hindrance to meaningful and sustainable internationalization in higher education. Faculty members are underutilized in HEI policy development (Taskoh, 2014; Turner & Robson, 2007) and under-prioritized for funding and institutional supports (Calikoglu et al., 2020; Childress, 2009; Nyangau, 2020), and, as a result, they disengage from internationalization. They often question their capabilities (Bedenlier & Zawacki-Richter, 2015; Klyberg, 2012, Nyangau, 2018; Savishinsky, 2012; Schuerholz-Lehr et al., 2007) and see themselves as "victims of internationalization" (Turner & Robson, 2007, p. 11). My problem of practice focuses on the lack of faculty engagement in internationalization at Greenvale University (GU), an undergraduate university that has been aggressively pursuing international students.

Knight (2003) defines internationalization as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (p. 2). There are four key concepts within this definition. The first is the notion of process which implies it is ongoing. Integration implies that internationalization is central, sustainable, and embedded into programs and policies. The terms, international, intercultural, and global are used to capture the breadth and depth of internationalization. Finally, purpose, functions, and delivery highlight that internationalization objectives must be explicit and supported by well-designed programs and robust implementation plans.

This organizational improvement plan (OIP) seeks to improve HEI practices and outcomes at GU through increased faculty engagement and is underpinned by both critical pedagogy (Freire, 2005; Giroux, 2013) and Bandura's social cognitive theory, SCT (refer to Bandura, 1982, 1986, 1989, 1999, 2001). A growing body of research indicates that changing curricula requires engaged faculty (Alkarzon, 2016; Garson, 2016; Heringer, 2020; Klyberg, 2012, Niehaus & Williams, 2016; Patel et al., 2014; Savishinsky, 2012, Schuerholz-Lehr et al., 2007). The literature also reveals that a significant barrier to individual faculty member engagement is low self-efficacy (Bedenlier & Zawacki-Richter, 2015; Coryell et al., 2012; Klyberg, 2012; Niehaus & Williams, 2016; Savishinsky, 2012; Schuerholz-Lehr et al., 2007).

Chapter 1 of this plan provides context for the problem of practice (PoP) by discussing the internal and external environmental factors relevant to HEI at GU. The chapter describes personal and organizational leadership approaches, frames the PoP, and identifies guiding questions. It further outlines a vision for change and assesses organizational change readiness.

Organizational Context

No organization is completely independent of its external environment. External factors, including federal and provincial government policy, exert considerable influence on universities and their HEI policies. Individual organizations are also shaped by their structures and histories. This section outlines GU's governance, structure, mission, vision, and values, and situates GU within the larger context of HEI in Canada.

Greenvale University

GU is a mid-size, public, primarily undergraduate university in the province of British Columbia serving more than 10,000 students and employing more than 600 faculty members

(GU, 2020a). In addition to non-credit programs, it offers a range of credentials including traditional arts, sciences, and business degrees as well as unique programs in fine arts and education. The university has a history of strong community connections, particularly with Indigenous communities. GU reports high student satisfaction ratings (>95%) in its degree programs, however faculty relations have proved challenging over the years, with several strikes and protests. In 2015, GU was found guilty of breaches of academic freedom (Organization X, 2015). The relationship with the previous administration was particularly strained and new executive leadership at GU has made progress in improving faculty relations.

Governance

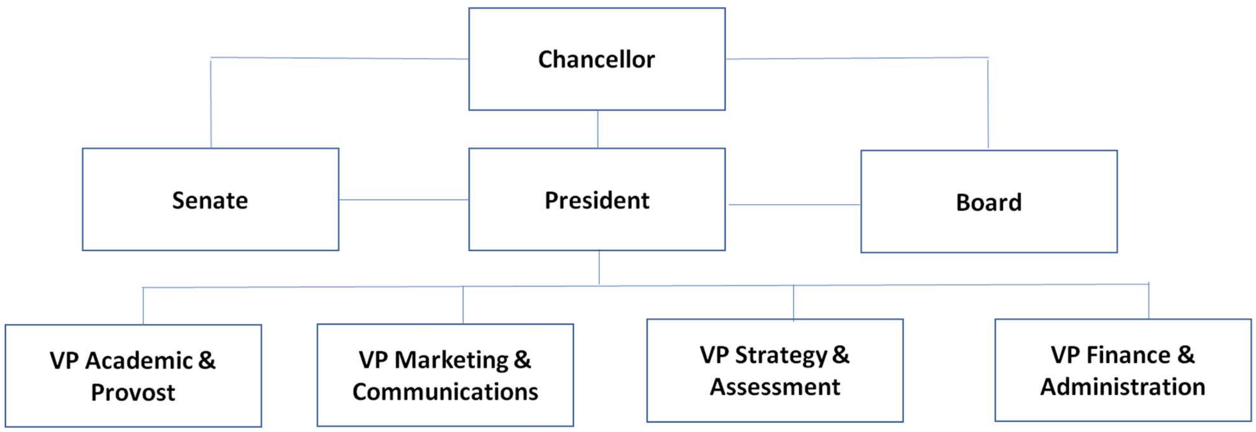
As required by the Province of British Columbia, GU has a Chancellor, President/Vice-Chancellor, and bicameral governance with separate powers of the board and the senate (University Act, 1966, s 35(2)). The Chancellor is elected and is responsible for conferring all degrees. The board is responsible for the management and administration of the university. While the Board has the ultimate authority over the university and its business affairs, the Senate is responsible for all academic and curriculum matters (Fisher & Rubenson, 2014; GU, 2020c). The Senate is composed of senior leadership, deans, faculty, support staff, and students (University Act, 1966, s 35(2)). Faculty members have significant representation on the senate and hold primary responsibility for academic matters. However, Pennock et al. (2016) found a lack of faculty engagement in collegial governance. Higher education in general is experiencing increased managerialism and faculty apathy, shifting the power balance towards administrators (De Vita & Case, 2003; MacLean & Conlon, 2016; Rowlands, 2015), and GU is no exception.

Organizational Structure

As with most universities, GU is hierarchically organized by functions and then, academically, by disciplines (see Figure 1). GU has four identified functional areas: marketing/communications, strategy/assessment, and finance/administration, and academic/provost. Each academic department, or Faculty, is headed by a dean who reports to the vice-president of academic/provost (GU, 2020a). GU has a separate International Centre (IC) with its director reporting to the vice-president of strategy/assessment. The IC is responsible for student counselling, mentoring, and advising (admissions, immigration, and academic), as well as overseeing the university's study abroad programs.

Figure 1

Organizational Chart for Greenvale University



Leadership Approaches and Practices

Consistent with its collegial governance structure, the leadership practice at GU (both individual and organizational) would be classified as distributed leadership (DL). DL is commonly characterized as emergent, open, and spread across many, rather than few participants (Bolden, 2011). At GU, the practice of using committees, subcommittees, task forces, and town halls is institutionalized and their use tends to be planned rather than spontaneous. Committee membership is generally open to interested parties, although there may be certain requirements for representation either across departments or stakeholder groups (faculty, staff, and students). Finding committee members tends to be more problematic than turning participants away. Therefore, in practice, leadership is not as widely shared as DL would imply. Newfield (2020) refers to this as the "governance Catch - 22" (p. 41). Leadership and governance roles take time away from teaching, yet failure to participate can result in decisions that faculty do not support. DL, therefore, is not necessarily democratic (Spillane, 2005) and may not reflect a shared or central vision. At GU, the lack of widespread faculty engagement in strategic planning, leadership and governance has allowed for the emergence of more bureaucratic, autocratic leadership dominated by executive leadership, despite its democratic structures.

Mission, Vision, Values

After a recent strategic review, GU reaffirmed its mission, which highlights the university's teaching focus and commitment to educating for career success, lifelong learning, and responsible citizenship (GU, 2020d). GU's vision no longer explicitly refers to its passionate faculty and unique programs, but has shifted towards sustainability and well-being, consistent with the Okanagan Charter (2015) which calls for universities to embed health and welfare across campus operations. The values statement was also revised, removing direct references to learning and academic integrity in favour of broad statements relating to decolonization and innovation. GU aspires to be an adhocracy, a dynamic organization providing opportunities for creativity, innovation, and fulfilment.

Internationalization Goals

GU recently acknowledged its past actions have focused on international student enrollment and resulted in marginal participation in internationalization (GU, 2020a). To direct its future efforts, GU outlined five overarching goals and identified more than twenty-five priorities with respect to internationalization. Although increasing global engagement across the university was identified as one of the five main goals, approximately 75% of the identified priorities related to administrative functions such as enrollment management, student support, and streamlining procedures related to contracts and risk management. This administrative focus may reflect the fact that faculty engagement in key strategic planning sessions was low, ranging between 2% and 4% (GU, 2020b). While the plan affirmed the need for curriculum internationalization, it did not specifically link this to faculty engagement. Notably, GU identified branding as a primary strategy to achieve its internationalization objectives (GU, 2020a). This market priority reflects the neoliberal influence of the external environment on higher education.

The External Environment

To evaluate GU's external environment, Aguilar's (1967) PESTLE approach was modified. This adaptation retains the political, economic, social, technological, legislative dimensions, but substitutes ethical for environmental (Appendix A). The PESTLE analysis revealed an external environment dominated by neoliberal policies and practices, in which political, economic, and legislative factors are interconnected and prioritized over the social and ethical dimensions. The neoliberal framework emphasizes public choice, marketization, and privatization of education. Under this framework, post-secondary education is primarily a means of training and workforce development (Fisher & Rubenson, 2014). Neoliberalism restricts public funding. Therefore, to fund their programs, universities are increasingly engaging in market behaviours, emphasizing efficiency and increasing managerialism (Fisher & Rubenson, 2014; Teferra, 2014; Turner & Robson, 2007; Wilkinson, 2006). At the global level, the inclusion of education in the General Agreement on Trade in Services has further promoted the marketization of education and fuelled HEI (Friesen, 2009; Garson, 2016; Sauve, 2002).

In Canada, while education generally falls under provincial jurisdictions, the federal government exerts considerable influence in HEI. Its funding affects research and program offerings and its responsibility for immigration, including student visas, impacts student mobility (Fisher & Rubenson, 2014; Viczko, 2013). Federally, the Liberal government has also articulated its strategy for international education which focuses on trade diversification and workforce development and has identified immigration as the driver for workforce growth (Global Affairs Canada, 2019). Predictably, provincial education strategies mirror federal objectives. In British Columbia (BC), higher education falls under the Ministry of Advanced Education, Skills and Training (MAEST). MAEST's mandate letter explicitly outlines its priorities of labour market development and workforce training (Horgan, 2020), inextricably linking higher education to economic objectives. As Rizvi and Lingard (2010) note, neoliberal education policies are found "at the intersection of local, national, regional, and global spaces" (p. 184).

The current influence of the neoliberal agenda in HEI is well documented (Garson, 2016; Karram, 2013; Portelli & Eizadirad, 2018; Stromquist, 2007; Viczko & Tascon, 2016). Today HEI is big business and is identified as a priority for most Canadian universities (Association of Universities and Colleges of Canada [AUCC], 2014). In BC, the direct economic impact of international post-secondary students was estimated at $2.36 billion in 2017 and educational services accounted for 10.5% of the total value of goods exported (Roslyn Kunin and Associates, Inc. [RKA], 2017). Current HEI policies and practices, informed by political/economic rationales rather than academic/sociocultural ones, represent a significant shift from the days when divergent opinions, debate, and critique dominated the university landscape (Giroux, 2011; Teferra, 2014). This had led researchers to question both the quality of higher education (Holmes & Lindsay, 2018) and the potential impacts on democracy and the social good (Davies & Bansel, 2007, Giroux, 2013; Ramirez & Hyslop-Margison, 2015). As Wilkinson (2006) scathingly comments, higher education under neoliberalism is tailored for a "consumerist McWorld" (p. 95).

Sociological and technological trends are interrelated and are also shaped by neoliberal influences. Recently, COVID-19 has been highly disruptive to education. While there remains a great deal of uncertainty as to its long-term impact, particularly related to HEI, there is no question that it has increased reliance on technology (Reich et al., 2020). This increased dependence on technology in education and employment is expected to be permanent and raises concerns over access and inclusivity and threatens to deepen existing inequalities (Organisation for Economic Co-operation and Development, 2020). Participation in online learning and the digitized workforce requires not only financial and technical resources but also technical skills. According to a recent report, over 45% of global households lack internet (International Telecommunication Union & UNESCO, 2019). For those with internet, quality of service, lack of computer skills, and inadequate hardware contribute to a digital divide (Cullinan et al., 2021).

Sociological trends also include the rise of student mobility (Anderson, 2015; Turner & Robson, 2007; Vavrus & Pekol, 2015) and declines in Canadian domestic enrollment (Usher, 2020). These have further fuelled the competitive HEI environment. In this highly contested market, institutions focus on image and branding, seek external accreditation, develop new profitable credentials, and engage in aggressive recruitment practices that can target specific geographic regions and/or favour students of privilege (Altbach & Knight, 2007; Anderson, 2015; de Wit, 2019; Dewey & Duff, 2009; Heringer, 2020; Knight, 2004; Portelli & Eizadirad, 2018; Savishinsky, 2012; Taskoh, 2014).

Beyond these selective recruitment practices, HEI predominantly accrues benefits (dollars, students, and brain gain) to the Global North (Vavrus & Pekol, 2015) and extends Western, Anglocentric systems and beliefs (Anderson, 2015; Stein, 2016). There are increasing calls for counter-hegemony (Athanassiou & Melrose, 2016; Breunig, 2005; Chisholm, 2015; Clifford & Montgomery, 2014; Sotiris, 2014; Zembylas, 2013) to transform the academy and revitalize critical pedagogy. Thus, the problem of ethics is at the heart of HEI. While the rhetoric emphasizes opportunity and equality, in practice HEI reinforces existing hegemony and furthers inequities (Garson, 2016; Pashby & Andreotti, 2016; Sotiris, 2014; Stein, 2017).

Overall GU faces a challenging organizational context. COVID-19 has introduced a great deal of uncertainty. There are significant external pressures that continue to prioritize economic and political rationales for HEI. Declining domestic enrollments, market competitiveness, and fiscal constraints further compel universities to seek alternative revenue sources. Internally, the most significant factor is that leadership at GU has articulated a need for change. It now becomes incumbent to lead the organization to its desired state.

Leadership Position, Role, and Lens

Scharp and Thomas (2019) noted that it is important for scholars to assess their own positionality as it may impact the approach to their research. I have identified four major influences on my positionality. First, I have personal experiences in HEI with GU (faculty exchange in Europe and field school in Asia) as well as international teaching experience at a European university. Second, I have held university leadership positions at the department level (Vice-Chair) as well as in Senate (Committee Chair). These experiences have raised my personal profile in the university as well as heightened my understanding of policies and approval processes. Third, I assumed a principal role in the development of learning outcomes including those related to global citizenship. Finally, my professional experience in performance management and measurement combined with my faculty experience allow me to appreciate both the business and academic perspectives of HEI. Tien (2019) noted that positionality describes a power relationship and I believe my experiences provide an opportunity for influence. However, I am mindful that as a white, Anglo, educated person, I have been raised and schooled in a highly colonialized environment focused on Western epistemologies. Recognizing these biases is important to deconstructing personal prejudices and the existing hegemony of HEI.

As a member of the proposed university-wide task force on global engagement, the internationalization engagement committee (IEC), my role will be as a sponsor or facilitator of change. This role corresponds with my personal belief that leadership is about facilitating change through collaboration with others. In a professional bureaucracy it is important to respect collegiality. Faculty members value their autonomy and are likely to reject any imposed change (Bolman & Deal, 2017). Ultimately, engagement is a personal decision; however, my history, experience, and relationships can be leveraged to solicit participation and effect change.

Leadership Approaches: Relational and Distributed Leadership

My personal view of leadership most closely aligns to a relational approach that shifts the focus away from individuals as leaders towards leadership as a dynamic, emergent process emanating from social relations among leaders and followers (Chia, 1995; Gemmill & Oakley, 1992; Kelly, 2019; Uhl-Bien, 2006; Wood, 2005; Wood & Dibben, 1996). I identify with the concept of relational responsibility (Crevani, 2019), which emphasizes the ethical responsibilities of taking care of, and being accountable to others, and respecting difference. I believe that leaders and followers are two sides of the same coin, both necessary to accomplish goals and enact change. At times an individual occupies the leadership side, at other times, the follower. As Alegbeleye and Kaufman (2019) note “this would make followership (and leadership) like the hats we wear, such that we can choose to wear different hats depending on the situation” (p. 35).

My leadership practice will draw mostly upon DL. Sewerin and Holmberg (2017) presented the case that universities are characterized by multiplicity with four distinct and different spaces for leadership (formal organization, cross-disciplinary research/collaboration, independent fields/disciplines, and teaching/education). They proposed that DL can help navigate the contested terrains of these environments and improve alignment. DL thus is suited to GU, and, as previously noted, aligns with current practices at GU.

DL can emerge from spontaneous collaboration, intuitive working relations among colleagues, or from institutionalized practices such as task forces (Gronn, 2002). As GU has committed to establishing a task force to foster university-wide engagement in internationalization (GU, 2021a), a DL approach to internationalization has already been signalled. This task force’s specific objectives related to faculty are increasing knowledge, building capacity, and innovating programs.

There is a symbiotic relationship between DL and professional learning (Denee 2018). In their examination of alternative forms of DL within professional learning networks (PLN), Brown et al. (2020) determined that PLNs are most effective when they are used to facilitate collaborative knowledge sharing and decision making. PLNs are used in education to distribute professional knowledge, improve educational practices, and share resources (Prenger et al., 2017), practices that are essential to developing HEI skills in faculty and improving self-efficacy.

Additional Leadership Approach: Transactional Leadership

An additional leadership theory that informs my position is transactional leadership (TL), specifically TL based on contingent rewards. TL is pragmatic and can assist in the achievement of performance goals (Hamstra et al., 2013). Any change initiative has a timetable and the process element of transactional leadership can help clarify goals and improve efficiency (Lowe et al., 1996). Additionally, pragmatic leaders may be more likely to emerge in professional environments characterized by stability and an emphasis on procedure (Mumford et al., 2008). Beyond the project management benefits of TL, the use of contingent rewards has been found to be effective at strengthening self-efficacy (Jacobsen & Andersen, 2017).

TL is effective at guiding progress towards goals. However, DL is both practised and expected in the collegial environment. A combination of leadership styles affords the best opportunity to increase faculty engagement to effect change in internationalization at GU.

Leadership Problem of Practice

In its 2020 annual report, GU acknowledged that its current policies and practices have resulted in only marginal participation in internationalization and outlined new internationalization priorities which focused on a more balanced approach to international education (GU, 2020a). This new strategic initiative was formalized in GU's first internationalization plan (GU, 2021a). The overarching goal is to create global engagement in HEI throughout the university based on principles of quality, integrity, well-being, innovation, sustainability, and equity, diversity, and inclusion.

The Problem of Practice – Faculty Engagement

The PoP to be addressed is the lack of faculty engagement in internationalization at GU. Engagement is a contested term but for purposes of this OIP, I will use the Schaufeli et al. (2002) definition: “engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (p. 74). Vigor refers to a high level of energy, dedication refers to a sense of pride and enthusiasm, and absorption refers to concentration or attachment to work. In their study contrasting burnout and engagement, Schaufeli et al. found that perceived feelings of inefficacy were negatively correlated with engagement, confirming previous studies which positively associated self-efficacy with work engagement (Chan et al., 2020; Skaalvik & Skaalvik, 2014; Tims et al., 2011; Yakin & Erdil, 2012).

The literature suggests that faculty engagement is important to successful HEI (Bond, 2003; Calikoglu et al., 2020; Childress, 2008; Ellingboe, 1998; Friesen, 2012; Niehaus & Williams, 2016; Nyangau, 2018). Faculty members not only have a great deal of academic freedom in content and resources used within their own courses, they also hold authority over curriculum through their governance role in senate (Coryell et al., 2012; Klyberg, 2012; Savishinsky, 2012; Schuerholz-Lehr et al., 2007; Stohl, 2007). Faculty motivations for internationalization are learning-centred, related to the academic and sociocultural benefits (Friesen, 2012; Turner & Robson, 2007). The current neoliberal paradigm is inimical to faculty engagement as it prioritizes economics over academics, quantitative over qualitative outcomes, and revenue over investment. Opposing values and goals can increase organizational cynicism and lower motivation, engagement, and performance (Grama, 2017; Naus et al., 2007; Tuna et al., 2018; Turner & Robson, 2007). A lack of investment in training may create a knowledge or skills gap which can lower faculty self-efficacy and motivation. The development of cross-institutional internationalized themes and learning outcomes (Knight, 2004; Niehaus & Williams, 2016) demands the “personal and ideological commitment of the university” (Turner &

Robson, 2007, p. 69). To achieve faculty commitment, GU must work to integrate environmental, personal, and behavioural factors in support of common HEI values and goals.

Framing the Problem of Practice

In this section, the PoP will be situated historically, fiscally, academically, critically, and ethically. Political, economic, legislative, and financial pressures have created multiple tensions within the academy. As programs and curricula increasingly reflect workplace skills development and marketable credentials, and as ‘business-ship’ replaces ‘scholar-ship’, concerns have been raised over the impact of these changes on access and equity, university governance, and the ability of higher education to educate for global citizenship (Fisher & Rubenson, 2014; Garson, 2016; Giroux, 2011; Klyberg, 2012; MacLean & Condon, 2016; Tarc, 2012; Teferra, 2014). Increased managerialism and the emphasis on a quantitative approach (student enrollments, partner agreements, publications) results in a symbolic approach to internationalization (Bartell, 2003) and can create alienation between administrators and faculty members who tend to prioritize qualitative aspects of HEI such as cultural and personal learning (Calikoglu et al., 2020; de Wit, 2020; Friesen, 2012; Turner & Robson, 2007).

Historical Overview

Internationalized higher education is not a new phenomenon. Enders (2004) pointed to early universities in Bologna, Paris, and Oxford attracting students from beyond their own borders. In Canada, the British North America Act (1867) decentralized education by granting jurisdiction to the provinces. Bond and Scott (1999) noted that up until World War II, Canadian universities were “few in number, small in size, parochial in origin and tradition, male-dominated, relatively isolated from each other, and the home” (p. 45). After the war, international development projects and research partnerships grew and internationalized education was spurred by initiatives such as the 1950 Colombo Plan and the 1959 Commonwealth Scholarship and Fellowship Plan (Friesen, 2009).

In the latter part of the 20th century, governments reduced funding and shifted their education policies "from 'aid to trade'" (Friesen, 2009, p. 9). Globalization and the massification of higher education reinforced these neoliberal policies. The new millennium was accompanied by significant growth in the number of international students studying in Canada. In the first decade alone, the post-secondary international student population grew by approximately 114% (RKA, 2017). In the next decade, enrollments tripled (Statistics Canada, 2020). There has also been a shift in the countries of origin. In 2014, the vast majority of students came from China (AUCC, 2014). In 2019, students from India accounted for more than one-third of international university students and nearly two-thirds of international college students (Keung, 2021). There were several sources fuelling this growth: increased student mobility, federal government policies to fund research and promote labour market development, declining domestic enrollments, education funding cutbacks, and immigration policies designed around strengthening the Canadian economy (Agnew, 2012; Fisher & Rubenson, 2014; Garson, 2016; Yesufu, 2018). As Hune-Brown (2021) noted, education has a larger economic impact than auto parts or lumber and this has come about following "a decade of careful nurturing, a triumph of salesmanship, and carefully calibrated government policies" (p. 22).

Symbolic vs.Transformative Internationalization

Bartell (2003) developed a continuum that categorizes HEI from the symbolic to the transformative and a trade focus represents symbolic internationalization. Turner and Robson (2007) described key characteristics of this continuum, which are presented in Table 1. At the symbolic end, internationalization is marginal and is likely limited to the presence of foreign students on campus. Emphasis is on costs and revenues and reflects a business approach. At the other end of the continuum, transformative internationalization is comprehensive of all stakeholders, embedded in the university's curriculum and research, and represents a "synergistic, transformative process" (p. 51). This continuum will first be used to place GU's current state of internationalization. Consideration will then be given to how two key variables, structure and culture, can be leveraged to shift this position.

Table 1

Continuum of Symbolic vs. Transformative Internationalization

Characteristic	Symbolic Orientation	Transformative Orientation
Stimulus	External	Internal
Management Style	Designed	Emergent
Financial Focus	Cost/Revenues	Investment
International Impetus	Business-led	Internationalist
External Engagement	Competitive	Cooperative
Institutional Characterization	Prescriptive	Descriptive
Style of Participation	Compliance	Commitment
International Value	Institutional	Personal

Note. This table is adapted from *Competitive and cooperative impulses to internationalise: reflecting on the interplay between management intentions and the experience of academics in a British university* by Y. Turner and S. Robson, 2007.

Greenvale on the Continuum

GU's current practices are closer to symbolic internationalization as characterized by its strong revenue focus, lack of cross-institutional programming, competitive orientation, prescriptive managerial action, and its institutional focus. Its internationalization activities have been centralized in an administrative unit, the IC, and have focused on student recruitment. Internationalized programming consists of the development of stand-alone credentials, international partnerships for student exchanges, and limited study abroad offerings.

The desired state is to move closer to transformative internationalization characterized by a commitment to intercultural learning and wider university involvement, however, a deeper examination of GU's plan for internationalization reveals that a strong business focus remains (GU, 2020a). Many of identified initiatives are administrative in nature, such as those related to recruitment, enrollment management, streamlining application processes, branding, rankings, and accreditation. The plan includes investment in marketing, recruitment, and student services; it does not outline planned investment in faculty and/or curriculum development.

Structure

Structure refers to the formal delegation of authority and the patterns of communication and coordination. Bartell (2003) noted the coexistence and contradiction of the collegial process and the executive authority. Decision-making, particularly around academic matters, is shared and participatory, whereas strategy and resource allocation are centralized and hierarchical. Cohen et al. (1972) refer to this as “organized anarchy” (p. 1). Internationalization must be articulated by university leadership but supported by a process that is participative and “utilizes the power of the culture” (Bartell, 2003, p. 43). With its collegial governance, GU has the structure to enable participation in HEI curricular reform. GU’s plan to establish the IEC is further evidence of its commitment to a participatory approach to advance HEI. However, it must commit resources to engagement initiatives and avoid channelling all of its internationalization funds to branding and other market-focused initiatives.

Culture

Harnessing the power of culture in a university is challenging due to environmental complexity and distinct organizational characteristics (goal setting, performance measurement, and nature of the workforce) that influence this culture (Sporn, 1996). The external political, economic, and legislative influences previously discussed above impact supply, demand, and funding. Goals in education (e.g., improving global citizenship learning) tend to be imprecise, qualitative, and long-term in nature, creating challenges not only for planning, but also for performance measurement. It is difficult to determine standards of performance and select appropriate metrics to gauge progress. There can be different objectives among teaching, research, and service activities and among the disciplines, some of which may be strongly aligned to industry and their unique training needs (accounting, law, early childhood education, etc.). The variety of professional backgrounds among faculty can complicate the establishment of common goals and hinder coordination efforts (Mintzberg, 1979; Schein, 2010; Sporn, 1996). While GU is characterized by multiple disciplines with varying industry demands, its status as a teaching university can serve as a bridge across the disciplines. Successful framing of HEI as a tool to improve pedagogy can provide a common goal to elicit engagement toward more transformative internationalization.

The strength and orientation of the culture are important variables in a university's ability to change (Cameron & Quinn, 2011; Denison & Spreitzer, 1991; Sporn, 1996). Strong cultures exhibit high alignment between the values and goals of the organization and its members. Weak cultures are characterized by collections of independent subcultures, often with competing goals and primary allegiances to external organizations (Schein, 2010; Sporn, 1996). Orientation refers to the degree to which the culture seeks stability (Cameron & Quinn, 2011; Denison & Spreitzer, 1991; Sporn, 1996). Internally oriented cultures tend to be bureaucratic and process focused while externally oriented cultures are outward focused and responsive to changes in the external environment. While universities are not predestined to have weak internally focused cultures, their structure (by academic discipline) and strong subcultures inhibit their ability to build strong, externally oriented cultures (Childress, 2008; Schein, 2010) and are "geared to stable environments" (Mintzberg, 1979, p. 375). GU, with its many independent subcultures, may be classified as a weak, internally oriented culture. Therefore, cross-disciplinary engagement will be critical to successful HEI reform. The creation of the IEC is an important first step to break down disciplinary silos and create a collaborative and integrated atmosphere.

Key Findings from the Literature

Several common HEI themes emerge from the literature. First, HEI is recognized as a complex arena (Calikoglu et al., 2020; Friesen, 2012; Schuerholz-Lehr et al., 2007) characterized by conflicting goals (Taskoh, 2020) and diverse student populations (Niehaus & Williams, 2015; Turner & Robson, 2007). Second, contributing to this complexity is a lack of understanding or clarity on what internationalization is (Criswell & Zhu, 2015; Friesen, 2012; Garson, 2016; Schuerholz-Lehr et al., 2007). Third, there is a lack of research on HEI generally (Turner & Robson, 2007), in Canada specifically (Coryell et al., 2012; Yesufu, 2018), and on the faculty impacts of internationalization as most research is centred on the organization (Bedenlier & Zawacki-Richter, 2015; Calikoglu et al., 2020; Friesen, 2012; Nyangau, 2020; Schuerholz-Lehr et al., 2007). Many authors note that HEI is more symbolic than substantive (Criswell & Zhu, 2015; Klyberg, 2012; Turner & Robson, 2007). While mission and vision statements articulate academic and sociocultural rationales for HEI, there are significant gaps between the institutional rhetoric and organizational practices (Criswell & Zhu, 2015; Garson, 2016; Hagner & Schneebeck, 2001; Nyangau, 2020; Stohl, 2007; Taskoh, 2020; Turner & Robson, 2007). The literature reveals systemic, institutional, and personal barriers to faculty engagement in HEI.

Systemic barriers include Anglo-centrism and neoliberalism. Anglo-centrism reinforces Western epistemology, (Agnew, 2012; Bedenlier & Zawacki-Richter, 2015; Garson, 2016) limiting the intercultural knowledge and skills of Western born or trained faculty. Furthermore, it restricts the availability of intercultural resources vital for curricular reform (Niehaus & Williams, 2015; Schuerholz-Lehr et al., 2007). Neoliberalism drives education to prioritize workforce development and research (Agnew, 2012; Coryell et al., 2012; Garson, 2016; Stohl, 2007; Taskoh, 2020; Turner & Robson, 2007; Yesufu, 2018). Giroux (2013) stated:

> Neoliberal public pedagogy strips education of its public values, critical content, and civic responsibilities as part of its broader goal of creating new subjects wedded to the logic of privatization, efficiency, flexibility, the accumulation of capital, and the destruction of the social state. (p. 10)

At the institutional level, managerialism and the marketization of education are symptoms of systemic neoliberalism. Bureaucratic policies and procedures can impose a variety of obstacles including accreditation requirements, faculty workload restrictions and replacements, limitations on expense reimbursements, and cumbersome approval processes related to HEI activities and curriculum (Calikoglu et al., 2020; Coryell et al., 2012; Criswell & Zhu, 2015; Niehaus & Willliams, 2016; Stohl, 2007). In their efforts to compete with other institutions for lucrative international tuitions, universities commonly engage in costly marketing initiatives (Turner & Robson, 2007) and in developing market-oriented credentials such as post-baccalaureate diplomas (Pashby & Andreotti, 2016). Their strategy has been to promote visibility, reputation, and rankings (Friesen, 2012; Taskoh, 2020; Yesufu, 2018). Success is evaluated in short-term quantitative terms such as enrollment numbers (Calikoglu et al., 2020; Stohl, 2007; Taskoh, 2020; Turner & Robson, 2007; Yesufu, 2018), while recruitment efforts are targeted to specific countries, based on financial criteria (Nyangau, 2020; Stohl, 2007; Taskoh, 2020; Turner & Robson, 2007). The result is a student body which lacks diversity (Garson, 2016) and, within HEI as a whole, a lack of reciprocity, equity, and inclusivity (Garson, 2016; Turner & Robson, 2007). This focus on short-term costs and revenues, rather than a long-term view to investment, is characteristic of symbolic internationalization.

In their case study, Turner & Robson (2007) noted widespread academic disengagement as faculty members distanced themselves from the commercial agenda of their institution. However, Friesen (2012) determined that divergent rationales do not necessarily result in complete disengagement as strong personal motivations can initiate engagement in internationalization. To reach the point where faculty feels personally motivated to engage in internationalization efforts, there are significant barriers to overcome. HEI is not only underfunded (Childress, 2009; Criswell & Zhu, 2015; Niehaus & Williams, 2015; Nyangau, 2020; Turner & Robson, 2007), it lacks consistent and sustainable funding models (Bedenlier & Zawacki-Richter, 2015; Calikoglu et al., 2020; Schuerholz-Lehr et al., 2007; Stohl, 2007). International student tuition is not reinvested into programming (Garson, 2016). Universities fail to provide adequate academic, language, and cultural support to students (Criswell & Zhu, 2015; Schuerholz-Lehr et al., 2015; Turner & Robson, 2007) shifting the burden onto faculty members, who, as discussed, have been predominately educated in the Western model. Administrative support for faculty is also deficient. Infrastructure supports such as time, resources, and training are inadequate (Calikoglu et al., 2020; Criswell & Zhu, 2015; Nyangau, 2020; Schuerholz-Lehr et al., 2007) and rewards for internationalization efforts are absent (Bedenlier & Zawacki-Richter, 2015; Childress, 2009; Criswell & Zhu, 2015; Niehaus & Williams, 2016). Faculty contributions to internationalization, in fact, may hinder advancement as they take time away from more valued activities such as research and community service (Calikoglu et al., 2020; Nyangau, 2020; Stohl, 2007). As long as participation in HEI remains detrimental to faculty members' interests, there is little reason for them to engage.

With respect to personal barriers to engagement, faculty members identify self-efficacy concerns relating to intercultural knowledge, language skills, and the development and assessment of an internationalized curriculum (Bedenlier & Zawacki-Richter, 2015; Schuerholz-Lehr et al., 2007). Furthermore, internationalization can stir up emotional tensions relating to values, biases, identity, and ethics (Agnew, 2012; Coryell et al., 2012; Niehaus & Williams, 2016; Schuerholz-Lehr et al., 2007). From a practical perspective, internationalization is time consuming; it increases faculty workload and professional development (Bedenlier & Zawacki-Richter, 2015; Turner & Robson, 2007). This can present personal challenges for faculty members and their families (Criswell & Zhu, 2015; Nyangau, 2020). Apathy (Niehaus & Williams, 2016; Nyangau, 2020) and cynicism (Turner & Robson, 2007) have also been noted as personal barriers to faculty engagement.

Fiscal Realities, Internationalization, Enrollments

Fiscal constraints explain GU's international student recruitment focus. GU is classified as a tier 3 university: a primarily undergraduate, smaller institution focused on teaching (King, 2018). As such, it is more dependent on tuition revenues than tier 1 research-intensive universities. In 2018/19 tuition accounted for almost 50% of GU's total revenues (GU, 2019a) compared to less than 30% for the University of British Columbia (UBC) (UBC, 2019). As a tier 3 university, GU lacks the reputation and international partnerships of the more prestigious schools, making it more susceptible to declines in domestic enrollments (Neatby & Yogesh, 2017). Declining domestic enrollments combined with government funding restrictions have caused GU, like many other universities, to aggressively pursue international students through paid recruiters (Coffey & Perry, 2014; De Vita & Case, 2003; Karram, 2013; Usher, 2019; Yogesh & Neatby, 2017). Targeted recruitment of the South Asian market has lowered on-campus diversity, with 60% of GU's international students from this one region (GU, 2020b). Many of these students prioritize immigration over education (Hune-Brown, 2021) and leave the university after acquiring a two-year diploma. This has contributed to under-enrollment in upper-level courses and low retention rates (GU, 2020b).

Organizational and Theoretical Frameworks

The use of frameworks can enhance understanding of both the organization and the PoP. Four Frames analysis (Bolman & Deal, 2017) will be used to improve organizational understanding and critical pedagogy and social cognitive theory (SCT) will serve as theoretical frameworks. Critical pedagogy provides structure for curriculum adaptation. However, such adaptation requires the engagement of faculty to develop and deliver educational experiences that challenge the status quo, promote self-reflection, and seek to remedy social injustices. SCT offers a relevant framework for the behavioural change required for engagement.

Four Frames

The Four Frames model (Bolman & Deal, 2017) considers an organization through political, human resource, structural, and symbolic frames. Bolman and Deal note that personal biases impact perception and constrain thoughts and actions to the familiar. By changing frames, problems are viewed from a different perspective and alternative solutions can emerge.

The symbolic frame emphasizes how symbols manifest meaning and inform an organization's culture (Bolman & Deal, 2017). Organizational plans are symbols which can serve to stimulate interest and interaction, act as organizational advertising, and provide performance benchmarks, but they can also heighten competition for resources. GU has limited financial resources, which creates competition among initiatives for funding. University rituals and ceremonies, such as orientation, graduation, student and/or faculty awards, are also symbols that offer opportunities to build or reinforce shared values and meaning. However, many of these rituals and ceremonies are organized by school or discipline and may serve to strengthen faculty members' allegiances to their professions/disciplines rather than the institution. While some rituals and ceremonies occur at the institutional level, GU is characterized by strong subcultures often with allegiances to external professional bodies (accounting, early childhood education, paralegal studies). Strong subcultures, which can impede coordination and change efforts (Schein, 2010), are also relevant to the political frame.

The political frame views an organization as a collection of individuals with different values, interests, and perceptions (Bolman & Deal, 2017). While interdependent, individuals and groups are inevitably in competition with each other for power and resources. Scarcity of resources and diversity of interests both increase political activity. With conditions ripe for political activity at GU, it will be important to understand the informal environment and communication channels and build support for change through networking and coalitions.

The human resource frame posits that people and organizations are interdependent and a good fit is necessary for mutual benefit. Its focus is on employees' needs, both job-related (autonomy, authority) and personal (opportunity, satisfaction). Universities, including GU, offer the basic elements of fit, providing adequate compensation and benefits and affording opportunities for autonomy and meaningful work. Although there are no data segregating faculty responses, the most recent survey of GU employees reported satisfaction with job fit (BC Stats, 2019). Workload/stress, workplace learning, and recognition were identified as areas for improvement, and concerns were raised over senior-level leadership. Program and curriculum change related to HEI will increase faculty workload and professional development at GU and will require both individual and institutional investment. However, organizations typically are reluctant to make such investment (Bolman & Deal, 2017). This may be due to the immediate impact of costs on the financial statements versus the long-term benefits of such investment.

Structurally, GU may be classified as a professional bureaucracy (Mintzberg, 1979) where faculty members have a great deal of autonomy and are seldom subject to organizational sanctions. The dean has little formal authority as, under collegial governance, most decisions are voted on by faculty (Astin & Astin, 2000). This is unlike most hierarchies where the employees at the bottom of the pyramid have little power or influence. In addition to decentralized decision making, professional bureaucracies tend to be flat, with little active middle management. Their democratic administrative structures make extensive use of committees and task forces. Executive leadership tends to exercise indirect power through dispute resolution, resource allocation, and their relationships with external stakeholders such as governments, professional associations, and donors (Mintzberg, 1979).

The political and HR frames are the most relevant to the PoP as the former is concerned with sense of purpose and the latter addresses individual needs. GU, like many universities, is characterized by silos. Diverse and competing interests hamper coordination and communication efforts and are obstacles to creating a common sense of purpose (Childress, 2008; Garson, 2016; Schein, 2010). Negotiation and bargaining are important skills to navigate the highly political landscape (Bolman & Deal, 2017).

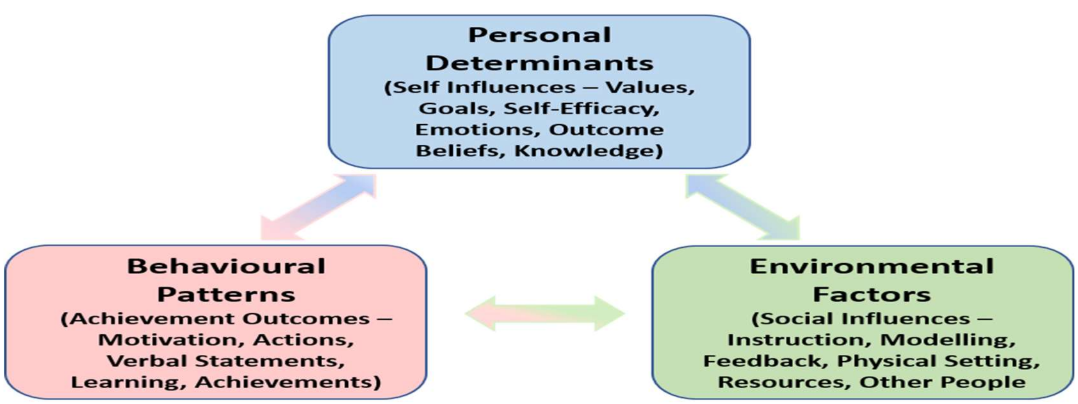
The HR frame relates to aligning individual and institutional needs, providing workplace learning, and developing employee self-efficacy. Faculty participation in HEI policy development is lacking (Taskoh, 2014; Turner & Robson, 2007) and increased participation can help identify competing values and improve alignment between faculty members and their institution (Childress, 2008; Friesen, 2012). Since various studies have identified a lack of HEI skills and low self-efficacy as barriers to faculty engagement (e.g. Bedenlier & Zawacki-Richter, 2015; Klyberg, 2012; Niehaus & Williams, 2016; Savishinsky,2012; Schuerholz-Lehr et al., 2007), techniques such as modelling, coaching, and establishing communities of practice must be developed to support workplace learning (Lave, 1991) and improve self-efficacy (Goodwin, 2019; Takahashi, 2011). High self-efficacy has been positively correlated to high commitment (Ballout, 2009; Gilbert et al., 2014; Niu, 2010), job performance (De Clercq et al., 2017; Na-nan & Sanamthong, 2019) and the likelihood to implement knowledge and skills acquired through training (Simosi, 2012). The concept of self-efficacy is also an integral component of SCT (Bandura, 1982).

Social Cognitive Theory

SCT is based on the premise that individuals are agentic actors in their experiences. This agency is not autonomous but emergent through triadic reciprocal causation (TRC) (Bandura, 1986,1999, 2001). TRC, depicted in Figure 2, explains how variables of personal factors, behavioural patterns, and environmental factors dynamically interact to influence learning (Bandura, 1989; Bandura & Bussey, 2004; Selemani et al., 2018). Personal or cognitive determinants are self-influences that include knowledge, self-beliefs of efficacy, goals, outcome beliefs, and self-regulatory actions (Bandura, 1999). These cognitive factors, rooted in an individual's value system, impact emotions, motivation, behaviours, and performance. Behavioural patterns refer to actions, statements, or achievements that are subject to reward or punishment. Environmental or socio-structural factors support or impede performance and include the physical setting, other people, available resources, instruction, modelling, and feedback.

Figure 2

Triadic Reciprocal Causation



Note. This figure is adapted from "Social Cognitive Theory of Organizational Management" by R. Wood and A. Bandura, 1989, *The Academy of Management Review, 14*(3), p. 362.

Wood and Bandura (1989) noted that in an organizational context three elements of SCT are particularly important: the development of competencies through mastery modelling, the development of self-efficacy, and the use of goal systems to improve motivation and action. Mastery modelling involves observational learning guided by four processes: attentional (what individuals choose to observe), representational (how individuals interpret, restructure, and retain information), behavioural production (how individuals act, evaluate, and modify their behaviour), and motivational (direct, vicarious, and self-produced incentives). Judgments of self-efficacy are improved through enactive experiences (one's own successful performance), vicarious experiences (the successes of others), verbal persuasion (the encouragement of others), and a favourable physiological state (absence of stress or physical impairments) (Bandura,1982). Consistent with the emphasis on human agency, individuals self-direct, self-regulate, and self-motivate (Wood & Bandura, 1989). In setting goals, individuals create a sense of purpose which guides their actions. Sustained motivation is facilitated when intermediate or proximal goals are set in progress towards larger, longer-term goals. Improving pedagogy and HEI outcomes at GU will be a prolonged process that will require sustained faculty engagement.

Critical Pedagogy

While universities were once sites of critical debate, now academic freedom, resistance, and the principle of education as a public good are under attack (Hill, 2021; Ramirez & Hyslop-Margison, 2015; Woodhouse, 2017). More concerning is how academics (and others) succumb to the principles of neoliberalism, equating the pursuit of economic well-being with good citizenship (Davies & Bansel, 2007), treating students as consumers, and mistaking training for education (Giroux, 2011). In this environment, critical pedagogy can serve as a catalyst for change and spur faculty engagement in meaningful HEI.

While the roots of critical pedagogy may be traced to social reconstructionists of the early 1900s, it is Paulo Freire and Henry Giroux who are most often associated with critical pedagogy (Groenke, 2009; McArthur, 2010). Two important Freirean ideas that relate directly to my PoP are conscientização, or critical consciousness, and the "banking concept of education" (Freire, 2005, p. 72). Conscientização refers to an awakening to oppression. Freire believed the role of the educator was to stimulate epistemological curiosity, challenge power, and, through praxis, achieve liberation. In HEI, educating for global citizenship requires acknowledging cultural hegemony and purposely inviting challenge. It requires a commitment to decolonizing approaches not only to recognize diverse pedagogies, but to build bridges among them (McArthur, 2010). Giroux (2013) noted that a fundamental element of critical pedagogy is agency. From a position of agency, individuals can engage in a "culture of questioning" (p. 14) that allows them to shape their identities and develop critical thinking and analysis.

However, educational praxis often lacks agency. Freire (2005) describes the banking concept of education as one where "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" (p. 72). This approach, arguably prevalent in higher education, is inconsistent with the concept of conscientização as it can silence students and marginalize their experiences (Breunig, 2005). It creates passive rather than active learning and has been shown to be less effective, particularly in the long-term (Deslauriers et al., 2019; Wunische, 2019). At GU, active learning, facilitated by the small class sizes, is deliberately infused into most courses. However, to reflect a critical pedagogical approach, active learning needs to go beyond traditional experiential practices such as case studies, group projects, debates, and role-playing and provide opportunities for diversity, inclusivity, and self-investigation.

Change in the Context of Equity, Ethics, and Social Justice

Nelson Mandela (2003) stated "Education is the most powerful weapon which you can use to change the world" (para. 22). Education, by its very nature, is situated in a social justice context. Altbach and Knight (2007) noted that while globalization is an unavoidable impetus for HEI, institutions have *choices*. While many institutions have chosen symbolic HEI practices that favour the Global North and exacerbate inequities, they can choose to chart a new path, one that integrates social justice within and across the disciplines. For administrators, this means looking beyond economic benefits and ensuring recruitment practices and academic partnerships are inclusive, diverse, and founded on principles of reciprocity. For faculty, this means stepping out of a banking model of education and being exposed to new ways of thinking. As hooks (1994) noted “engaged pedagogy” is more demanding than traditional education and is perhaps more challenging for higher education with its roots in disciplinary and professional silos that venerate technical knowledge. Conversations around social justice are difficult requiring faculty to examine their own identity and biases (Agnew, 2012), raising ethical concerns. Self-reflection is critical to identity and value formation and can improve self-efficacy (Azim, 2017; Sahling & De Carvalho, 2021).

HEI has become highly commercialized and, as a result, most universities engage in symbolic internationalization with a focus on student recruitment rather than on intercultural learning. Leadership at GU has stated a desire to engage in more transformative HEI, however enacting change will be hampered by various constraints including budgetary pressures, organizational silos, and faculty resistance. Faculty engagement is critical to revise programs and curricula to incorporate HEI outcomes and to implement the critical pedagogy vital to socially just learning in a culturally diverse environment. Critical pedagogy requires that faculty members challenge their beliefs which may be deeply entrenched and resistance to change. These beliefs also influence “feelings of efficacy in teaching to, for, and through cultural diversity” (Gay, 2010, p. 150). SCT offers a framework to guide learning and improve self-efficacy.

Guiding Questions Emerging from the Problem of Practice

While HEI has many dimensions, challenges, and stakeholders, my PoP is centred on one stakeholder group: the faculty. To improve faculty engagement, key barriers must be overcome. These include lack of funding and/or rewards, lack of leadership, distrust of institutional motives, lack of clarity regarding HEI policy, increased workload, and lack of internationalization skills or self-efficacy (Dewey & Duff, 2009; Friesen, 2012; Klyberg, 2012; Nyangau, 2020; Savishinsky, 2012; Turner & Robson, 2007). Questions to guide this PoP include:

- How can faculty be motivated to engage in HEI policy, program, and curriculum development?
- How can internationalization competencies be developed in faculty?
- What institutional supports are necessary for faculty engagement in HEI?
- How can a sustainable funding model be developed to support faculty engagement in HEI?

These questions should not be viewed independently, but rather as a set of interrelated issues.

The decision to engage is a personal one, therefore motivation to engage is a primary concern. Daumiller et al. (2020) noted that faculty motivation is both a complex and understudied area. Nonetheless, they identified self-efficacy as an important determinant of motivation. The development of HEI competencies is essential to cultivating self-efficacy. Institutional supports will be needed to structure professional development, facilitate HEI learning, and to provide opportunities for collaboration and sharing of information. The need for institutional supports and HEI learning will be ongoing and therefore requires the development of a sustainable funding model.

Leadership-Focused Vision for Change

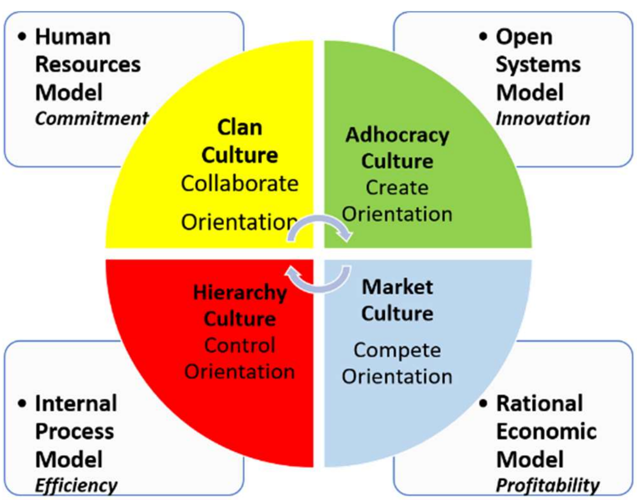
A vision is an aspirational view of an organization's future. However, to chart a successful change path, it is not only important to know your destination, but also your origin. To assess potential support and resistance to change at GU, change drivers and stakeholders' interests will be examined. The Competing Values Framework (CVF) will be introduced to frame the current and future state. This model will also serve as the foundation for the gap analysis presented in Chapter 2.

Competing Values Framework

The CVF examines the linkages between the interpersonal, political, and institutional aspects of the organization. It is a comprehensive and multidimensional model that focuses on organizational culture (Cameron & Quinn, 2011). Studies have confirmed the correlation between organization culture and engagement (Alarcon et al., 2010; Barbars, 2015; Greenidge, 2010; Latta, 2020; Naidoo & Martins, 2014). Therefore, a model that targets culture change targets engagement. The CVF maps two major value dimensions, structure and focus, (Cameron, & Quinn, 2011) to create a quadrant matrix. The structure dimension ranges from the desire for flexibility/discretion at one end to the desire for stability/control at the other. The focus dimension refers to an internal or external orientation. The model is depicted in Figure 3.

Figure 3

Competing Values Framework



Note. This figure is adapted from *Diagnosing and changing organizational culture: Based on the competing values framework* by K.S. Cameron and R.E. Quinn, R.E, 2011.

CVF identifies four types of cultures (clan, adhocracy, hierarchy, market), each with an associated management model (human resources, open systems, internal process, rational economic), orientation (collaborate, create, control, compete) and shared value drivers (commitment, innovation, profitability, efficiency). The use of the CVF as a diagnostic tool has been validated (Hooijberg & Petrock, 1993; Kalliath et al., 1999; Kwan & Walker, 2004; Rukh & Qadeer, 2018; Yu & Wu, 2009; Zhang et al., 2008) and it has been successfully refined for use in different types of organizations (Grabowski et al., 2015; Lindquist & Marcy, 2014). Criticisms of the model point to the lack of empirical testing and its lack of specificity (Reiman & Rollenhagen, 2012).

The CVF with its emphasis on tensions is particularly suited to higher education (Denison & Spreitzer, 1991; Lindquist & Marcy, 2014). Rather than focusing effort on eliminating conflicts, it seeks to balance them by leveraging existing strengths. Universities host multiple tensions with competition among various disciplines (resources and course ownership) and between faculty and administration (Del Favero & Bray, 2005; McMillin, 2002). Studies have shown that universities tend to be hierarchy cultures while faculty prefer clan cultures (Gungor & Sahin, 2018; Kaufman, 2013; Price, 2020). Positioning GU within this framework can help guide the balancing of competing values to reduce barriers to faculty engagement at GU.

Vision and Drivers for Change

For this OIP, the vision for GU is vibrant internationalization characterized by cross-institutional faculty engagement in the design and delivery of intercultural learning experiences. This vision is more consistent with flexibility and clan or adhocracy cultures. Current internationalization practices at GU are more control oriented as they are revenue-driven and focused on student recruitment. As noted earlier, GU has explicitly stated that its policies and practices related to HEI must change. A declining domestic student population, low domestic enrollments (relative to other universities), and low upper-level enrollment rates are all quantifiable drivers for change (GU, 2020a, 2021a). However, there are no objective data available on drivers for faculty engagement at GU. Furthermore, the field of faculty engagement is under-researched (Raina & Khatri, 2015). Studies have shown that motivational factors for engaging in internationalization include strengthening academic programs, improving educational outcomes for students, responding to globalization, furthering intercultural knowledge, and participating in collaborative opportunities (Calikoglu et al., 2020; Friesen, 2012; Klyberg, 2012; Nyangau, 2018; Savishinsky, 2012). Here it is important to note that these studies examined the motivations of faculty members already engaged in some aspect of internationalization. Initial engagement was primarily intrinsically motivated by faculty members' personal international experiences. As Niehaus & Williams (2016) noted "it is easy to reach faculty members who are already engaged [...] but much harder to reach those who are not" (p. 73).

Key Stakeholders

Analysis of stakeholder groups can assist in identifying potential support or resistance to proposed changes. As the subject of my PoP, faculty members are the critical stakeholders. Their personal determinants impact their behaviour and their interactions with their environment. The success or failure of the PoP hinges on faculty buy-in. Aligning competing values, investing in training and supports to build knowledge, skills and self-efficacy, improving outcome beliefs, and removing barriers will all be necessary to increase engagement.

Two additional key internal stakeholders are administrators and students. The academic and economic benefits of investing in faculty must be made clear to GU's administrators. Academically, the goal of improved education is not likely to be disputed. The task will be to convince administrators that market-based initiatives around branding and reputation are, at best, short-lived, and that a shift from a revenue to an investment focus is therefore critical. The case for an investment focus, in market terms, is to enhance the "product" (curricula) and "service" (teaching) to ensure long-term sustainability. The erasure of neoliberalism and managerialism in HE is unrealistic; administrators face resource constraints and are subject to performance management and accountability measures. Understanding and appealing to this perspective affords the best chance for administration's support.

There is no doubt that students are crucial constituents and a separate PoP could be built around the student perspective. Faculty engagement in HEI will improve programs, learning outcomes, and intercultural opportunities; these all directly benefit the student experience. Engaged faculty can heighten student engagement, contribute to student success, and improve student experience (Carrell & Kurlaender, 2020; Harrill et al., 2015; Miller & Mills, 2019; Nakamura & Csikszentmihalyi, 2005).

Three key external stakeholders are governments, the public, and GU's international partners. It is necessary for GU to comply with provincial requirements to ensure its funding and continued operations, however no level of government is likely to intervene at the micro-level to dictate how universities implement internationalization and engage faculty. Nonetheless, governments are likely to support all HEI efforts due the positive impacts on the workforce and on the economy. With increasing demands for universities to become more socially responsible and demonstrate ethical practices (Chen et al., 2015; Giuffre & Ratto; 2014, Khoo et al., 2016; Vallaeys, 2013), it is likely the public would support faculty engagement, particularly if it improves social justice education. It is also possible that, as the failures of HEI are increasingly documented (de Wit, 2019; Garson, 2016; Ilieva et al., 2014; Nyangau, 2018; Pittaway, 2012; Schuerholz-Lehr et al., 2007; Taskoh, 2014; Turner & Robson, 2007), the public may demand changes. Public backlash has the potential to tarnish institutional image, negatively impact domestic and foreign enrollments, lower endowments and external funding, and threaten existing and potential international partnerships. International partners are important because they provide opportunities for both students and faculty. Faculty exchanges increase international prominence and are low-cost vehicles for the reciprocal development of intercultural understanding and improved faculty engagement. Refer to Appendix B for stakeholder maps relating to HEI and faculty engagement.

The CVF model is useful to understand organizational culture, identify gaps between the current and desired cultures, and to help chart a path towards a strategic vision. There are both drivers and barriers to achieving the vision of meaningful and sustainable HEI at GU. Identifying stakeholder groups and their likelihood of support or opposition can guide the change path.

Organizational Change Readiness

Armenakis and Harris (2009) identified five variables to assess an organization's readiness for change: discrepancy, appropriateness, efficacy, principal support, and valence. Discrepancy refers to a gap between the existing and desired state and thus explicit recognition that a change is needed. Appropriateness refers to the correctness of a recommended solution to remedy the problem. Efficacy refers to the belief that both the individual and the organization can be successful in the change. Principal support refers to the commitment of formal leaders. Finally, valence refers to belief that the change will be of benefit to the individual change recipient.

It is important to note that primary research is not within the scope of my OIP and my assessment of change readiness is necessarily subjective. As senior leadership at GU has identified and communicated the need for change in HEI practices and engagement, it is safe to assume that the organization and most faculty members are aware of the gap and need for change (discrepancy, appropriateness). This also speaks to commitment to change (principal support). Furthermore, as an institution with a mandate and reputation for teaching, it is likely that faculty members at GU are inclined to want to create positive change in programs and their individual courses (appropriateness). These factors favour change readiness.

However, it is also likely that the concerns raised in the literature over capabilities to participation in internationalization are shared by GU instructors. Expectancy, or the belief that one can be successful, is a key component of motivation (Bandura, 1982; Vroom, 1964) and self-efficacy has been positively correlated with teacher engagement (Nyangau, 2020; Skaalvik & Skaalvik; 2014), therefore it may be inferred that a lack of knowledge or ability will impose a significant barrier to engagement (efficacy). While GU may be ready for change, its faculty probably is not. Studies have found that faculty tend to be averse to change (valence) and resist administrative interference (Klyberg, 2012; Maderazo, 2016; Taskoh, 2014). A preference for the status quo is fuelled by both loss aversion and the endowment effect where current rights and ownership are perceived as more valuable (Tagg, 2012). Furthermore, while GU has a stated objective of innovation and engagement, its internationalization priorities and plans continue to reflect a market orientation (GU, 2021a). This raises doubt on the appropriateness of the recommended solution. Overall, the variables supporting change readiness are outweighed by those countering it.

Chapter 1 Summary

Chapter 1 has presented internal and external analyses of Greenvale University and the landscape of higher education internationalization. While GU has stated objectives of innovation and more transformative HEI, many of its identified strategies and priorities reflect the dominant neoliberal discourse. This discourse subjugates academic and sociocultural rationales for internationalization to political and economic motivations, leading to questions of educational quality and the ability of higher education to address social justice issues.

Relevant HEI is contingent upon educational reform to embed intercultural and social justice learning outcomes across the institution and its curricula and expand critical pedagogy. As faculty members are key actors in both the development and delivery of curricula, their engagement is a prerequisite to this reform. Many barriers to faculty engagement have been identified including a lack of internationalization knowledge and skills and concerns over self-efficacy. Social cognitive theory is a framework that can be used to understand the reciprocal relationships that impact cognitive beliefs, including self-efficacy and faculty behaviour.

Chapter 2 will expand on the change management and leadership approaches that may be used to change HEI policies and practices at GU. The gap between GU's current and desired state will be examined in more detail. Potential solutions will be identified and analyzed.

Chapter 2: Planning and Development

Chapter 1 introduced GU and discussed key factors in the internal and external environments that impact its higher education internationalization (HEI). The goal for GU is to shift its orientation from symbolic towards transformative internationalization, characterized by purposeful and relevant cross-institutional programming relating to intercultural and global learning outcomes. As discussed in Chapter 1, while faculty engagement to adapt and adopt new curriculum is hindered by systemic, institutional, and individual barriers, the PoP looks for solutions to overcome the latter two barriers. In this chapter, the CVF previously introduced will be used to portray a gap analysis, a change framework will be presented, potential solutions will be identified, and social justice issues will be further articulated. A hybrid of transactional and distributed leadership will be examined in context of guiding the change process at GU.

Leadership Approaches to Change

In Chapter 1, I outlined how my personal views on leadership most closely align with a relational leadership ideology. My leadership practice is primarily informed by DL, but is inclusive of TL. All leadership approaches have their merits and their flaws. In this section DL and TL will be individually examined in more detail and then collectively viewed as complementary approaches to leading the change initiative at GU.

Distributed Leadership

DL is, in itself, a contested term (Harris & Spillane, 2008; Hartley, 2009) and is often equated with shared or collaborative leadership (Leithwood et al., 2004). There are also various frameworks and models associated with DL (Brown et al., 2020; Gronn, 2002; Leithwood et al., 2004; Spillane, 2005). Complicating matters further, Fitzsimons et al. (2011) argued that DL can be approached from four separate ontological perspectives: relational-entity, relational-structural, relational-processual, and relational-systemic. DL thus is a form of relational leadership, where leadership emerges through dynamic interactions and knowledge is interdependent and thus is an outcome of relational processes. “Relational processes are leadership when the social influence that is generated contributes to the emergence of social order (*i.e.*, emergent coordination) and new approaches, attitudes, goals, etc. (*i.e.*, change)" (Uhl-Bien, 2006 p. 667). In this perspective, leadership is not constrained to managerial leadership but encompasses non-hierarchical relationships such as peer, network, upward, and adaptive (Uhl-Bien, 2006) that are common in HEI, and at GU specifically. Delegation, sharing, collaboration, and democratic leadership (MacBeath et al., 2004) arise from personal relationships among colleagues and are instituted through formal structures, such as task forces and committees. The proposed engagement task force, the IEC, will be used for internationalization improvements at GU and follows widespread use of this technique for various initiatives, including accreditation, general education reforms, degree and diploma requirements, and strategic planning, among others.

Despite varying interpretations, Bolden (2011) noted three common premises of DL: leadership emerges from group interactions; there is expertise of many individuals; and there are open boundaries of leadership. Spillane (2005) emphasized that DL is not a single construct but rather a framework where the *practice* of leadership, not the role of individual leaders, is paramount. In education, while much of the literature relates to elementary and secondary schools (Burke, 2010), DL is practiced in higher education (Bolden et al., 2009; Youngs, 2017). The benefits of DL are varied: it can clarify and/or improve goals, build commitment, develop leadership skills, effectively utilize multiple sources of expertise, increase organizational agency, and support professional learning (Harris & Spillane, 2008; Shava & Tiou, 2018; White et al., 2017). DL is consistent with collegiality and shared governance (Burke, 2010) and thus is germane to university environments. DL has normative power (it reflects current practice), representational power (it responds to external demands and crosses boundaries), and empirical power (it leads to improved outcomes) (Harris & Spillane, 2008), although this latter observation has been disputed (Hartley, 2009; Lumby, 2013).

DL is not without its criticisms. There is the lack of consensus on what DL actually is, and DL has not been subject to rigorous critical analysis (Lumby, 2016). DL may be hampered by organizational silos (Youngs, 2017) and it is criticized for its failure to address power imbalances (Bolden et al., 2009; Lumby, 2013). Silos are common in HE due to the existence of strong, independent, professional subcultures. However, power imbalances in a professional bureaucracy are tempered by collegial governance and the fact that power "resides in expertise" (Mintzberg, 1979, p.360) with the faculty members. While there can be social stratification based on seniority or experience, all faculty have similar qualifications and expertise which serve to minimize the power differential. Jones (2014) determined that while it was an effective tool for participation, DL did not result in more democratic decision-making. Lumby (2013) criticized DL suggesting that benefits primarily accrue to the organization through improved effectiveness and efficiency and that it extracts more work from non-managers for little reward. Furthermore, she noted that rather than acting as an antidote to heroic leadership, it perpetuates it, albeit dispersing its advantages more widely (Lumby, 2016).

Despite its opponents, DL has received increasing attention and is growing in popularity, particularly in education (Hartley, 2007; Shava & Tiou, 2018) where faculty members have a great deal of autonomy and top-down managerialism will be met with hostility. Van Ameijde et al. (2009) stated that DL combines the strengths of individuals while balancing their weaknesses. As it is effective in teams when there are clearly defined shared goals, autonomy, defined responsibilities, and key internal expertise, it is particularly suited to GU and the task of increasing faculty engagement in internationalization.

Transactional Leadership

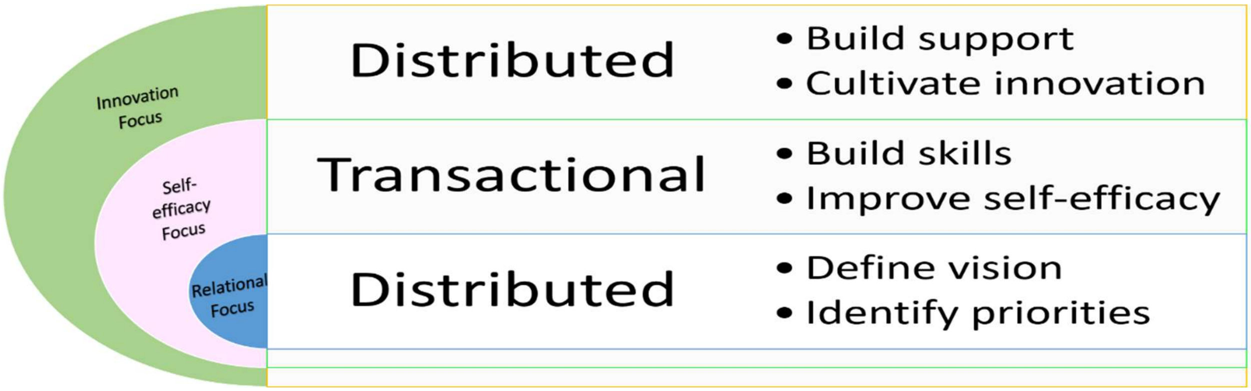
TL through contingent rewards assumes followers are extrinsically motivated (Afsar et al., 2017; Bass, 1985; Northouse, 2019). The leader sets performance expectations and followers are rewarded, or not, based on their ability to meet these expectations. TL leads to clear goals, can enhance cooperation, and increases efficiency (Shields, 2010). Most relevant to the PoP is that TL improves self-efficacy (Liu & Gumah, 2020; Shields, 2010). Bass (1999) noted that TL may not be relevant in environments where noncontingent rewards are available. In universities, faculty are treated well regardless of performance, and are seldom subject to organizational sanctions (Mintzberg, 1979). Furthermore, at GU, the ability to offer monetary contingent rewards is restricted by the faculty collective agreement and the financial position of the university. However, contingent rewards do not have to be financial. GU can provide non-financial rewards such as praise, encouragement, and recognition, as well as opportunities to participate in international conferences and/or exchanges. As discussed in Chapter 1, many studies have cited the lack of rewards as a barrier to faculty engagement. Furthermore, TRC stresses the importance of environmental responses, such as encouragement and reward, in changing behaviours and personal determinants (see Figure 2).

Integrating Transactional and Distributed Leadership

The recommended leadership style integrates DL and TL as depicted in Figure 4. While DL represents a more obvious fit to GU, TL is relevant given that a significant barrier to faculty engagement in HEI is a lack of self-efficacy. Studies have determined that TL, specifically through contingent rewards, can improve self-efficacy, job satisfaction, performance, and, consistent with Vroom's (1964) expectancy theory, motivation (Beauchamp et al., 2007; Jacobsen & Andersen, 2017; Judge & Piccolo, 2004; Liu & Gumah, 2020; Vieira et al., 2017). Positive incentives, such as contingent rewards, not only build self-efficacy but also push performance and maintain interest (Bandura, 1982). TL has also been found to integrate well with other forms of leadership (Afsar et al., 2017; Awamleh & Al-Dmour, 2004; Bass, 1985; Menon, 2014) and can contribute to the emergence of DL at the strategic and operational levels (Fournier et al., 2022).

Figure 4

Leadership Styles



Note. This figure identifies use of both distributed and transactional leadership styles.

TL has its limits and many authors suggest it should be used as part of an integrated model of leadership. While most of the literature focuses on the integration of transactional and transformational leadership (Bass, 1985; Ma & Jiang, 2018; Menon, 2014; Sanders et al., 2003; Smith, 2016), DL can serve to remedy some of TL's weaknesses. TL can be detrimental to creativity, innovation, and entrepreneurial activity (Afsar et al., 2017; Wei et al., 2010), whereas DL is positively associated with innovativeness and change (Brown et al., 2020; Canterino et al., 2020; Coban & Atasoy, 2020) and improved collaboration, engagement, and capacity (Beckmann, 2017; Denee, 2018; Jones et al., 2017).

Increasing faculty engagement can benefit from multiple forms of leadership. In the initial stages of change, DL can help develop a shared vision, identify priorities, increase awareness of the issues, build trust, and foster desire for change (Burke, 2010, Canterino et al., 2020; Gronn, 2002). Through goal-setting and contingent reward, TL can effectively build the knowledge and abilities that will boost self-efficacy. Rewards "can enhance attention, energize behavior, and improve memory, as well as other cognitive behavior" (Hidi, 2016, p. 87). As competence develops, DL offers opportunities for participants to use their knowledge to build support throughout the organization and cultivate innovation adaptations or new solutions as new problems emerge or as the internal and external environments change. The integration of DL and TL can push GU along the continuum from symbolic toward transformative HEI.

Framework for Leading the Change Process

The change initiative to advance GU toward more transformative HEI through increased faculty engagement was analyzed using Nadler and Tushman's (1989) model that examines two dimensions of change: scope and environmental positioning. Scope changes may be either strategic (fundamental change), or incremental (developmental). Environmental positioning refers to whether the change is anticipatory (proactive) or reactive (in response to an event). The resulting quadrant model identifies four classes of change: tuning, reorientation, adaptation, and re-creation. This change may be classified as adaptation as it is reactive and incremental (see Figure 5). The change is reactive because it is a response to increased competition and low international student retention rates. The strategy of increased global engagement (GU, 2020a) is incremental as it does not represent a fundamental shift in the vision or nature of the organization and is unlikely to result in radical shifts of power.

Figure 5

Types of Organizational Change

Environmental Positioning		Scope Change	
		Incremental Change	**Strategic Change**
	Anticipatory Change	Tuning	Reorientation
	Reactive Change	Adaptation	Re-creation

Note. This figure is adapted from "Organizational frame bending: Principles for managing reorientation". D. A. Nadler and M. L. Tushman, 1989. *The Academy of Management EXECUTIVE, III*(3), p. 196.

Change initiatives are subject to resistance. Lewin (1947b) noted that this resistance occurs on three levels: logical (the time and investment required to change), psychological (fear of the unknown, dislike or distrust of the source of change), and sociological (perceived threats to existing values and customs). On the logical level, internationalization requires significant investment on the part of faculty. As Anderson (2015) noted, HEI complicates teaching. International students can underperform due to language deficits (academic reading, writing, and oral presentations) and Eurocentric academic practices which can hinder learning, lead to misunderstandings and the misinterpretation of instructor feedback, and contribute to student alienation. Faculty may logically resist the investment required to communicate differently, introduce new assessments, alter feedback strategies, and/or manage student expectations in an internationalized classroom. Internationalizing the curriculum requires even greater investment.

From a psychological perspective, studies have shown that faculty members have concerns over their capability to participate in internationalization (Bedenlier & Zawacki-Richter, 2015; Klyberg, 2012; Nyangau, 2018; Savishinsky, 2012; Schuerholz-Lehr et al., 2007). As discussed in Chapter 1, expectancy is a key component of motivation and self-efficacy is positively correlated with teacher engagement (Nyangau, 2020; Skaalvik & Skaalvik; 2014), improved instructional practices (Zee & Koomen, 2016), and job satisfaction (Ismayilova & Klassen, 2019). Psychological resistance may also come as a result of tensions between faculty members and administrators (Del Favero & Bray, 2010; Klesenski-Ripoli, 2019; McMillin, 2002). Faculty dislike or distrust institutional motives and practices in HEI, specifically the relaxation of academic admission standards, the lack of institutional supports for students and faculty, and the business-driven approach to internationalization (Anderson, 2015; Klyberg, 2012; Turner & Robson, 2007).

Sociological resistance is evident when viewed from the political frame (Bolman & Deal, 2017) and can be formidable, particularly in the professional bureaucracy of the university where the membership is stable and values and behaviours have been patterned over time (Schein, 2010). Universities represent collections of diverse subcultures with their own “spheres of ownership” (Keup et al., 2001, p. 4). Change management efforts may be inhibited as subcultures hold their own assumptions, values, priorities, and reasons for resistance (Keup et al., 2001). In her study, Klyberg (2012) determined that the risk-averse faculty culture discouraged engagement in internationalization.

The selection of a change management framework must explicitly recognize and provide strategies to overcome resistance. Kurt Lewin is often considered the father of change management (Cummings et al., 2016). His CATS model (change as three steps) model (1947a) identified three necessary aspects of planned change: unfreezing, moving, and refreezing. Lewin's CATS model remains relevant and prominent some 80 years after its conception and is the foundation of many change frameworks including the McKinsey 7-S Model, Kotter's Eight Step Plan and the recommended ADKAR Model (Elrod & Tippett, 2002; Lewis, 2012; Rosenbaum et al., 2018).

Change Management Model

Hiatt's (2006) ADKAR change management model is a refinement of Lewin's (1947a) CATS model. The acronym refers to the five elements of *awareness (A)*, *desire (D)*, *knowledge (K)*, *abilities (A)*, and *reinforcement (R*). These elements are used to advance change through three states that parallel Lewin's three steps: current, transition, and future. However, while CATS emphasizes group dynamics, ADKAR is built on the premise that change occurs at the individual level and, to be successful, organizational change must target the individual. A significant barrier to faculty engagement in internationalization is the faculty itself (Al-Alawi, 2019; Klyberg, 2012; Nyangau, 2018; Stohl, 2007; Taskoh, 2014; Turner & Robson, 2007). Increasing faculty engagement requires changes to individuals' attitudes, skills, and behaviours; it is an individual's choice to engage. In a work environment that affords faculty members a great deal of autonomy, an approach that targets individual change is necessary.

ADKAR is consistent with a fundamental premise of SCT, that individuals have agency; they are not subjects of change but rather they respond to change. SCT emphasizes the idea of reciprocity between cognitive determinants and the social environment and their influence on individual behaviour. Using sponsors and sponsor coalitions to model behaviours, ADKAR builds trust and credibility. It also recommends incentive programs to reward change. Thus, ADKAR explicitly uses both distributed and transactional leadership.

In ADKAR, the first two elements of awareness and desire relate to the current state. The transition state encompasses the knowledge and abilities elements. The future state is primarily about reinforcement, although the successful demonstration of new acquired abilities remains important. At GU, the current state is one of growing awareness. Internal and external drivers for HEI change have been communicated, and most faculty members are aware of the issues of low post-diploma retention rates and consequent low enrollments in upper-level courses. Instructors are clearly aware of increased numbers of international students in their classrooms and the growing lack of diversity among countries of origin. However, it is not clear what proportion of faculty are aware of the specific objectives and initiatives related to HEI, despite the fact that these have been articulated in GU's annual report and internationalization plan (GU, 2020a, 2020b). Even if aware of these plans, faculty members may not see how they will benefit from their engagement in HEI. To move into the desire phase, GU must overcome the logical resistance to change and the archetype of work avoidance. As long as there are no clear rewards, faculty may well look at internationalization initiatives and ask: what's in it for me? Finding a way to create desire on the part of faculty is therefore a critical part of the PoP.

The transition state requires the acquisition of knowledge and successful demonstration of newly acquired abilities. Knowledge is critical for self-efficacy. In their study of public education, Al-Alawi et al. (2019) determined that a lack of knowledge had the greatest negative impact on change management success. They also affirmed the importance of contingent rewards and recognition and the benefits of formal training programs that include coaching.

The ADKAR approach emphasizes the need for contingent rewards throughout the change process (Hiatt, 2006). However, in the final stage, reinforcement, they are particularly important to prevent reversion to previous behaviours. Reinforcement also requires an "absence of negative consequences" (Hiatt, 2006, p. 598). Negative feedback has the potential to harm perceptions of self-efficacy.

Consistent with the goal-setting focus of transactional leadership, ADKAR embeds a project management approach with an emphasis on achieving milestones and rewarding progress. This element is important as change in professional bureaucracies moves slowly and professional lethargy among faculty prolongs change processes (Bolman & Deal, 2017; Childress, 2009; Klyberg, 2012; Nyangau, 2018). The process of goal setting is not only important for implementing change but also in SCT. Bandura (1982) noted that the achievement of proximal goals can help in the development of self perceptions of efficacy, create satisfying experiences, and increase self-motivation.

Critical Organizational Analysis

In Chapter 1: Introduction and Problem, GU was introduced, along with a detailed discussion of the external environment of HEI. In this section, the focus is on the internal environment. First an overview of GU's strengths and weaknesses will be presented. Next, the CVF (Cameron & Quinn, 2011) will be used to analyze the gap between GU's current and desired state. Force field analysis will be used to analyze factors that may be contributing to a lack of faculty engagement.

Strengths and Weaknesses

GU has a number of strengths that can be leveraged to improve internationalization and faculty engagement. The fact that GU recently completed a year-long exercise to redefine its strategic vision is both an acknowledgement of the need for, and a step towards, change. It has already addressed the rationale for and benefits to HEI change and has identified some of the risks of not changing. With its strong community presence, GU continues to prioritize and develop local relationships, with particular emphasis on serving First Nations communities with Indigenous language and culture credentials (GU, 2020d). Efforts to decolonize education for Indigenous students can be applied to HEI. GU has consistently maintained a strong student focus and emphasizes the instructional component of higher education. Framing HEI engagement through the lens of improved pedagogy appeals to this historical strength. GU's size may allow it to be more flexible and implement change faster than its larger competitors (GU, 18 March 2019). Finally, the faculty is regarded as a strength. The ratings for student satisfaction with the quality of instruction at the baccalaureate level were 98% and 100% respectively over the past two years (GU, 2020a).

However, there are weaknesses. GU, as a lower tier, undergraduate, teaching-focused university, faces financial and recruiting challenges. The lack of industry and research partnerships makes it dependent on tuition revenues. Yet, GU's lack of prestige and rankings hinders its ability to attract both domestic and international students based on its reputation alone. As a result, GU has aggressively and successfully pursued international markets, increasing the number of international students by more than 150% from 2015/16 to 2018/19 (MAEST, 2020). However, GU's focused recruiting on the South Asian market has lowered the diversity on campus (GU, 2020b) which may negatively affect future recruitment efforts of both domestic and international students. Additionally, this lack of diversification has increased GU's recruitment risk.as GU is now dependent on a single foreign market. Furthermore the students recruited from South Asia have demonstrated a strong preference for two-year diplomas to satisfy work visa requirements over the four-year degrees. This has manifested in decreased seat utilization rates in upper-level courses due to a decline in the number of feeder students.

While GU offers some renowned and unique programs, for the most part, it has been unable to differentiate its offerings. A lack of differentiation was identified as a major weakness during its situational assessment exercise (GU, 2019c) and further restricts GU's ability to attract students. It was also noted that while HE is generally characterized by strong and independent disciplines, GU is particularly siloed. This impedes integrating internationalization across the institution. An examination of participation numbers in this strategic exercise revealed another major weakness: an overall lack of engagement. Through a series of World

Cafés (small rotating group discussions), the average participation rate (faculty and staff) was approximately 3%. In two strategic planning exercises, faculty participation rates were less than 4% and 2% respectively. If faculty members will not attend a few hours of brainstorming, how will they be convinced to commit to the major curriculum changes that are needed for meaningful internationalization? Disengagement in HEI is a symptom that masks a number of drivers, including frustration, stress, distrust, lack of time, inadequate training, lack of incentives, and insufficient resources/support (Bedenlier & Zawacki-Richter, 2015; Criswell & Zhu, 2015; Klyberg, 2020; Nyangau, 2018; Savishinsky, 2012). A final weakness is GU's IT infrastructure, which has been described as "complex…and out-of-date" (GU, 2020a, p.11). While this is frustrating to all students and employees, it is especially problematic for international education that relies more on on-line recruitment, orientation, and course delivery.

Gap Analysis of Greenvale University Using the CVF

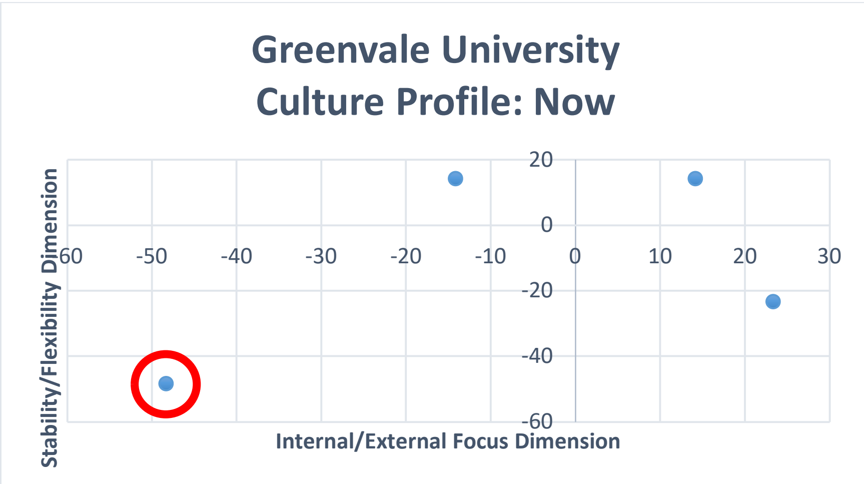
The CVF (Cameron, & Quinn, 2011) was introduced in Chapter 1 as a tool to assess an organization's culture. The CVF maps two major value dimensions: structure and focus. Structure refers to a desire for either flexibility or stability while the focus refers to an internal or external orientation. Of the two sets of competing values, the tension between flexibility and stability is the most relevant to change management. Flexibility compels change while the desire for stability resists it. The CVF emphasizes the need to understand both the current and the preferred cultures in order to create effective strategies to implement change.

Cameron and Quinn's (2011) Organizational Culture Assessment Instrument (OCAI) was used to map GU's current and desired cultures (see Figure 6 and Figure 7). GU's current culture may be classified as a hierarchy, characterized by an internal focus and an emphasis on stability. Hierarchies offer the benefits of predictability and consistency but this potentially comes at the cost of innovation. GU's desired culture as articulated by its new strategic plan (GU, 2020d) is an adhocracy, characterized by a focus on innovation and creativity.

Adhocracies have a long-term focus and can adapt quickly to changes in the external environment, but can be chaotic and prone to failures.

Figure 6

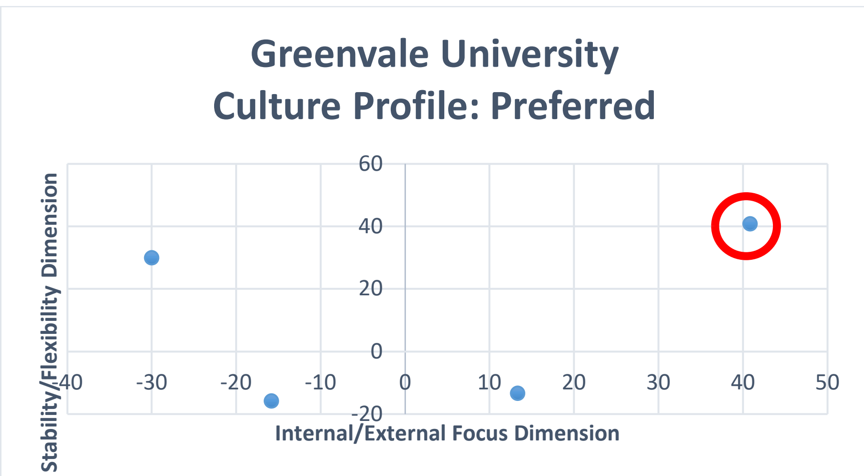
Culture Profile: Now



Note. This figure presents the current culture profile of Greenvale University.

Figure 7

Culture Profile: Preferred



Note. This figure presents the preferred culture profile of Greenvale University.

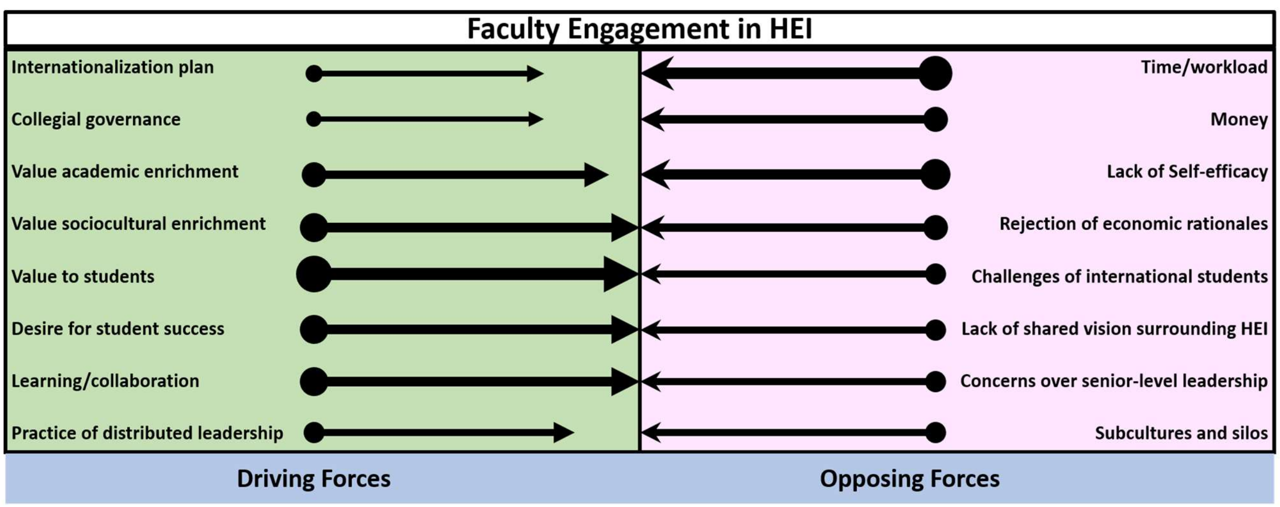
The current and desired cultures are diametrically opposed. Adhocracies solicit employee input, accept a degree of risk, tolerate mistakes or setbacks, and are responsive to the external environment. O'Neill et al. (2021) suggested that bottom-up leadership approaches, such as distributed leadership, fit with an adhocracy culture. To move from a hierarchy to an adhocracy, an organization must solicit employee input, accept a higher level of risk, be tolerant of first-time mistakes, become more innovative in its processes, and be more responsive to its external environment (Cameron & Quinn, 2011; Quinn & Rohrbaugh, 1983).

Force Field Analysis of Faculty Engagement

Force field analysis is a tool used to identify the forces for and against change (Cawsey et al., 2016). To increase faculty engagement in HEI the forces driving change must be greater than those opposing. The analysis is presented in Figure 8. Note that the weights of the arrows are used to reflect relative strengths of the factors.

Figure 8

Force Field Analysis: Faculty Engagement in HEI at Greenvale University



Note. This figure is adapted from *Organizational change: An action-oriented toolkit (3rd ed.)* by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, Sage Publications Inc.

The major drivers for faculty engagement are student-related and encompass academic and sociocultural enrichment as well as educational and career value to students. GU is a teaching university and priority placed on teaching and student success. Another positive factor for change is the DL approach of the proposed cross-institutional task force on global engagement. By providing the framework, it is a positive, but weak, driver. The existence of GU's internationalization plan provides a starting point, but could be detrimental if faculty do not agree with it. Individual responses to opportunities for learning, collaboration, and sociocultural enrichment will likely vary significantly among faculty. Many professionals prefer to work autonomously and without interference (Mintzberg, 1979). Others will be strongly motivated by these opportunities.

The two most influential opposing forces related to the increased workload and the lack of self-efficacy. As discussed in Chapter 1, studies have shown that low self-efficacy is a barrier to faculty engagement in HEI. Subcultures and silos work against cross-institutional collaboration and GU is particularly siloed (GU, 18 March 2019). Concerns over senior-level leadership (BC Stats, 2019) may hamper consensus on the vision and direction of HEI and inhibit trust which can impede change efforts. Other opposing forces discussed in the literature findings in Chapter 1 include challenges of an internationalized classroom, lack of funding, and the dominance of economic rationales.

Solutions to Address the Problem of Practice

My OIP has argued that program and curriculum changes are fundamental to meaningful HEI at GU, and that such changes cannot be accomplished without faculty engagement. This section looks at four possible alternatives to improve both HEI and faculty engagement. The first alternative evaluates the status quo. The second alternative is the focus of GU's internationalization plan: building a global brand. The third option is Childress' (2008) model to improve faculty engagement which was based on HEI at two prestigious American universities. The final option is an adaptation of the Childress model to reflect GU's context. Each alternative is evaluated on the basis of strategic fit and resource requirements. Elements of strategic fit include consistency with articulated mission and vision statements, reflection of desired culture, and ability to capitalize on core capabilities. Resource requirements refer to the demands placed on financial, human, information, capital, and partnership resources.

Solution 1: Maintain the Status Quo.

The first possible solution is for GU to continue its current HEI practices. There is no question that GU has been successful in its recruitment efforts as evidenced by its growth in international student enrollment. Attracting students has not been the problem. Continuing current practices thus aligns with existing capabilities, and the financial benefits of international student recruitment cannot be ignored. However, GU's annual report and internationalization plan both acknowledge a need for change (GU 2020a, 2021a), and therefore the status quo option appears to be inconsistent with the university's visions of itself and its internationalization. Restating vision statements may prompt individual reflection but is unlikely to create a significant impetus for behavioural change, let alone result in cross-institutional reform. The status quo does not evolve the organization to a more innovative adhocracy, nor does it serve to balance out the competing economic and academic values at the macro or institutional level.

There are also risks associated with the maintaining the status quo. As discussed, GU is having difficulties retaining its international students beyond two years resulting in under-enrollment in upper-level courses. This is particularly problematic as international students have priority registration and can fill lower-level courses. This not only reduces the pool of students moving onto upper-level courses, but can result in domestic students taking courses at other colleges and universities, lowering the per student revenue stream. As noted earlier, current recruitment practices targeting South Asian students have lowered on campus diversity (GU, 2020b), increasing recruitment risk and making GU a less desirable place for diverse intercultural experiences. This could have long-run negative consequences on both international and domestic student recruitment.

Maintaining the status quo does not create additional demands on capital or information resources. In terms of human resources, this option does not create additional personnel demands, however, it does not address the current lack of engagement among existing faculty and fails to provide the supports and training necessary to improve self-efficacy. GU would continue the use of paid recruiters and leverage its current partnerships as sources of student exchanges. Overall, while resource friendly, this option is inconsistent with GU's vision, sustains existing imbalances, perpetuates symbolic internationalization, and is subject to recruitment and enrollment risk.

Solution 2: Build a Global Brand

GU 's new vision for international education is to be both globally relevant and globally recognized (GU, 2020a). It has prioritized this strategy, stating that building a global brand is "one of the ten most prominent trends in international education" (GU, 2020a, p. 13). This strategy involves five initiatives: international research, international projects, international program partnerships, creating gap year programming and partnerships, and creating new international programs to enhance global brand recognition. Branding is consistent with the new vision for internationalization but it is not a strategy that directly links to the vision or mission of the university. An emphasis on research is incompatible with GU's provincial mandate as a teaching institution (*University Act*, 1966, s 47(1)). A branding strategy will shift the institution from an internal to an external focus; however, it moves the organization towards a market culture rather than an adhocracy.

Market cultures are centred on market share; effectiveness is achieved by aggressive competition and customer focus (Cameron & Quinn, 2011). Therefore, the branding strategy reinforces the marketization of education, entrenches the neoliberal agenda, and increases the imbalance between the competing values of economic and academic rationales in HEI. While a market culture has the advantage of directing efforts toward goal achievement, it can emphasize short-term results at the risk of long-term sustainability. Achievement not only relates to winning in the external environment; competition within the organization is intensified as subunits compete for resources. Universities are "not integrated entities…" but "collections of individuals who join to draw on the common resources and support services but otherwise want to be left alone" (Mintzberg, 1979, p. 372). Increasing internal competition will exacerbate existing problems of integration and coordination and reduce the likelihood of successful implementation of cross-institutional internationalization.

In market cultures, “failures are not easily translated into learning opportunities” and that there is a risk that “organizations become sweat shops” (DeGraff, n.d., p. 8), or, in the case of a university, a degree factory where the emphasis is quantitative (number of students, number of credentials, number of graduates, etc.) rather than on qualitative (learning outcomes, student experience, etc.) results. Marketization is counterproductive to GU’s stated desire for imagination and innovation. “Failure and invention are inseparable twins” (Bezos, 2016, p. 1). Innovation requires ideas; ideas require engagement, time and space. Market cultures are based on speed, short-term performance, and efficiency and are negatively correlated to job satisfaction (Lund, 2003). Lowering job satisfaction through a market culture would not only stifle creativity, but may “dampen professional conscientiousness” (Mintzberg, 1979, p. 378), which may impact service levels and student satisfaction. With student satisfaction ratings of the quality of instruction exceeding 95% in each of the last five years (GU, 2017; 2019a; 2020a), a market culture could threaten rather than harness one of GU’s core capabilities, its faculty, and puts institutional reputation at risk. All of these factors are likely to lower, rather than increase, faculty engagement.

In terms of resource requirements, building a global brand is considered an expensive option. From a financial perspective, its most expensive components are international projects and international research activities/partnerships. As a teaching university, GU does not have a history of research. Faculty members are instructors with remuneration based on the number of sections taught; there is no portion of a faculty member’s time for research. Implementing research projects will require hiring more faculty, either to exclusively engage in research, or to fill vacancies in the teaching sections created from workload reassignment to research. GU lacks both library resources and physical spaces appropriate for many types of research activities. Depending on the nature of research undertaken, the capital requirements required to upgrade library assets and campus infrastructure could be extensive. New labs, research supplies, and travel would all increase annual operating costs

The demand for information, partnership, and human resources would be high. Yu and Wu (2009) noted that market cultures demand a lot of information for efficient decision making. Robust information systems are needed for feeding the various metrics used in performance evaluation. As IT is an area of weakness (GU, 2020a), the required investment will be significant. While GU has existing international partners, these relationships are based on student exchanges and may be difficult to leverage for research activities. The demand on human resources would be high as building partnerships, projects, and research activities is time consuming, subject to multiple approvals, and typically uses senior personnel (GU, 2019d; Simon Fraser University, n.d). It is also questionable as to whether research is a good fit for existing faculty. Faculty members may have been drawn to GU because it is a teaching institution. Furthermore, many faculty members do not hold doctorate level degrees. A recent accreditation report noted that in the business department only 25% of faculty have doctorates (GU, 2021c). This will likely impede efforts to create international research partnerships.

The two programming initiatives, gap year programs and international programs, provide opportunities for GU to internationalize the curriculum. With its attractive geographic location and its tourism programs, GU is well positioned to develop a gap year program with global appeal. Although a revenue-driven, recruitment-based approach, this could diversify the student population and enhance multicultural learning. Developing new international programs is an important component of meaningful internationalization. However, given that GU has stated the priority is to create international programs “that enhance global brand recognition” (GU, 2020a], there is concern that economic rather than academic rationales will guide new program development.

Overall, an emphasis on branding, including research initiatives, is considered a poor strategic fit as it does not capitalize on GU’s core competencies, including its faculty. Subject area research also does not build internationalization capacity and thus fails to develop HEI self-efficacy. While it does align with published statements on university and internationalization visions, there is insufficient evidence to suggest these visions are supported throughout the university. Furthermore, as a teaching institution, its authority to undertake research is restricted by the University Act which states it may "so far as and to the extent that its resources from time-to-time permit, undertake and maintain applied research and scholarly activities" (*University Act*, 1966, s 47(1)) in support of its programs. Branding does not prioritize meaningful curriculum change nor does it focus on strategies to engage faculty members in research or in program development.

Solution 3: Adopt Childress' Five I's Model

While some studies have identified limited achievements in curriculum adaptation (Niehaus & Williams, 2016; Schuerholz-Lehr et al., 2007) and faculty engagement (Friesen, 2012), it is difficult to find examples of successful comprehensive faculty engagement in internationalization. For this reason, Childress' (2008) study stands out. This study examined internationalization at two American universities: Duke University (Duke) and the University of Richmond (Richmond). The two universities were able to strategically engage faculty in HEI through the integration of five components: intentionality, investments, institutional networks, infrastructure, and individual support. These factors were combined into a model: "The Five I's of Faculty Engagement in Internationalization" (Childress, 2008, p. 305).

Intentionality refers to the fact that internationalization requires purposeful planning that includes clear goals, resource allocations, initiatives, targets, deadlines, and strategies for faculty engagement articulated through an internationalization plan (Childress, 2008). The term 'investments' refers to the need to fund internationalization either through securing new sources of financing (grants, donations), or through internal reallocations. Institutional networks use internal and external channels to share resources and develop faculty internationalization skills central to bolstering self-efficacy. These channels include databases, portals, surveys, videoconferencing, and other e-communication tools. Infrastructure provides opportunities for faculty to develop internationalization skills and programs, both at home and abroad. This includes international teaching, research, and service assignments as well as domestic training and the creation of interdisciplinary centres to facilitate cross-institutional collaboration. The final factor is individual support and refers to the need to understand that goals will vary among departments and faculty members. Aligning internationalization with priorities and initiatives of the individual subject disciplines can increase engagement in institutional internationalization.

It is important to note that the American universities in Childress' (2008) study differ significantly from GU. Both Duke and Richmond are private, well-funded institutions with histories of participation in HEI dating back to the 1980s. At the time of the study, Childress noted that endowments at Duke and Richmond were $4.5 billion and $1.6 billion respectively. Both institutions reported high participation rates in study abroad programs: 50% for Duke and 70% for Richmond. At Duke, foreign students represented 6% of the undergraduate population and 22% of the graduate population, while at Richmond the percentages of foreign undergraduate and graduate students were 6% and 4% respectively. These statistics suggest that the historical focus of internationalization is on international experiences, not foreign student recruitment. Both universities were, and continue to be, competitive, attracting high performing students (GPAs over 3.7) and reporting low acceptance rates of approximately 8% for Duke (Duke, 2021) and 28% for Richmond (Richmond, 2021). By comparison, GU has endowments of approximately $10 million (GU, 2020a). GU has focused on recruiting with an international student population just over 40% (GU, 2020a). In 2019/20, less than 1% of domestic students participated in study abroad programs (GU, 2021d). GU's minimum required GPA is 2.0 and, between 2018 and 2019, more than 2,000 students declined offers of admission (GU, 2019b).

Solution 4: Adapt the Childress Five I's Model (Childress, 2008)

An adaptation of the "Five I's of Faculty Engagement in Internationalization" (Childress, 2008, p. 305) would allow GU to benefit from the strengths of the model while recognizing the different environmental factors and constraints that are relevant to GU. The adapted model substitutes international partnerships for institutional networks and institutional support for infrastructure. The revised model then includes *intentionality, investments, international partnerships, institutional support, and individual support*.

Intentionality in the adapted model still refers to purposeful internationalization based on shared goals and priorities. With the issue of the university's first internationalization plan, GU has taken a significant step with respect to intentionality. However, the plan reflects many elements of symbolic rather than transformative internationalization. With its emphasis on events, projects, awards, and ratings, the plan reflects an external orientation, a designed management style, a competitive positioning, and a business-led focus (GU, 2021a). It is not clear the extent to which the goals and priorities are shared among stakeholders. A lack of shared goals represents a significant barrier to faculty engagement in HEI (Calikoglu et al., 2020; Coryell et al., 2012; Patel et al., 2014; Taskoh, 2014; Turner & Robson, 2007). GU's plan calls for the establishment of a campus-wide IEC. It will be vital for this group to examine and challenge elements of the plan, solicit ideas and collaboration to either affirm or alter the plan, and to communicate extensively with stakeholders.

Investments refer to resources and it will be critical for GU to shift its focus from revenue generation to investment. This requires a sustainable funding model, one that recognizes GU's fiscal limitations. Studies have shown that even small investments in internationalization are effective (Childress, 2008; Friesen, 2012). Childress noted that Duke's funding was based on a differential investment plan whereby resources were allocated based on themes that support strategic priorities, rather than by departments. The funding is thus centralized and disbursed as supplemental funding to support priorities. Key to this approach is that while the funding is centralized and targeted to strategic priorities, the operationalization is decentralized and thus spread throughout the university. Initial funding will require leadership support for budgetary allocations. The sustainability of the funding could be addressed through investment of a percentage of international student fees.

International partnerships refer to agreements with foreign institutions. Partnering is a cost-effective way to provide international opportunities not just for students, but also for faculty. Similar to student exchanges, faculty exchanges can allow financial transactions to be executed in the home market minimizing administrative effort and eliminating foreign exchange risk. Faculty exchanges provide international experience which is a major stimulus to faculty engagement in HEI. International experiences both motivate and better prepare faculty members to internationalize their courses and classroom discussions (Calikoglu et al., 2020; Childress, 2008; Klyberg, 2012; Nyangau; 2018; Savishinsky, 2012). While cost-effective, arranging faculty exchanges can be problematic due to both institutional and personal factors. Foreign semesters often do not align with the domestic calendar and family commitments of faculty can deter participation. These factors can be somewhat mitigated by short-term exchanges rather than full semester exchanges. However, the potential disruptive impact on students must be carefully considered.

Institutional supports are necessary to support the goals and priorities of HEI and to remove barriers to faculty engagement. All organizations require rules and procedures to operate efficiently, predictably, and in compliance with laws and regulations. Administrative supports facilitate HEI in a number of ways, including assisting with visa requirements, travel restrictions or arrangements, providing partner institutions' contacts, etc. GU's IC is one support mechanism that already exists. While the Centre is student-focused, it liaises with partner institutions and assists faculty, for example, in setting up study abroad programs. Another key institutional support relates to information and communication infrastructure. Collecting and communicating information are important for goal clarification and alignment and for maintaining momentum for the change initiative (Hiatt, 2006). Access to internationalized instructional resources will be necessary to support faculty members in developing their knowledge, skills, and self-efficacy, and in adopting or adapting curricula.

Individual supports refer to strategies that link organizational goals to departmental and faculty agendas. As illustrated by the TRC model (Bandura, 1989), personal determinants impact learning and motivation. Faculty engagement in HEI is influenced not only by self-efficacy, but also by personal goals and values. Aligning goals and values at both the personal and departmental levels can build desire for change and improve motivation.

Childress' (2008) Five I's Model provides an excellent foundation, but it must be adapted to the scale, scope, and realities of a small, lower-tier Canadian university such as GU. Adapting the Five I's model represents the best strategic fit. It supports the vision of a globally engaged institution (GU, 2020b) and is a comprehensive approach that recognizes the importance of investing for the future. By focusing on engagement, it directly speaks to faculty and capitalizes on GU's core strength, its faculty. Relevant and meaningful HEI requires developing and integrating curricula across the institution (Garson, 2016; Heringer, 2020; Patel et al., 2014; Schuerholz-Lehr et al., 2007; Vavrus & Pekol, 2015). Faculty represent the academic voice, and thus offer the potential to balance economic and academic rationales in HEI. They design and deliver curricula and are integral to the approval process through their Senate representation (*University Act,* 1996, s 35(2)). Within the constraints of approved learning outcomes, and with the exception of some professionally transferable courses, faculty members also exercise control over academic materials and assessment. The adapted Five I's strategy speaks directly to faculty engagement, will increase external orientation, introduce flexibility in curriculum development and delivery, and move the culture towards the adhocracy quadrant. Refer to Table 2.

Table 2

Strategic Fit Matrix

Alternative*	Status Quo	Build a Global Brand	5 Is Model (Childress, 2008)	Adapted 5 Is Model
Consistent with GU vision	1	4	3	2
Consistent with GU mission	3	2	1	4
Consistent with GU HEI vision	1	4	2	3
Balance of competing values	1	2	3	4
Consistent with adhocracy culture	2	1	3	3
Consistent with core capabilities	3	1	2	4
Total	11	14	14	20

Note. This table presents the ranking of the three proposed alternatives for their fit to strategic objectives. *Alternatives are ranked using a 3-point scale where 1 represents the lowest strategic fit and 4 represents the highest strategic fit.

Perhaps surprisingly, the adapted Five I's strategy was the alternative with the lowest resource requirements (refer to Table 3). No additional capital resources are needed for equipment or physical space, although investment in library resources for curriculum adaptation will be required. Acquisition of new technologies is not mandated, although providing or developing platforms to link faculty to internationalization resources and opportunities is desirable. In terms of partnerships, GU can work with its existing partnerships for student exchanges and study abroad. As current partnerships are based on teaching and learning, it will be easier to leverage these relationships for instructional faculty engagement than it would be for research. The recommended differential investment strategy will require money. However, differential investments are effective and even "relatively small financial grants can yield significant benefits" (Childress, 2008, p. 328). With regard to human resources, engagement does place demands on faculty. However, full-time faculty members at GU are compensated for eight weeks of professional development (PD) time per year. The strategic use of PD time minimizes the human resources impact and the associated incremental costs.

Table 3

Resource Requirements Matrix

Alternative*	Status Quo	Build a Global Brand	5 Is Model (Childress, 2008)	Adapted 5 Is Model
Financial resources	2	3	4	1
Human resources	1	3	4	2
Information resources	1	3	4	2
Capital resources	1	3	4	1
Partnership resource	2	1	4	3
Total	7	13	20	9

Note. This table presents the ranking of the three proposed alternatives to their consumption of various resources. *Alternatives are ranked using a 3-point scale where 1 represents the lowest resource requirements and 3 represents the highest resource requirements.

The results of the analysis of the four options show that adapting the Childress Five I's model provides the best strategic fit for GU. In terms of resource requirements, the adapted model is only slightly more demanding than the status quo option. Considering both criteria of strategic fit and resource requirements, the adapted model is the recommended option.

Planning, Implementing, Monitoring, and Evaluating Change

With a selection of the preferred solution comes the need to properly plan the change, including implementation and communication strategies, as well as the need for ongoing performance management to determine progress towards objectives. The PDSA (Plan-Do-Study-Act) Cycle will be used in combination with a Balanced Scorecard (BSC) approach. PDSA Cycle is a process for continuous learning and improvement (Moen & Norman, 2009). The BSC (Kaplan & Norton, 1992) looks beyond traditional financial metrics to provide comprehensive performance management. These models are discussed further in Chapter 3.

Ethical and Social Justice Challenges

Current HEI practices have come under criticism for their recruitment focus (De Vita & Case, 2003; Karram, 2013; Patel et al., 2014; Taskoh, 2014; Viczko & Tascon, 2016) and their Western pedagogical biases (Anderson, 2015; de Wit, 2019; Garson, 2016; Stein, 2016; Vavrus

& Pekol, 2015). Universities have failed to develop internationalized curricula across their institutions (Coryell et al., 2012; Garson, 2016; Heringer, 2020; Leask et al., 2018; Turner & Robson, 2007) and thus fail to achieve internationalized education as defined by Knight (2003). GU does not currently have a statement of ethics, only codes of conduct that relate to contracts, student behaviour, and employee conflicts of interest. To guide the examination of ethical and social justice challenges in HEI, two primary sources will be referenced: the Canadian Bureau for International Education's (CBIE) Statement of Principles for Internationalization (2014) and Starratt's (1991) concept of multidimensional ethics.

Principles of Ethical Internationalization

The CBIE is a national voice for education internationalization representing over 150 members (CBIE, 2021), including GU. In 2014, the CBIE issued a statement of ethical principles related to internationalized education. The principles relate to the need for institutions engaged in internationalization to aspire to civic engagement, social justice, and social responsibility. The full statement is provided in Appendix C. Particularly relevant to the PoP are the following extracts:

- internationalization aims for the highest quality of learning experiences as a core element of education
- internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility
- internationalization should engage all members of the education community
- financial imperatives must not dictate the internationalization agenda

  (CBIE, 2014, p. 2)

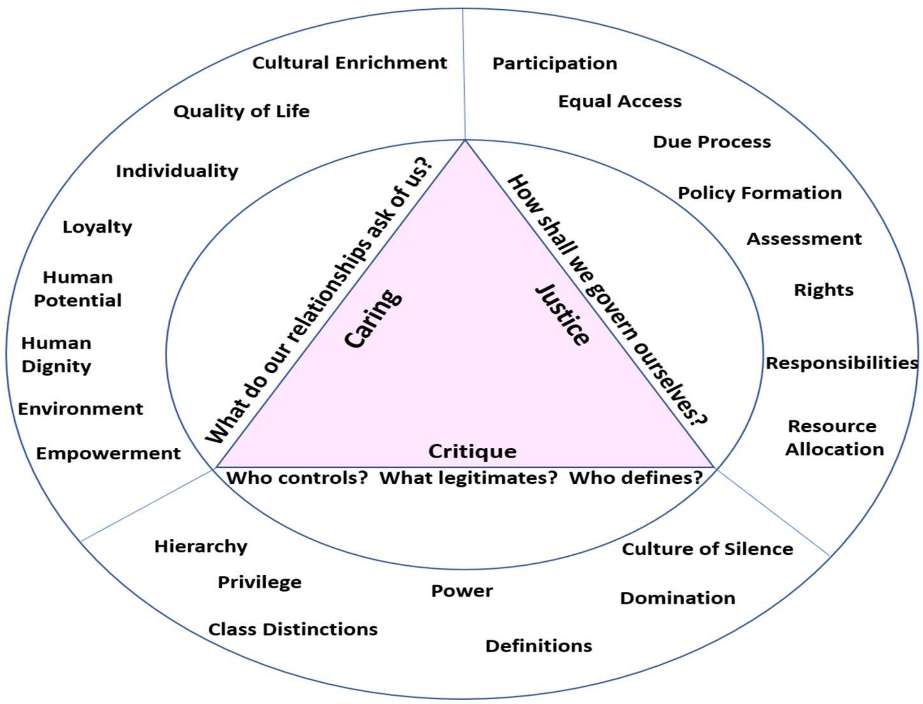
As a member organization of the CBIE, GU has a responsibility to incorporate and implement its principles and aspire to internationalized education that is socially just. Its challenge is to shift the balance from its current emphasis on financial/economic imperatives towards academic/sociocultural objectives and implement initiatives to promote inclusive, cross-institutional engagement for the development of internationalized curricula. GU also has a responsibility to its stakeholders to move from its symbolic position emphasizing international student recruitment towards more transformative internationalization and a focus on the quality of learning as the core element of its operations. Understanding ethical responsibilities and implications can facilitate the change process.

Multiple Dimensions of Ethics

Starratt (1991) argued that ethical considerations are multidimensional and he proposed three interdependent dimensions: the ethic of caring, the ethic of justice, and the ethic of critique. The ethic of caring "requires fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering them in their authentic individuality, a loyalty to the relationship" (Starratt, 1991, p. 195). The ethic of justice relates to governance and the need for institutions to be democratic and act for the social good. Finally, the ethic of critique stresses the need to question existing hegemonies to determine whose positions are privileged and how benefits accrue to those in power. These ethics are intertwined. Caring is informed by fairness and the ethic of justice as well as an understanding of power and domination. The ethic of justice requires the challenge of critique and insights into human potential, individuality and empowerment. The ethic of critique requires attention to human dignity and other elements of caring and it informs the ethic of justice. The concepts of Starratt's model are presented in Figure 9.

Figure 9

The Multidimensional Ethic in an Educational Environment



Note. This figure is adapted from "Building an ethical school: A theory for practice in educational leadership by R. Starratt, 1991. *Education Administration Quarterly, 27*(2), pp. 199-200.

The Ethic of Caring

An ethic of caring helps to navigate conflict and avoid minimalist solutions (the minimum conditions necessary for justice). Starratt (1991) defines the ethics of caring as "fidelity to persons, a willingness to acknowledge their right to be who they are, an openness to encountering them in their authentic individuality, a loyalty to the relationship" (p. 195). Honesty and mutual respect are key elements to build relationships based on caring. For GU, a challenge will be to cultivate the ground of mutual respect in an arena of competing values and where concerns over leadership have been raised (BC Stats, 2019).

The Ethic of Justice

According to Starratt (1991), the ethic of justice requires schools to both respect the rights of the individuals and to serve the common good. These two purposes of equity and utilitarianism are fundamentally at odds with the former emphasizing individual rights while the latter focuses on what is best for the majority, even if this comes at the expense of the individual (Eyal et al., 2011). In the context of multicultural education, Starratt noted

> Approaches to multicultural education should not only include the standard attempts to create better understanding of cultural differences, but also, and most important, discussions of historical and present social conditions that breed unjust relationships between people of different cultures and exploration of ways to alter those social conditions. (p. 194)

For GU's internationalization, this will mean a process that ensures, rather than simply invites, participation and debate, particularly around learning outcomes and curricular choice. It also requires resolving contradictions between equity and utilitarianism.

The Ethic of Critique

An ethic of critique requires investigation of power, privilege, and domination. Antonio Gramsci noted that power is ideology (Daldal, 2014) and hegemony results from the ability of the dominant social group to interpret power relations and use its leadership and superstructure to establish its ideology as the common understanding or "common sense" (Gramsci, 1999, p. 625). The State uses laws and enforcement to establish and maintain its ideology, while the institutions of civil society (such as churches, schools, family, and media), disseminate hegemonic power. Although hegemony is ethical-political, it is also economic as the State relies on its workers to advance the economic agenda (Gramsci, 1999). Through a top-down approach in HEI (Giroux, 2011; Taskoh, 2014), universities further the neoliberal hegemony of the State through an instrumentalism ideology (Stier, 2004) which seeks to facilitate labour mobility, drive economic growth, and increase Canada's competitiveness in the global market. The growth of managerialism in universities, the emphasis on competencies, and the conceptualization of students as consumers “all attest to the actuality of the current hegemonic function of the university” (Sotiris, 2014, p. 11).

Hegemony, from a Gramscian perspective, is not static, but an evolving dialectic (Ekers & Loftus, 2008) subject to struggle with tensions normally resolved through negotiation or acceptance (Carnoy, 2014). This ties into Freire’s (2005) concept of conscientização and Giroux’s (2013) notion of critical pedagogy. Conscientização, by definition, is the process of awakening to and challenging oppression and thus expressly critiques power and domination and invites those marginalized to express their voices. Critical pedagogy seeks to uncover and challenge “the ways in which knowledge, power, desire, and experience are produced under specific basic conditions of learning and illuminates the role that pedagogy plays as part of a struggle over assigned meanings, modes of expression, and directions of desire” (Giroux, 2013, p. 4). GU (2020d) has a stated commitment to decolonization; however, this is framed through an indigenization rather than an internationalization lens. While incorporating Indigenous perspectives into pedagogy is important, decolonization of education should be considered in its broader, global meaning to improve learning and understanding of all cultures.

Ethical Leadership

Leadership is inherently hierarchical and the underlying power structures cannot be ignored regardless of the leadership approach (Rhodes & Badham, 2018). The issue becomes how to best promote ethical leadership within the chosen styles, TL and DL. Leaders must recognize their “accountability and responsibility to others as they are dynamically co-constructed in context” (Liu, 2017, p. 354) and examine their own behaviours to assess whether they discourage engagement (Detert & Trevino, 2010). This requires conscious effort to challenge existing privilege and power and ensure all voices are heard.

To increase faculty engagement in HEI at GU it will be necessary for leaders to build knowledge, skills, and self-efficacy. As outlined earlier in this chapter, TL can clarify goals, increase cooperation, promote efficiency, and improve self-efficacy (Shields, 2010). With its emphasis on ends or outcomes rather than means, TL leadership is most associated with teleological ethics and the utilitarianism dimension of the ethic of justice (Changar & Atan, 2021; Groves & La Rocca, 2011; Kanungo, 2001). An ethic of utilitarianism can be mobilizing to promote collective change for the common good (Berkovich & Eyal, 2019).

While TL can be effectively used for task support, leaders must also build a moral relationship to allow authentic empowerment (Ciulla, 1998). Empowerment and trust are essential elements of DL (Brown et al., 2020; Smylie et al., 2007). DL is a vehicle for ethical leadership as it requires negotiations on meanings and balances competing priorities for HEI (Ehrich et al., 2015). Within its concertive structure, it will be important that membership in the IEC is diverse and representative to permit critique and incorporate principles of equity, inclusivity, and due process into policies. Conscious consideration of the multidimensional aspects of HEI ethics can nudge GU along the internationalization continuum (Table 1) toward transformative education that is democratic and socially just. Furthermore, DL facilitates modeling of ethical behaviour, consistent with the SCT approach, and positively influences self-efficacy (Bandura, 1986; De Hoogh & Den Hartog, 2008).

Chapter 2 Summary

Chapter 2 has outlined the planning and improvement aspects for an organizational improvement plan to increase faculty engagement at GU. A hybrid leadership approach encompassing both transactional and distributed leadership is recommended. Transactional leadership will build faculty skills and foster self-efficacy. Distributed leadership fits GU's current practice and focuses on the relationships necessary to an ethic of caring and sponsor change throughout the organization. The ADKAR (Hiatt, 2006) change management model is recommended as it reflects a bottom-up approach that recognizes individuals as agents, consistent with SCT. Four potential solutions were examined with the recommendation to adapt Childress' (2008) Five I's model to consider intentionality, investments, international partnerships, institutional supports, and individual supports as a five-pronged approach to increasing faculty engagement in HEI. In Chapter 3, the plan will be detailed with particular attention on the implementation, evaluation, and communication aspects of the change.

Chapter 3: Implementation, Evaluation, and Communication

In Chapter 2, a comprehensive approach for increasing faculty engagement was recommended. This approach is adapted from Childress' (2008) Five I's model and includes intentionality (purposeful commitment), investments (reliable, ongoing financial commitment), mutually beneficial international partnerships, institutional supports to streamline procedures and facilitate internationalization activities, and individual supports to link internationalization goals to departmental and individual priorities. In this chapter, the mechanics of implementing the change will be addressed. This includes goals for each stage, evaluation metrics, and recommended methods of communication.

Change Implementation Plan

The three-stage change implementation plan is based on the ADKAR model for change (Hiatt, 2006) and is presented in Figures D1 and D2 in Appendix D. This appendix summarizes the goals, leadership, mechanisms, stakeholders, resources, and challenges for each stage of the change. Key points for each phase (current, transition, and future) are discussed below along with key implications for leadership. The desired state of increased and meaningful faculty engagement in internationalization is likely to be achieved through a series of iterative incremental changes until such point in time where the improvements are established and become the new norm.

Stage 1: Current State—Preparing for Change

The purpose of stage 1 is to prepare GU for successful change. Stage 1 encompasses the awareness and desire dimensions of the ADKAR model (Hiatt, 2006), and will be the most challenging phase. Awareness establishes the need for the change while desire seeks to motivate individuals to support and participate in the change.

Goals

Key goals relating to awareness are to achieve consensus on what internationalization at GU should be and to establish HEI priorities. Studies have indicated that faculty do not support HEI because they are either unaware of what it means or there are inconsistencies between institutional rhetoric and actions (Criswell & Zhu, 2015; De Vita & Case, 2003; Friesen, 2012; Klyberg, 2012; Nyangau, 2018; Taskoh, 2014; Turner & Robson, 2007). The dominance of economic rationales for internationalization is also a source of friction (de Wit, 2019; Garson, 2016; Ilieva et al., 2014; Klyberg, 2012; Nyangau, 2018). During its strategic review in 2019, GU sought out consultation on internationalization. However, as discussed in Chapter 2, employee participation rates, especially among faculty, were low. Although problems with the current HEI practices are articulated in university documents, it would be amiss to assume that there is widespread awareness.

The desire element impels awareness into support and participation in the change (Hiatt, 2006). A key goal is to build cross-institutional momentum for faculty engagement in HEI. Identifying and recruiting faculty sponsors, obtaining financial resources and creating a communication platform are all important components.

Considerations and Actions

Achieving consensus on a path forward will require additional consultation, led by the IC. The IC has already been given the responsibility to create the IEC and will solicit sponsors from across the university. Consultation will take place through forums, surveys, and meetings. Beyond building awareness, developing consensus, and aligning goals, this process will serve to garner support across the institution. The identification of key faculty sponsors is an essential outcome as the sponsors will lead stage 2 and build support coalitions. The ADKAR model stresses the importance of sponsorship at both the executive and peer levels, noting that in 11 out of 11 studies, sponsorship has been identified as the greatest contributor to change management success (Prosci, 2020). Collegial support has been found to improve faculty self-efficacy (Ismayilova & Klassen, 2019). Furthermore, sponsorship is consistent with DL and with Bandura’s (1982,1999) social learning and its emphasis on verbal persuasion and modelling.

Mobilizing change requires more than the understanding of the change and its rationale and scope; there must be willingness at the individual level to support and participate in the change. Hiatt (2006) notes that desire is impacted by the nature of the change, organizational context, and personal determinants such as individual circumstances (family, education, financial security, etc.) and values. A key question to address in the nature of the change is "What's in it for me (WIIFM)?" (Hiatt, 2006, p. 19). This question is highly relevant to faculty engagement in HEI considering that a major barrier to faculty engagement is the increased workload (Bedenlier & Zawacki-Richter, 2015; Klyberg, 2012; Savishinsky, 2012). Maslach et al., 2001) noted that workload is a significant contributor to burnout which erodes employee engagement. Faculty members must understand how engagement in HEI can improve teaching and learning and enhance their individual classroom experiences. It will also be essential to conduct HEI engagement activities in existing PD time and within existing in-term meeting blocks (three hours per week) to alleviate workload stress. Release time should be considered for the IEC members and possibly other faculty sponsors.

Desire to change is influenced not only by the nature of the change process and its demands, but also the organizational context. Hiatt (2006) notes that an organization's track record with change is relevant. If previous change initiatives were unsuccessful, abandoned, or inconsistent throughout the organization, employees may be reluctant to engage. Also, if the organization has undergone many changes, there may be a level of change saturation that negatively impacts engagement. Over the past 15 years, GU has experienced a number of significant changes arising from its revised mandate from the provincial government and its accreditation initiatives. These changes have increased administrative workload for faculty members related to new reporting requirements. In the past two years, the COVID pandemic necessitated a rapid shift to online learning, creating substantial workload to transition materials and adapt delivery. A survey of Canadian academics revealed high levels of exhaustion resulting from "juggling kind of with a blindfold on" (VanLeeuwen et al, 2021, p. 1314). Faculty also noted repetitiveness akin to “Groundhog Day” experiences (Albert & Ramis, 1993) that increased burnout. Maslach et al. (2001) noted that inefficacy is related to burnout and effects may be both psychological and physical. Demanding workloads may contribute to exhaustion which erodes an individual’s sense of self-efficacy, and, consequently, actual performance.

Personal determinants such as an individual’s circumstances and values are difficult for organizations to assess and influence. However, understanding these aspects can be helpful in reducing resistance to change by providing insights on how and what to communicate as well as identifying potential motivators/rewards. Due to GU’s mandate as a teaching-focused university and its emphasis on teaching skills in recruiting faculty, it is reasonable to suggest that most faculty members prioritize teaching and strive to be excellent educators. Hiatt (2006) posits that engagement is facilitated when the desired future state is in alignment with personal motivators. Holbeche and Springett (2003) found that employees are more engaged when they believe the work is meaningful and share values that underpin the initiative. Engaging in HEI is meaningful work that can improve educational outcomes and should align with the majority of faculty members’ personal values. The importance of developing consensus on HEI priorities, aligning values, and communicating goals and achievements throughout this stage is underscored. While communication will take a variety of formats, a web portal dedicated to the change initiative should be created as a central resource. Communication plans are outlined later in this chapter.

Challenges

GU will face a number of key challenges in this phase. As discussed earlier in this section, competing values in HEI will impede consensus efforts and faculty may be experiencing burnout from the variety of recent changes. Recent surveys in Australia and the United Kingdom have shown that the pandemic has weakened trust in university leadership (McGaughey et al., 2021; Watermeyer et al., 2021). Pre-existing apprehensions over GU’s senior leadership, discussed in Chapter 2, were likely exacerbated by the pandemic, especially due to the fact that decisions related to COVID 19 typically lagged other institutions by days, if not weeks, exacerbating stress and uncertainty. Executive sponsors will be challenged to build trust and credibility. The existence of disciplinary silos and the emphasis on faculty autonomy are barriers to consensus building and cross-institutional change. Finally, self-efficacy beliefs represent a significant hurdle to individual engagement. This is addressed primarily through stage 2 of the change and the knowledge and ability steps of the ADKAR model (Hiatt, 2016).

Leadership

Given current levels of stress, burnout, and job dissatisfaction aggravated both by the pandemic and institutional responses to it (Watermeyer et al., 2021), a top-down approach is likely to be met with considerable resistance. As previously discussed, the current state (awareness and desire) will primarily use DL practices. Through the IEC and sponsor coalitions, the practice of collaborative distribution will achieve broad representation and open communication which will maintain a holistic focus on the goals of HEI engagement as well as provide a project management mechanism to coordinate activities and maintain forward progress (Latta, 2019). Specifically, the IEC will need to secure funding through resource reallocations and establish a timeline for consultation. It will solicit ideas through brainstorming and encourage analysis through identifying the merits and drawbacks of those ideas.

In stage 1, there will be multiple and competing goals and priorities. Criteria can be set and alternatives weighed against those criteria. Where appropriate, options can be merged. At this phase it will be important to foster discussion while respecting timelines. The recommended performance metrics (discussed later in this chapter) will assist keeping conversations and initiatives on track.

Stage 2: Transition State—Enacting the Change

The transition stage of the ADKAR model (Hiatt, 2016) is where individuals acquire the necessary skills, behaviours, and processes (knowledge), as well as experience in successfully implementing these new assets (ability). Hiatt notes that key success factors for the knowledge element are individuals' current level of knowledge, their capacity to learn, and the resources that are available for training and education. Resources are also important in the ability element. This includes not only financial and tangible resources, but also the provision of adequate time for the new skills and behaviours to be developed.

Goals

The primary goal of this stage is to develop the internationalization capabilities of faculty. In the knowledge element faculty will be trained on new skills and/or behaviours relevant to HEI, new processes and tools may be shared, and impacts on roles and responsibilities will be explained (Hiatt, 2006). Ability transforms the knowledge into action through opportunities to demonstrate the new skills. Additional goals of this state are to create a sustainable, differential investment model; establish new international partnerships; and create and/or adapt curriculum and credentials to reflect relevant HEI learning outcomes.

Considerations and Actions

A lack of knowledge thwarts successful change and studies have shown that faculty may resist engagement in internationalization due to low self-efficacy (Al-Alawi et al., 2019; Klyberg, 2012; Niehaus & Williams, 2016; Savishinsky, 2012). Thus, this transition state is critical. While individual faculty members' current level of knowledge of HEI may be low, all faculty members are highly educated and have, through their previous education, demonstrated the capacity to learn. The emphasis then must be on effectively developing resources and opportunities for learning and engagement that do not place onerous demands on faculty workload. Since GU has limited resources, using in-house expertise and existing structures, such as PD and weekly meeting time, will lower the costs and burden of training. With my international experience, I can lead the sponsor coalitions and act as a mentor and coach for HEI engagement. I can also work with others to develop workshops, seminars, and/or conferences to share best practices and provide training. Teaching faculty at GU annually receive one week of paid PD per section taught; this amounts to eight weeks of PD for a full-time faculty member which can be used by both sponsors/training developers and participating faculty. Intercultural and international experiences are important (Alkarzon, 2016; Friesen, 2012) not only to develop knowledge and ability, but also to spark engagement in colleagues (Savishinsky, 2012). These represent more costly options and the number of opportunities may be limited. However, GU can leverage its relationships with its international partners to lower costs of training and international experiences through short-term faculty exchanges. GU will have to remove administrative barriers to engagement by promoting intra-institutional collaboration (Coryell et al., 2012; Savishinsky, 2012) and introducing flexibility to work and class schedules to facilitate international experiences (Criswell & Zhu, 2015; Klyberg, 2012).

Pilot projects have been found to be effective at building support and knowledge for the internationalization of curriculum as well as offering opportunities to turn the knowledge into action, i.e., develop ability (Hiatt, 2016; Niehaus & Williams, 2016; Schuerholz-Lehr, 2007). In their study, Niehaus and Williams reviewed a global faculty development program, based on a sponsorship model that was designed to internationalize existing courses. Participants reported professional benefits including improved pedagogical practice and content. Personal benefits included greater understanding of culture, difference, and internationalization, expanded professional networks, and enhanced reputation. This pilot project effectively addressed the WIIFM question. Hiatt (2016) notes hands-on exercises are important to develop abilities and employees develop confidence from implementing changes first in a controlled environment. Administratively, GU will need to respect and reward flexibility and academic freedom in program curricula to allow space for internationalized content while meeting the demands of the disciplines (Dewey & Duff, 2009). At the credential level, GU can facilitate internationalized curricula by streamlining approval processes to encourage and accelerate changes.

Challenges

A key challenge for stage 2 is resource availability. Transition requires financial resources to develop and deliver training and compensate for faculty time. Fortunately, GU can leverage the existing PD benefit. However, acquiring internationalization resources and possibly outside expertise can be costly. Release time for sponsors and pilot programs result in additional costs for faculty to cover those released teaching sections. Limited financial resources will restrict the number of available opportunities for faculty and will slow the pace of cross-institutional engagement.

Overcoming existing pedagogical practices will be difficult, but SCT illuminates the process. In the iterative process of TRC, individuals, as agentic actors, engage in self-reflection, identifying habits and faulty beliefs, alter their practice, gauge the environmental responses, and then change their behaviour (Bandura, 1986, 1999, 2001; Pajares, 2002). Environmental factors play a critical role in building or eroding self-efficacy. Efforts that are met with organizational unresponsiveness can lead to resentment if self-efficacy is high and apathy if self-efficacy is low (Bandura, 1982). GU, through the IEC and the use of TL, must establish incentives and rewards for engagement. Specific initiatives along with recommended performance metrics are discussed later in this chapter.

Leadership

While DL will continue in stage 2 through the sponsor coalitions, TL, through contingent rewards, will be used to direct and reinforce the development of knowledge and ability. In their study of academics, Zineldin and Hytter (2012) found that a combination of leadership styles was effective, and that the use of TL, specifically contingent rewards, lowered negative emotions while Bateh and Heyliger (2014) observed that TL contributed to job satisfaction. Niehaus and Williams (2016) determined that a modest stipend was a key motivation for participating in HEI curriculum reform. Other studies have either cited rewards and recognition as important factors to encourage faculty engagement in HEI or the lack thereof as a barrier to participation (Bedenlier & Zawacki-Richter, 2015; Calikoglu et al., 2020; Criswell & Zhu, 2015; Nyangau, 2018; Savishinsky, 2012).

Contingent rewards strengthen self-efficacy (Jacobsen & Andersen, 2017) and effective reward systems encourage goal attainment, identified as one of the three most important components of social cognitive theory (SCT) along with mastery modelling and the development of self-efficacy (Wood & Bandura, 1989). PD is an effective mechanism to improve teachers' self-efficacy (Karimi, 2011; Rowbotham, 2015; Zonoubi et al., 2017). In designing PD, it will be important to respect individual learning needs. For example, experienced faculty members may need more basic direction on instructional technologies but require more nuanced and sophisticated discussions on teaching (Huston & Weaver, 2007). In their review of evidence-based studies of PD for teachers, Walter and Briggs (2012) identified influential factors for successful PD. These included the involvement of teachers in PD design, collaborative learning, and opportunities for mentoring and coaching. In their study, Murphy et al. (2020) found that a well-designed PD program was successful in introducing sustainability into the curriculum. This collaborative PD employed modelling throughout the program. Although this study was located in the primary school system, it is considered relevant as the task of engagement in new curriculum (sustainability) parallels the current PoP—engagement in new curriculum (internationalization).

Stage 2 will be led by the IEC and enacted through faculty sponsors and sponsor coalitions. Additional leadership will be provided by GU's Teaching & Learning Centre and PD Committee to co-develop, schedule, and deliver training. The CFO and Budget Committee will provide expertise to create the differential investment model.

Stage 3: Future State—Maintaining the Change

The final stage, reinforcement, is necessary to sustain the change, link reward to accomplishment, build momentum, and create a history of successful change (Hiatt, 2006). As it is a natural tendency for individuals to revert to previous behaviours, reinforcement is necessary to maintain the new state. As shown in figures D1 and D2 in Appendix D, although reinforcement is recognized as the final stage in the ADKAR model, reinforcement must occur throughout the change process to build and sustain momentum (Hiatt, 2016).

Goals

In stage 3, the goals are to ensure that the change initiative is adopted and that the changes are sustained (Hiatt, 2006). For this change initiative, key goals are to maintain faculty engagement in HEI, recognize and reward successes, and to continue to encourage innovation and continuous improvement. An additional component is to ensure that institutional supports are maintained to support engagement.

Considerations and Actions

Hiatt (2006) notes, consistent with other literature, effective reinforcement needs to be meaningful and be contingent, i.e., linked to demonstrated achievements (Criswell & Zhu, 2015; Nyangau, 2018; Savishinsky, 2012; Stohl, 2007). Recognition should be given by someone respected by the individual, and if possible, customized. Moreover, it is important to build in accountability mechanisms such as performance scorecards and to eliminate or minimize bias and negative peer or group pressures.

Financial rewards may include grants, paid PD, and faculty release time. While GU has limited resources, modest investment can yield tangible benefits as long as the support is reliable (Childress, 2008; Niehaus & Williams, 2016). Non-financial rewards such as recognition and celebrations are economical and effective (Klyberg, 2012; Savishinsky, 2012) and can strengthen organizational culture as they “socialize, stabilize, reassure, and convey messages to external constituents” (Bolman & Deal, 2017, p. 255).

In addition to rewards, training must be ongoing. This can be achieved internally through workshops held in PD time and periodically throughout the year. Guest speakers may be brought to campus. Externally, faculty may attend conferences, participate in exchanges, and use professional networks.

Challenges

The key challenge for stage 3 is maintaining the engagement. Beyond rewards and recognition, GU must continue to build resources for HEI engagement, reduce administrative barriers, and provide opportunities for traditional and experiential learning. Stakeholder communication must be ongoing to share information and achievements and sustain interest and participation. Nourishing a culture of innovation will also be challenging.

Leadership

As noted in Chapter 2, TL is often considered to be most effective when part of an integrated model of leadership. TL, specifically through contingent rewards, is concomitant with reinforcement and will continue to be relevant in stage 3. However, as faculty begin to regularly engage in HEI as part of their practice, DL will again become the principal approach to foster continuous improvement and innovation in HEI. DL, with its focus on collaboration in goal setting and learning, has proven effective in improving instruction and curriculum development (Davison et al., 2014; O'Shea, 2021; Zuckerman et al., 2018). Brown et al. (2020) found that DL can be effective in mobilizing innovation.

Stakeholder Engagement

Appendix D identifies key stakeholders for each stage. As this OIP is centred on faculty engagement, faculty members are the primary stakeholders throughout the change initiative. In stage 1, the IC and executive sponsors are leaders and key stakeholders. Students, both domestic and international, will provide important input on educational experiences. Students are in a unique position to inform HEI practices surrounding equity, diversity, and inclusion. Tamtik and Guenter (2019) state that "it is evident that policy decisions are still largely made by the university leadership, consisting of a privileged racial group" (p. 47) and more voices, including international students, need to be heard. This will be achieved through consultations and surveys. In stage 2, the focus shifts to those stakeholders who will be actively engaged in knowledge and ability acquisition. Key initiatives include guest speakers, collaborative workshops, and experiential learning opportunities such as exchanges and field schools. During the reinforcement phase, the focus shifts to operational stakeholders for feedback and input into continuous improvement in HEI design and delivery. While training, including experiential learning, remains important, the emphasis is on recognition through awards, rewards, and publications of achievements to both internal and external audiences. To be effective and meaningful, rewards must be associated with accomplishment (Hiatt, 2006). Therefore, it is important to have a framework to monitor and assess progress.

Change Process Monitoring and Evaluation

The recommended change for GU is an adapted Five I's model (Childress, 2008) to increase faculty engagement in HEI through intentionality, investment, international partners, institutional supports, and individual supports. All change initiatives are themselves subject to change. As information is gathered and events unfold, invariably new challenges and opportunities emerge. An effective change monitoring and evaluation system should provide a feedback loop, enhancing communication and informing adaptation, as well as a formal structure that serves to gather the information necessary to gauge progress towards goals and reward performance. To this end, the Plan-Do-Study-Act Cycle (PDSA) (Moen & Norman, 2009) will be used in combination with a Balanced Scorecard approach (Kaplan & Norton, 1992).

Plan-Do-Study-Act

The PDSA model is a structured framework used for organizational change. It was founded in scientific methodology and designed experiments and has been adapted over time for organizational change (Moen & Norman, 2009). The model comprises four iterative stages that address the nature, purpose, and mechanics of the change (plan), the implementation of the change on a small scale and the documentation of observations (do), the analysis of the effects of the implementation (study), and finally the adoption, adaptation, or abandonment of the approach (act) as appropriate (see Figure 10). While the PDSA model provides a framework, it does not outline specific guidelines for performance measurement. Accordingly, PDSA will be accompanied by a balanced scorecard (BSC) approach to performance management.

Figure 10

The Plan-Do-Study-Act Cycle

Note. This figure is adapted from “Evolution of the PDCA Cycle by R. Moen & C. Norman, 2009 [Paper presentation].

The Balanced Scorecard

First introduced by Kaplan and Norton in 1992, the BSC was designed to incorporate multidimensional measures to assess performance, avoid suboptimization, and integrate disparate aspects of organizational operations. Traditional performance management, fixated on financial metrics, had led to bias in intertemporal decision-making. Both at the individual and organizational levels, when faced with trade-offs between short-term and long-term economic performance, current achievements take precedence (Laverty, 1996). By viewing performance through multiple lenses, the BSC seeks not only to balance short-term and long-term goals, but also competing goals, such as economic vs. environmental performance. In its original form, the BSC was comprised of four perspectives: financial, customer, internal business, and learning and innovation (L & I). However, it has since been recognized that the original model “is a template, not a straight jacket" (Mackay, 2005, p. 13) and that adaptation of the model and its perspectives is appropriate, particularly in non-profit and public sector organizations (Chalmeta & Palmero, 2011; Chang, 2007; Hansen et al., 2010; Kaplan, 2010; Kaplan & Norton, 2001; Tsai et al., 2009). The BSC is designed to fundamentally shift performance measurement from its traditional focus on control to one based on vision and strategy. The visual representation of BSCs makes them easy to understand and the model is well known and accepted (Bernard, 1999; Brignall, 2002; Figge et al., 2002; Hickman, 2012).

BSCs are used in conjunction with strategy maps (Kaplan & Norton, 2001). A strategy map outlines the vision and value proposition and then identifies critical strategic elements and their linkages. Strategy maps and BSCs identify cause-and-effect relationships, inform the selection of performance metrics, and effectively communicate organizational strategy. Strategic objectives and their linkages are intentionally highly-aggregated for ease of use (Kaplan, 2010).

One of the main challenges with adopting a BSC is the fact that each one must be unique, thus time consuming, and the cost-benefit of adopting the BSC can be difficult to assess (Mooraj et al., 1999). Furthermore, many non-financial measures may be difficult to measure, aggregate, compare, and evaluate (Bernard, 1999). Despite these drawbacks, the BSC remains popular, improves understanding of strategic planning (de Oliveira et al., 2020), and contributes to enhanced performance through the identification of relevant performance indicators (Camilleri, 2021). BSCs foster integration of strategies, goals, and performance management, enhance communication and interrogation, provide a mechanism for innovation by prompting consideration of new paths, and, as their use is recursively practiced, BSCs act as a "motivating ritual" (Busco & Quattrone, 2015, p. 1258). As an accepted method of performance management, the BSC meets GU's needs for accountability reporting to governments and accreditation bodies.

A PDSA approach is inherent in the BSC. Melese et al. (2004) explained the integration of the two. The BSC requires that specific goals, performance metrics, and targets are established (plan). This would be included as part of the budgeting process. The operational dimension of the BSC becomes paramount in the “do” phase of the PDSA. BSC targets guide the implementation. Comparison of actual performance to the targets is the fundamental activity of the “check” phase and the emphasis is on the stakeholder and financial performance. Finally, the learning and growth perspective is dominant in the “act” phase as performance is analyzed and adjustments and/or improvements are made.

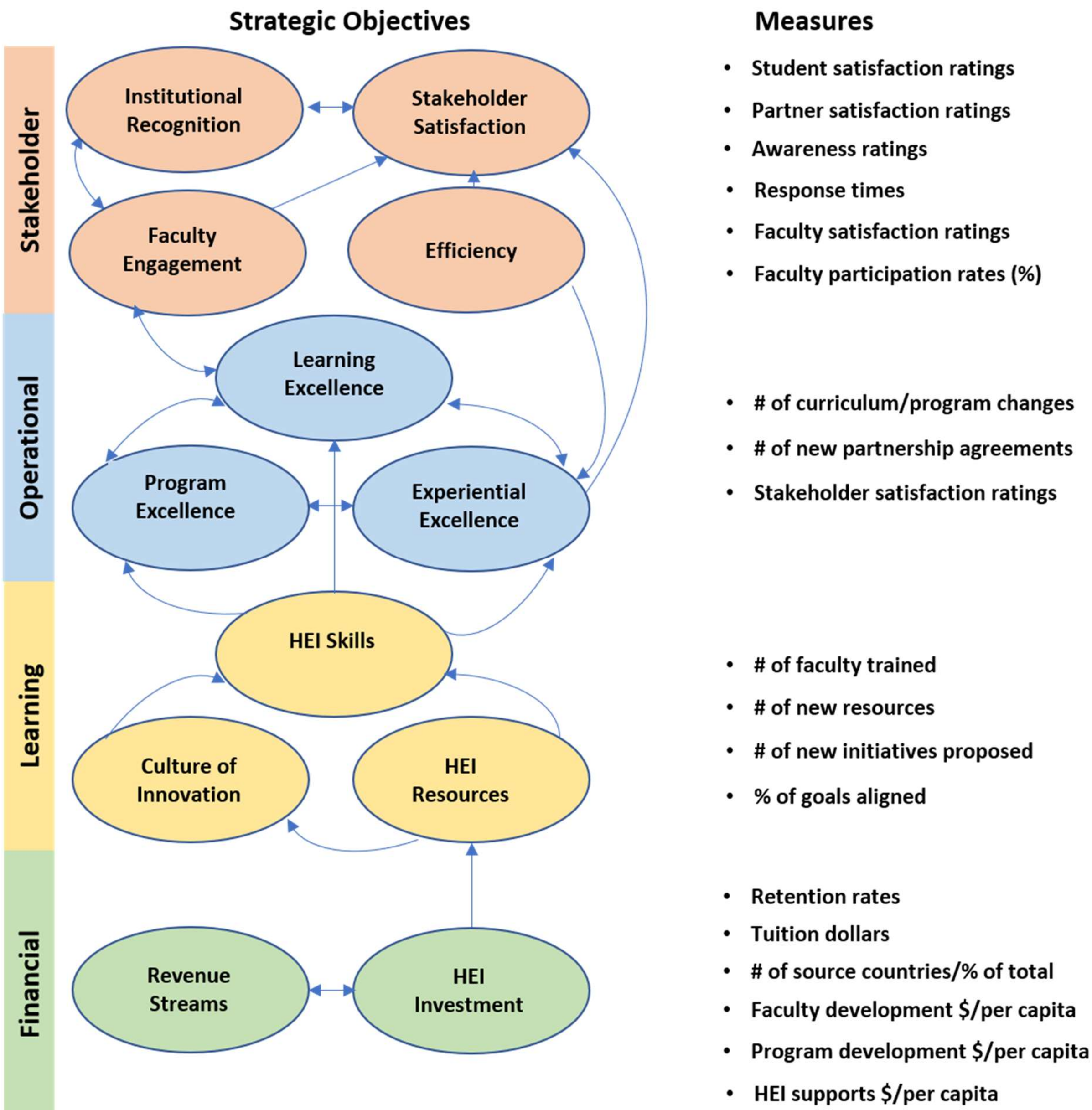
Organization Strategy for HEI

A detailed strategy map for internationalization at GU is presented in Appendix E and serves as a foundation upon which to develop performance metrics for both the organization and the change initiative to increase faculty engagement. As a lower tier university with limited sources of financing, stabilizing the internationalization revenue streams will be important to fund the differential investment required to support GU’s vision of global relevance. Investment will fund the development of human, information, and organizational capital necessary for excellence in teaching and learning, innovative programming, and developing infrastructure to enhance the education experience. Infrastructure supports will increase efficiency and improve partner and student satisfaction. Improved pedagogy reinforces faculty engagement and promotes stakeholder satisfaction. Finally, program excellence will improve GU’s recognition/reputation, encourage engagement, and increase stakeholder satisfaction.

GU’s vision of global relevance and recognition is at the core of the internationalization BSC presented in Appendix F. The goals and measures are provided for the four perspectives outlined in the strategy map: financial, operational, learning and innovation, and stakeholder. This BSC represents the recommended performance metrics once the desired changes are implemented and will also serve to guide the evaluation in each stage of the change initiative. In Figure 11, the strategy map is integrated with recommended performance metrics.

Figure 11

Integrated Internationalization Strategy Map with Performance Metrics



Measuring and Managing Change at Greenvale

While BSCs are typically used to manage change at the strategic level, BSCs may be cascaded down through the organization to individual departments and then again down to specific projects or initiatives (Balanced Scorecard Institute, n.d.). This ensures that performance measurements at all levels of the organization support the overall vision and reflect a long-term perspective on results. Improving internationalization at GU is considered a long-term initiative, accomplished through a series of iterations. While it will be important to set short-term targets to build momentum, maintaining focus on the long-term objectives will be important to guard against the organization reverting to past practices. Performance measurement and management for the change will differ by stage and, by necessity, be short-term in nature. To keep focus on the strategic goals, each change metric is linked to the summary BSC. The following discussion presents a set of potential performance measures that will be adopted or adapted and prioritized to align with goals identified from the consensus exercise in stage 1. This may result in the selection of a more limited number of metrics.

Stage 1: Preparing for Change—Awareness and Desire.

Because GU has recently undergone a strategic review and articulated a new vision for the organization and for internationalization, it is unlikely these will be open to further discussion. The issue will be on translating the vision of global relevance into actionable goals, achieving consensus on internationalization priorities, and promoting sustainable engagement in HEI. This requires a consultative process using forums, meetings, and surveys to build awareness and lower resistance (Hiatt, 2006). With many competing values and commitments among employees, it is important that leadership in this stage is inclusive and actively solicits and shares ideas. Canterino et al. (2020) noted that DL is fundamental to building shared vision for change.

Once consensus is achieved, there is still the need to transform that awareness into a desire for change. Here efforts are centred on changing attitudes and behaviour towards greater engagement in HEI. The consultative nature of this phase impacts all three elements of TRC. Each participant brings unique knowledge, skills, and beliefs (personal determinants), which can act to limit their selected environments and, in turn, influence their attitudes and behaviours. Organizations, intentionally or not, impose an environment by either facilitating or restricting interactions. Creating avenues for consultation (forums, surveys, etc.) expands environmental factors by introducing new perspectives, generating different responses, cultivating self-reflection, and changing knowledge and beliefs.

Leadership. To demonstrate organizational support, executive sponsors will be part of the leadership team; this will include senior staff from the IC. While executive sponsors will add weight to the importance of the change initiative, they also present challenges. GU has had a checkered history with change and the relationship between faculty and administration has been problematic. A lack of credibility or trust poses a key risk as it could jeopardize the timeline or even derail the initiative. It will be necessary for the executive sponsors to back the change with financial resources to demonstrate commitment to the process. The identification of faculty sponsors from each of GU's Faculties and the transfer of leadership responsibilities to the IEC and its coalitions will be essential to build cross-institutional support. Sponsors can act as a bridge between faculty and administration, developing and/or strengthening trust. Faculty sponsors should include those with HEI experiences. Studies have determined that faculty members who have participated in internationalization activities act as catalysts for other faculty (Nyangau, 2018; Savishinsky, 2012) and have relevant experiences to model.

Performance Management. The detailed performance management plan for this stage is presented in Table 4. The metrics provide the information to 'study' and the responses represent the 'act' dimension of the PDSA cycle. Suggested targets (subject to negotiation) are presented for each goal with the exception of the financial commitment which is to be negotiated (TBN). The timeline for the change also cannot yet be precisely determined, however, this phase is expected to take approximately six months. Metrics are focused on the individual support and intentionality dimensions of the Five I's model. Alignment of departmental goals to the internationalization vision is necessary to build individual support and cross-institutional buy-in. Failure to achieve alignment will require investigation to determine the cause. Are there administrative barriers that can be lowered or removed? Can goals be more inclusive of departmental priorities?

Table 4

Performance Management for Stage 1: Awareness/Desire

Goals	Metrics	Target	Primary Link to BSC	Initiatives/ Mechanisms
Align departmental goals to vision of global relevance	% of goals aligned	100%	L & I: develop organizational capital in support of value proposition and vision	Forums, Surveys, Meetings, Town Halls
Develop HEI consensus	% of approved goals	100%	L & I: develop organizational capital in support of value proposition and vision	Forums, Surveys, Meetings, Town Halls
	% participation rate among faculty	65%	Stakeholder: improve faculty engagement	
Develop cross-institutional support	% of Faculties (Schools) consulted	100%	L & I: develop organizational capital in support of value proposition and vision	Forums, Surveys, Meetings, Town Halls
	% of Faculties represented by sponsors	100%	L & I: develop organizational capital in support of value proposition and vision	Sponsor recruitment
	% of Faculty operational plans that incorporate HEI plans	100%	L & I: develop organizational capital in support of value proposition and vision	Operational plans review
Identify faculty sponsors	# of faculty sponsors	10	L & I: develop organizational capital in support of value proposition and vision	Forums, Surveys, Meetings, Town Halls, Sponsor recruitment
Obtain financial commitment	$ committed for internationalization	TBN	Financial: stability of investment	Meetings, Budget cycle
Create communication hub website	% completion of website	100%	L & I: develop information capital	Meetings, IT project
			Operational: improve experience excellence	

Faculty participation rates are also important. Low participation or representation rates will suggest the consultative process has not been effective and that alternative vehicles may have to be considered, for example, online surveys or use of existing Faculty or departmental meetings. In establishing the target of 65%, consideration was given to research on current employee engagement rates (Harter, 2022) and recommended survey response rates (Fincham, 2008; Morton et al., 2012). The investment dimension also needs to be addressed early and is linked to intentionality. A lack of financial commitment to develop HEI at GU will signal an absence of intentionality to transform HEI and mire GU in symbolic internationalization. However, the investment plan will be developed further in stage 2.

Stage 2: Enacting the Change—Knowledge and Ability

The transition phase is centred on providing the requisite training and development to enable the change implementation (Hiatt, 2006). Al-Alawi et al. (2019) determined that knowledge is the key predictor of change management success. Effective techniques during this stage include coaching, workshops, job aids, and resources to build knowledge, and pilot programs and internationalization experiences to foster ability. Learning and SCT form the nucleus of stage 2. Bandura's (1999) model of observational learning identified four component processes essential to learning: attentional, retention, behavioural production, and motivational. Attentional processes refer to the interest and attentiveness of participants. For effective modelling, it will be important that trainers are experienced and regarded educators and sessions are interactive and experiential. This is an area where I hope to share my expertise. Experiential learning aids in retention (Burch et al., 2019; Chow et al., 2011). The recommended dedicated web portal can also provide immediate access to instructional resources. Experiential learning provides opportunities for behavioural production, or reproduction, of the modelled activity. Motivational processes refer to the evaluation reactions of both the individual (was the behaviour self-satisfying?) and the environment (was there a positive response?).

Leadership. Leadership at this phase will need to be wide-ranging, with faculty sponsors and interdisciplinary coalitions playing pivotal roles (Childress, 2008; Coryell et al., 2012; Savishinsky, 2012). Coalitions will facilitate linking institutional, departmental, and individual goals, consistent with the individual support dimension of the engagement strategy. The Teaching & Learning Centre along with the PD Committee will lead the development and scheduling of internal workshops or external training sessions. The CFO and Budget Committee will lead the establishment of a sustainable differential investment plan which should include funding for international experiences. Studies have shown that international experiences are effective at increasing faculty engagement in internationalization (Alkarzon, 2016; Friesen, 2012; Klyberg, 2012; Nyangau, 2018; Savishinsky, 2012). To reduce costs, GU can leverage existing international partnerships for faculty exchange opportunities. The goal of this stage is to provide opportunities for individuals to acquire internationalization expertise and experience to increase self-efficacy, improving commitment, motivation, and engagement (Al-Alawi et al., 2019; Bandura, 1994; Klyberg, 2012; Niehaus & Williams, 2016; Savishinsky, 2012; Skaalvik & Skaalvik, 2014). Self-efficacy is a critical component of SCT. However, as outlined earlier, motivational processes are integral to learning. High self-efficacy in itself does not lead to desired outcomes (Bandura, 1982). “Internal personal factors in the form of cognitive, affective, and biological events; behavioral patterns; and environmental events all operate as interacting determinants that influence one another bidirectionally” (Bandura, 1999, p. 6). Reinforcement from the social environment is essential to avoid negative behavioural responses such as protest, resentment, or abandonment. As previously noted, TL based on contingent rewards is particularly applicable to the transition state to reinforce learning.

Performance Management. The detailed performance management plan for this stage is presented in Table 5, although it is premature to establish targets for many of the metrics at this time. The acquisition of knowledge and abilities will be ongoing and incremental and while the metrics will be applicable throughout the various iterations, the targets will be revised. The metrics are focused on quantities but could be adapted to percentages as milestones are accomplished, for example, the percentage of faculty trained, the percentage of courses with internationalized learning outcomes, etc. An underachievement of non-financial targets could signal a lack of commitment, which could be triggered by ineffective training, competing demands, change fatigue or burnout, or administrative barriers. Further investigation (study) will be necessary to identify the underlying cause(s). For example, surveys could be used to determine the effectiveness of workshops and lead to content, format, or delivery changes (act). Curriculum or credential initiatives may be backlogged in the approvals processes and lead to changes designed to streamline operations or build infrastructure capacity (act). It is expected the first iteration of training will take one year to complete with the bulk of the activities taking place in the May/June and August PD periods. Four iterations of training are anticipated to increase faculty engagement across the university (see Appendix D).

Table 5

Performance Management for Stage 2: Knowledge/Ability

Goals	Metrics	Target	Primary Link to BSC	Initiatives/ Mechanisms
Develop HEI skills of faculty	# of faculty trained	TBN	L & I: develop human capital Operational: improve experience excellence	Workshops, Field schools, Faculty exchanges, Guest speaker, Conferences
	# of workshops offered	TBN	L & I: develop organizational capital in support of value proposition and vision	Workshops
	# of faculty participating in HEI opportunities	TBN	Stakeholder: improve faculty engagement, improve institutional recognition	Field schools, Faculty exchanges
Establish differential investment	% completion of pilot plan	100%	Financial: stability of investment	Pilot plan
	$ budgeted	TBN	Financial: stability of investment	Budget cycle
	% variance actual to budget	<10%	Financial: stability of investment	Variance analysis
Establish new international partnerships and agreements	# of new partnerships	3	Operational: develop program excellence	Partner recruitment & negotiations
	# of new joint credentials initiated or completed	1	Operational: develop program excellence	Joint degree development
	# of new student exchanges	3	Operational: develop program excellence	Student exchanges
	# of new faculty exchanges	1	L & I: develop human capital	Faculty exchanges
Adapt curriculum	# of HEI learning outcomes added to existing courses	TBN	Operational: develop program excellence	Curriculum review
	# of new courses with HEI content	TBN	Operational: develop program excellence	New course development
	# of new field schools	1	Operational: develop program excellence	Field school development
Create/ adapt credentials	# of new credentials	1	Operational: develop program excellence	Credential development
	# of credentials adapted	TBN	Operational: develop program excellence	Credential review
Create/adapt & populate resource hub	# of new resources	TBN	L & I: develop information capital Operational: improve experience excellence	Resource content development (faculty and/or institutional collaborations)

Stage 3: Maintaining the Change—Reinforcement

Reinforcement is required to maintain momentum during the change, to sustain the change, and to establish a positive association with change that builds organizational agility (Hiatt, 2006). While it is identified as its own separate step in the ADKAR process, Hiatt acknowledges that reinforcement is ongoing throughout the entire change model. The importance of positive environmental feedback has already been discussed and continues in this phase. Monitoring faculty engagement rates will provide feedback on whether engagement levels are sustained. A drop in engagement rates will trigger investigation (study) into the root causes and likely result in another iteration of the process (act). Numerical targets should be revised based on the feedback.

Leadership. Leadership at this stage focuses on support to sustain faculty engagement in HEI with a view to continuous improvement. DL is effective for developing a structure and climate for innovation (Lukowski, 2017). Zuckerman et al. (2018) found that DL's focus on collective goal setting, feedback, guided collaboration, and trust resulted in changed behaviours and improved performance, specifically with respect to curriculum and instruction. The existence of meaningful rewards has been identified as a desired characteristic of DL (Holt et al., 2014) and that organizational reward systems must recognize both individual and team contributions to support shared leadership (Pearce & Manz, 2005). The synergistic coexistence of TL and DL will continue in this phase.

Performance Management. Key metrics in this phase relate to reward (see Table 6). As faculty engagement grows across GU, it creates opportunities for collaboration. Rewards encourage selection of these new social environments which shape self-reflection, attitudes, behaviours, and build self-efficacy. In order to save costs, many of the rewards can be non-financial, including awards to recognize internationalized teaching excellence and innovations, and recognition of accomplishments via GU's newsletter, website, or other vehicles such as press releases. Small gifts such as GU logoed merchandise are recommended rewards as they are low cost and enhance institutional awareness. In terms of larger rewards, consideration should be given to awarding fully funded internationalization opportunities such as conferences or faculty exchanges. To encourage innovation, GU should create collaborate work spaces across the campus and fund annual PD financial awards through its differential investment scheme. It is recommended the recognition and innovation metrics from stage 3 be incorporated into the overall internationalization BSC.

Table 6

Performance Management for Stage 3: Reinforcement

Goals	Metrics	Target	Primary Link to BSC	Initiatives/ Mechanisms
Maintain changes (program delivery)	# of faculty engaged in HEI	Baseline: 30% 5% per year increase	Stakeholder: improve faculty engagement Operational: improve experience excellence Operational: improve program excellence	Guest faculty, Conferences, Faculty exchanges, Workshops, Networks
Recognize successful initiatives	# of awards (teaching excellence & innovation)	TBN	Stakeholder: improve faculty engagement L&I: develop a culture of innovation	Award programs
	# of innovations reported (newsletter & website)	TBN	L&I: develop a culture of innovation	Articles/Press releases
	# of HEI opportunities awarded	TBN	L & I: develop human capital	Conferences, Faculty exchanges
	# of rewards	TBN	Stakeholder: improve faculty engagement	Recognition/reward program
Encourage innovation	$ of PD awarded	TBN	L & I: develop human capital	PD award program
	# of new collaborative workspaces	4	L & I: develop organizational capital	Workspace development
Maintain changes (institutional supports)	Satisfaction ratings	TBN	Operational: improve experience excellence	Website development Streamline procedures

The focus of this OIP is on the faculty engagement aspect of HEI and therefore the institutional support component of the Five I's model is narrow and relates to streamlining procedures and eliminating barriers to faculty engagement. The two key areas to monitor relate to website support (IT Department) and internationalization services (IC). While satisfaction ratings represent the core metrics, consideration may be given to including response metrics such as turnaround times.

The accumulation of data is meaningless without interpretation and dissemination. Furthermore, communication must go beyond status reports and project details. A detailed communication plan helps to identify stakeholders and their needs, provides a framework to identify what to communicate and to whom, selects appropriate media, considers frequency and timing, and, most importantly, addresses intent.

Communication Plan

Johansson and Heide (2008) identified three communication approaches in organizational change initiatives: communication as a tool, communication as a socially constructed process, and communication as social transformation. In the first approach, communication serves to inform organizational members through the planned dissemination of information. The socially constructed approach emphasizes the emergence of meaning and sensemaking that occurs through discourse. Under the social transformation approach communication is also viewed as emergent, however, it focuses on issues of power and dominance, and the negotiations of meaning. This latter approach is not considered as appropriate for this OIP as it is centred on faculty and the sponsorship of engagement among peers. While arguably power relationships exist in all social interactions, the autonomy of faculty members coupled with the collegial university environment minimize the potential for dominance. Furthermore, while engagement in HEI is intended to improve access and inclusion, the primary focus here is on educational, not social, outcomes. This section outlines the communication plans for the change initiative. The practicality and effectiveness of communication as a tool cannot be ignored and traditional communication plans are emphasized due to their importance in project management of the change. However, communication as a socially constructed process is particularly applicable to this OIP and its foundation in SCT. Storytelling, with its performative aspects and inherent sensemaking, offers the potential to foster engagement and innovation.

Communication as a Tool

Effective communication has been identified as a prerequisite for successful change as it is an important factor in creating and outlining vision, cultivating readiness, justifying the change, dispelling rumours, reducing anxiety and uncertainty, and building trust and engagement (Armenakis & Harris, 2002; DiFonzo & Bordia, 1998; Lewis, 2006; Mishra et al., 2014; Petrou et al., 2016; Richardson & Denton, 1996). While communication needs vary throughout the stages of change, there are common principles underlying effective communication. Communication plans also typically share key elements. The next sections discuss these principles and elements, leading to the presentation of the recommended communication plan for each stage of change.

Communication Principles

Klein (1996) outlined seven key principles of organizational communications: message redundancy, use of multiple media, preference for face-to-face communication, use of the line hierarchy, use of direct supervisors, use of opinion leaders, and provision of personally relevant information. These principles are all identified in the communication checklist outlined under the ADKAR change management approach (Prosci, 2022). Additionally, the ADKAR checklist includes addressing the rationale for the change, answering the WIIFM (what's in it for me) question, providing opportunities for two-way communication (feedback), training the communicators, and assessing the effectiveness of the communication (evaluation). There can be overlap to what some authors classify as principles versus elements. For example, Lavis et al. (2003) refer to feedback and evaluation as elements of their framework and Smeltzer (1991) describes maxims of change. Regardless of the taxonomy, there is consensus that effective communication must be personalized, relevant, and be delivered by credible sources.

Communication Elements

Communication elements are designed around answering who, why, what, when, and how. In addressing who, consideration must be given to both the audience and the sender of the communication. Stakeholder groups have diverging interests as well as knowledge. Lavis et al. (2003) note that there must be multiple messages tailored to the specific needs of each target audience. Priority should be given to those audiences who can build momentum for the change initiative. Selecting the right messenger is also important. “Building credibility and acting as a messenger can be very time-consuming and skill-intensive processes, which makes it impossible to use a one-size-fits-all approach to decide who should act as the messenger” (Lavis et al., 2003, p. 226). The why and what refer respectively to the goal and the content of the communication. For example, in building awareness, the goal may be to ready the organization for change. The content may relate to explaining the key drivers behind the change. The when and how relate to the logistics of communication; when addresses frequency and how refers to the various media that may be used.

Communication Plans

Different stages of change prioritize different messages and stakeholders. Accordingly, three communication plans are presented, one for each stage of the ADKAR change management model (Hiatt, 2006): preparing for the change, enacting the change, and maintaining the change. Each plan outlines the communication goals, key messages to communicate, the primary target audience as well as secondary stakeholders, the proposed mean(s) of communication, the preferred messengers, and recommendations regarding the timing or frequency of the communication.

Stage 1. The recommended plan for stage 1 is presented in Table 7. It is important to note that while this OIP is focused on faculty engagement, engagement in HEI cannot be separated from the institution’s objectives to reform internationalization at GU. The engagement element is one aspect of a broader change initiative. Accordingly, some of the goals in this stage are shared between HEI reform and faculty engagement.

Table 7

Communication Plan for Stage 1: Preparing for the Change—Awareness/Desire

Goals – Why?	Key Messages – What?	Primary Audience – Who?	Secondary Stakeholders – Who?	Process/Methods – How?	Messenger(s) – Who?	Time/ Frequency – When?
Establish need for change	•Rationale •WIIFM •Approach •Timeline •Implications of not changing	•Faculty members •Deans	•Executive leaders •Students	•Face-to-face meetings •Town halls •World cafés •Group meetings •IEC presentations	•IC Director •IEC	•Bi-weekly (IEC) •Monthly (campus-wide)
Understand the nature of the change	•Scope •Impact	•Faculty members •Deans	•Executive leaders •Students	•Face-to-face meetings •Town halls •World cafés •Group meetings •IEC presentations	•IC Director •IEC	•Bi-weekly (IEC) •Monthly (campus-wide)
Identify what will not change	•Preservation of academic freedom •HEI changes extend existing best practices	•Faculty members	•Deans •Support services	•Face-to-face meetings •Town halls •World cafés •Group meetings •IEC presentations	•IC Director •IEC	•Bi-weekly (IEC) •Monthly (campus-wide)
Build support for the change	•Identify sponsors •Build sponsor coalitions	•Executive leaders ($) •Faculty members	•Students •Partner institutions	•Face-to-face meetings •Sponsor meetings •IEC presentations	•IEC •Sponsors	•Bi-weekly •Ongoing
Participate in the change	•Extend sponsor coalitions •Share HEI best practices	•Faculty members •Deans	•Teaching & Learning Centre	•Face-to-face meetings •Sponsor meetings •Workshops	•Sponsors •Faculty members •PD committee	•Bi-weekly •Ongoing •Daily sessions in PD time
Establish HEI website	•Communication portal •HEI resource repository	•Faculty members •IT	•Support services	•Face-to-face meetings	•IEC	•As required

Not surprisingly, the primary target audience is the faculty. It will be important for faculty members to understand the need for the change, the nature of the change, and to be assured of what will not change. The initial consultations to align departmental and institutional goals and to garner consensus on HEI objectives will focus on face-to-face communications. This will include the use of existing meeting blocks as well the continuance of town halls and world cafés. The lead messengers will be the IC Director along with members of the IEC. The original timeline included the establishment of the IEC in 2021. However, due to operational challenges presented by COVID-19, as of mid 2022, the IEC has not yet been formed.

As previously noted, the lack of faculty self-efficacy with respect to HEI skills represents a significant barrier to engagement (Agnew, 2012; Bedenlier & Zawacki-Richter, 2015; Schuerholz-Lehr et al., 2007). A key message therefore must be how HEI adaptations are extensions of existing best practices in teaching and that faculty members are well equipped to handle curriculum and assessment modifications. The use of sponsors and sponsor coalitions will be important for peer learning. With my varied experience in internationalization, I can lead meetings and workshops, sharing both challenges and successes. Ideally the timeline will allow the bulk of this work to be done in the PD period of May/June of the first year of the initiative.

The final key goal of this stage is the development of a website dedicated to internationalization. This will serve both as a communication hub and a resource repository. A member of the IEC should be selected to liaise with IT and set up a specific realistic project timetable and meeting frequency. As the portal is expected to use existing resources, the setup should not be onerous. However, the team should establish the ongoing frequency and responsibility for maintaining the website.

Stage 2. With the awareness and desire phases complete, stage 2 in ADKAR turns to building knowledge and abilities (Hiatt, 2006). Again, the primary target audience is the faculty. The focus is on building HEI capabilities of faculty members, thus building self-efficacy. The key messages relate to incorporating best practices, developing intercultural skills, recognizing diverse perspectives, and utilizing global education resources. Workshops, coaching, mentoring, and guest speakers are appropriate mechanisms. Daily professional development sessions should be scheduled in the PD period (May/June) and can be supplemented by monthly workshops during the fall and spring semesters. Online training can also be made available using the resource website. In addition to faculty training, it will be important to establish a sustainable funding model for ongoing professional development as well as in support of curriculum change. The expansion of partner institutions will create mutually beneficial exchanges of both information and human resources and will contribute to internationalizing the classroom beyond the mere recruitment of international students. The primary responsibility for international partnerships rests with the IC Director with the support of the IEC and executive leadership. Central to effective communication is this phase is maintaining up-to-date information on the website. This includes ongoing status reports of the engagement initiative, expanding global education resources, and providing online training materials. The communication plan for stage 2 is presented in Table 8.

Table 8

Communication Plan for Stage 2: Enacting the Change—Knowledge/Abilities

Goals – Why?	Key Messages – What?	Primary Audience – Who?	Secondary Stakeholders – Who?	Process/Methods – How?	Messenger(s) – Who?	Time/ Frequency – When?
Develop HEI skills of faculty	•Best practices in HEI •Intercultural learning •Equity, diversity, inclusion •Global education resources	•Faculty members	•Students	•Workshops •Coaching •Mentoring •Guest lectures	•IC Director •IEC	•Bi-weekly (IEC) •Monthly (campus-wide)
Establish differential investment	•Sustainability & reliability of funding	•Executive leaders •Budget committee	•Deans •Faculty members	•Face-to-face meetings ••IEC presentations	•IC Director •IEC	•As required
Establish new international partnerships & agreements	•Joint benefits •Cost effectiveness	•Faculty members •Partners •Students	•IC •Support services	•Face-to-face meetings •IEC presentations	•IC Director •IEC •Executive leaders	•Ongoing negotiations •Monthly status reporting
Adapt curriculum & credentials	•HEI learning outcomes	•Faculty members	•Deans •Students •Partner institutions •Senate	•Face-to-face meetings •Sponsor meetings •IEC presentations •Workshops	•Sponsors •IEC	•Ongoing •Monthly status reporting
Create/adapt & populate resource hub	•Share best practices in HEI •Develop resources •Report on HEI status	•Faculty members •Teaching & Learning Centre	•Students •Partner institutions	•Web portal	•Sponsors •Faculty members •PD committee	•Ongoing •Monthly status reporting

Stage 3. While the focus of stage 2 is on *developing* knowledge and abilities, the emphasis in stage 3 shifts to *maintaining* the change. This includes ongoing training and development and the goals and communication strategies presented for stage 2 are also applicable in stage 3. Neither learning nor curriculum development stops at the end of stage 2. A view to continuous improvement and excellence in education demands persistence. In stage 3, the attention shifts to reinforcement, encouragement, and sustaining interest in ongoing improvements. The primary messages to be conveyed are that there are always opportunities for improvement, striving for excellence is to be nurtured, and that all efforts are valued. Hiatt (2006) stresses the importance of the “absence of negative consequences” (p. 45). This applies not only to eliminating pressures that resist change, but also to accepting failures. If GU wishes to move to a more innovative culture, it must accept risk, embrace experimentation, and tolerate failures. De Graff (n.d.) suggests the use of “practice field” (p.14). GU has the ability to run trial or pilot curricula through the use of special topics courses and/or directed studies. An online suggestion box can be created to solicit ideas for new courses or assessments.

Rewards and celebrations are essential components of stage 3. Hiatt (2006) notes the importance of linking rewards with achievement and avoiding incentives that oppose the change. His recommendations include the use of recognition from senior level leadership, sponsors, and direct supervisors. In the collegial model, the notion of direct supervision is nebulous and many faculty members may feel disconnected from their deans (Gallos, 2002). Therefore, the messengers should include sponsors and departmental chairs. Reneau and Del Favero (2015) found that faculty members valued their relationships with their chairs stating “greater importance was attached to component rewards in respondent interactions with department chairs than with deans” (Reneau & Del Favero, 2015, p. 85). The communication plan for stage 3 is presented in Table 9 and should be viewed in conjunction with the stage 2 plan.

Table 9

Communication Plan for Stage 3: Maintaining the Change—Reinforcement

Goals – Why?	Key Messages – What?	Primary Audience – Who?	Secondary Stakeholders – Who?	Process/Methods – How?	Messenger(s) – Who?	Time/ Frequency – When?
Maintain changes (program delivery)	•Continuous improvements	•Faculty members •Deans	•Partner institutions •Students	•Workshops •Conferences •Exchanges •Guest lectures •Networks	•IC Director •PD committee	•Ongoing •PD period •Per semester
Recognize successful initiatives	•Efforts are valued	•Faculty members	•Deans	•Intranet •Website •Ceremonies •Rewards •Scoreboards	•IC Director •Executive leaders •Sponsors •Deans •Chairs	•As required •Ongoing •Per semester
Experiential learning	•Lessons learned	•Faculty members	•IC •Partner institutions •Students	•Face-to-face meetings •Coaching •Mentoring •Workshops	•Faculty members •Sponsors •Teaching & Learning Centre	•Monthly (campus-wide) •PD period
Encourage innovation	•Education excellence •Progressive teaching & learning	•Faculty members	•Students •Partner institutions	•Coaching •Mentoring •Online suggestion boxes •Pilot programs	•Sponsors •Faculty members •IC	•Ongoing

The communication plans presented reflect the use of communication as a tool in enacting change. This approach is consistent with ADKAR's project management approach (Hiatt, 2006) and is important in disseminating information. However, communication from a socially constructive process has garnered increasing attention in change management as its focus is on understanding and sensemaking (Johansson & Heide, 2008). The next section discusses this approach and recommends the use of storytelling as a mechanism to share knowledge and foster collaboration (Denning, 2004).

Communication as a Socially Constructed Process

Ford and Ford (1995) note that change "occurs in a context of human social interactions" and is a "recursive process of social construction in which new realities are created" (p. 542). Johansson and Heide (2008) echo this sentiment stating "speech acts are performative, which means they change the social reality" (p. 294). However, Ford and Ford's viewpoint is that communication is not a tool of change, but the driver of it, whereas Johansson and Heide suggest the approaches are complementary. It is this latter perspective that will be embraced to present storytelling as an important component of communication to increase faculty engagement in HEI.

Storytelling as a Mechanism for Engagement and Innovation in HEI

Sergeeva and Trifilova (2018) define storytelling as the “activity of telling and sharing stories about personal experiences, life events, and situations” (p. 490). Beigi et al. (2019) define organizational storytelling as “an ongoing process of narrative sensemaking…and meaning construction…among and between the members of an organization to understand the past, share the present, and shape the future” (p. 449). It is an interactive process where meaning is created, transmitted, and reconstructed (Dolan & Bao, 2012), and common ground is found (Barker & Gower, 2010). Storytelling embodies SCT, not only through its assumptions of reciprocity and intersubjectivity (Rhodes & Brown, 2005), but also through its assumption of agency, where employees can construct different meanings “that can alter the meaning of a change and their response to it” (Sonenshein, 2010, p. 503). Storytelling is effective in culturally diverse settings such as universities (Laufer, 2021; Salicru, 2018). It improves learning through availability (improved memory), elaboration (reflection and adaptation), and experience (episodic memory) (Swap et al., 2001). As such, storytelling can not only enhance communication during the change initiative, it models skills that can be transferred to the classroom to teach internationalized curricula.

To be effective, storytelling must be authentic (credible, truthful), polyvocal, and fluent (articulate, engaging, easy) (Buchanan & Dawson, 2007; Forman, 2013; Laufer, 2021). Stories convey values, generate bonding, mould identity, aid sensemaking, and channel support for organizational change (Laufer, 2021; Taylor, 2021). Stories, which include rituals and ceremonies, can assist in maintaining change through reinforcement (Dolan & Bao, 2012). Furthermore, sharing successes and failures can promote innovation (Taylor, 2021). If GU

strives to move towards an adhocracy, such acceptance of failure is important.
Swap et al. (2001) recount an organizational story where despite a failed project, the employee was promoted. Here management created the narrative that failure is tolerated and that learning from failure can add value to the organization. Storytelling is an effective element of experiential education (Leonard, 1990).

GU has a history with storytelling. It has a webpage devoted to stories about the GU community with the goal of "connecting through stories" (GU, 2022), where storytellers can submit essays, poetry, illustrations, photographs, and films for sharing. GU has effectively employed storytelling in its strategic planning and rebranding initiatives and has an ongoing program related to Indigenous storytelling. As a technique known and practised at GU, storytelling is likely to be embraced by most faculty. Sharing international experiences has also been shown to be effective at fostering faculty engagement in HEI (Childress, 2008; Klyberg, 2012; Nyangau, 2018; Savishinsky, 2012).

Stage 1. Storytelling can be employed in each stage of the change. In stage 1, key goals are to establish the need for the change (awareness) and addressing WIIFM (what's in it for me) to build desire. In her study, Laufer (2019) outlined three story templates that were used to implement a university-wide internationalization project. She considered how these story templates can be given different spins depending on whether the audience is the university administration or faculty. For a faculty audience, the "principle story" (Laufer, 2019, p. 172) is used to connect the change initiative to collective principles and provide the rationale for the change. Sponsors can share HEI experiences and how these have informed their teaching and learning strategies, specifically linking the benefits to their individual pedagogical practice. Laufer found that storytellers were able to link multicultural curriculum and classroom experiences to principles of successful group and interactive learning. The "approval story" (Laufer, 2019, p. 175) is about validation and links a project to approvals from external parties and/or well-respected individuals within the organization and is primarily directed at administrators, although faculty storytellers may use this type of story to support resource requests. Laufer found that faculty did not prioritize these types of conversations as they believed that approvals were not necessary as it is faculty members themselves who had both the expertise and autonomy to implement HEI initiatives.

Stage 2. The emphasis in stage 2 is on knowledge and skills acquisition. Here, storytelling is used as a form of experiential learning. Principle stories can continue to be useful in this stage to maintain the appeal of HEI. However, the final type of story—the “unexceptional story” (Laufer, 2019, p. 176)—is also relevant. Here the storyline seeks to embed the change into routine. Multicultural learning is interlaced with existing curriculum and shown to supplement rather than replace an individual’s praxis. Storytelling is particularly effective for adult learners as it explicitly recognizes and capitalizes on the wealth of experiences that they bring to their learning environments (Caminotti & Gray, 2012).

Stage 3. The unexceptional story will be a key communication strategy in stage 3, reinforcement. As noted, this storyline embeds the new practices. Conversations should be designed to underscore the normalcy of improved HEI practices and may benefit from removing labels that directly associate the story to the change initiative (Laufer, 2019). As efforts continue across the university to engage more faculty, HEI stories are framed as routine.

Communication is an essential component of effective change management. It may be used as a tool to disseminate information, dispel rumours, build trust, and garner support for the change. However, it is important to remember that communication is a socially constructed process. Storytelling offers a mechanism to construct meaning and enhance learning.

Chapter 3 Summary

Chapter 3 has presented the plans for implementing, monitoring, measuring, and communicating the change initiative to increase faculty engagement in HEI at GU. These plans are aligned with the three stages of ADKAR, the recommended change implementation management model. The PDSA cycle provides an iterative model to monitor and adapt plans to steer action toward desired objectives. However, it does not offer specific guidance on performance measurement and management. A BSC approach with recommended metrics has been created to fill that gap. While communication is an essential tool to disseminate information to stakeholders, its importance in sensemaking should not be overlooked. Communication is a socially constructed process and a driver of change. Storytelling is effective among adult learners who have many lived experiences to share. Storytelling is embedded into GU's culture and can be an effective tool to build engagement in HEI.

Next Steps and Future Considerations

The future of international education is highly uncertain. COVID-19 has dealt a harsh blow to this sector. The Government of Canada reported a 17% decrease in the number of international students between 2019 and 2020 against the predicted 2020 increase (pre-COVID) of 24% (Government of Canada, 2021). While Ontario was hit the hardest, British Columbia was the second most affected province. The report also attributed 86% of the economic losses to be in the colleges and universities sector. From academic year 2019/20 to 2020/21, GU experienced a 15% decline in international student FTEs (full-time equivalent) and is forecasting additional declines for 2021/2022 (GU, 2021b). Given that GU's international students tend to complete two-year, rather than four-year, credentials, the full impact of COVID-19 has yet to be realized.

COVID has also caused the suspension of international exchanges and partnership activities (GU, 2021a). Federal regulations, such as mandatory COVID testing for entry into Canada and the potential quarantines increase the cost of studying in Canada. In addition, potential existing or future provincial restrictions such as proof of vaccination and masking requirements may make British Columbia a less desirable destination for future students. These factors may hinder the creation or extension of partner agreements.

GU is also experiencing declines in domestic enrollments (7% over the past four years) (GU, 2021b), and as a result, its revenue streams are currently unstable. This could affect investments in international and other programs. GU has recognized the need to change its internationalization practices (GU, 2020a) and increase university engagement in HEI. To this end, its internationalization plan called for the establishment of an engagement task force, the IEC, to create activities to foster engagement and build support (GU, 2021a). While the committee was to be formed in 2021, as of mid 2022 it has still not been created. The most critical next step to advance this OIP is the establishment of this committee. While COVID restrictions are lifting, the course of the pandemic remains unpredictable.

Beyond the impact COVID has had on international mobility and student enrollments, there has been a psychological toll on faculty (Canadian Association of University Teachers, 2021). Increased workload demands, pivoting between on-line and in-person delivery, and a lack of operational clarity from university administrations have increased stress levels. Teaching faculty members are coping with increasing numbers of emotionally distressed students that exacerbate their personal elevated stress levels. Patience will be critical in soliciting faculty engagement and advancing changes to HEI.

Whether prompted by COVID and/or ministerial pressure to address declining domestic enrollment, GU's strategic plan has taken a step back from internationalization. Its institutional goals no longer explicitly address global education, but instead, they are focused on a more domestic agenda: environmental sustainability; health and wellness; equity, diversity, and inclusion; and Indigenization and decolonization of education (GU, 2020d). It is hard to imagine that GU will turn away from internationalized education, but HEI will be in competition for resources with these other priorities. It will be important to make the argument that robust internationalization can be a draw for both international and domestic students. An intercultural environment will enrich learning, promote global skills, and facilitate EDI. Improved faculty engagement and skills in curriculum development and delivery are relevant and transferable to decolonization and indigenization initiatives.

Faculty engagement is the focus of this OIP as it offers the best potential to improve the quality of HEI. However, there are many factors that contribute to quality internationalized education. To be successful, GU must have an integrated approach to internationalization. Two key variables are international student recruitment policies and support services. Intercultural learning is enhanced by diversity. As noted, GU's current recruitment practices targeting South Asian students have lowered on campus diversity (GU, 2020b). Recruitment should also focus on students interested in four-year degrees rather than two-year credentials. Admissions standards must be reviewed to ensure that international students have the prerequisites for success. Support services need to be in place for students to improve language and mathematical skills as well as to assist understanding of academic expectations around issues such as plagiarism, group work, etc. Non-academic support services are also beneficial to assist students in adapting to their new environments, and reintegrating back to their home cultures.

Conclusion

GU has recognized the need to change its internationalization. This is a crucial first step for change. However, actions speak louder than words. This OIP argues that faculty engagement is the key to meaningful, ethical, and sustainable HEI. GU must prioritize the academic rationales for internationalization over the economic and commit to a continuous funding model to engage faculty in curriculum development to create quality internationalized education. It must shift from its revenue-driven model to one based on investment, and this investment must be prioritized to product development, rather than to marketing and branding initiatives. By adopting a long-term perspective on HEI, GU will be able to improve its courses, programs, and credentials, and ultimately its reputation and desirability as a destination for both international domestic and international students.

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Appendix A

PESTLE Analysis

Scans of the external environment provide understanding and context. A modified PESTLE analysis (Aguilar, 1967) was conducted based on the following six factors: political, economic, sociological, technological, legislative/advocacy, and ethical. Two important conclusions were drawn. First, there is an overlap among political, economic, and legislative trends. Second, the convergence of these factors results in the dominance of the economic influence. A brief discussion of the analysis follows. and is organized by factor. A summary of the analysis is presented in Figure A1.

Figure A1

PESTLE Analysis of Higher Education Internationalization

Political	Economic	Sociological	Technological	Legislative/ Advocacy	Ethical
• Globalization • Neoliberalism • Competitiveness • Workforce Needs • Immigration • Innovation • Jurisdictions • Economic Development • Accreditation • Conflicts	• Neoliberalism • ↑Competition • Marketization • Mobility of workforce • Employment trends • BRICS • ↑Protectionism • Foreign Exchange rate risks	• Globalization • ↑Mobility • ↓Domestic students • ↑Image • ↑Branding • Accreditation • ↑Marketization • ↑Consumerism • ↑Credentials • ↑Part-time students • COVID-19	• ↑R & D • ↑ICT • ↑Open Source • ↑Information	• GAT • Bologna • Federal Gov't • Provincial Gov't • Universities Canada • CMEC • CBIE	• McDonaldization • Anglo-centrism • Global Citizenship • USR • Brain Gain/Drain • Integration • Reintegration • Recruitment biases • Integrity of Recruitment Practices • Access

Political

Whether you consider globalization the chicken or the egg, globalization and neoliberalism are symbiotic forces that dictate political strategies. These are forces that are evident around the world but I will consider the Canadian context. In Canada, education falls under provincial jurisdiction, however the federal government influences education policies and priorities through its spheres of economic development and immigration. The Canadian government has issued its policy on internationalized education which prioritizes trade and economic development and the enhancement of the labour force to improve innovation and competitiveness (Global Affairs Canada, 2019). The federal government also impacts student mobility through immigration policies and student visas. The lack of one federal body responsible for education is problematic for higher education internationalization (HEI) because it creates confusion for students and potential students. This has led to the creation of different advocacy groups at the national level and has sparked interest in external accreditations that are comparable across provinces.

In British Columbia, post-secondary education falls under the Ministry of Advanced Education, Skills and Training. You do not have to look past the name to note the influence of economics. The organizational mandate letter outlines eleven priorities, six of which are explicitly linked to workforce development and training (Horgan, 2020). As the other priorities relate to COVID-19 recovery, tuition policies, student housing, and child care, it is clear the *educational* focus is economically oriented.

Economic

Furthering the economic discussion, the influences of globalization and neoliberalism have increased workforce mobility, fuelled a competitive market in HEI, and entrenched managerialism in the post-secondary sector. Employment trends dictate training requirements. With the rise of the BRICS countries (Brazil, Russia, India, China, and South Africa), increasing attention is being paid to strengthening both economic and educational relationships with these countries. Increasing protectionism, for example in the United States, may pose a threat to globalization and mobility. Foreign exchange fluctuations impact the affordability of HEI although this factor is generally favourable to Canadian institutions. Targeted recruitment of specific geographic regions increases recruitment risk (MAEST, 2020).

Sociological

Globalization, neoliberalism, and marketization have sociological impacts. Mobility is facilitated offering the potential for improved educational access but also increased competition. Increasing consumerism as students now shop worldwide for their education pressures institutions and triggers branding and accreditation initiatives to improve image and the creation of commercialized credentials to attract students (Altbach & Knight, 2007; de Wit, 2019; Friesen, 2009; Garson, 2016). In Canada, demographic trends point to declining student populations spurring interest in international student recruitment. Potential threats to HEI include the trend to part-time students (which may make international education less attractive). While it is premature to forecast the long-term effects of COVID-19, in the short-term it clearly threatens HEI. The economic pressures of lower international student enrollment due to border and travel restrictions or fears may further exacerbate inequities as travel and opportunity may be linked to wealth and institutions may focus recruitment efforts on privileged populations.

Technological

Technology is a double-edged sword. On the one edge, it improves the ease and availability of educational resources through improved information and communications technology (ICT) and open-source publications. However, on the other edge, this opportunity is only at the disposal of those who can afford the technology. The other major impact of technology is that it influences investment in research and development. Governments invest in technologies that offer potential for economic development.

Legislative/Advocacy

The legislative dimension is clearly tied to the political one as federal and provincial governments advance their political agenda through legislation and funding. However, there are two other elements worth attention. First, international agreements influence HEI. The inclusion of education in the General Agreement on Trade in Services expanded the market for HEI

(Friesen, 2009; Garson, 2016, Sauve, 2002) and the Bologna Process integrated European education (Altbach & Knight, 2007) and provided a model for HEI worldwide (Friesen, 2009) expanding the grasp of neoliberalism and state-steering mechanisms (Viczko, 2013). The second has been the emergence, in Canada, of a number of associations to create a national voice in a policy area that is governed by different provincial parties. These associations include Universities Canada, the Council of Ministers of Education (CMEC) and the Canadian Bureau for International Education (CBIE). These multiple voices can create noise and confusion in HEI.

Ethical

The final dimension relates to the ethical factors in HEI. Globalization, neoliberalism, and marketization have contributed to the McDonaldization of higher education (Holmes & Lindsay, 2018; Wilkinson, 2006) shifting the focus of education as a public good to commodity (Giroux, 2011; Heringer, 2020; Viczko & Tascon, 2016). HEI guided by economic and political rationales entrench Anglocentric/Western norms (Anderson, 2015, Stein, 2016). The mobility of dollars, students, and brain gain is primary towards the Global North (Vavrus & Pekol, 2015) furthering inequities. Anderson (2015) noted that HEI fails to support students in integrating to their host cultures or equip them with the skills necessary to reintegrate into their home cultures. Questionable HEI recruitment practices do not provide access to all but instead favour students of privilege or target geographic regions (Altbach & Knight, 2007; Anderson, 2015; de Wit, 2019; Dewey & Duff, 2009; Heringer, 2020; Knight, 2004; Portelli & Eizadirad, 2018; Savishinsky, 2012; Taskoh, 2014). A recent emphasis on university social responsibility and ethical internationalization (Chen et al., 2015; Giuffre & Ratto, 2014, Khoo et al., 2016; Vallaeys, 2013) may pressure institutions to address global citizenship and social justice education.

Appendix B

Stakeholder Maps

Understanding stakeholders, their interests, and their power can identify sources of support and resistance to change initiatives. In this appendix, I present two stakeholder maps. The first outlines stakeholders in higher education internationalization itself (Figure B1). This assessment shows that the environment for HEI is generally favourable and that faculty members are likely the source of greatest resistance due to the impacts of HEI on their workload. The second map relates to faculty engagement in HEI (Figure B2). These maps represent my personal interpretation. While they reflect bias they have also been informed by extensive research of the subject areas and personal knowledge of Greenvale University and its faculty.

Figure B1.

Stakeholder Analysis – Higher Education Internationalization

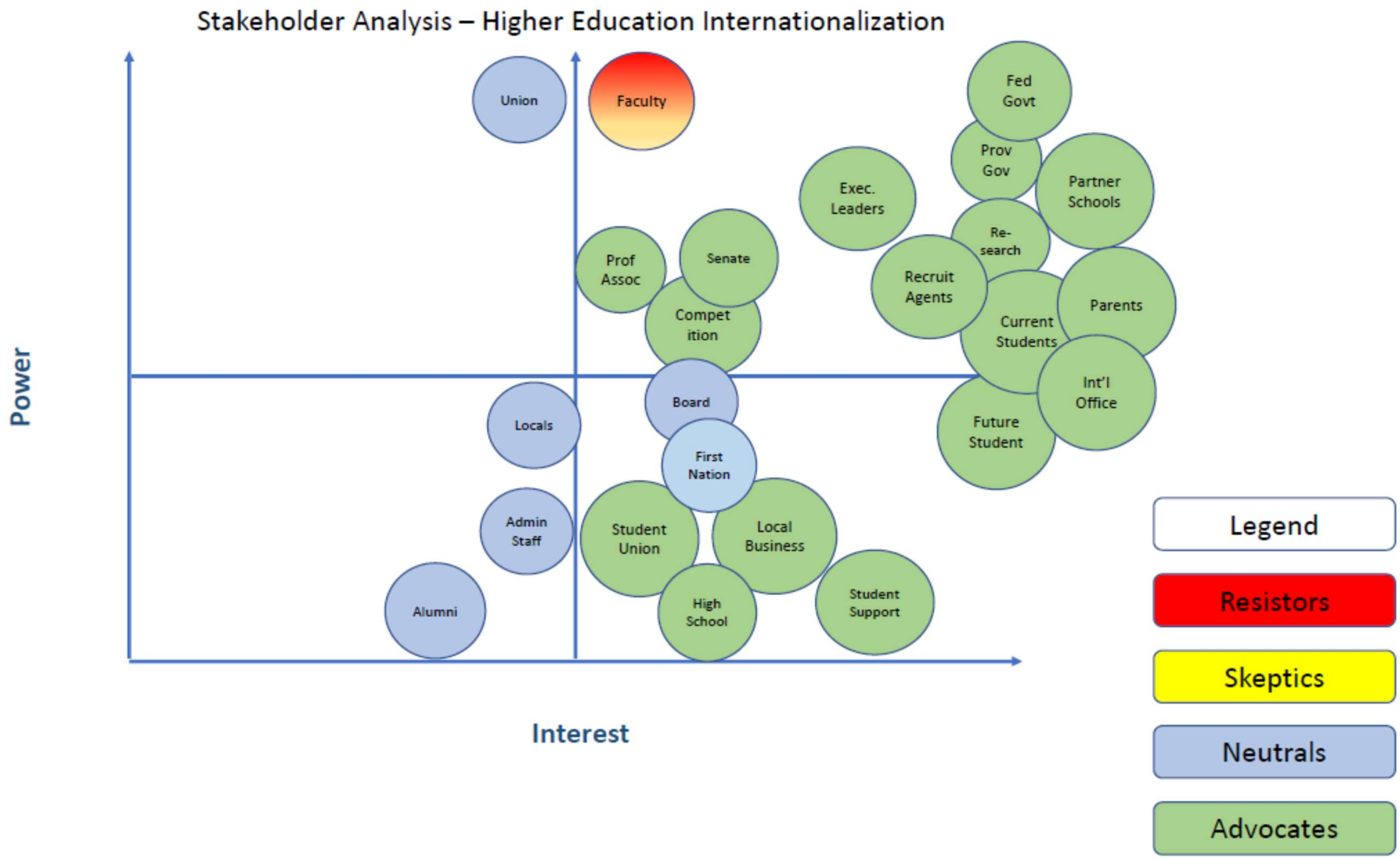
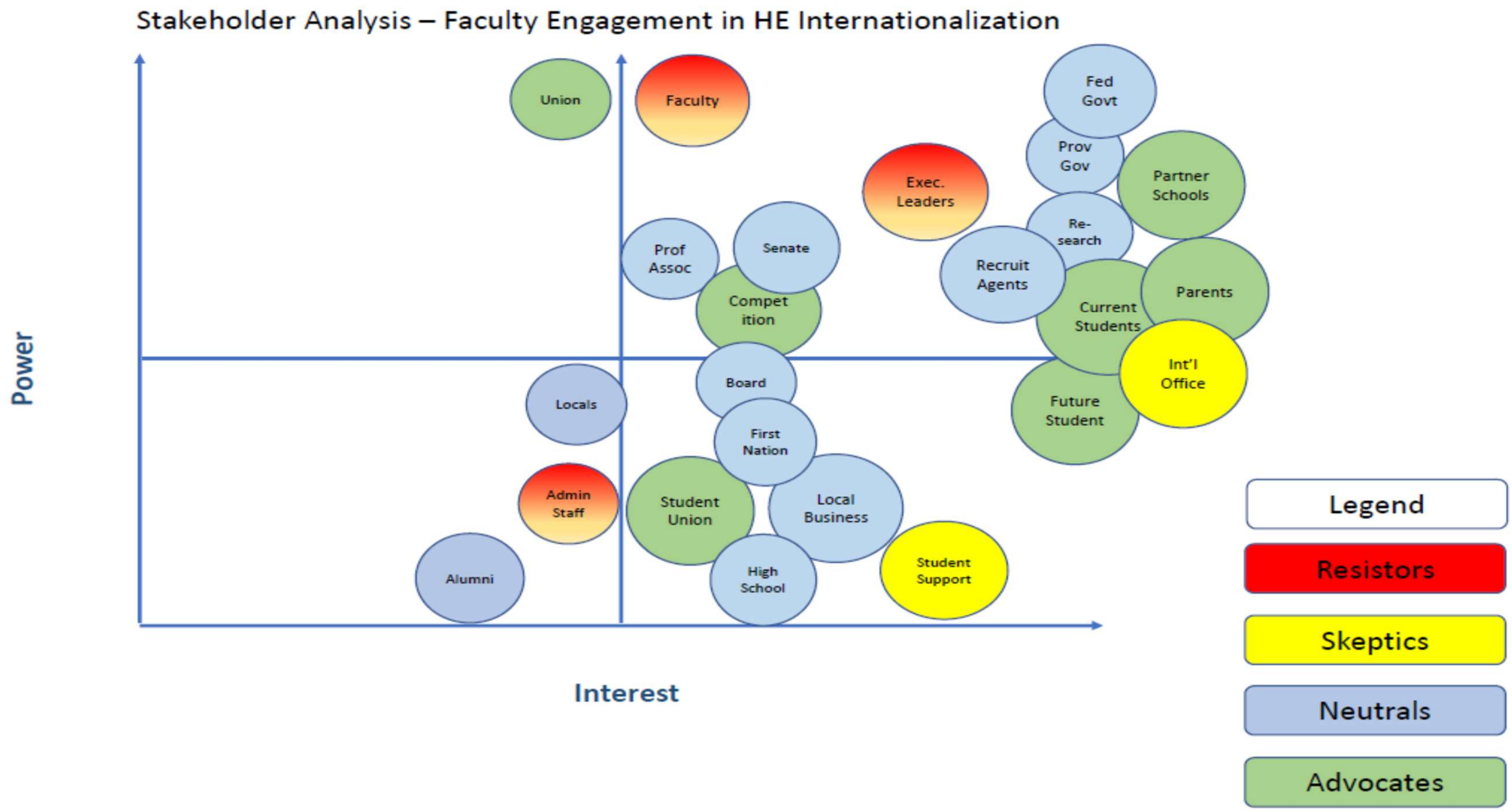


Figure B2.

Stakeholder Analysis – Faculty Engagement in Higher Education Internationalization



Appendix C

Internationalization Statement of Principles for Canadian Educational Institutions

The Principles

The Internationalization Leaders Network (ILN) espouses the following principles of internationalization for education and calls upon all educational institutions in Canada to incorporate these principles in their approach to internationalization at their institutions, and for all leaders to aspire towards their effective implementation:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.
5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.

6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community.

These principles reflect the core values of Quality, Equity, Inclusion and Partnership that have been espoused by CBIE and expressed in its Code of Ethical Practice. This statement provides an overarching expression of a Canadian approach to internationalization which, combined with the Code of Ethical Practice, is designed to help educational institutions engage in expanded internationalization in a manner that is consistent with the highest values of Canadian education.

Appendix D

Change Implementation Plans

Figure D1.

Change Implementation Plan: Goals/Leadership/Mechanisms

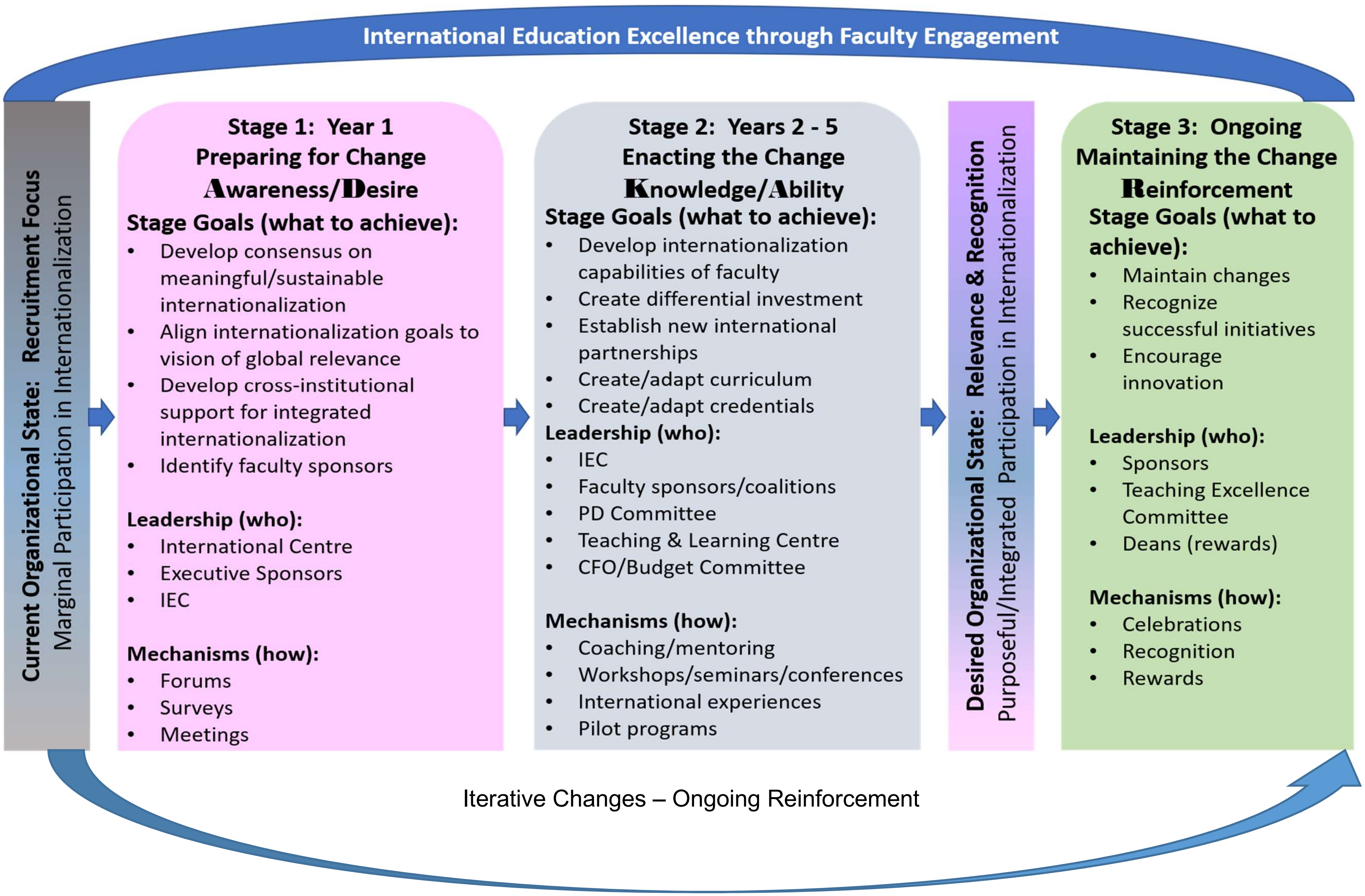
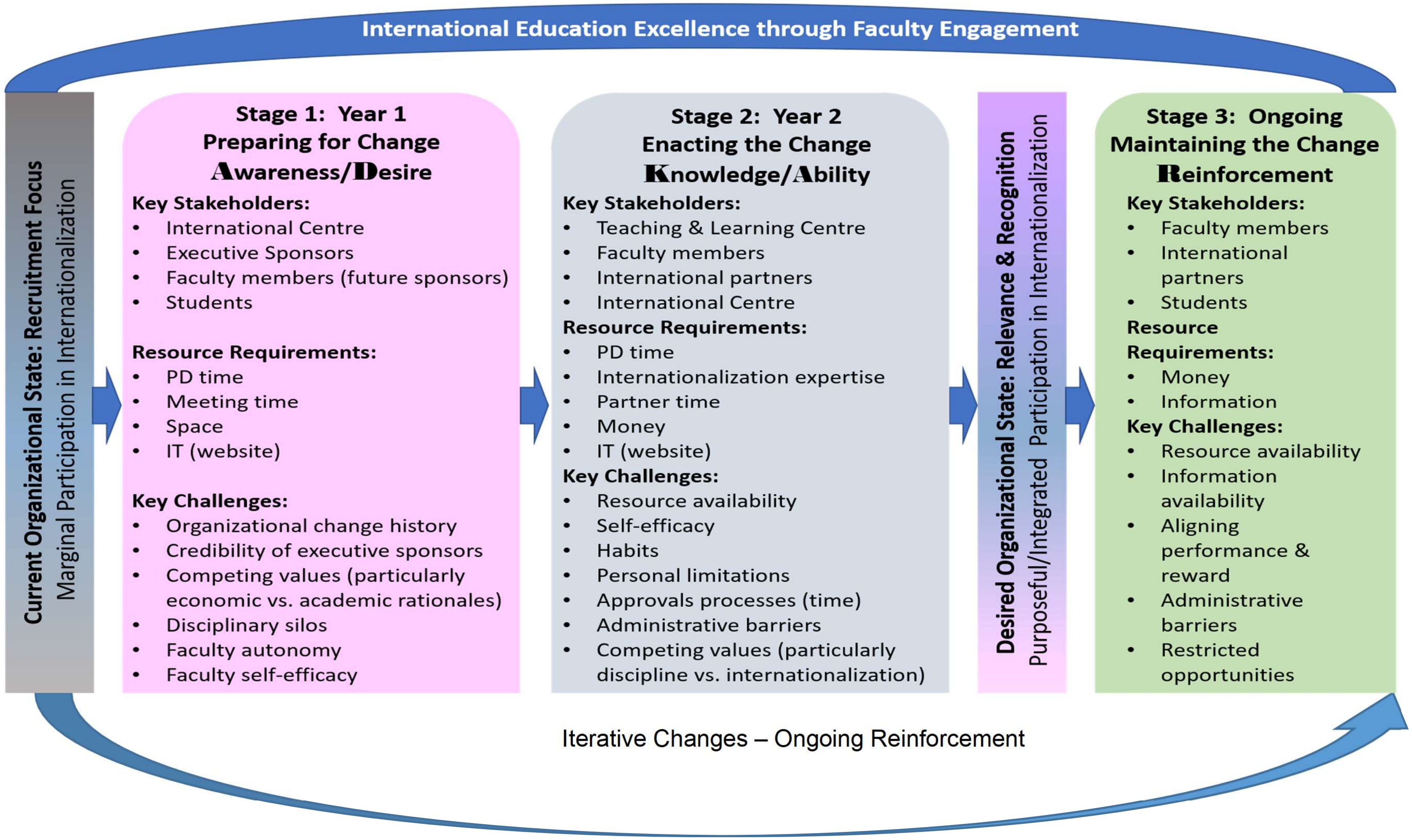


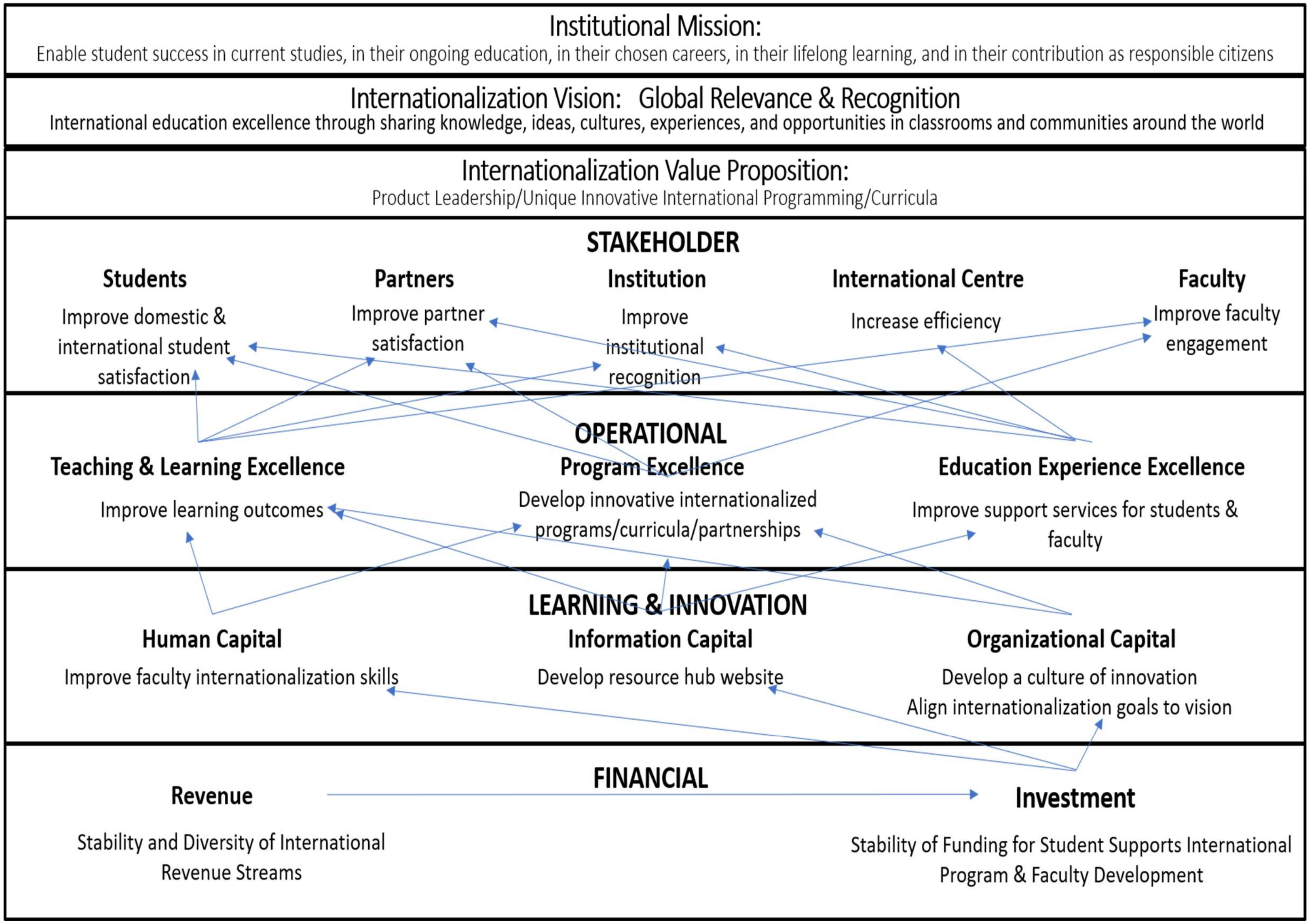
Figure D2.

Change Implementation Plan: Stakeholders/Resources/Challenges



Appendix E

Strategy Map – Internationalization at Greenvale University



Appendix F

Summary Balanced Scorecard - Internationalization at Greenvale University

Learning & Innovation Perspective

Goals	Measures
Improve faculty skills	# of faculty trained
Improve resource hub website	# of new resources
Maintain a culture of innovation	# of initiatives proposed
Maintain goal alignment	% of goals aligned

Stakeholder Perspective

Goals	Measures
Improve student satisfaction	Student ratings, Retention rates
Improve partner satisfaction	Partner satisfaction rating
Improve institutional recognition	Awareness rating
Increased efficiency	Response times
Improved faculty engagement	Faculty participation rates (%), Satisfaction ratings

Vision: Global Relevance
International education excellence through sharing knowledge, ideas, cultures, experiences, and opportunities in classrooms and communities around the world

Financial Perspective

Goals	Measures
Stability of revenue streams	Retention rates, Tuition $
Diversity of revenue streams	# of source countries, % of total
Stability of program funding	$ change, per capita funding
Stability of funding for faculty development	$ change, per capita funding
Stability of funding for institutional supports	$ change, per capita funding

Operational Perspective

Goals	Measures
Improve learning outcomes	# of faculty trained
Develop innovative programs	# of curriculum/ program changes
Develop innovative partnerships	# of new partnerships/agreements
Improve support services	Satisfaction ratings