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Presented to

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Parinaz Zartoshty

May 2022

The Designated Dissertation Committee Approves the Dissertation Titled

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APPROVED FOR THE EDUCATIONAL DOCTORAL PROGRAM IN EDUCATIONAL
LEADERSHIP

SAN JOSÉ STATE UNIVERSITY

May 2022

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ABSTRACT

FACULTY AND ADMINISTRATOR PERSPECTIVES ON CAMPUS
INTERNATIONALIZATION AT SELECTED CALIFORNIA STATE UNIVERSITY AND
UNIVERSITY OF CALIFORNIA CAMPUSES: INDIVIDUAL EFFORTS AND
INTERCONNECTED ROLES

by Parinaz Zartoshty

This explanatory mixed-method research study explored campus internationalization
trends by examining the practices of faculty and administrators engaged in campus
internationalization efforts at selected four-year public institutions in Northern California.
Most survey respondents and interviewees recognized the importance of internationalization,
prompted greatly by their own personal transformational "international" journey, making
them identifiable champions who can assist in promoting internationalization efforts. Most
maintained that the system and their individual institutions do not provide adequate
incentives to those faculty who are not personally motivated to engage in international
activities and acknowledged internationalization does not float to the top of priorities. In
instances where there is recognition of internationalization, there is often rhetoric with no
intentional action plan. Many alluded to a local focus and the inability of a highly
bureaucratic system to recognize that today, a global perspective/approach is essential in
educating future leaders. Some faculty and administrators recognized the interconnectedness
of their roles, but not necessarily as a top-down relationship. The findings further emphasized
that California four-year institutions, particularly those in the CSU system, have much work
to do to achieve a commitment to internationalization. The dissertation concluded with
additional efforts at triangulation and interpretation of findings, with reference to the research
literature, and offered recommendations for policy, practice, and future research.

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This doctoral journey has been rewarding and eye-opening in many ways. The work has re-ignited my energy and passion for international education, while allowing for many moments of self-reflection. And I must acknowledge that it certainly takes a village.

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Last but not least, I dedicate this dissertation to my incredible dad who I know is smiling down at me. Dad, this one is for you. I know you always believed in the importance of education and told me to push forward and reach for the stars. I finally did it, dad!

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LIST OF ABBREVIATIONS

ACE – American Council on Education
AIEA – Association of International Education Administrators
COIL – Collaborative Online International Learning
CSU – California State University
HEI – Higher Education Institution
IAU – International Association of Universities
ICC – Intercultural competencies/communication
IGO – International Governmental Organization
INGO – International Non-Governmental Organization
ISSS – International Student and Scholar Services
NAFSA – National Association of Foreign Student Advisors
OECD – The Organization for Economic Co-operation and Development
RQ – Research Question
RTP – Retention, Tenure, and Promotion
SDG – Sustainable Development Goals
STEM – Science, Technology, Engineering, and Mathematics
UC – University of California
U.N. – United Nations
UNESCO – United Nations Educational, Scientific, and Cultural Organization

Chapter 1: Introduction

Education is the most powerful weapon which you can use to change the world.

—Nelson Mandela

Background

Basic education *is* the right of every single human being. More importantly, as a result of the increased and undeniable interconnectedness of the world, the 21ˢᵗ century classroom *must* encompass intentional goals to increase students' global awareness. For educators, therefore, education is indeed the most powerful tool which can be used to foster and promote the growth of the intellect and expand opportunities for critical thinking. More specifically, faculty in higher education institutions (HEIs) in the United States, with the appropriate collaborative support from administrators, have the ability to promote broad thinking, beyond physical borders. Faculty and administrators *must* therefore work together as partners in the pursuit of instilling empathy and fostering humanizing and relational skills required for success in the 21ˢᵗ century classroom, workplace, and community.

In favor of injecting these values into our educational system, on July 26ᵗʰ, 2021, the U.S. Departments of State and Education issued a joint statement of principles in support of international education with additional endorsement from the Departments of Homeland Security and Commerce. This joint statement is the first in over 20 years, with 10 key principles presenting a renewed focus on international education. The principles highlight the importance of international education and the significance of having the global and cultural competencies to navigate the world landscape. Below is an excerpt from the joint statement:

> The robust exchange of students, researchers, scholars, and educators, along with broader international education efforts between the United States and other countries,

strengthens relationships between current and future leaders. These relationships are necessary to address shared challenges, enhance American prosperity, and contribute to global peace and security. U.S. students, researchers, scholars, and educators benefit when they engage with peers from around the world, whether overseas or through international education at home. All Americans need to be equipped with global and cultural competencies to navigate the ever-changing landscapes of education, international business, scientific discovery and innovation, and the global economy. International education enhances cultural and linguistic diversity, and helps to develop cross-cultural communication skills, foreign language competencies, and enhanced self-awareness and understanding of diverse perspectives. (U.S. Department of State, n.d.-b, p. 1)

Scholars, educators, researchers are all mentioned in this statement. As such, the important role of international education in higher education across populations and holistically is highlighted.

Supporters of internationalization strive to utilize higher education as a means to create cross-cultural engagement and intercultural competency. The goal of addressing critical global issues with cultural humility is to achieve a better, more peaceful, and safer world (Deardorff, 2009a, 2009b; de Wit & Merkx, 2012; Hudzik, 2011; Knight, 1994, 2004). The term "international education" has been used since the late 1800s and was officially institutionalized with the creation of the Institute of International Education (IIE) in 1919 (Sylvester, 2007). Although internationalization is not a new development for higher education, over the past two decades, it has emerged as a top priority and an integral part of the strategic plan for many HEIs in the United States (Brajkovic & Matross Helms, 2018; Childress, 2010; Hudzik, 2011).

According to NAFSA (originally an acronym for National Association of Foreign Student Advisors) Association of International Educators' (n.d.-a) website, international educators contribute to the advancement of scholarship and learning by encouraging

understanding and respect amongst people of different cultural backgrounds with the goal of enhancing constructive leadership in the global community. Among these educators, internationalization is defined as a passionate commitment to utilize education as a tool to bridge communication and cultural gaps and expand global connectivity, where differences are valued and celebrated. The hope is that this commitment will lead to a stronger sense of global citizenship, in which students' contributions to the community and the workforce are more impactful worldwide. The work of international educators embodies and epitomizes a commitment to internationalization, which in many ways reflects a form of diplomacy, with a focus on a world filled with global citizens engaged in intercultural exchange (Childress, 2010; de Wit & Merkx, 2012; Hudzik, 2011; Knight, 1994, 2004; Punteney, 2019).

These efforts strive to instill a global mindset with the ultimate goal of promoting world peace. Over the past two decades, there has been an increased focus on strategic ways to internationalize institutions of higher education. As an example of this trend, NAFSA has created an annual award to recognize model institutions. The Simon Award for comprehensive internationalization was first introduced in 2003 to recognize HEIs committed to and successful in achieving comprehensive internationalization (NAFSA: Association of International Educators, n.d.-c). The inauguration of this award signifies the rise of the importance of internationalization in the early 2000s. As indicated on their websites by both the NAFSA: Association of International Educators (n.d.-b) and the Association of International Education Administrators (AIEA, n.d.), the two main organizations for international education, international educators place great value on internationalization.

With the exception of the past couple years, with the onset of COVID-19 and its continuous struggles and challenges, institutions of higher education in the United States have experienced a steady increase in study abroad participation as well as international student recruitment, enrollment, and retention numbers. According to the IIE's (2019) *Open Doors*, a voluntary survey of over 3,000 American institutions, in 2018–19 there were 1,095,299 international students studying in the United States, compared to 671,616 a decade earlier. The number of U.S. study abroad students in 2017–2018 was listed as 341,751 compared to 262,416 in 2007–08 (IIE, 2019, 2020a). Many institutions rely on the annual Open Doors data for their particular institution as a reflection of their commitment to internationalization (IIE, 2020b).

Although these numbers are one measure of internationalization, they do not necessarily reflect the complete narrative surrounding successful internationalization happening on a higher education campus. To understand what internationalization means for a campus, one needs to move beyond the numbers and the limited concept of student movement across countries and regions. In other words, internationalization is not simply bringing international students to campus and sending students abroad. Internationalization more intricately involves: (a) developing intercultural competency, (b) building a commitment to embracing differences and global perspectives, and (c) ultimately supporting the concept of global citizenship (Andreotti, 2006; Baker, 2014; Banks, 2008; World Economic Forum, 2020). Global citizenship requires critical thinking skills and the ability to act in an informed way. It requires being equipped with the appropriate tools and skills to navigate differences and comprehend the values of co-existence and collaboration with "the other," that is deemed

essential in today's multicultural and pluralistic society (Andreotti, 2006; Baker, 2014; Banks, 2008; World Economic Forum, 2016, 2020).

The role of faculty engagement in this endeavor is vital and faculty contribution to internationalizing curricula and classrooms is significant (Childress, 2010). As a result of the recognition of the important role of faculty in internationalization efforts, there has been an increased emphasis on faculty international collaborations and partnerships in recent decades (Deardorff, 2009b; de Wit & Merkx, 2012; Hudzik, 2011, 2014; Knight, 1994, 2004). While the COVID-19 pandemic impeded student mobility in the short term, it helped magnify the importance of faculty engagement in campus internationalization efforts. At the same time, the pandemic has forced faculty to rely on virtual exchange classroom models and projects, which further empowered faculty to infuse the international and intercultural into the virtual classroom learning.

Definition and Meaning of Key Terms

Globalization Versus Internationalization

Before delving further, it is important to define two frequently intertwined key terms: internationalization and globalization. Scholars have consistently debated the use of these two terms, but in general, they have come to an agreement that internationalization of higher education is in response to the globalization of the economy (Altbach & Knight, 2007; Brandenburg & de Wit, 2015; Knight, 2004). In other words, globalization is the movement of people, ideas, goods, capital, services, pollution, and diseases across borders. According to the American Council on Education's (ACE, 2022a) website, internationalization is higher education's response to that reality, making internationalization the more appropriate term

when considering institutions of higher education and the people, programs, strategies, and curricula that are associated with internationalization. As maintained by Knight (2003), "Globalization is presented as a process impacting internationalization. In short, internationalization is changing the world of education and globalization is changing the world of internationalization" (p. 2).

Internationalization. Knight maintains that internationalization in the context of a U.S. higher education institution is broadly defined as an intentional commitment and process to weave or to integrate "the international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (i.e., teaching, research and services; Knight, 2004, p. 11). As a result, international, intercultural, and global dimensions are all terms that reflect the breadth of internationalization. (Knight, 1994, 2003, 2004; Knight & de Wit, 2018). Furthermore, Knight broadened the definition in 2003 when she proposed the following working definition: "Internationalization *at the national, sector, and institutional levels* is defined as the *process* of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary educations" (p. 2). She goes on to state:

> Because the new definition includes the national and sector level and also the growing number and diversity of new education providers and delivery methods, the more generic terms of purpose, function, and delivery are used instead of the specific functional terms of teaching, research, and service. By using the more general terms, the proposed definition can be relevant for the sector level, the institutional level, and the variety of providers in the broad field of postsecondary education. (Knight, 2003, p. 2)

Knight's (1994) internationalization framework identifies six interconnected phases of internationalization: (a) awareness, (b) commitment, (c) planning, (d) operationalization, (e) review and (f) reinforcement. These phases will be explored in greater detail in Chapter 2.

According to their website, NAFSA: Association of International Educations (n.d.-b) defines internationalization as "the conscious effort to integrate and infuse international, intercultural, and global dimensions into the philosophy of postsecondary education." "International" refers to relationships between and among nations or countries while "internationalization" refers to the active effort and responsible engagement of the diversity of cultures that exists within countries, communities, and institutions. Therefore, the next term, intercultural, is significant to internationalization as "intercultural" refers to the ability to deeply comprehend and communicate across different cultures. Finally, the concept of "global" embodies the overall engagement and interactions within the entire world. These three terms (international, intercultural, global) complement one another and together contribute to the richness, both in breadth and depth, of the process of internationalization. For the purpose of this study, the researcher will utilize Knight's definition.

Comprehensive Internationalization. Internationalization "shapes institutional ethos and values and touches the entire higher education enterprise" (Hudzik, 2011, p. 5). More simply stated, the commitment to internationalization helps create a culture of respect and understanding of cultural differences and encourages the incorporation of "international" and "intercultural" into every aspect of the institution. In this view, institutions of higher education invested in comprehensive internationalization show a strong commitment to embed international, global, and intercultural perspectives throughout the campus. Examples

include, and are not limited to, infusing the international into student life, residential life, faculty teaching and curriculum development, institutional strategic planning, etc.

Intercultural or Cross-Cultural Competence

While difficult to measure, the abstract concept of "intercultural" or "cross-cultural" competence is essential to successful internationalization. "Cross-cultural competence is a complex concept generally defined by a set of attitudes, knowledge and skills one needs to be successful in engaging with difference" (Deardorff, 2017). The concept of intercultural or cross-cultural competency consists of five core dimensions: (a) respect, (b) cultural self-awareness, (c) perspective-taking, (d) empathy, and (e) relationship-building; as well as emerging perspectives involving interconnectedness, cultural humility, and courage (Bennett, 2009; Deardorff, 2006, 2009a, 2017).

Cultural Humility. Another term that is often used when speaking in the context of intercultural competence is cultural humility. According to Soundscaping Source (2013), "Cultural humility involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others." The term was introduced in 1998 as a "lifelong process focusing on self-reflection and personal critique, acknowledging one's own biases" (Khan, 2009). Cultural humility further involves understanding the intricacies, nuances, and complexities of identities (Khan, 2009).

Intercultural Pedagogy and Student Learning. In the considerations for intercultural competence in the context of the higher education classroom setting, engaging all students and incorporating their diverse backgrounds and perspectives into the classroom environment is critical. Equally (or even more) important is the need to intentionally develop pedagogical

practices that maintain a high level of learning and respect for all within the classroom (A. Lee et al., 2017). Multiple scholars refer to intercultural pedagogy as the art and practice of addressing lesson plans from the various lenses of the students (Childress, 2010; Deardorff, 2009b; de Wit & Merkx, 2012; Hudzik, 2011, 2014; Knight, 1994, 2004). An interculturally sensitive faculty member would craft the curriculum by weaving in the deep understanding of students varied cultural backgrounds as well as their different learning needs. For example, an interculturally sensitive faculty would understand the barriers certain students face in participating in group work and class discussions, and therefore provide those students with alternatives to fulfilling participation requirements. Another instance would be faculty who would demonstrate sensitivity toward the needs of students for whom English their second language by adopting different methods to provide for the learning needs of those students. By incorporating an understanding of these differences into their pedagogy, a faculty member can successfully inject cultural and intercultural competence concepts into the curriculum, providing students opportunities to engage in the curriculum and learning in multi-faceted ways. As such, the role of faculty becomes a critical contributing factor to internationalization as they foster the development of intercultural competencies within the student body (Childress, 2010; Deardorff, 2009a, 2009b; de Wit & Merkx, 2012; Hudzik, 2011, 2014; Knight, 1994, 2004).

Sustainability

In 1987, the United Nations (U.N., n.d.-c) Brundtland Commission defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." The mission of the United Nations Educational, Scientific, and

Cultural Organization (UNESCO, 2021) is defined as using education to transform lives, to

"eradicate poverty and drive sustainable development."

The U.N. 2030 Agenda for Sustainable Development Goals (SDGs). In 2015, the U.N.

General Assembly adopted the 2030 sustainable development goals (SDGs). As maintained

by the UNESCO (2017),

> At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future. (p. 6)

Global Citizenship

According to the U.N. (n.d.-a) website on academic impact, global citizenship is used as

the umbrella term for:

> social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own. The concept of global citizenship is embedded in the Sustainable Development Goals though SDG 4: Insuring Inclusive and Quality Education for All and Promote Life Long Learning, which includes global citizenship as one of its targets. By 2030, the international community has agreed to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including global citizenship. Universities have a responsibility to promote global citizenship by teaching their students that they are members of a large global community and can use their skills and education to contribute to that community.

Researcher Positionality

Cousin (2010) states:

> Our knowledge of the world is always mediated and interpreted from a particular stance and an available language, and that we should own up to this in explicit ways. The self is not some kind of virus which contaminates the research. On the contrary, the self is the research tool, and thus intimately connected to the methods we deploy.

> Added to this acknowledgement is the social constructionist insight that language cannot be treated as a technical means by which we articulate our findings. Language itself is value laden. (p. 32)

As I reflect about my position and the "tool" it provides, I am cognizant of how my positionality impacts the research. I acknowledge that I am a female in a leadership role within international education at one of the California State University (CSU) campuses. My life experiences have contributed to my genuine passion for the field of international education. In short, I am a foreign-born national who speaks several languages, who immigrated to the United States, and who holds an advanced degree in international relations. I have studied and worked abroad and greatly value those experiences in widening my scope of thinking and acceptance of differences. Often, it is difficult to separate my prior educational background in political science/international relations with my pursuit of a higher degree in educational leadership. As an administrator in higher education, specifically in international education, the two worlds frequently overlap, shaping and forming my perceptions and strategies as a practitioner.

My life story has exemplified my struggles with prejudice and biases, which have been based on a combination of my country of origin, the language I speak, my gender and my religion. These dominating experiences have formed my epistemologies of leadership. Although I have always been in a position of great privilege with regard to my educational opportunities, the continuous social struggles and discriminatory behavior have created not only obstacles but have often triggered extreme unsettling emotions, leading to a feeling of "otherness." However, these experiences have also translated into charged emotions and have contributed to my sense of being a global citizen. They have resulted in my passion and

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advocacy for global education with a strong commitment to educate and to bring about change to perceptions, so that all people can be celebrated for their differences and cultural nuances.

Furthermore, having gone through the immigration and acculturation processes, I empathize on a personal level with the struggles of our international population. I strive to open minds on a daily basis. In my professional role, I hope to enable people to comprehend the invaluable presence of international students and scholars on our campus, who bring new insights and perspectives, and to take a moment and appreciate their differences, and to attempt to see the world through their unique cultural lens. Most importantly, I want the international students and scholars to be able to have a holistic experience and to feel a sense of belonging, without being labeled as "different" or "other." In my journey, I aspire to empower faculty to understand their power in infusing the intercultural as part of the diversity and inclusion goals in their curriculum and classroom environment, which translates into creating global perspectives, fostering cultural humility and grooming the mindset of global citizens. These are all factors which increase my bias not only for being a strong advocate for internationalization on our campus, but as a result of my lived experiences, having a set vision and plan for getting us there. It is clearly evident that my positionality impacts the research, but that this subjectivity provides greater strength to the research by providing deep consideration and understanding of the nuances of internationalization and its implementation on higher education campuses.

Significance of the Study

All the key terms defined above alongside the researcher's positionality statement reinforce the significance of this study. In a world where politics and economies are intertwined, and where the concepts of global citizenship, human rights, and world peace continue to gain significance, institutions of higher education need to prioritize campus internationalization efforts more than ever before. The intersection of world events/politics and education is real and here to stay. The national and global events in the recent decades, including 9/11, the rise of far-right nationalist leaders, the outbreak of the COVID-19 pandemic, and most recently, the crisis in Afghanistan, further demonstrate the significance of international knowledge, the interconnectedness of the world, and the increased need for a deeper understanding and tolerance of differences. There is a need for world citizens that are equipped with the appropriate skills to communicate across cultures and to contribute to solutions across borders and societies. Future leaders and educators need to accept and recognize that 21st century living is based in a multicultural global society, one in which people must rely on one another to solve problems, where understanding is based on cultural nuances and subtleties, and where cultural humility is celebrated. Faculty at institutions of higher education play an important role in instilling and fostering these values as they educate future leaders. Faculty need the support of the institutional leadership to ensure they are supported in these efforts as these values are prioritized, implemented, executed and that there is continuity.

Statement of the Problem

The importance of internationalization is often seen only in rhetoric and not developed into concrete operational plans. Once a higher education institution takes the leap to come up with an internationalization plan, the role and engagement level of faculty becomes more significant to operationalizing and successfully implementing it. There is a gap, however, in the extant literature with regard to the important role of faculty in helping shape, develop, and implement the strategic planning for internationalization on a campus (Childress, 2010). There are exemplary models of institutions where faculty members have been successfully engaged and supported in their teaching, research, and service per campus internationalization initiatives, but the literature is scant. Furthermore, the differences among those institutions which give lip service to internationalization and those which more fully embrace internationalization suggest the need to examine the main theoretical frameworks on internationalization alongside key historical faculty involvement events to build the argument for the importance of the understanding and mapping internationalization through the lens of strong faculty engagement. There is also a need to explore the factors influencing campuses where there is more faculty engagement and participation in internationalization efforts to better understand what motivates these faculty to be more invested in this endeavor. To portray a complete picture, it is critical also to look at the interconnectedness of the factors influencing faculty engagement as well as the factors related to administrator support for faculty engagement.

Purpose of the Study

This research explored campus internationalization trends by examining the practices of faculty and administrators engaged in campus internationalization efforts at selected four-year public institutions in California (e.g., CSU and University of California [UC] campuses). The study specifically looked at selected campuses in the northern California region. In addition, the study focused on faculty from the following departments: engineering, education, and social sciences. The researcher began by summarizing, analyzing, and differentiating the collected data and identifying current trends and practices from the two distinct systems of UC and CSU. This information helped develop a guided mapping, or recommended framework, for other U.S. institutions of higher education with similar characteristics. By examining their commonalities and differences, the researcher aspired to determine the interconnectedness of faculty engagement and administration support in moving toward campus internationalization at these institutions.

For the purpose of this study, the researcher utilized an explanatory sequential approach through mixed methods (Creswell & Creswell, 2018; Plano Clark & Creswell, 2008). The researcher approached the two-phased research first, with two separate surveys, one for faculty and the other for administrators, at the selected UCs and CSUs. The second phase of the study consisted of interviews with both faculty and administrators. Both the quantitative and qualitative research required rigorous methods, which included data collection, analysis, and interpretation. The study's research design and methods are discussed in greater detail in Chapter 3, which covers methodology.

Research Questions

In this study, the researcher explored the following guiding research questions (RQ):

1. What are the perspectives of faculty and administrators towards campus internationalization, at the selected campuses of four-year public universities in California (i.e., UCs and CSUs)?

2. From the perspective of these faculty and administrators, to what extent do selected institutional factors (e.g., commitment, support, motivations), contribute to their engagement and to campus comprehensive internationalization efforts?

3. What is the relationship (if any) between perceived institutional commitment and support and faculty incentives to engage in campus comprehensive internationalization efforts? Specifically:

   a. What are the similarities and differences between the perceptions of faculty versus administrators on the factors associated with greater efforts toward comprehensive internationalization?

   b. What are the similarities and differences between CSU and UC campuses?

   c. Are there differences in perception based on the field of expertise of the faculty (i.e., education vs. engineering vs. social sciences)?

4. What is the relationship (if any) between individual/personal perspectives and experiences and faculty incentives to engage in campus comprehensive internationalization efforts?

Limitations

The focus of this study was to develop research-based recommendations on the role of faculty engagement and campus comprehensive internationalization efforts and its interconnectedness with the role of administrators, at the CSUs and UCs. The most important limitation of the study concerned sample size and whether respondents' attitudes and perceptions differed from non-respondents. Multiple outreach efforts were made to gain the largest respondent rate possible. The conclusions and recommendations, however, represents this particular sample. In addition, differential response rates from the various institutions surveyed and the ability to make comparisons across groups (faculty and administrators), campuses (UC and CSU) and disciplines (education, social science, and engineering) was limited. It was anticipated that certain campuses would have a stronger response rate, leading to limited and less diverse data and thus, potentially prompting skewing analyses and recommendations. However, by devoting more efforts and energy in following up with one-on-one interviews after the survey phase, the researcher utilized interview data collection and analysis to cross-check potential limitations. The researcher limited comparisons amongst respondent groups, to offset any skewness of the data.

Delimitations

This study focused on faculty and administrator perspectives on comprehensive campus internationalization at public four-year institutions in California. Therefore, the findings and results may or may not necessarily generalize to faculty and administrators at other U.S. state colleges and universities. Because the UC and CSU systems are unique to California, anyone using this research will need to further analyze the similarities and differences of their

distinct state educational system with that of California. Based on demographics and understanding of the historical and local context for the survey and interview data, the reader can then judge whether findings reported in this research apply to other locations and universities.

Summary

Chapter 1 sets the stage for the problem of practice, by defining internationalization and the important role of faculty engagement in pursuing comprehensive campus internationalization. The significance, purpose, and implications of the study are presented. In Chapter 2, a comprehensive literature review provides background information on internationalization and the history behind the role of faculty engagement in such efforts in more depth. Chapter 3 serves as the blueprint for the study by restating the RQs and discussing the methodology for the research. Chapters 4 and 5 present the data analysis of the mixed methods studies, starting with the survey instrument data followed by the interview instrument findings. Finally, Chapter 6 highlights the results and implications of the research for institutions of higher education in the U.S., specifically public state universities, providing insights into other areas for future research.

Chapter 2: Review of the Literature

Introduction

In recent years, the impact of the COVID-19 pandemic has further increased the significance of global collaborations, and hence, the critical need of promoting and instilling the values of intercultural understanding. As such, the role of HEIs in developing, fostering, and reinforcing those values in students, is imperative to their success when evolving into global citizens. However, the concepts of internationalization and comprehensive internationalization are complex. In this literature review, first, the researcher examined the historical context of internationalization post-World War II, followed by a review of a few of the more recent transformative world events to fortify the understanding of the historical value of internationalization. Next, the researcher elaborated on the definitions introduced in Chapter 1 by exploring various theoretical frameworks. The researcher then synthesized the literature on the role of faculty engagement in internationalization efforts, the challenges faculty face in this endeavor, and the interconnectedness of the roles of faculty and administrators, as a tool to identify potential gaps. This literature review further reinforced the RQs and framed the basis for the data collection and analysis for this study.

Historical Context of Internationalization

It is essential to recognize the importance of the historical context of internationalization. Since the second half of the twentieth century, world events and the formation of certain international organizations have served as a catalyst for institutions of higher education to focus on international education. For the purpose of this study, the researcher first looked at a few specific governmental organizations, specifically international governmental

organizations (IGOs), before focusing on those organizations which have enabled faculty to take on a more active role and to have an "international" impact. Next, the researcher examined the historical events in the 21st century, which have further intensified the importance of the prioritization of internationalization as a strategic goal for institutions of higher education.

International Governmental Agencies (IGOs): Post-World War II

With the end of World War II in 1945, many nations were struggling and hoping for peace. The U.N. was created in 1945 with the goal of avoiding another world war, like the one that had just been experienced. The U.N. represents not only a single IGO but a whole family of global IGOs, including UNESCO, the World Health Organization, and many others (Feld & Jordan, 1994; Jacobson, 1993).

UNESCO. UNESCO was created as a specialized agency of the U.N. with a mandate to pursue a free exchange of ideas and knowledge and to increase the means of communication between the peoples of the world (Feld & Jordan, 1994). The constitution of UNESCO was signed in November of 1945 and asserted that "wars begin in the minds of men" and went further to maintain that World War II had become possible due to "the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races" (Jacobson, 1993, p. 305). Over the years, this role has continued to develop and evolve. With its mandate in higher education, UNESCO supports efforts to embrace quality learning in higher education (IGI Global, n.d.). According to Salter and Prosser (2013), quality learning is defined as:

1. Learning that is purposeful, learning in which learners are provided with the ability to effectively learn, and retain skills and knowledge gained. It is usually associated with or based on student satisfaction with the learning process.

2. An approach to improving learning and the quality of organizational life.

As the call for internationalization has continued to grow, UNESCO's role in this endeavor has also continued to develop. According to the UNESCO (n.d.-d) website focused on higher education, "UNESCO is expanding work on quality assurance, developing the capacity of countries to establish dedicated agencies and networks." The website goes on to indicate further that based on the lessons from the COVID-19 global disruptions, "UNESCO calls on Member States to set up regional and global collaborations to make higher education more inclusive, relevant and connected to societal transformations across research, teaching and learning, taking on board new ethical frontiers" (UNESCO, n.d.-d). This most recent call by UNESCO reinforces the significance of international collaborations across research, teaching, and learning.

The Earth Charter. Furthermore, UNESCO is one of many organizations that has endorsed the Earth Charter. The Earth Charter is an international declaration of 16 values and principles committed to building "a just, sustainable, and peaceful global society in the 21st century" (Wikipedia, 2021). According to the Earth Charter (n.d.) website, "in 1987, the U.N. World Commission on Environment and Development issued a call for the creation of a new charter that would set forth fundamental principles for sustainable development." The Earth Charter emphasizes the interdependence of environmental protection, human rights and peace. Its preamble reads:

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations. (Earth Charter, n.d.)

In short, the Earth Charter is a more contemporary example of the efforts of the IGOs to bring together the global society with a shared respect and commitment to sustainability and environmental justice, economic justice, human rights and a culture of peace.

United Nations 2030 Agenda for Sustainable Development. In today's global society with a strong focus on globalization and sustainability, UNESCO continues to be a key organization in helping foster the skills and the competencies needed to achieve a peaceful world through education. Today, according to UNESCO's (n.d.-a, n.d.-b) website:

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO believes that education is a human right for all throughout life and that access must be matched by quality. The Organization is the only United Nations agency with a mandate to cover all aspects of education. It has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4 and its targets. UNESCO provides global and regional leadership in education, strengthens education systems worldwide and responds to contemporary global challenges through education with gender equality an underlying principle.

One of the seven outcome targets for Sustainable Development Goal 4 is target 4.7, titled "Education for sustainable development and global citizenship", is summarized as:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. (U.N., n.d.-b)

Furthermore, as defined in Chapter 1, the U.N. 2030 Agenda for Sustainable Development includes 17 SDGs. In order to achieve these goals, everyone and each sector of society around the world, needs to do their part. The 2030 Agenda has a shared global set of goals for all nations focuses on the five "Ps," which include: people, planet, prosperity, peace, and partnerships (U.N., 2015). Egron-Polak and Marmolejo (2017) maintain that in order to promote cooperation, equality, and mobility, HEIs should intentionally connect their individual internationalization agenda to the U.N. (2015) 2030 Agenda for SDG. Education is key to sustainable development, as expressed by Irina Bokova, Director-General of UNESCO (n.d.-c):

> A fundamental change is needed in the way we think about education's role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together. (p. 1)

OECD. The Organization for Economic Co-operation and Development (OECD, n.d.-b) is an international organization that was founded in 1961 with the goal of promoting the economic welfare of its members. It was initially called the Organization for European Economic Cooperation at its inception in 1948 to help administer the Marshall Plan, a U.S. program to provide economic aid to Europe after the devastation of World War II (History.com Editors, 2020). Once the Marshall Plan was completed, the organization shifted its focus and opened up to other member countries. According to the OECD (n.d.-a) 60th anniversary website, the role of the organization has evolved over the years:

> The OECD's vocation has been to deliver greater well-being worldwide by advising governments on policies that support resilient, inclusive and sustainable growth. Through evidence-based policy analysis and recommendations, standards and global

policy networks, including those collaborations with the G7 and G20, the OECD has helped advance reforms and multinational solutions to global challenges. These span the public policy horizon, from the polluter pays principle, to PISA in education. Throughout its history, the OECD has striven to become more global, more inclusive and more relevant.

The OECD therefore further exemplifies the intersection of economics with education. Over the years, they have spent time on research and recommendations on education, both K-12 and higher education. The OECD understands the importance of education in today's complex world. As a result, they have launched *The Future of Education and Skills 2030* project. According to the OECD (2018) position paper titled *The Future of Education and Skills: Education 2030,* the goal of the project is to answer two important questions:

- What knowledge, skills, attitudes, and values will today's students need to thrive and shape their world?

- How can instructional systems develop these knowledge, skills, attitudes, and values effectively?

They go on to site the importance of broader educational goals "to enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years" (OECD, 2018).

Since the end of World War II then, as demonstrated by this brief analysis of the work of a few, IGOs have continued to push forward agendas in education in support of human rights, globalization, sustainability and peace. With the continuous and strengthened role of

these IGOs in education therefore, the impetus behind deepening the understanding of the importance of international education, becomes evident and even more urgent.

International Non-Governmental Organizations (INGOs)

In addition to these IGOs, there are numerous INGOs, which are non-profit voluntary associations who bring together like-minded individuals to work toward a cause. INGOs are defined as "any internationally operating organization which is not established by inter-governmental agreement" (Ahmed & Potter, 2006). The number of INGOs has continued to grow over the years, with 6,000 reported in 1990 expanding to 40,000 in 2013 (Ben-Ari, 2013). Some of the more well-known INGOs include Amnesty International, the Red Cross, Doctors Without Borders, Greenpeace, Oxfam, etc. These organizations and their rapid growth in number further reflect the multi-faceted dimensions of an interconnected global world.

International Exchange Programs

The Fulbright Program. The Fulbright Program sets the stage and foundation for international faculty engagement by offering international teaching and research opportunities. After World War II, there was a concerted effort to counteract the exclusively Western orientation of the higher education curriculum (Rudolph, 1992). In September 1945, Senator J. William Fulbright of Arkansas, introduced a bill in the U.S. Congress that called for the use of proceeds from sales of surplus war property to fund and promote international goodwill through cultural exchange. One year later, in 1946, President Harry S. Truman signed the Fulbright Act into law (U.S. Department of State, n.d.-a). According to the Council for International Exchange of Scholars (CIES) website (Fulbright, n.d.), the

Fulbright Program was established with the goal of promoting peace via educational and cultural exchange. Fulbright offers both student and scholar grants. The Fulbright Program created interest in overseas research in the United States through the exchange of faculty and graduate students across the world which familiarize Americans with international institutions and colleagues. Prior to World War II, international student enrollments in the United States were virtually nonexistent, but after the passage of the Fulbright Act of 1946, enrollments began to grow slowly at first and then exponentially. From 1959 to 2009, there was a 150 percent increase in the number of international students studying in the United States (de Wit & Merkx, 2012).

Additionally, the Fulbright Program created interest and initiatives from U.S. faculty to develop study abroad programs for their students. Before 1950, only six U.S. academic year study abroad programs existed, a number that grew to 103 in 1962 and 208 in 1965. Summer study abroad programs grew from 63 in 1962 to 97 in 1965 (Freeman, 1966, p. 388). In 2012, the IIE reported a steady increase in the number of Americans studying abroad: "In the 2010/11 academic year, 273,996 American students studied abroad for academic credit, an increase of one percent—an all-time high. U.S. students studying abroad increased in 17 of the top 25 destination countries."

Perhaps the most important observation for purpose of this study is that Fulbright offered faculty the same opportunities as students to apply for various grants and engage in scholarship funded study abroad programs. Although the scholarships are competitive, there are many iterations available to faculty including: (a) the Fulbright Scholar program, which sends faculty abroad to conduct research; (b) the Fulbright Specialist program, which sends

faculty overseas for a short period to consult on curriculum and program development; and (c) the Fulbright Distinguished Chair award, which is the most prestigious and competitive of the awards is awarded to a select number of eminent scholars who have a significant publication and teaching record to conduct distinguished teaching, research, or a combination of the two. In many ways, these Fulbright opportunities represent the ideal scope of international engagement for faculty to have a meaningful impact on their research, teaching and service, as well as on the internationalization efforts on their individual campuses.

Erasmus and Erasmus Plus Programs. The European Erasmus and Erasmus Plus programs represent a more recent development of exchange programs. According to the Erasmus France website (Agence Erasmus+ France/Education Formation, 2020), at its inception in 1987, the Erasmus program (which stands for EuRopean Community Action Scheme for the Mobility of University Students) was focused on a student exchange program, built on a 1981–1986 pilot. The program was named after the Dutch philosopher and Catholic theologian, Desiderius Erasmus, who travelled extensively in Europe. This program allowed students to move freely between institutions. It also mandated to have at least 10% of students study abroad, giving rise to further innovation and adaptation in teaching, and higher education administration (Wächter, 2003). At the outset and for the first few decades, the Erasmus program facilitated student mobility within Europe and has been successfully doing so for over three decades. According to a European Commission press release from January 26, 2017, about the program:

> Mobility has helped to provide people with the education, skills and competences they need to lead independent and fulfilling lives. It has also given people a European experience and sense of belonging to a community. Various evaluations and impact assessments have underlined the value of mobility. They show that going abroad

equips young people in Europe with the labour market skills both of today and tomorrow and improves their prospects for a successful career. Mobile students are twice as likely to have found a job one year after graduation compared to their non-mobile counterparts.

In 2014, the program was expanded beyond European borders, making exchange opportunities and collaborations available worldwide. According to the Erasmus France website, this newer program known as Erasmus Plus, was no longer limited to student mobility and was expanded to offer teachers, trainers, staff, in addition to students and apprentices, the possibility to travel abroad "to develop their knowledge, skills and employability" (Agence Erasmus+ France/Education Formation, 2020). Similar to the Fulbright program, the Erasmus Plus program recognized the key role of faculty and hence, by opening up the borders and incentivizing global collaborations through grants, the program has continued to grow. It serves as yet another model to highlight not only the important role of faculty in internationalization efforts, but more importantly, to stress the impact and significance of encouraging and sustaining faculty engagement in these activities and opportunities.

The Impact of Historical Events of the 21st Century

This brief overview of the post-World War II historical background sets the stage for the origins of the impetus for internationalization efforts of HEIs. The researcher next focused on analyzing the significance of events of the past couple decades in faculty engagement in internationalization efforts.

September 11th. Flashing forward to September 11, 2001, the attack on the World Trade Center further underscored the importance of international education. As a response to the attacks, internationalization became a priority amongst institutions of higher education. This

world event intensified the immediate need for educating students about world cultures and reinforced the idea of developing intercultural competencies. In fact,

> the golden era of internationalization was born out of the grimmest of events: the September 11 terrorist attacks and the conviction that the violence – whose perpetrators were erroneously said to have been in the United States on student visas – called for greater engagement with the world, not less. (Fischer, 2019)

The faculty, of course, had the opportunity to serve as change agents. By incorporating the intercultural competency into their curriculum and the classroom, they had the power and tool to directly impact the growth of students' cultural sensitivity and world knowledge. The faculty would be able to equip students with the right skills and sensitivities to address foreign policy and national security issues (Childress, 2010; NAFSA: Association of International Educators, 2003).

Trump and the Rise of Other Far-Right World Leaders. Some scholars point out that Donald Trump's presidency along with the rise of other conservative world leaders in recent years has further accelerated the global rise in racism and xenophobia, making internationalization strategies and plans more critical. As early as 1995, Knight and de Wit reflected on an anti-global, anti-immigrant perspective and its potential, stating that "the danger of isolationism, racism and monoculturalism is a threatening cloud hanging over the present interest in internalization of higher education" (p. 29). There are more prevalent challenges to the future of internationalization than ever before. Stricter immigration regulations, including the Trump administration's Executive Orders on travel ban, and a greater sense of nationalism globally, are just some of the barriers to mention (Altbach & de Wit, 2017, 2018).

Brexit. In Europe, Brexit served as one example of closing borders and deepening the move toward isolationism. Immediately following the Brexit referendum, commentators began speculating on factors and causes leading to the "exit" result. Among the key issues identified were immigration, xenophobia, regionalism, nationalism, and sovereignty. Hudzik, (2016) explains:

> Commentators pointed to additional factors shaping the context of Brexit including: trade-inspired job dislocations, the disparity between societal elites who benefit from internationalization and non-elites who are harmed or shut out, a resurgent inward-focused populism, differences in generational perspectives, and a general distrust (or perhaps irrelevancy) of established political leadership who seem to be among the beneficiaries of globalization.

Afghanistan. In recent months, with the U.S. withdrawal from Afghanistan after 20 years of occupation, there is yet another example in history where a deeper understanding of the people, the country and the region could have potentially changed the course of action and outcome. The aim of the intervention in Afghanistan was as articulated by President George W. Bush in October 2001, "to bring al-Qaeda to justice" and "as long as it takes" (Tyler & Bumiller, 2001). As expressed by journalist Fintan O'Toole (2021) in a recent article in *The New York Review:* "The great question of America's twenty-year war in Afghanistan was not whether the Afghans were fit for democracy. It was whether democratic values were strong enough In the U.S. to be projected onto a traumatized society seven thousand miles away." The United States invaded Afghanistan 20 years ago with the goal of helping rebuild a nation. The U.S. viewed its role in nation-building as top-down, instead of understanding the "democratic" needs of the people in Afghanistan. According to Acemoglu (2021), "This approach makes no sense when your starting point is a deeply heterogeneous society organized around local customs and norms, where state institutions have long been absent or

impaired." Once again, perhaps if the situation had been perceived from the lens of the people of Afghanistan with a more in-depth comprehension of the culture and people, rather than enforcing what seemed right from an American perspective, the situation in Afghanistan would be different and not in the tragic state it finds itself today.

Sarah Chayes (2007), an NPR correspondent who lived amongst the people of Afghanistan for many years, wrote quite eloquently in reflection:

> I have often been asked whether we in the West have the right to "impose democracy" on people who "just might not want it," or might not be "ready for it." I think, concerning Afghanistan at least, this question is exactly backward…. I have found that Afghans know precisely what democracy is—even if they might not be able to define the term. And they are crying out for it. They want from their government what most Americans and Europeans want from theirs: roads they can drive on, schools for their kids, doctors with certified qualifications…, a minimum of public accountability, and security…. And they want to participate in some real way in the fashioning of their nation's destiny. (p. 193)

Her observation sums up the importance of developing the critical skills to begin to understand the nuances of culture and to nurture intercultural competencies by active listening and approaching each situation with a unique lens, as we navigate ways to assist with worldwide issues and crises.

COVID-19. The COVID-19 pandemic further demonstrated the interconnectedness of the world and the need for an international and global response. All institutions of higher education worldwide and in the United States have been impacted the same way and in a powerful manner. With the limitations on student mobility worldwide, international education has been hit hard, as international educators try to redefine internationalization and continue to move forward. The areas of international enrollment management, intensive English, and study abroad, all with a heavy reliance on student physical mobility, have had to

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pivot to rethink how to continue with their missions and goals without physically moving students across borders. They have instead shifted their focus on strategizing about ways to continue the commitment to the themes and ideas of internationalization in more innovative ways, not necessarily requiring travel. As John Hudzik (2020), one of the prominent scholars in the field of international education wrote: "'How long will this last?' is not the right question. The better question is 'How will internationalization adapt to shape a new normal?'" (p. 1).

In this instance in world history, faculty across the globe continue their teaching whilst shifting, pivoting, and adjusting their teaching methods to meet the needs and demands of students locally and across the globe. Examples include and are not limited to utilizing synchronous and asynchronous teaching methods in order to impact each student, regardless of where they are in the world. In many ways, the challenges posed by this pandemic have pushed institutions to redefine and rethink internationalization and further recognize the important role of faculty engagement as we enter this new era of internationalization.

A recent article in a prominent publication, *The Chronicle of Higher Education,* Karin Fischer (2021) wrote of her conversation in her role as a moderator at the AIEA conference with panelist, Michael Osterholm, a leading epidemiologist and director of the Center for Infectious Disease Research and Policy at the University of Minnesota. In this dialogue, Osterholm emphasized the importance of global research ties as essential in fighting the pandemic. Osterholm went on to express his support for the critical role international education plays in the higher education institution (HEI) landscape. Fischer (2021) quotes Osterholm as saying

> You can't consider yourself an institution of higher learning unless you understand the importance of international education. To me, that's like trying to play a baseball game without pitchers. It doesn't work.

Many of the challenges of the 21st century require a global response, and faculty with their research/teaching collaborations and global partnerships play a significant role in these efforts.

The pandemic has helped further develop these global research and teaching collaborations, by increasing virtual exchange and the use of Collaborative Online International Learning (COIL), both of which will be addressed in the next section focused on faculty engagement. The pandemic has contributed to and led to a more emphatic emphasis of the interdependence and interconnectedness of the world. In fact, as referenced in Chapter 1, the recent joint statement of principles in support of international education by Departments of State and Education on July 26th, 2021 further highlights the importance of international education and the significance of having the global and cultural competencies to navigate the global landscape. The joint statement also emphasized the important role of faculty engagement in internationalization efforts.

Black Lives Matter (BLM) and Social Justice. Lastly, in 2020 as the world grappled with COVID-19, in the United States, news headlines about the civil unrest that had come about due to police brutality resulting in the death of innocent Black Americans including George Floyd, Breonna Taylor, and others, dominated. These events further ignited an increased domestic focus on issues surrounding race and social justice. However, as mentioned by Blanco et al. (2020), these events soon became "a global movement bringing attention to systematic manifestations of exclusion, discrimination, and mistreatment—and

the underlying sentiment of anti-Blackness—not only in the United States, but around the world" (p. 3). Blanco et al. (2020) go on to maintain:

> Racism is not limited to anti-Blackness. One has only to recall the anti-Chinese and - Asian reactions in Europe and the United States, also in higher education, at the start of the pandemic. There has been discrimination against Latino immigrants and refugees in the United States and against Muslim immigrants and refugees in Europe—largely concerning restricting access to higher education and to the academic workforce. And these are only recent examples of racism in higher education. (p. 4)

Racism is prevalent worldwide and has been for many years. The BLM movement of 2020 brought a renewed and magnified focus on this important topic. Although international education is not often perceived from a social justice lens, these events of 2020 made it a global issue, intensifying the need to weave diversity, equity, and inclusion into international education goals. As Wick and Willis (2020) share: "The fundamental change that we propose is to make social justice the purpose and goal of international education activities, instead of framing it as an ancillary benefit" (p. 4).

In short, the 2020 BLM movement intensified and brought to the forefront not only discussions and activism around racism, social justice and diversity, equity and within the United States, but it expanded beyond borders. As a result, the critical role of HEIs and faculty in particular became even more significant. Faculty could find ways to open the minds of their students by providing intercultural training as a tool to navigate the intricacies of diversity equity and inclusion, both at home and globally. Blanco et al. (2020) note:

> There is much to be done to interrupt anti-Blackness, but a necessary step is to recognize how deeply entrenched racism is in higher education in the United States and elsewhere. Many have acknowledged and criticized it, but in reality, the higher education system has grown accustomed to its presence without taking action against it. Racism and internationalization have been treated in higher education research and

policy as two different issues, one national and the other international. We have to challenge this divide: Both are local and global. (p. 4)

Issues of diversity, equity and inclusion are indeed global issues. Tara Harvey (2021), an interculturalist, in one of her blog posts explored "how an intentional, inclusive approach to intercultural learning could potentially bridge the gap—supporting students from a wide variety of backgrounds and helping them all grow in their cultural identity and intercultural competence." In fact, one must recognize that the BLM movement and social justice issues have allowed one to see that there is an overlap of these domestic issues with international/global ones and need to be addressed as such.

Internationalization in Higher Education

Theoretical Frameworks

While the historical context sets the stage for the significance of internationalization, it is critical also to look at internationalization within the main theoretical frameworks that have emerged over the years. These initial frameworks, briefly presented in Chapter 1, are the theoretical foundations for implementing internationalization in higher education campuses.

The American Council of Education (ACE). Over the years, the definition of internationalization has evolved in subtle ways, with more concrete frameworks provided for achieving internationalization. The ACE is a membership-based organization that has helped the higher education community for a century to develop highly effective public policy and high-quality practice. ACE provides institutions with a defined framework for internationalization on campus by utilizing more practical terms with a focus on specific categories. Before looking at the framework, it is imperative to understand ACE's definition of internationalization. ACE (2022b) defines internationalization as "a strategic, coordinated

process that seeks to align and integrate policies, programs, and initiatives to position

colleges and universities as more globally oriented and internationally connected." This

definition is recognized and utilized by the AIEA, the leading member organization formed

in 1982 with a focus on international education leadership. ACE (2022a) (in their

internationalization toolkit on their website) has identified six interconnected target areas in

order to achieve comprehensive internationalization:

- Articulated institutional commitment

- Administrative leadership, structure, and staffing

- Curriculum, co-curriculum, and learning outcomes

- Faculty policies and practices

- Student mobility

- Collaboration and partnerships

The findings of ACE's most recent report, *Mapping Internationalization on U.S.*

Campuses, and based on the results of surveys from institutions on the trends in

internationalization, reflect that internationalization on most campuses remains

administrative-intensive (Brajkovic & Matross Helms, 2018). These findings suggest that the

typical vision for internationalization is centered, understood, and accepted in one unit on

campus instead of throughout the entire campus. In addition, the report states there is an

increased emphasis on student mobility and co-curricular programming throughout campus

in recent years. Although there is an increase in faculty professional development, there is no

indication of a roadmap to engaging faculty in internationalization efforts through research,

teaching and service, indicating a continued gap (Brajkovic & Matross Helms, 2018).

Furthermore, the report specifies that "consistent with the 2001, 2006, and 2011 data, there are notable differences by Carnegie Classification in terms of internationalization progress and focus. While doctoral institutions continue to lead overall, a number of indicators suggest that their progress has plateaued in certain areas" (Brajkovic & Matross Helms, 2018, p. 11). This finding implies therefore that the UCs being doctoral level institutions are more likely to make advances in internationalization efforts over their CSU counterparts, being master's level institutions.

The International Association of Universities (IAU). IAU is another membership-based organization created under the auspices of UNESCO in 1950. IAU provides a commitment to understanding internationalization trends globally, while focusing on advocacy for global issues related to HEIs. The findings of IAU's Global Survey (Marinoni, 2019) reflect the idea that although internationalization of higher education has been spreading widely and continuing to gain momentum at institutions worldwide, the level of importance and the definitions of what constitutes a successful internationalization model is by no means uniform. According to the Global Survey, the recent trend in growth of commitment to internationalization is reflected in institutions of higher education that value and place an importance on internationalization, whereas those that have little value or interest in internationalization continue on a declining trajectory of commitment (Marinoni, 2019).

More notably, and as it pertains to the focus of this paper, HEIs in North America appear to be most divergent from all other world regions, with a greater focus on student mobility and recruitment of international students (Marinoni, 2019). The findings show that the U.S.

HEIs do not mention the importance of faculty engagement in internationalization efforts, further exemplifying the lack of understanding for the importance of the role of faculty in contributing to the eventual "success" of an institution's internationalization plan. As has already been indicated, this deficiency becomes a recurring theme for U.S. HEIs, where the focus continues to be on student mobility and not from a more holistic lens. Furthermore, these goals ignore what may be most important for the role of faculty in internationalization efforts, which is more about helping their students increase their appreciation of the world, seek human connections with others, and understand relations between local and global.

Knight's Framework. As was referenced in Chapter 1, Knight's cycle of internationalization maintains that an institution goes through six phases of internationalization. Knight's framework identifies the six cycles of internationalization as the following: (a) awareness, (b) commitment, (c) planning, (d) operationalization, (e) review, and (f) reinforcement. Knight's cycle begins with an *awareness* of the needs, benefits and goals of internationalization for students, staff and faculty alike. Next in her cycle is the *commitment* from senior administrators in addition to a commitment from students, staff and faculty to internationalization. The *planning* phase moves the cycle to understanding the needs and resources required to move forward the objectives and purpose of internationalization through strategic thinking before moving to the *operationalization* phase, which considers academic and organization factors and guiding principles to move the institution toward internationalization. Next, the *review* phase assesses the quality and impact of the initiatives. Finally, the *reinforcement* phase recognizes and incentivizes students, staff and faculty for successful participation in the internationalization efforts (Knight, 1994,

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2003, 2004, 2008). Internationalization therefore is not linear and clearly a continuous

process. In other words, internationalization cannot be achieved simply by completing and

checking off a series of standardized tasks, there needs to be continuous assessment and

engagement.

  de Wit's Framework. Hans de Wit built on Knight's cycle of internationalization. De

Wit believes that too much focus is placed on inputs and outputs and not necessarily on

outcomes. With de Wit's internationalization circle, there is an added question with regard to

the why, in addition to the what and the how, as described in Knight's model (Universität

Bonn, 2020). De Wit's model from 2002 adds three more stages to Knight's cycle of

internationalization. Before the awareness cycle, as introduced by Knight, de Wit added the

analysis of context as a preliminary step. This cycle includes the analysis of internal and

external context in documents and statements to set the stage. De Wit's (1995, 2002) model

adapted the six cycles of Knight's model, inserting an "implementation" phase as phase six,

before the review phase, and an "integration effect" as the final phase of the

internationalization cycle. In other words, de Wit's framework follows this sequence of

cycles: (a) *analysis of context*, (b) awareness, (c) commitment, (d) planning, (e)

operationalize, (f) *implementation*, (g) review, (h) reinforcement. De Wit added the

additional cycle of (f) implementation, which goes hand in hand with the operationalize

phase, with more of a focus on strategically implementing the program and strategic

initiatives. Finally, de Wit added as a final stage (i) *integration effect*, which enforces the

integration of internationalization into an HEI's mission (i.e., teaching, research, and service)

and ultimately connects all the other cycles by institutionalizing internationalization, as opposed to having a siloed strategic approach (de Wit, 2002, 2009; Universität Bonn, 2020).

Summary. ACE and IAU's frameworks for internationalization, coupled with Knight's and de Wit's theoretical frameworks, identify the multiple stages integral to a successful internationalization model. From a high-level view, therefore, they highlight the importance of integrating internationalization into the campus' strategic goals with actionable items. That being said, given the diversity within and between U.S. colleges and universities, there will be no set formula to internationalize. However, an institution's ethos can be altered by underscoring the importance of internationalization, making it a required component of every HEI's campus mission, vision, strategic goals and by integrating international, intercultural, and global into practices across an institution. One of the key challenges that remains for an institution is bringing about that transformation to embed a global ethos throughout campus. More specifically, it is often difficult for HEI leaders to commit to supporting faculty engagement and the integration of internationalization in their teaching, research, and service, while having that deeper understanding of the core goals of internationalization; these include and are not limited to embracing intercultural relationships and global collaborations with the goal of building bridges across nations toward world peace.

Intercultural Competence

These theoretical frameworks represent the "rhetoric-driven" strategies around internationalization. Childress (2010) points out: "Thus, in order to affect an institution's culture, it is not only important that institutions develop concrete plans for internationalization, but that they operationalize those plans" (p. 5). As the historical

examples portray, there continues to be an increased urgency for a deeper comprehension of

"international, global or intercultural," and therefore a need for educating students and

scholars alike about respect and appreciation of other cultures. Deardorff (2006, 2009a,

2010), one of the prominent scholars in this field, points out that intercultural competence is

a lifelong process, one where—there is no one point at which an individual becomes

completely interculturally competent. She is one of the first researchers to share the

importance of paying as much attention to the development process—of how one acquires

the necessary knowledge, skills, and attitudes—as one does to the actual aspects of

intercultural competence. Intercultural competence is acquired through intentional efforts. As

mentioned in Chapter 1, Deardorff has identified five core dimensions of intercultural or

cross-cultural competency: (a) respect, (b) cultural self-awareness, (c) perspective-taking, (d)

empathy, and (e) relationship-building; as well as emerging perspectives involving

interconnectedness, cultural humility, and courage (Deardorff, 2006, 2009a, 2017).

Bennett (2009), another well-known scholar whose research has focused on culture and

intercultural competence, points out the distinction between *cultural* and *intercultural*:

> When we describe cultural generalization about the attributes of one person with
> whom we are interacting or one culture group about which we are conducting
> research, we are often using anthropological, linguistic, or psychological frameworks
> as our culture maps. When we use the intercultural positioning tool, we are looking at
> the *interface* between two or more individuals with differing culture maps and
> attempting to develop a strategy for integrating their values, beliefs, and behaviors to
> enhance the effectiveness of their interaction. (p. 126)

Bennett (2009) goes on to maintain that:

> Through the exploration of our own position on cultural variables, we can identify
> similarities and differences with others and thus begin the process of building
> intercultural competence. The first use of an intercultural positioning system is to

locate ourselves, to develop our own cultural self-awareness through understanding our cultural patterns. (p. 126).

The concept of intercultural is well portrayed through the "sunglasses" metaphor. In her discourse, Deardorff has often referred to the sunglasses model to illustrate how each individual sees the world through their our own unique culturally conditioned lens. The instructions below have been used to facilitate an exercise to enable participants to increase their cultural self-awareness and to reflect on their own culturally conditioned identities by utilizing the sunglass model:

> You all were born with yellow sunglasses. And you know there is another group of people living on the other side of the river, but you've never met them and you really don't know anything about them so you decide to send a delegation across the river to meet these other folks. They were born with sunglasses like you. As you talk longer with them, you realize there is something different about these folks. And then you take a closer look at their sunglasses and you ask them if you can put on a pair of their sunglasses. Now they are the blue sunglasses people, so what color do the yellow sunglass people see? They see green! (Berardo & Deardorff, 2012, p. 153)

This exercise further emphasizes the complexities of culture. It signifies the ability to recognize that different people see the world through different colored lenses. In other words, when trying to understand others, it's like wearing two or more colored sunglasses on top of each other. In short, an individual willing to take the steps to become interculturally competent would pivot and see things from multiple perspectives, take on world views from different-colored lens of others and ultimately, to embrace and adopt a multicolored lens approach and perspective in the intercultural competency journey.

The importance of intercultural or cross-cultural competence is summarized succinctly in Deardorff 's (2009b) chapter in *The SAGE Handbook of Intercultural Competence* where she synthesizes the various themes presented in the book:

> This search for intercultural competence, underscores the need for genuine respect and humility as we relate to one another, meaning that we arrive at the point of truly valuing each other and, in so doing, bridge those differences through relationship building. In the end, intercultural competence is about our relationships with each other and, ultimately, our very survival as the human race, as we work together to address the global challenges that confront us. (p. 264)

Intercultural competence development at the post-secondary level through curricular and co-curricular programming is essential for all graduating, global-ready students (Deardorff, 2006). A review of literature on intercultural competence, specifically looking at the work of Deardorff (2006, 2009a, 2010) and Bennett (2009), provided a foundational framework for understanding how practitioners can begin to understand the importance of internationalization in higher education. A more in-depth discussion of the importance of the role of faculty in this area of curriculum development and internationalization will follow in the next section.

Role of Faculty Engagement in Internationalization

Faculty continue to impact the teaching, research, and service of an institution. Faculty in particular have direct influence on: (a) the curriculum content, (b) scholarly research collaborations and (c) international development and service (Childress, 2010; Hudzik, 2011, 2014, 2016; Knight, 2004, 2008). As such, they have the decision-making power to incorporate intercultural perspectives into their curricula and classroom environment, participate in international research or grant opportunities, and participate in international conferences and other international professional development activities. The research shows that faculty engagement in internationalization is a critical element in the success of the institution's comprehensive internationalization plan and its actualization. Faculty experiences, interests, and curiosity are key contributors to whether they are engaged in

campus internationalization efforts by adapting their classroom and curriculum (Association of American Colleges & Universities, 2017; Niehaus & Williams, 2016; Stohl, 2007). In turn, scholars have learned through their studies that institutional support is a key factor in faculty engagement in comprehensive internationalization. This literature review now turns to the framework developed by Childress on faculty engagement in internationalization, which serves as the seminal piece for this research study.

Childress' Framework

Childress' (2010) research results and analysis led her to develop a framework known as the "Five I's." Childress' research confirmed lack of faculty engagement as a barrier to internationalization of the curriculum and classroom. Furthermore, this lack of engagement is largely due to lack of institutional support (Childress, 2010). Childress' synthesis resulted in the "Five I's" of strategic implementation: intentionality, information, involvement, institutional networks, and incentives. In short, *intentionality* refers to being aware of and aligning strategic planning at the institutional level with the subunits within an institution. *Information* highlights the importance of disseminating information with faculty, both internally and externally, when developing internationalization strategic policies, especially with information about "a strategic plan's rationales, components, resources, as well as opportunities and incentives for involvement" (Childress, 2010, p. 19). *Involvement* reinforces the importance of providing the resources and opportunities for faculty to be involved in internationalization efforts. These steps could include training to develop the appropriate and specialized skills; revising policies to lighten a faculty's load, for example; and finally, publicizing the opportunities and making them accessible to all, leading to

making internationalization a shared responsibility for all. *Institutional networks* refer to an alliance of a group on campus with a focused goal and are essential to engaging faculty and getting their support for internationalization. For example, a campus-wide internationalization committee involving faculty and engaging them in dialogue would serve this area well. Lastly, *incentives* are key to participation in strategic planning by providing rewards and incentives. Childress's (2010) framework leads one to believe that by applying the "Five Is" of strategic planning, "internationalization plan leaders can facilitate the implementation of their institutions' goals for internationalization" (p. 21), thereby spreading internationalization into classrooms and research areas.

Internationalization and the 21st Century Classroom

An earlier review of the literature on intercultural competence provided a foundational framework for understanding how practitioners can begin to understand its importance to higher education internationalization (Bennett, 2009; Deardorff, 2006). For example, A. Lee et al. (2017) made compelling arguments about the importance of making intercultural competence one of the core goals of 21st century classrooms. They asserted that merely having diversity in the classroom does not bring about intercultural competence (A. Lee et al., 2017). In fact, these researchers found that pedagogy has to be intentionally designed to ensure intercultural competency in the classroom. Darby (2018) accurately captures the issue at hand and states:

> Preparing our students to be effective and engaged citizens in today's interconnected global society is of vital importance. One way of doing so is to foster international student success and effective interactions in our multinational classrooms. In order to do that, we ourselves need to be growing in intercultural competence. Might I suggest we bring the same intentionality to our own development as we do to our learning design?

Moreover, A. Lee et al. (2017) argue in favor of developing an intercultural pedagogy: "we need intentionally developed pedagogical practices to engage diverse students effectively and respectfully within our classrooms" (p. 89). As such, faculty teaching methods is important to intercultural competence, which ultimately is a contributing factor to internationalization. It becomes apparent that a "comprehensive approach to internationalization will deliver globally informed content into the vast majority of courses, curricula, and majors" (Hudzik, 2011, p. 19).

This theme was further explored and emphasized by Kinzie et al. (2019). For the first time, the 2018 National Survey of Student Engagement included a section on global learning and assessed students' self-reported gains in this area. Kinzie et al. (2019) looked at how these student perspectives compared to the prioritization of internationalization efforts of HEIs. Surprisingly, they found a stark difference in what institutions consider important versus what the students had reported as critical to their global learning. In summary, according to their analysis, Kinzie et al. (2019) maintain that based on the student's perspectives, "faculty and curriculum efforts make the biggest difference when it comes to student global learning." As such, they conclude that of the six pillars of internationalization articulated by ACE (2022a), HEIs should be emphasizing first and foremost, internationalizing the curriculum/co-curriculum and faculty development (Kinzie et al., 2019), as opposed to focusing all their efforts on study abroad and recruitment of international students. This conclusion further recognizes that student mobility does not necessarily define successful internationalization. In fact, these scholars recognized the key role of faculty in the internationalization of HEIs, a role which is often under-emphasized

and consequently, not appropriately and adequately recognized nor acknowledged by the institutions.

With the outbreak of the pandemic, the paramount role of faculty became even more apparent. They continued to play an even more pivotal role, with the integration of virtual modes of learning into the classroom and curricula. Virtual exchange and COIL have increased exponentially in use since the pandemic. O'Dowd et al. (2019) defines virtual exchange or telecollaboration as "the sustained engagement of groups of learners in online intercultural interaction and collaboration projects with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes" (p. 146). In turn, virtual exchange offers another form of international learning through a digital format. O'Dowd et al. (2019) maintain that:

> in order for virtual exchange to be a more effective educational tool, greater attention must be paid to how teachers can actively integrate the exchanges into their classes and mentor their students as they negotiate the linguistic, cultural, and digital hurdles of online intercultural collaboration. In the context of virtual exchange, we define pedagogical mentoring as the strategies and techniques that teachers use in their classes to support students' learning during virtual exchange projects. (p. 146)

Recent studies further demonstrate that faculty believe virtual exchange courses benefit their teaching (B. K. Lee & Cai, 2019; Mudiamu, 2020). These virtual exchange opportunities emphasize the classroom partnership and pedagogy as opposed to the individual socio-cultural exchanges outside of the classroom in the traditional exchange (O'Dowd, 2018).

COIL has emerged as the most prevalent form of virtual exchange. The COIL model was developed by Jon Rubin from the State University of New York. Rubin wanted to help his students experience what he had as a Fulbright scholar in Belarus. COIL brings together two classrooms in two different geographic locations, while promoting co-teaching of the faculty

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from two different institutions in the world. It also helps "faculty members conceptualize lessons that promote intercultural respect and appreciation, as well as leverage the utility of online learning methods" (de Castro et al., 2019, p. E2). Through the use of technology, virtual exchange and COIL further demonstrate the role and power of faculty in affecting learning outcomes for students, focused on infusing the international and global into the curriculum.

Scholarly Research Collaborations

Integration of global perspectives into faculty research and scholarship is equally important to comprehensive internationalization (Hudzik, 2011, 2014). According to Childress (2010), "In terms of knowledge, faculty need the awareness of their disciplines' literature as it relates to other cultures and societies and a clear understanding of the objectives of internationalizing their courses" (p. 28). In a research brief from the University of Iowa (2017), Kinser, the Head of the Department of Educational Studies and senior scientist at Pennsylvania State University:

> At most research universities, faculty-led international collaborations are a common practice. In many disciplines, research is inherently a cross-border activity and scholars work with colleagues in other countries because that is how best science is done. Yet these international partnerships often do not connect to a broader internationalization agenda. This means core interests of faculty members in research are largely removed from the dominant campus internationalization efforts focused on international enrollments, student exchange, study abroad, and internationalization of the curriculum. The inability to tie faculty-initiated international research collaborations to a broader university agenda is a major issue for comprehensive internationalization.

COIL, as discussed in the last section, provides yet another opportunity for faculty to expand their global research collaborations. Furthermore, opportunities such as those offered

by the Fulbright and Erasmus Plus programs give faculty the opportunity and incentive to expand the scope of their research beyond borders.

International Development and Service

As indicated by the literature, the vital role of faculty in creating the intercultural learning environment and curriculum becomes evident. However, in order to be successful at infusing the intercultural elements into their teaching and research, the faculty themselves need to be trained and exposed to the important value of international collaborations and the strength of teaching through an intercultural lens. Like other scholars, Niehaus and Williams (2016) believe that internationalizing the curriculum is "an exercise in transforming faculty members' perspective and increasing their global competence" (p. 60). A. Lee et al. (2017) remind us that unless the faculty have some degree of intercultural competence, they will not be able to contribute individually to developing and building a global-centric curriculum and classroom environment, committed to promoting global understanding and citizenship and ultimately, the internationalization of an institution of higher education. Intercultural competence becomes a significant element in an interconnected world. Therefore, intercultural competence of faculty allows for flexibility, understanding, and sensitivity to the needs of the various populations, while practicing intentionality and empathy, contributing positively to a better experience for all, and naturally, a higher rate of student success. However, in order for faculty to seek out these opportunities, there needs to be personal engagement and interest as well as institutional support.

Barriers and Challenges to Faculty Engagement

Based on the limited research that is available, there are two major challenges to faculty engagement. First, the individual attitudes of the faculty members, and second, the institutional support for internationalization (Childress, 2010). An individual's experience and knowledge base with regard to international and intercultural ideas is an important element which can impact their drive to support internationalization. Faculty who also understand and appreciate the impact of international students on campus and who attempt to integrate them into the classroom and campus environment, for example, are more likely to embrace internationalization (Cao et al., 2014).

Individual Experiences of Faculty

Certain fields of study and skill sets lend themselves better to appreciating and supporting internationalization. Per Hudzik (2011), "While humanities, languages, and social behavioral sciences remain core elements in international education, professional disciplines take on renewed importance not only because of the globalization of markets, but the globalization of problems and solutions in almost all areas" (p. 20). In other words, in recent years, those in science, technology, engineering, and mathematics (STEM) fields may have more of an opportunity for global collaborations, yet those in the humanities and social sciences may have a deeper appreciation for intercultural understanding and the concept of internationalization.

Recent studies have revealed that faculty worldviews and motivations impact their commitment to internationalization in their teaching and research (Finkelstein et al., 2013; Nyangau, 2020; Paige & Mestenhauser, 1999). Faculty members who have international

experiences are more open to adapting and adopting the elements that are key to internationalization (Schwietz, 2006). In other words, one can state that based on research data, it appears that those faculty who have had intercultural or global experiences are more likely to support internationalization.

Institutional Support

A case study by Dewey and Duff (2009) found that individually favorable faculty attitudes towards internationalization were not enough. They maintained that in order for internationalization to succeed, there needs to be top-down institutional support. They identified four major barriers to faculty involvement including: (a) lack of coordination of information, (b) limited funding, (c) administrative bureaucracies and (d) lack of support for international initiatives. Ultimately, they suggest that faculty initiatives need to be supported by the administration and vice versa. If internationalization efforts would count toward the tenure and promotion criteria, it would serve as a first step to engage and incentivize faculty to take on a more active role, while supporting the mission and strategic goals to internationalize (Dewey & Duff, 2009).

In a survey conducted in 2015 on internationalization and the role of faculty engagement, ACE found a gap in the institutions' stated priorities for internationalization and references to criteria for faculty in the tenure and promotion policies (Kinzie et al., 2017). Robin Helms of ACE was quoted as saying: "There seems to be a disconnect between what do institutions say they want to accomplish and what message they're sending to faculty in terms of what's important in terms of international engagement" (Simmons, 2015). It appears that this disconnect often creates a siloed and decentralized approach. Recognition of the

interconnectedness of the roles of faculty and administrators, is the first step toward establishing a more cohesive, systemic process.

Interconnectedness of Faculty and Administrator Roles in Internationalization Efforts

The literature specifically addresses the role that the institution plays in incentivizing faculty engagement in internationalization. In other words, the research indicates that faculty are more prone to participate in internationalization efforts if there are strategic initiatives set in place by the institution. Childress (2010) concluded that there are six areas in which institutions can encourage and reward faculty. These include: (a) inclusion of scholarship and service in tenure and promotion; (b) international scholarship and services as part of the hiring guidelines; (c) partial funding for faculty to conduct research abroad or to teach in an international exchange program; (d) grants to support the infusion of international course content; (e) curricular grants for faculty to share their successful models of internationalizing the curriculum; and (f) connect internationalization goals and processes with other campus-wide initiatives in which faculty are already involved (e.g., faculty senate, curriculum committee, etc.).

Noteworthy is that the relationship is portrayed as one-sided, namely that it is the institutional administrators who can influence the faculty and not vice-versa. It is timely to look at the relationship from both perspectives. How is this relationship more interconnected, bottom-up as well as top-down?

California Master Plan for Higher Education

Finally, it is important to set the stage and understand the California state higher education system, since a selection of campuses from the UC and CSU systems served as the

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subjects for this research study. One must begin with the California Master Plan of 1960, which has been the foundational document of California higher education (Governor's Office of Planning and Research, 2018). UC President, Clark Kerr, played an important role in its development, maintaining that the goal of the Master Plan was to balance "the competing demands of fostering excellence and guaranteeing educational access for all" (González, 2011, p. 12). In sum, the Master Plan created a coherent system of institutions of higher education in the state of California, committed to exceptional quality and broad access. The plan called for a three-tier educational system, with the following breakdown (Eisenmann, 2001):

- the top one eighth (12.5%) of graduating high school seniors would be guaranteed a seat at one of the UC campuses;

- the top one third would be able to enroll at one of the CSU campuses;

- the remaining students were given open access to the California community college system

In 1999, as Kerr reflected upon the Master Plan, he indicated that it was the first of its kind where a state or nation "would promise that there would be a place ready for every high school graduate or person otherwise qualified. It was an enormous commitment on the basis for the Master Plan" (UC, n.d.). It is important to keep in mind that the California tripartite system was founded with the goal and strong focus of serving students from the state.

The Master Plan succeeded in serving California students for a few decades, offering free or almost free education to them. However, the reality of the 21st century and limited budgetary support from the state, caused campuses to seek out new ways to supplement their

costs. One such way has been to admit out of state and international students, who pay non-resident tuition which is almost double what California residents pay (Governor's Office of Planning and Research, 2018). As such, the makeup of the UC and CSU systems has evolved over the years, with an increase in the number of international student enrollments as a strategy to meet the budgetary needs. This backdrop set the stage for understanding the institutional context for the faculty and administrators who participated in this research study.

A Systems Perspective

As the largest public university system in the United States, the CSU system is highly bureaucratic, rigid and complex. The California Master Plan of 1960, which has not been updated since its inception, has a huge focus on residents of California, and defines the mission and vision of the system. As such, the mere terminology of campus internationalization runs contrary to the basic historical foundation of this state system. The system has been set up to resist change and the status quo often prevails. Given the large system and the very delayed time lags, it is realistic and reasonable to predict that it will take time before the system catches up with the more innovative and flexible institutions. These limits are system-imposed with many checks and balances in place, which inadvertently create hurdles and roadblocks for any paradigm shifts.

Summary

As has been established, internationalization is a process which relies on the support of faculty engagement, but the exact role and importance of this group has yet to be sufficiently explored. From previous research, it is clear that internationalization and the path to the goal varies by institutional mission, vision, values, priorities, and resources. However, with the

unfolding of recent historical events worldwide, including the outbreak of the global pandemic which has led to restricting physical mobility, the role of faculty becomes even more critical. As has been discussed, faculty play a role in facilitating the exchange of ideas, developing new and innovative teaching methods, and collaborating on research projects globally. If engaged, the efforts of these faculty will lead to better understanding of various cultures, more tolerance for differences and ultimately a use of their pedagogy to foster a global mindset. However, it is also clear that faculty engagement in campus internationalization efforts requires the support of the institution's administration. Through the literature review, the researcher has identified a gap in the study of the role of faculty in internationalization, with the last book on this topic published in 2010. There have been numerous articles and dissertations on this topic since 2010. However, as the world of international education has shifted in the wake of the outbreak of COVID-19, it is timely to take a look at how faculty engagement and contributions can play a significant role as international educators shift and pivot, and ultimately redefine internationalization. Interestingly enough, the literature also has a gap in more recent research on the interconnectedness of the role of faculty and administrators. Finally, the California four-year public institutions have not been studied as part of this area of research. Moreover, there has been no specific study comparing faculty committed to internationalization at UC and CSU campuses, specifically in fields of engineering versus those in education and the social sciences.

As the global landscape and political and historical events continue to evolve, so will the road to internationalization. This research explored the best practices of faculty engagement

in internationalization efforts and how institutions can aspire to achieve comprehensive internationalization. In addition, this research gauged the importance and level of support needed from the administration to operationalize initiatives through faculty teaching, research and service. More importantly, it looked at how these institutions can incentivize faculty engagement in internationalization efforts by potentially recognizing these efforts in their service or tenure and promotion process. Second, the researcher examined public four-year institutions in California, namely universities within the CSU and UC systems. These two systems provided different perspectives reflecting the variance in campus size and demographics within each system. The end goal of this research was to provide a potential general guideline or roadmap that can be utilized and adapted by institutions interested in further understanding their faculty and administrator engagement and roles as they strive to move their campus toward comprehensive internationalization.

Chapter 3: Research Design and Methods

Introduction

This chapter provided the blueprint for the research study by outlining and providing in-depth information on the methodology. More specifically, the researcher discussed the research design and procedures, the population and sample, instrumentation (including a discussion of validity and reliability), the data collection process and the data analysis procedures.

Re-statement of the Problem

The importance of internationalization is often seen only in rhetoric and not developed into concrete operational plans. Once a higher education institution takes the leap to come up with an internationalization plan, the role and engagement level of faculty becomes more significant to operationalizing and successfully implementing it. There is a large gap, however, in the extant literature with regard to the important role of faculty in helping shape, develop, and implement the strategic planning for internationalization on a campus (Childress, 2010). There are exemplary models of institutions where faculty members have been successfully engaged and supported in their teaching, research and service per campus internationalization initiatives, but the literature is scant. Furthermore, the differences among those institutions which give lip service to internationalization and those which more fully embrace internationalization, suggest the need to examine the main theoretical frameworks on internationalization, alongside key historical faculty involvement events to build the argument for the importance of the understanding and mapping internationalization through the lens of strong faculty engagement. There is also a need to explore the factors influencing

campuses where there is more faculty engagement and participation in internationalization efforts to better understand what motivates these faculty to be more invested in this endeavor. To portray a complete picture, it is critical also to look at the interconnectedness of the factors influencing faculty engagement as well as the factors related to administrator support for faculty engagement.

This research explored campus internationalization trends by examining the practices of faculty and administrators engaged in campus internationalization efforts at selected four-year public institutions in California (e.g., CSU and UC campuses). The study specifically looked at selected campuses in the northern California region. In addition, the study focused on faculty from the following departments: engineering, education, and social sciences. The researcher began by summarizing, analyzing, and differentiating the collected data and identifying current trends and practices from the two distinct systems of UC and CSU. This information helped develop a guided mapping, or recommended framework, for other U.S. institutions of higher education with similar characteristics. By examining their commonalities and differences, the researcher aspired to determine the interconnectedness of faculty engagement and administration support in moving toward campus internationalization at these institutions.

Research Questions

In this study, the researcher explored the following guiding RQs:

1. What are the perspectives of faculty and administrators towards campus internationalization, at the selected campuses of four-year public universities in California (e.g., UCs and CSUs)?

2. From the perspective of these faculty and administrators, to what extent do selected institutional factors (e.g., commitment, support, motivations), contribute to their engagement and to campus comprehensive internationalization efforts?

3. What is the relationship (if any) between perceived institutional commitment and support and faculty incentives to engage in campus comprehensive internationalization efforts? Specifically:

    a. What are the similarities and differences between the perceptions of faculty versus administrators on the factors associated with greater efforts toward comprehensive internationalization?

    b. What are the similarities and differences between CSU and UC campuses?

    c. Are there differences in perception based on the field of expertise of the faculty (i.e., education vs. engineering vs. social sciences)?

4. What is the relationship (if any) between individual/personal perspectives and experiences and faculty incentives to engage in campus comprehensive internationalization efforts?

Research Design and Procedures

For the purpose of this study, the researcher utilized an explanatory sequential approach through mixed methods (Creswell & Creswell, 2018; Plano Clark & Creswell, 2008). A mixed method is defined as an approach to inquiry that allowed the researcher to gather both quantitative (close-ended) and qualitative (open-ended) data in response to the RQs. As maintained by Creswell and Creswell (2018), "The core assumption of this form of inquiry is that the integration of qualitative and quantitative data yields additional insights beyond the

information provided by either the quantitative or qualitative data alone" (p. 4). As previously discussed, there is a gap in the literature regarding the critical role faculty play in campus internationalization efforts, the interconnectedness of their role and that of administrators. Moreover, there has been no study done on this topic specifically focusing on the four-year institutions within the California public higher education system, with attention devoted to differentiating the experience for faculty in the engineering department versus those in education and the social sciences. As such, a mixed methods approach provided the ability to collect, analyze, synthesize, and triangulate the different types of data to yield a more comprehensive analysis and insights on the topic.

After collecting the quantitative and qualitative data in the first phase of the study, the second phase consisted of qualitative data collection through an interview instrument. The researcher then utilized data from the survey analysis to finetune and amend the proposed interview questions allowing a richer story to develop. Both the quantitative and qualitative research required rigorous methods, which included data collection, analysis, and interpretation.

Figure 1 is a visualization of the research method process.

For this study, the researcher adopted the pragmatic worldview to allow for more freedom in adapting the study as need be. A pragmatist worldview is problem-centered, real world-centered and pluralistic in approach. There is an emphasis on understanding the problem and finding a solution by utilizing any and all methods (Creswell, 2008, 2009).

Figure 1

Design and Procedure Flow of Study


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┌─────────────────────────────────────────────────┐
│ Phase 1: Quantitative and  Qualitative Data       │
│              Collection via Surveys                │
└─────────────────────────────────────────────────┘

┌──────────────────────┐      ┌──────────────────────┐
│    Faculty Survey     │◄────►│  Administrator Survey │
└──────────────────────┘      └──────────────────────┘

        ┌─────────────────────────────────────────┐
        │ Analyze Results and further develop      │
        │ interview questions                      │
        └─────────────────────────────────────────┘

        ┌─────────────────────────────────────────┐
        │ Phase 2: Qualitative Data Collection and │
        │ Analysis via interviews                  │
        └─────────────────────────────────────────┘

┌──────────────────────┐      ┌──────────────────────┐
│   Faculty Interviews  │◄────►│ Administrator Interviews│
└──────────────────────┘      └──────────────────────┘

        ┌─────────────────────────────────────────┐
        │ Data Analysis:                           │
        │ • how does the interview phase further   │
        │   enrich the survey results/data?        │
        │ • Any disconfirming evidence?            │
        │ • Triangulation of findings.             │
        └─────────────────────────────────────────┘
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According to Creswell (2008), "Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis" (p. 7).

Research Methodology

The researcher applied an explanatory sequential mixed methods approach research design to this study. A mixed methods approach allowed the researcher to gather both quantitative (close-ended) and qualitative (open-ended) data in response to the RQs. In addition, the pragmatic worldview drove this research, which is not committing "to any one system of philosophy and reality" (Creswell & Creswell, 2018, p. 10) and allowed the

researcher the freedom to choose the methods that best meet the needs and purpose of the study.

In the first phase, the researcher distributed the survey to faculty and administrators at the selected UCs and CSUs via direct emailing and a snowball technique. In the context of this study, an administrator consists of a wide range of positions including but not limited to mid-level leadership positions, such as directors of study abroad, international student services, international recruitment. Administrators also encompass more senior level positions such as deans, provost, vice provost of global affairs, etc. There were two separate surveys administered, one geared toward faculty and the other specifically for administrators. The questions and themes were similar, and oftentimes identical, between the surveys. However, instead of combining the two surveys into one, the researcher decided that separating the data collection process and instruments would make the analysis and interpretation phase less cumbersome.

The mixed method surveys were administered electronically via Qualtrics. This online method of data collection offered accessibility and ease of use for the respondents. Moreover, it allowed the researcher the ability to collect responses simultaneously, with built-in tools in Qualtrics to help analyze the data. Each survey began with the consent language embedded in the first section before starting the actual questions. Voluntary consent was a requirement of the surveys in order be able to proceed with the remaining questions in the survey. Both surveys consisted of scenario-based prompts with mostly Likert-scale categories, with a select number of open-ended and demographic questions. It was anticipated that each survey would take approximately 15-20 minutes to complete, depending on the time spent on the

open-ended questions. The results of the survey helped solidify the interview questions. At the end of each survey, faculty and administrator volunteers were solicited for the second phase of the research. There was a link to a google form at the end of each survey, in which a faculty or administrator could indicate their interest in participating in the second phase of the research study. Optimally, the researcher's goal was to engage a representative sample of both populations (e.g., faculty and administrators) in individual interviews.

For the purposes of Institutional Review Board (IRB review), the researcher drafted and piloted interview questions for both faculty and administrator interviewees. However, given the explanatory nature of the study, the subsequent results of the two surveys helped solidify, modify, and deepen the interview questions. A more in-depth discussion on data collection and analysis procedures will follow.

Population and Sampling Procedures

With the study focused on four-year public institutions in California, the faculty and administrators responding to the survey instrument and those who participated in the individual interviews were current CSU and UC employees and representative of the diversity of the demographics of this population. As such, the participants were between the ages of 25-75 from a variety of racial, ethnic and gender backgrounds. CSU and UC campuses in the Northern California region were the participating institutions. In addition to San José State University, the CSU campuses included: San Francisco State University, CSU East Bay, and CSU Monterey Bay. The UC campuses include: UC Berkeley, UC Davis and UC Santa Cruz. This sampling of faculty and administrators allowed the researcher to analyze and determine trends and commonalities. Furthermore, as established in the literature

review, few studies have focused on capturing data on faculty across different disciplines. As such, the sampling of this study focused on comparing faculty in engineering with those in education and the social sciences. The goal initially was to collect anywhere between 25–50 faculty responses and 10–25 administrator responses. The assumption and the backup strategy were that if these target numbers were not met, first, the researcher would extend the deadline, and next, expand the number of participants by engaging in other forms of direct outreach; or alternatively, would increase the number of campuses under review in order to reach a broader group of potential participants.

Phase One: The Survey Instrument Sampling Procedure

For the first phase of the study, the researcher relied both on emailing faculty and administrators per their contact information in the department directory of the various institutions, and also on an exponential discriminative snowball sampling technique to achieve a wider range of survey responses. This technique started by emailing a targeted group of faculty and administrators, known as a convenience or nonprobability sample, at the specified institutions (QuestionPro, 2018). The email template and the consent form verbiage are attached in Appendix A. This initial group was selected based on prior connections with the researcher or whose contact information (e.g., email address) was readily available on a website or in a phone directory. In some instances, the email was a generic one for an entire department, as opposed to the individual/personal email of a faculty member or administrator within the department. The researcher also provided various contacts with an email template and requested that they pass the information about the study and the survey link to faculty and administrators who met the specific study criteria.

Because of the specific requirements for the faculty (i.e., expertise either in engineering, education, or social sciences), the researcher initially aimed to use a stratification of the population before selecting the sample to be included in the data analysis. However, in the end, the researcher opted to include all the data, regardless of field of faculty teaching/research, into the analysis because of the unexpected but substantial number of responses from faculty in the non-designated areas. For this reason, in some of the data analysis, the fields of expertise of the faculty were studied based on STEM versus non-STEM fields.

Phase Two: The Interview Sampling Procedure

According to Creswell and Creswell (2018), "The idea behind qualitative research is to purposefully select participants or site that will best help the researcher understand the problem and the research question" (p. 4). As the process to identify interviewees progressed, the researcher kept in mind the importance of identifying the right individuals for this stage of the research. As an initial strategy, those who had completed either survey could opt in by self-identifying as a volunteer for the interview phase of the study via a google form. For the purpose of the interview stage, the researcher aimed to interview anywhere between 4–8 faculty and 2–5 administrators, preferably representing the diversity of institutions being studied. As the target numbers were not met with the initial plan of self-volunteering through the survey, the researcher conducted more targeted and intentional outreach to individual faculty and administrators at the various campuses to meet the optimal number of interviewees.

The final pool of interviewees included six faculty and four administrators, with one administrator declining the interview but providing brief written responses to some of the questions instead. A few of these interviewees had self-committed during the survey phase. The rest were recruited by the researcher via direct, individually addressed emails to 20 faculty and 10 administrators at the various campuses. The interviewees represented both the UC and CSU system, but not all the campuses in the study were represented. In addition, there was slightly greater representation by the CSU system on the faculty side, which was similarly reflected in the survey phase.

At least two weeks before conducting each interview, the researcher contacted each interviewee via email and received written consent for their participation in the interview phase via DocuSign. In addition, before beginning the actual interview, the researcher verbally reviewed all the details of the written consent form to ensure each participant understood the study and was still willing to engage in conversation. The researcher also alerted the interviewees that they could request to stop the interview at any point in time and have any collected data purged. The interview email and the written consent form can be accessed in Appendix B.

Instrumentation

This study was a two-phased explanatory mixed-methods study. Phase one consisted of disseminating two surveys to faculty and administrators at the specified CSU and UC campuses through a combination of direct emailing and a snowball technique. The details of each instrument are shared in detail below.

Phase One: Survey Instrument

There were two separate surveys administered, one geared toward faculty and the other specifically for administrators, although the format and questions were very similar. The survey instrument offered advantages such as the economy of the design and quick turnaround in data collection (Creswell & Creswell, 2018). The mixed method survey was administered electronically via Qualtrics and consisted of scenario-based prompts with mostly Likert-scale categories (32 questions), a select number of open-ended questions (2–3 questions) and a few demographic questions (12–14 questions). The Likert-scale consisted of four options: strongly disagree, disagree, agree, strongly agree. The four main categories of Likert-type questions were: (a) system-wide, institutional, and departmental commitment to internationalization; (b) institutional support for faculty engagement in comprehensive internationalization; (c) individual/personal perspectives regarding comprehensive internationalization; and (d) faculty empowerment. There was also a demographic section which explored information about the individual's personal background, position, subject area of expertise, and the individual's institution. Finally, there was a short section with 2–3 open-ended questions. It was estimated that a survey would take about 15–20 minutes to complete, depending on the time spent on the open-ended questions. The faculty survey and consent information are available in Appendix C. The administrator survey and consent information can be found in Appendix D. In order to analyze the data, the researcher utilized Qualtrics, SPSS, and Excel. The results of the survey helped solidify the interview questions. At the end of each survey, volunteers were solicited for the second phase of the research, which consisted of individual interviews with both faculty and administrators.

Pilot-Test Procedures (for Validity and Reliability). In order to ensure high quality and meaningful data collection, the researcher recognized the need for validation and reliability as defined in *The Standards for Educational and Psychological Testing* (American Educational Research Association et al., 2014). In other words, the instrument had to meet the five standards for validity: instrument content, response process, internal structure, relations to external variables, and consequences. Furthermore, the instrument was required to cover the four standards of reliability: internal consistency, test-retest, parallel form, and rater. The researcher piloted both surveys with eight individuals, including faculty and administrators, both from within and outside of the CSU and UC systems. The original set of questions were adopted by reviewing and consolidating survey questions in past studies. The researcher asked reviewers to consider the internal consistency of questions as measures of reliability. The feedback recommended eliminating some questions to make the surveys shorter. In addition, the reviewers suggested making each question more concise, as well as discarding the "neutral" response in the Likert-scale. In incorporating these comments, the researcher made each Likert-style statement more succinct, eliminated a few questions and shortened the surveys by deleting or combining some of the questions. After a second revision, the researcher piloted the surveys again with one faculty from the CSU system and one administrator from the UC system. This additional feedback resulted in further cutting down on the number of questions, tweaking a few of the questions, and ensuring that each sub-category of the survey did not include more than 10 questions.

Phase Two: Interview Instrument

The interview instrument provided an opportunity to capture richer and more in-depth perspectives on the RQs (Plano Clark & Creswell, 2008). The researcher drafted questions for the interview phase of the research for the purposes of IRB review and later used the survey results to refine the content and the themes of the interview questions. There were two separate sets of interview questions for faculty and administrators. The interviews were conducted via Zoom video conference, which also generated an automatic transcription as an added new feature. Based on the interviewee's comfort level, the interviewer offered to utilize video and audio or audio only. All interviewees agreed to the utilization of both video and audio. The researcher followed a guided protocol for the interviews. Namely, the researcher started by introducing herself and establishing a mutual trust and collegiality. Next, the researcher shared general information about the study and the interview process, then reconfirmed the participant's consent to be interviewed. The interview began once the interviewee confirmed their consent to be interviewed, for the interview to be recorded and transcribed digitally, and for the researcher to take notes.

The researcher then eased into conversation by asking general questions about the interviewee's professional background before asking the actual interview questions. Refer to Appendix E for the final list of faculty interview questions and Appendix F for the administrator interview questions. Like most interviews, the questions were open-ended with a probing question or two inserted as a sub-question for each main question. The interview process was expected to take between 45–60 minutes. For the most part, most interviews lasted between 40–60 minutes, with one faculty interview lasting 90 minutes. Although the

researcher offered each interviewee the option to request to see a transcript of the conversation and to ask that certain segments or all the content of the interview remain private, none of the interviewees opted in. As such, the researcher was the sole reviewer of each of the interview transcripts generated by Zoom.

After each interview, the researcher reviewed the recording transcription alongside her own notes of observation and reflection. In addition, the researcher listened to each recording multiple times, to make certain to capture additional notes or codes for analysis. Depending on each interview, in some instances, the researcher followed up with clarifying questions for the interviewee. The researcher had alerted each interviewee about this potential process. In the analysis section, faculty and administrator interviewees were each allocated a pseudonym with very general demographics shared, upholding the researcher's commitment to the interviewees of confidentiality and protection of their anonymity.

Pilot-Test Procedures (for Validity and Reliability). Similar to the survey instrument, the researcher piloted the proposed interview questions with one faculty from the CSU system and one administrator from the UC system. The recommendations included categorizing the questions into thematic groups, combining a few of the questions, shortening others or using alternative wording, and being prepared with potential probing questions as follow ups for each main question. The researcher utilized the feedback once again to improve on the message of each question and to further finetune. Given that the survey results helped further define and hence resulted in the modification of the interview questions, the researcher conducted another round of piloting the questions in order to ensure validity and reliability. The feedback resulted in renaming one of the thematic categories,

changing the order of some of the questions, and rewording a few of the questions. The proposed timeline for the two phases of data collection had built in buffer time, which was helpful as it was utilized to make multiple rounds of edits. As a result, there was ample time to take the necessary steps to ensure validity and reliability of the finalized interview questions.

Data Collection Procedures

Before gathering the data, the researcher obtained permission from the IRB at San José State University. The first phase of the research focused on gathering input from both faculty and administrators utilizing Qualtrics as the data collection platform. The goal was to send out both surveys prior to the end of the spring 2021 semester in late April to early May in order to capture data before the summer break. However, due to unanticipated delays, in actuality, the surveys were disseminated in early May 2021. In general, it was much more difficult to get responses from faculty, as opposed to the administrators, partly because of the timing the surveys were sent out, coinciding with the end of the semester/quarter. The researcher did quite a bit of nudging by sending out multiple email reminders within one week of one another, before getting the final number of responses. The surveys were finally closed in early July 2021, as opposed to the initially planned date of end of May 2021.

However, this delayed timeline allowed the researcher to analyze the data, finetune the interview questions and identify potential participants for the interview process. The administrator interviews were originally planned to take place in the summer months of July, August, and September, with the plan for faculty interviews to be held in August, September, and October. Despite the delays in the survey data collection and the postponement of the

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start of the interview phase, both sets of interviews began in mid-August and concluded by the end of September. As initially there were not enough interviewees, this timeline allowed the researcher ample time to recruit more participants for the interview phase.

In Table 1, the researcher outlined the match-up of the proposed RQs with the corresponding sources of information and data analysis/reporting procedures.

Table 1

RQs, Sources of Information, and Data Analysis/Reporting Procedures

RQs Sub problems, hypotheses	Corresponding Source(s) of Information	Corresponding Data Analysis/Reporting Procedure(s)

RQ #1: What are the perspectives of faculty and administrators towards campus internationalization, at the selected campuses of four-year public universities in California (e.g., UCs and CSUs)?	Survey Instrument:
	   Faculty: questions #1–9, open-ended question #1
	   Administrators: questions #1–10
	Interview Instrument:
	   Faculty: questions #14–17
	   Administrators- questions #15–18
		Statistical:
		   Qualtrics basic data analysis to analyze and build tables and graphs
		   SPSS to run chi square tests and correlation
		   Excel to create pivot tables and graphs
		Descriptive:
		   Data coding and analysis (manual)

RQ #2: From the perspective of these faculty and administrators, to what extent do these selected institutional factors (e.g., commitment, support, motivations), contribute to their engagement and to campus comprehensive internationalization efforts?	Survey Instrument:
	   Faculty: questions #11–21,
	   Administrators: questions #11–20, open-ended question #1
	Interview Instrument:
	   Faculty: questions #14–17
	   Administrators: questions #15–18
		Statistical:
		   Qualtrics basic data analysis to analyze and build graphs
		   SPSS to run chi square tests and correlation
		   Excel to create pivot tables and graphs
		Descriptive:
		   Data coding and analysis (manual)

RQ #3: What is the relationship (if any) between perceived institutional commitment and support and faculty incentives to engage in campus comprehensive internationalization efforts? Specifically:
 	
What are the similarities and differences between the perceptions of faculty versus administrators on the factors associated with greater efforts toward comprehensive internationalization?
What are the differences and similarities between CSU and UC campuses?
Are there significant differences in perception based on the field of expertise of the faculty (i.e., education versus engineering versus social sciences)?
	Survey Instrument:
	   Faculty: questions #11–21,
	   Administrators: questions #11–20, open-ended question #1
	Interview Instrument:
	   Faculty: questions #4–9
	   Administrators: questions #4–9
		Statistical:
		   Qualtrics basic data analysis to analyze and build graphs
		   SPSS to run chi square tests and correlation
		   Excel to create pivot tables and graphs
		Descriptive:
		   Data coding and analysis (manual)

RQ #4: What is the relationship (if any) between individual/personal perspectives and experiences and faculty incentives to engage in campus comprehensive internationalization efforts?	Survey Instrument:
	   Administrators – questions #11-32, open-ended question #1-2
	Interview Instrument:
	   Administrators- questions # 1-3, 4-12
		Statistical:
		   Qualtrics basic data analysis to analyze and build graphs
		   SPSS to run chi square tests and correlation
		   Excel to create pivot tables and graphs
		Descriptive:
		   Data coding and analysis (manual)

Data Analysis Procedures

This study utilized both quantitative and qualitative analyses to determine trends, themes, and codes in the role of both faculty and administrator engagement in campus internationalization efforts. The researcher utilized various tools to analyze the collected data. The different analysis procedures for the quantitative versus the qualitative data is described in more detail below.

Quantitative Procedures

The survey results were collected via Qualtrics. As such, the researcher utilized some basic features in Qualtrics to create graphs, charts, and word clouds to better understand the distribution of responses. The researcher used SPSS and Excel in order to conduct a deeper analysis of the data. Descriptive statistics and chi-square tests helped build the tables cited in Chapter 4. In addition, the researcher conducted comparisons by looking at group differences based on the demographic data which was collected. Finally, the researcher compared/contrasted the responses of faculty versus administrators and CSU versus UC to the Likert-scale questions. The researcher did some of these calculations and analyses manually and utilized pivot tables in Excel for others.

Qualitative Procedures

The open-ended question responses were manually coded and summarized, allowing the researcher to look for themes and determine potential variations to the phase two interview questions. A code, according to Saldaña (2016), is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 4).

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For the interviews, the researcher first familiarized herself with the data by listening to the recordings and reviewing the transcripts which had been auto-generated by Zoom, while jotting down her own notes. As a side note, transcription of recordings by Zoom is a newer feature of the platform, which allowed the researcher to skip the "normal" process of transcribing the interviews, reducing the need for additional hours and resources to complete. Throughout this process, the researcher was mindful that she herself is a research instrument, and that codes are created through the filter of the researcher's individual lens (Saldaña, 2016). Having that awareness, the researcher coded themes based on her own notes and analysis. In addition, the researcher was fully cognizant that:

> Coding is a cyclical act. Rarely is the first pass or first cycle of coding data perfectly attempted. The second cycle (and possibly the third and the fourth, etc.) of recoding further manages, filters highlights, and focuses the salient features of the qualitative data record for generating categories, themes, and concepts, grasping meaning and/or building theory. (Saldaña, 2021, p. 18)

The researcher then manually analyzed and coded the data from the interviews. This process was multifold. First, the researcher listened to Zoom video recording of each interview, while reviewing and correcting/adding to the zoom transcription. This process was repeated twice. Next the researcher went over each transcription and started to code manually on a spreadsheet, coming up with emergent themes for each RQ. Once the results were coded and emergent themes were identified, the researcher went back and listened to each interview recording one more time to ensure all the pertinent codes/themes had been captured and noted.

Summary of Study Procedures

The first phase of the study consisted of disseminating the two survey instruments, to faculty and administrators. The preliminary survey data analysis took place in July 2021, enabling the researcher to refine the interview questions and for the next phase of the study to start in the middle of August.

Phase one of the study began with the researcher emailing the administrator survey to 44 administrators in the designated CSU and UC campuses and asked that they also forward onto others. After the reminders and extensions, there was a total of 28 completed or partially completed responses from the administrator group. Concurrently, the researcher emailed the faculty survey to 200 faculty in education, engineering and social sciences at the selected CSU and UC campuses. The response rate from the faculty was slower and less robust than the administrator response rate. The researcher sent out multiple emails and reminders, and also extended the deadline for completing the survey a few times. This ongoing effort resulted in delaying the initial anticipated date for closing phase one by one month. From the 200 faculty who had been directly contacted by the researcher, 50 faculty submitted either a completed or partially completed survey. It should also be noted that because of the use of the snowball technique, the exact numbers of faculty and administrators who received the email invitation to take the surveys are unknown. Both surveys were closed in early July, when the data analysis phase began.

In addition, both surveys linked to a Google survey, in which faculty and administrators were asked to indicate their interest to participate in the interview phase of the study. Of the 76 total survey respondents, twelve signed up for phase two of the research study. Of the

twelve potential interviewees, only six faculty and one administrator responded to accept the invitation to interview, when the official invitation was extended to them. The researcher then actively reached out to administrators to involve and engage at least two more administrators in the interview phase. In the end, the interview phase consisted of six faculty and five administrators, with representation from both the CSU and UC systems, but not from all seven designated campuses utilized in the survey phase of the study. Furthermore, there was stronger representation from certain campuses.

The interview phase of the study took place over a six-week period in August and September. The dates were set based on availability of the interviewees, given their responses to a google form survey. Given the start of the academic year, most opted to conduct the interviews sooner and not postpone to later in the fall. The researcher scheduled each interview for a one-hour time slot, sending the interviewee a calendar invitation and Zoom link in advance. In addition, the researcher sent each interviewee the consent form at least two weeks prior to the interview via DocuSign, which automatically prompted an email copy/receipt to both the interviewee and the researcher upon the completion of the signing. The consent form was then stored electronically on the researcher's laptop.

All interviewees were punctual in their attendance and appeared eager to participate in the study. They all opted to have their videos on and consented immediately to having the interviews recorded. Each interview lasted about one hour, with the longest interview taking 90 minutes and the shortest ending at 40 minutes. One of the administrators said they were too busy to be part of an interview, but instead offered to respond to the interview questions in writing. That data has been incorporated into the interview analysis. All the interviewees

asked that the researcher to share the results of at the end of the study, as they are very interested in learning about the findings.

Ethical Considerations

The study was approved by the San José State University IRB on April 4, 2021. A copy of the approval can be found in Appendix G. Participants for both phases of the study volunteered their participation and had the right to decide to stop and withdraw their participation at any point in time. They were informed of their rights in the consent form that was emailed to them when introducing the study and soliciting their participation, embedded as part of the survey instrument, sent to them prior to the interview via DocuSign, and reiterated orally before the actual interview began. Upholding confidentiality and anonymity were critical for the researcher and every effort was made to ensure that the participants trusted the researcher. In reporting the data analysis, for the survey open-ended question data, faculty and administrators' responses were recorded with a numerical indicator. For the interview phase, a pseudonym was utilized for each interviewee with very broad demographics shared about each one in a table.

Chapter 4: Phase One of Findings and Results—Surveys

Introduction

The purpose of this study was first, to understand and analyze the perceptions of faculty and administrators toward the importance of faculty engagement in comprehensive internationalization efforts of both faculty and administrators, at selected northern California CSU and UC campuses. Second, the goal was to understand the impact of individual motivations for involvement in these efforts versus institutional support (or lack of) as either motivators or demotivators. Third, it was to understand if there were differences between CSUs and UCs in these perceptions and finally, to determine if there were differences in perceptions among faculty in engineering versus those in education and social sciences.

Given that this was an explanatory mixed-methods study, it involved a two-phased data collection process. After the data collection from the two surveys was completed, the researcher analyzed the quantitative and qualitative data results in the context of the RQs. The results and analysis of the survey contributed to finalizing the interview questions and moving the study into the second stage, the interview phase. As such, the research looked at the quantitative data results and analysis of the two surveys; it then focused on the qualitative data analysis by synthesizing the themes that emerged from open-ended questions of the surveys before moving to an analysis of the interviews in the following chapter. This study analyzed the data sequentially in order to gain a deeper understanding of the results that emerged from phase one of the study. The survey and interview results were divided into two separate chapters (Chapters 4 and 5). In the end of Chapter 5, the researcher triangulated the findings and summarized the data findings from both phases of the study and what they

meant in terms of each RQ and the larger research study. This chapter begins with a summary of the demographic profile of the survey participants before delving deeper into the data and understanding and explaining the findings of the two surveys in the context of each of the RQs.

The Faculty and Administrator Survey Instruments

Demographics

As already indicated in Chapter 3, the faculty survey response rate was less robust than the administrator response rate. The total number of respondents for both surveys was 76 out of 244. The number 244 does only represent the direct personal emails sent by the researcher to faculty and administrators and does not encompass the emails that were sent via the snowball technique. Therefore, the actual total number of email invitations sent out via the snowball technique is unknown. Tables 2 and 3 represent the general demographic data from each survey. Throughout both surveys, a few of the survey respondents opted to skip some of the questions. For these tables, those respondents are coded as having no response. The value *n* reflects the number of respondents, regardless of partial or full responses.

As indicated in Table 2, almost 60% of the faculty respondents were from the CSU system. In considering the full responses only, the CSU faculty make up 66.7% of the group that indicated an institutional affiliation. Half of the respondents identified as male and a majority (56%) identified as white. Although the survey was targeted at those in the engineering, education and the social sciences, 8% of the respondents were from faculty in business and 6% from science, with 18% not responding to this question. The largest

Table 2

Faculty Survey Demographics

Participant Demographics	*n*	Percent (%) of total respondents
Affiliation		
University of California (UC System)	16	32
California State University (CSU) system	29	58
No Response	5	10
Gender		
Female	14	28
Male	25	50
Non-binary	1	2
Prefer not to state	4	8
No response	6	12
Race/ethnicity		
American Indian or Alaska Native	0	0
Asian	6	12
Black or African American	1	2
Hispanc/LatinX	0	0
Native Hawaiian and Pacific Islander	0	0
White	28	56
Multiracial	2	4
Prefer not to state	6	12
No response	7	14
Field of teaching/research		
Education	10	20
Engineering	15	30
Social sciences	9	18
Science	3	6
Business	4	8
No response	9	18
Total	50	

percentage of the faculty respondents can be categorized as white males. The largest

percentage of respondents were in the engineering field (30%), with education in second

place (20%).

The administrator group of respondents had a much more equal division. Half of them

represented the UC system, while the other half represented the CSU system. The gender

breakdown was also 50/50, with the same number of male and female participants. Similar to

the faculty population that responded, although with a somewhat higher percentage, the

administrators identified their race mostly as white (almost 70%). In summary the

Table 3

Administrator Survey Demographics

Participant Demographics	n	Percent (%) of total respondents
Affiliation		
University of California (UC System)	13	50.00
California State University (CSU) system	13	50.00
Gender		
Female	13	50.00
Male	13	50.00
Non-binary	0	0.00
Prefer not to state	0	0.00
Race/ethnicity		
American Indian or Alaska Native	0	0.00
Asian	3	11.54
Black or African American	1	3.85
Hispanc/LatinX	0	0.00
Native Hawaiian and Pacific Islander	0	0.00
White	18	69.23
Multiracial	1	3.85
Prefer not to state	3	11.54
Current position		
Provost	0	0.00
AVP of Global Engagement/Affairs	5	19.23
Dean	3	11.54
Director, International Student & Scholar	3	11.54
Services		
Director, Study Abroad	1	3.85
Director, International Partnerships	2	7.69
Director, International Admissions	0	0.00
Other administrative position	12	46.15
Total	26	

demographics from both the faculty and administrator survey responses revealed that the majority of the respondents were white. The majority were male, especially within the faculty pool.

Other demographic data points were captured in the surveys. Figures 2 and 3 display the data about whether the respondents consider the United States to be their country of origin, responding to Q44 in both surveys.

Figure 2
Country of Origin (Faculty)
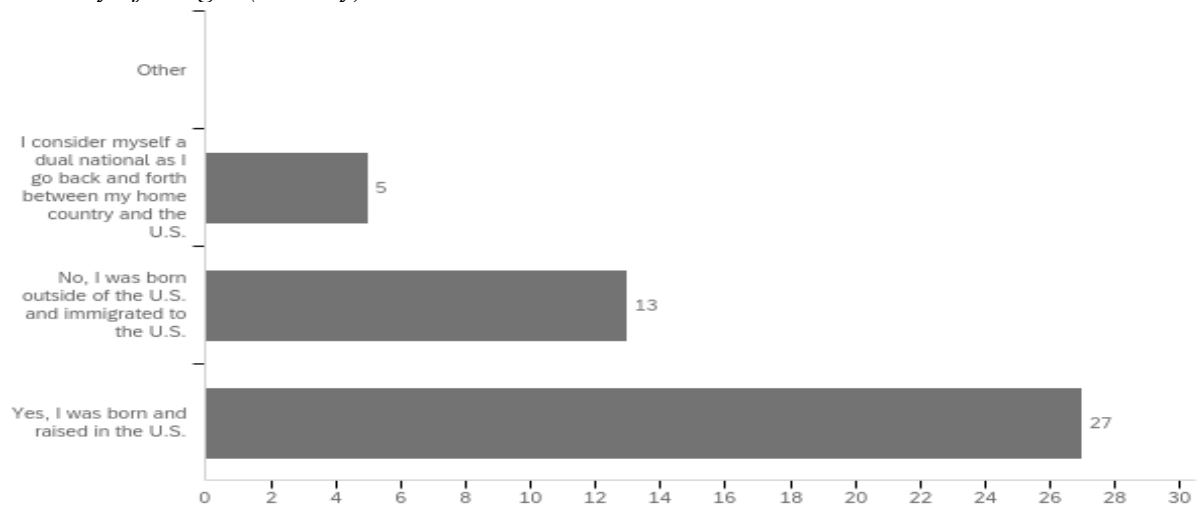
Figure 3
Country of Origin (Administrators)
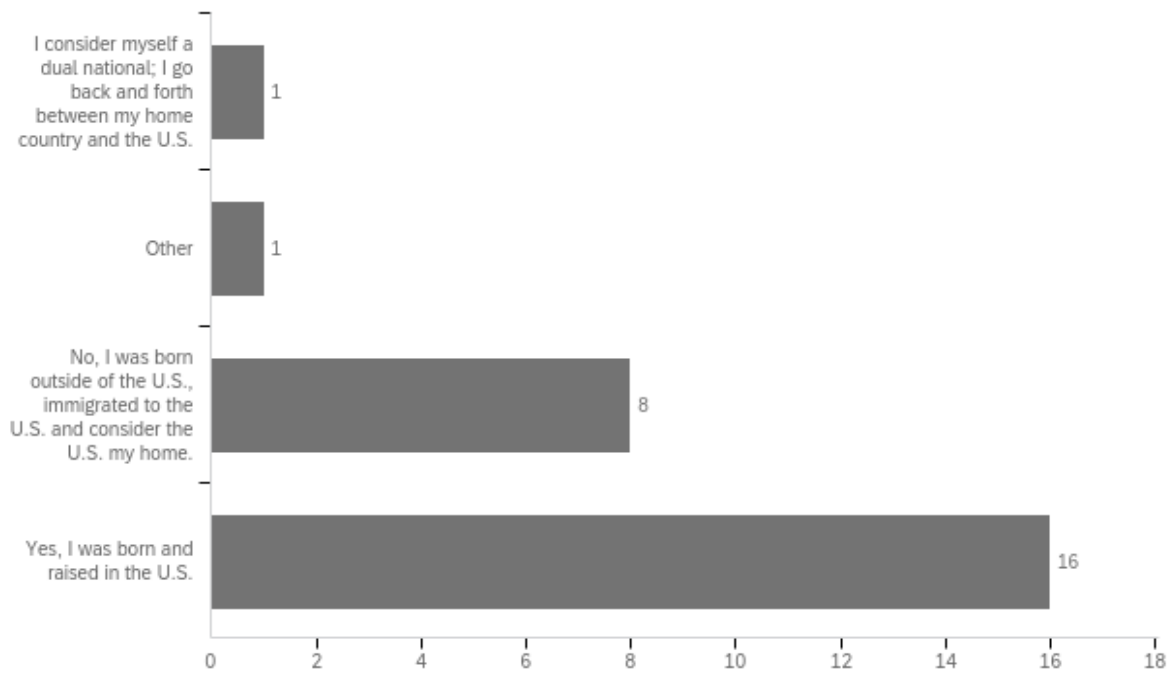
The majority of the faculty stated that they were born in the United States; 13 out of the

45, almost 30%, stated they were born outside the U.S.

The administrators' data points were very similar to those of faculty, when viewed in percentages. The majority were born in the United States with less than 30% of the respondents confirming being born elsewhere and immigrating to the United States.

Figures 4 and 5 represent the responses to the question concerning language(s) spoken besides English. As depicted in the two figures of the faculty and administrator respondents, over 70% of both groups stated that they speak a language in addition to English.

Figure 4
Faculty: Other Language(s) Spoken in Addition to English?
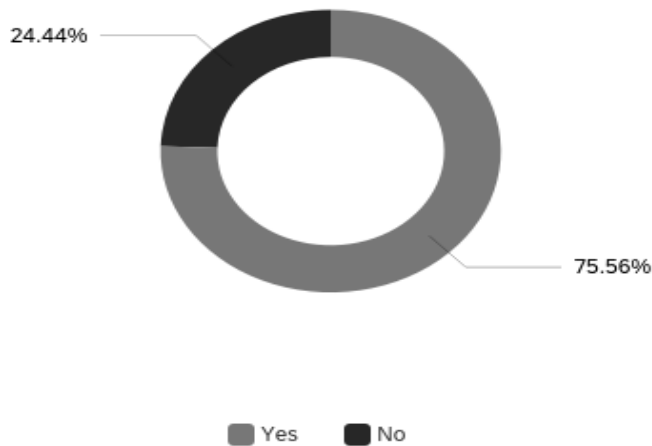
Figure 5
Administrator: Other Language(s) Spoken in Addition to English?
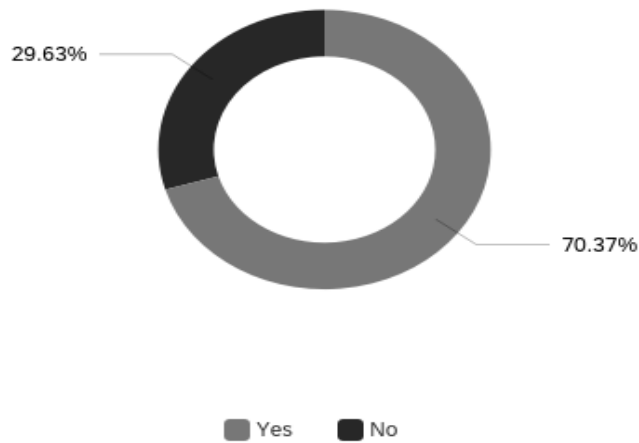
Figure 6 represents the positions of faculty within their institution.

Figure 6
Faculty Positions

Legend: Full Professor, Associate Professor, Assistant Professor, Adjunct Faculty (e.g. lecturer, faculty associate, part-time faculty), Other, Prefer not to state
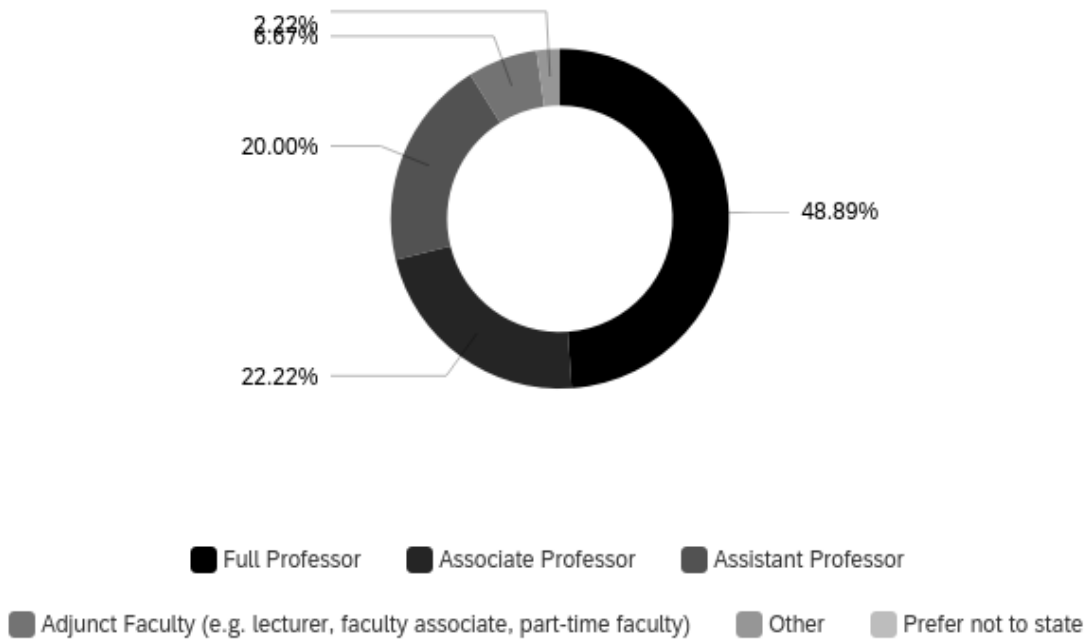
Almost 50% of the faculty respondents were full professors, with 22% who identified as holding associate professor positions and another 20% as assistant professors. The administrator question which paralleled the faculty one asked about the area of expertise. Figure 7 shows the word cloud representing the responses of the administrators.

This word cloud further emphasized that the administrator respondents were those engaged in international education and for whom, international is a daily part of their positions. These include positions in International Student and Scholar Services (ISSS), Study Abroad, International Recruitment, global and international education units.

Figure 7
Administrator Areas of Expertise

Findings and Results

Quantitative Data Analysis

Both surveys were divided into four different sections with varying themes: (a) system-wide and/or institutional commitment to comprehensive internationalization; (b) institutional support for faculty engagement in comprehensive internationalization; (c) individual/personal perspectives regarding comprehensive internationalization; (d) faculty empowerment. The goal was first, to identify the varying conditions and experiences which could encourage and/or impede the engagement of faculty in comprehensive internationalization efforts at large public institutions in the United States by looking at the system-wide practices. Second, the researcher looked to identify various trends in support, or not, of faculty engagement in comprehensive internationalization efforts. Third, the goal was to establish whether there was a difference in those perceptions, (a) from the perspective of administrators versus faculty,

and (b) if there was a marked difference between those in the CSU versus UC systems, and (c) if there was a difference depending on the field of teaching/research of the faculty. Finally, the researcher analyzed the data to indicate whether personal/individual experiences impacted commitment to campus internationalization efforts. The data from the two surveys was broken down by RQs, as outlined in Table 1 in Chapter 3. In this chapter, the researcher examined the quantitative data from the two surveys within the context of each RQ.

Research Question (RQ) #1

RQ #1 reads: What are the perspectives of faculty and administrators towards campus internationalization, at the selected campuses of four-year public universities in California (e.g., UCs and CSUs)?

The intent of this RQ was to understand the perceptions of comprehensive internationalization at four-year public universities in California. Section one of both surveys focused on understanding the perception of faculty and administrators about their system-wide commitment to internationalization, with a few brief statements at the end of the section asking for perspectives on their institution. In this section, the respondents used a four-scale Likert scale to indicate their agreement with various statements. Table 4 summarizes the results from the faculty survey regarding the system-wide and institutional commitment to comprehensive internationalization, while Table 5 summarizes the data for the administrator survey. In both tables, the item stems refer to commitment to comprehensive internationalization and how each item is viewed within their system and institution. The corresponding question number from each survey is also noted, allowing the reader the

Table 4

Faculty: System-wide and/or Institutional Support for Comprehensive Internationalization

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing v %	n	Mean	SD
Q3. Domestic focus needed	30	48	14	8	0	50	2.00	0.87
Q5. No place/state university	60	32	4	4	0	50	2.40	0.98
Q9. Institution's strategic plan	2	52	38	6	2	50	2.49	1.11
Q2. System-wide support	8	32	50	10	0	50	2.62	0.77
Q7. Resources needed	0	4	38	58	0	50	3.54	0.70
Q6. Leadership buy-in needed	2	0	48	50	0	50	3.46	0.70
Q8. Priority at my institution	2	40	50	8	0	50	3.32	1.12

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing v = missing values. *n* = number of respondents. *SD* = standard deviation.

Table 5

Administrator: System-wide and/or Institutional Support for Comprehensive Internationalization

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing v %	n	Mean	SD
Q5. No place/state university	67.86	28.60	0.00	3.60	0	28	2.47	0.82
Q2. System-wide support	3.57	42.90	46.40	7.10	0	28	2.57	0.68
Q8. Priority at my institution	0.00	42.90	53.60	3.60	0	28	2.61	1.04
Q3. Domestic focus needed	14.29	50.00	35.70	0.00	0	28	2.79	0.67
Q9. Institution's strategic plan	0.00	28.60	57.10	14.30	0	28	2.86	1.05
Q7. Resources needed	3.57	3.57	25.00	67.90	0	28	3.54	0.94
Q6. Leadership buy-in/guide	0.00	3.57	25.00	71.40	0	28	3.67	0.67

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing v = missing values. *n* = number of respondents. *SD* = standard deviation.

opportunity to refer to Appendices D and E for the complete question/statement. The responses in these tables and all other tables within this chapter, reflected the responses from those with the lowest mean first, moving incrementally to those with the highest mean.

Based on the data in Table 4, the majority of faculty surveyed believed that there is system-wide support for campus internationalization, reinforced by their disagreement that a domestic focus is needed at a state-funded, public institution. Most agreed that leadership buy-in and resources are key to campus comprehensive internationalization. The area with the biggest disagreement was whether internationalization is a priority at their specific institution, with more than half agreeing it is a priority and a little less than half disagreeing

that it is a priority. Similarly, and not surprisingly since the two questions are related, there was a split in agreement versus disagreement about whether internationalization is part of their institution's strategic plan. The researcher explored whether there is a statistically significant difference in these two areas amongst faculty at CSU versus those at UC. Table 5 is the analysis of administrator perspectives on system-wide and institutional support for comprehensive internationalization.

In comparing the responses to the first section of both surveys summarized in Tables 4 and 5, both faculty and administrator perspectives and perceptions were similar, with both populations agreeing with most items related to system-wide commitment to internationalization. For example, the majority of both groups strongly agreed/agreed that there is a system-wide support for comprehensive internationalization, with a slightly higher agreement rate from the faculty. Both faculty and administrators further reinforced this perspective by their responses of strong disagreement/disagreement with regard to the two statements about the CSU and UC systems' needing to focus on a domestic agenda and that internationalization has no place within a public university setting. Both groups also strongly agreed/agreed that both resources and the buy-in of leadership are critical for comprehensive internationalization. In short, then, based on the survey responses from both the faculty and administrators' perspectives, the California four-year universities are committed to comprehensive internationalization efforts, reflecting that they believe there is system-wide support. It is noteworthy that both groups agreed that resources and leadership buy-in and guidance were a critical next step in the endeavor to achieving comprehensive internationalization. The next section of each survey, discussed in the next analysis section,

explored whether these resources and leadership buy-in are available at the various institutions.

The last two items looked at whether comprehensive internationalization is a priority at each respective institution and if it is included in the institution's strategic plan. This information brought to light the actuality of what is happening at their individual institutions instead of at the system-wide level. These two statements showed the greatest disparities between and within respondent groups, with larger standard deviations (> 1.0) for both groups. These data points further indicated that although there is a general perception amongst the surveyed faculty and administrators that there is a system-wide commitment to campus internationalization, only some of the institutions within the system have taken the step to articulate the prioritization and doing so by means of including internationalization in their strategic statements and plans, and most probably, in their mission and vision statements.

Table 6 focuses on the differences in responses between faculty in the CSU versus UC systems. The hypothesis is that there is a significant difference between CSU and UC faculty perceptions of their individual institution's commitment to campus internationalization. Conversely, the null hypothesis is that there is no significant difference between CSU and UC faculty with regard to this question.

In running a chi-square test for the faculty group, the p value is 0.0446 (< 0.05). Because the p value is less than 0.05, it is statistically significant. By convention, the chance

Table 6

Faculty: Comprehensive Internationalization a Priority at Institution by System

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	43.75% (14)	46.80% (15)	9.38 (3)	32
UC	22.20% (4)	66.67% (12)	11.11% (2)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

explanation is rejected and one can infer that faculty within the UC system agree more than

the faculty within the CSU system that internationalization is a top priority at their

institution.

Table 7 focuses on the same question within the administrator group, distinguishing

results between administrators at CSUs versus UCs. Similar to the faculty, the hypothesis is

that there is a significant difference between CSU and UC administrator perceptions of their

individual institution's commitment to campus internationalization. Conversely, the null

hypothesis is that there is no significant difference between CSU and UC administrators with

regard to this question.

Table 7

Administrator: Comprehensive Internationalization a Priority at Institution by System

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	61.54% (8)	38.46% (5)	0.00% (0)	13
UC	15.38% (2)	84.62% (11)	0.00% (0)	13

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

In running the chi-square test, the *p* value for this group is 0.009 ($p < 0.01$), indicating it

is statistically significant and therefore rejecting the chance explanation. This data further

supports the hypothesis that there is indeed a significant difference between CSU and UC

administrator perceptions of their individual institution's commitment to campus

internationalization. In sum, both faculty and administrators within the UC system overwhelmingly agree that their individual institution is committed to campus internationalization. The interview stage and its subsequent data analysis explored the potential reasons behind this difference between the UC and CSU institutions in more depth. In addition, the interview phase allowed for an understanding of whether this commitment is in rhetoric only, or if there are actual action/operationalization plans in place.

Research Question (RQ) #2

RQ #2 reads: From the perspective of these faculty and administrators, to what extent do these selected institutional factors (e.g., commitment, support, motivations), contribute to their engagement and to campus comprehensive internationalization efforts?

The data from the second section of the surveys, with a focus on institutional commitment to faculty engagement on comprehensive internationalization efforts, contributed to a better understanding of the faculty and administrator perceptions with regard to their respective institutions. Tables 8 and 9, respectively, summarize and provide the descriptive data regarding institutional commitment to support faculty engagement in comprehensive internationalization efforts. Each abbreviated stem item refers to the institutional support in that area to promote faculty engagement in comprehensive internationalization efforts, also including the corresponding survey question number as a reference point.

First, in terms of internationalization being a priority in the faculty member's department, there was a clear split among respondents, indicated by the largest standard deviation (e.g., $SD = 1.59$) amongst all questions in the grouping. Subsequent analysis examined the data

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Table 8

Faculty: Institutional Support for Engagement in Comprehensive Internationalization Efforts

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing *v* %	*n*	Mean	*SD*
Q15. Hiring faculty w/int'l exp.	17.78	64.44	17.78	0.00	10	50	2.00	1.29
Q12. Priority within department	11.00	45.00	32.00	10.00	2	50	2.12	1.59
Q14. Financial support/int'l res.	17.78	48.89	31.11	2.22	0	50	2.18	1.17
Q17. Active int'l committee	8.00	40.00	36.00	2.00	14	50	2.37	1.15
Q16. RTP/int'l activities	8.00	30.00	50.00	4.00	8	50	2.54	1.17
Q23. Sr. leadership encouragement	8.70	39.13	41.30	10.87	0	50	2.54	1.54
Q19. Host int'l visiting scholars	12.00	22.00	46.00	12.00	8	50	2.63	1.31
Q22. Funding int'l/ICC training	16.00	48.00	22.00	4.00	10	50	2.84	1.17

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing *v* = missing values. *n* = number of respondents. *SD* = standard deviation.

Table 9

Administrator: Institutional Support for Engagement in Comprehensive Internationalization

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing *v* %	*n*	Mean	*SD*
Q15. Hiring faculty w/int'l exp.	0.00	57.69	34.61	3.84	3.84	26	2.44	1.43
Q16. RTP/int'l activities	3.84	30.77	50.00	7.69	7.69	26	2.50	1.14
Q22. Funding int'l/ICC training	0.00	50.00	38.46	11.54	0.00	26	2.62	1.15
Q20. Sr. leadership encouragement	3.85	30.77	50.00	15.38	0.00	26	2.77	1.42
Q14. Financial support/int'l res.	7.69	19.23	61.54	11.54	0.00	26	2.77	1.15
Q17. Active int'l committee	11.54	19.23	38.46	30.77	0.00	26	2.88	1.39
Q12. Priority within department	10.71	14.29	25.00	50.00	0.00	26	3.14	1.28
Q19. Host int'l visiting scholars	3.85	7.69	50.00	38.46	0.00	26	3.23	1.01

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing *v* = missing values. *n* = number of respondents. *SD* = standard deviation.

more closely to see if there were differences between CSU and UC departments. There was

also a division in perspective in terms of the level of encouragement for international activity

from senior leadership amongst the faculty. The researcher broke down this item, in a later

analysis table (in Table 11), to determine if there is a significant difference between faculty at

UC versus CSU.

The other item stems leaned toward one side of the Likert-scale, indicating either a

stronger agreement or disagreement. For example, the faculty disagreed that there is financial

support for international research at their institution (~67% disagree/strongly disagree). They

also disagreed that hiring of faculty with international experience is a priority at their

institution (~82% disagree/strongly disagree) and that there is funding for intercultural

training at their institution (~64% disagree/strongly disagree). On the other hand, there was

agreement amongst the faculty group that the retention, tenure, and promotion (RTP) process

at their institution encompasses international activities (~54% agree/strongly agree) and the

majority also agreed that their institution frequently hosts international visiting scholars

(~58% agree/strongly agree). It is noteworthy that for these two items stems where there was

more agreement, 8% of the respondents did not respond to these two questions.

The responses from the administrator group were generally more in agreement with the

various types of institutional support. Since, as indicated in Figure 7, most of the

administrators who responded to the survey were practitioners in the field of international

education, their department would therefore naturally and logically be more supportive and

encouraging of faculty to engage in international activities. The administrator group showed

the largest areas of gap in agreement versus disagreement, in the item stems referring to the

institutional support for hiring of faculty with international experience and funding for

faculty training in intercultural competencies. The researcher broke down those items by

CSU versus UC, the results of which are shared later in the analysis process.

In summary, the mean values and standard deviations listed in Tables 8 and 9 show more

discrepancy between perspectives on each of the item stems. The faculty and administrators

disagreed greatly in terms of the financial support for international research. Faculty did not

agree that there is much funding, whereas the administrators overwhelmingly agreed that

there is financial support for international research. This question was incorporated into the interview phase to seek deeper responses.

Both populations agreed that hiring faculty with international expertise is not a priority at their institution. However, both agreed more than disagreed that RTP process does acknowledge and recognize international activities. Both faculty and administrators were split in terms of the institutional support for international and intercultural trainings. In many ways, this initial data was critical in understanding practices at these institutions, helping drive the interview stage. In turn, the researcher used this information to further probe about how these factors contribute to the interviewee's engagement level and support of campus internationalization, based on their institutional support (or not) of comprehensive internationalization efforts.

In comparing the earlier responses depicted in Tables 4 and 5, faculty and administrator perspectives were well aligned. Therefore, one can deduce that there is more of a system-wide support for internationalization, perhaps in rhetoric only, as indicated by the literature. When one examines the individual institutional practices, however, it becomes clear that in most cases, there is a disconnect between the rhetoric and the actual actions taken by an institution in supporting the system-wide commitments. The researcher explored this area in more depth in the analysis of the qualitative data, namely the responses from the open-ended questions of the surveys and the individual interviews, in the next section of the findings in this chapter and also in Chapter 5.

In the contingency tables (Tables 10, 11 and 12) the researcher examined the item stems identified above, where there was the most discrepancy amongst faculty in order to discern

Table 10

Faculty: Encouragement from Senior Leadership

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	53.13% (17)	37.50% (12)	9.38% (3)	32
UC	22.20% (4)	66.67% (12)	11.11% (2)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 11

Faculty: Active Internationalization Committee

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	46.90% (15)	37.50% (12)	15.6% (5)	32
UC	50.00% (9)	33.33% (6)	16.7% (3)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 12

Faculty: Priority Within Department

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	53.12% (17)	37.50% (12)	9.38% (3)	32
UC	55.60% (10)	33.33% (6)	11.11% (2)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

whether there is a statistically significant difference in perspective between faculty in the

CSU system versus those in the UC system.

The data in Table 10 further demonstrates that in general, UC faculty tended to be more

in agreement with such statements, reflecting a more positive perspective, with 2/3 agreeing,

that senior leadership does encourage international activity. For the CSU faculty, the

perspective was more in the disagreement side, further demonstrating that the majority of

faculty within the CSU (more than 50%) don't believe that senior leadership

supports/incentivizes faculty to participate in international activity.

Based on the percentages and the numbers above, faculty in both systems were split in whether they agreed with this statement that there is an active internationalization committee on their campus. It is very likely that some faculty were unaware or simply have not been receiving communication regarding such opportunities, which further highlights the need for more regular and concerted communication from the administration regarding such opportunities. The researcher addressed this topic further in the interview phase.

The percentages of agreement versus disagreement were almost parallel. As a result, the researcher examined the difference between departments, which may potentially reveal a significant difference, when RQ#3b is addressed later. In sum, as indicated by the data in Table 10, there is no statistically significant difference between faculty at CSUs versus those at UCs in the item stems where there was most disagreement amongst faculty. In addition, in Tables 11 and 12, since the numbers/percentages are so close between the two groups, it is evident that there is no statistical significance. One can therefore hypothesize that the difference is more likely at the individual institutional level and whether that specific institution within the system provides the adequate support and communication regarding these opportunities. Moreover, the interviews helped further gauge and understand if there is strategy and intentionality within each individual institution.

In Tables 13 and 14, the researcher broke down the two items stems, which revealed the greatest range of perspectives in the administrator group.

This data further demonstrated that administrator perceptions on the hiring of faculty with international experience was similar across the CSU and UC systems. More institution-specific information was explored in the interview phase.

Table 13

Administrator: Hiring of Faculty with International Experience

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	61.54% (8)	38.46% (5)	0.0% (0)	13
UC	53.80% (7)	38.46% (5)	7.7% (1)	13

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 14

Administrator: Support for ICC Training for Faculty

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	69.23% (9)	30.77% (4)	0% (0)	13
UC	30.77% (4)	69.23% (9)	0% (0)	13

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 14 consolidates the information regarding the responses to whether there is support

for intercultural competencies/communication (ICC) training for faculty at the institution-

level.

The chi-square test resulted in a *p* value of < 0.01, indicating that the relationship

between support for ICC training for faculty and the institutional system affiliation, was

indeed statistically significant. In looking further at the percentages for each system, the CSU

administrators disagreed greatly (2/3) that their institutions provide ICC trainings, whereas

the UC institution administrators had a majority agreement (i.e., 2/3 of respondents showed

some level of agreement) that their institution does provide these types of trainings. As has

been indicated by other data analysis, the UC system institutions have more support for

campus internationalization efforts, most likely because of the research component of their

mission. The deeper conversations in the interview phase helped shed more light in this area.

Research Question (RQ) #3

RQ #3 reads: What is the relationship (if any) between perceived institutional commitment and support and faculty incentives to engage in campus comprehensive internationalization efforts?

The data gathered in section four of both surveys entitled "faculty empowerment" guided the responses to this question. The data from the two surveys was summarized in two distinct tables. In addition, the open-ended questions from each survey helped supplement these findings. These findings are further discussed in the qualitative data analysis section of this chapter. Tables 15 and 16 summarize the findings that provide insights about RQ#3. The key theme in this section of the surveys was to determine whether faculty and administrators recognized the interconnectedness of their roles in campus internationalization efforts. In each item stem, the assumption was related to global partnerships and collaborations and international messaging and communications.

Table 15
Faculty: Faculty Empowerment to Contribute to Comprehensive Internationalization Efforts

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing v %	n	Mean	SD
Q53. Admins key partners (e.g., COIL)	14	42	22	10	12	50	2.32	0.87
Q56. Admins-faculty interconnected	14	30	32	10	14	50	2.44	0.90
Q55. Admins and regular messaging	18	40	18	10	14	50	2.23	0.91
Q54. Admins and global partners	14	32	28	14	12	50	2.47	0.94

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing v = missing values. n = number of respondents. SD = standard deviation.

Table 16

Administrator: Faculty Empowerment to Contribute to Comprehensive Internationalization

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing *v* %	*n*	Mean	*SD*
Q53. Admins key partners (e.g., COIL)	0.00	23.08	50.00	26.92	0	26	3.03	0.71
Q55. Admins and regular messaging	3.85	19.23	46.15	30.77	0	26	3.04	0.81
Q56. Admins-faculty interconnected	0.00	11.54	53.85	34.62	0	26	3.23	0.64
Q54. Admins and global partners	0.00	11.54	46.15	42.31	0	26	3.31	0.67

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing *v* = missing values. *n* = number of respondents. *SD* = standard deviation.

The data in Table 15 indicates that faculty tended to disagree more than agree with the listed stem items. More than 50% disagreed that they feel empowered to collaborate with administrators on global research and teaching projects. They also mostly disagreed (~58%) that administrators provide regular messaging regarding international opportunities. The researcher looked at the two item stem areas of the quantitative data, where there was a split in responses: (a) faculty who agreed or not, whether administrators serve as key partners in collaborating with scholars from around the world, (b) those who agreed or not, that the role of faculty and administrators is interconnected. Before examining the data and conducting a chi-square test to determine if the relationship between these variations is statistically significant based on system affiliation, the researcher first looked at the administrator data in the same section of the survey, summarized in Table 16.

Table 16 highlights the tendency of administrators surveyed to either agree or strongly agree in all areas. They overwhelmingly agreed that administrators do play a key role in all the areas depicted in the table, with almost 89% of the respondents either agreeing or strongly agreeing that the role of faculty and administrators is interconnected.

By analyzing this data alongside the previous data points in the other sections of the survey, it became apparent that although faculty and administrators seemingly have the same perceptions about the larger system-wide commitment to campus internationalization, their perspectives differed within the context of their actual local institution and department. Faculty tended to disagree that there is an interconnectedness of their role with that of administrators in campus internationalization efforts. In contrast, the administrators were likely to agree about this interconnected relationship, which can potentially be attributed to the fact that most are practitioners in the field of international education, whose main role function is to support faculty and others in striving to achieve campus internationalization. In Tables 17 and 18, these contingency tables represent the different data sets for CSU versus UC in the two areas where the faculty responses were most divergent.

Table 17
Faculty: Administrators Serve as Key Partners in Collaborating with Global Scholars

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	50.0% (16)	37.5% (12)	12.50% (4)	32
UC	38.9% (7)	50.0% (9)	11.11% (2)	18

*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 18
Faculty: The Role of Faculty and Administrators is Interconnected

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	46.88% (15)	40.63% (13)	12.50% (4)	32
UC	38.89% (7)	44.44% (8)	16.67% (3)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

In running the chi-square test, the p value is $0.862 > 0.05$, revealing that the relationship between these perspectives of faculty and their system affiliation is not statistically significant. As a result, the interview phase offered an opportunity to probe and ask faculty why or why not they find administrators as partners, and next to investigate whether the institution itself or the faculty member's individual experiences and perspectives further define these perspectives. It should be noted, however, that similar to other data, the perspectives of CSU faculty tended to be less in agreement than those of UC faculty.

The chi-square test in this correlation resulted in a p value of 0.758 (> 0.05), once again showing no statistically significant relationship between the faculty perspective and system affiliation. Although the CSU faculty perspective is slightly more in disagreement, both groups of faculty members were comparable in how they perceived the role of administrators in relation to their role. They were evenly divided amongst those who perceive the relationship with optimism versus those who saw it with a more skeptical lens.

Research Question (RQ) #3a. RQ #3a reads: Specifically, what are the similarities and differences between the perceptions of faculty versus administrators on the factors associated with greater efforts toward comprehensive internationalization?

The data in general represented differences in the perceptions of faculty compared with those of administrators. By looking at the data as a whole, it appears that faculty viewed the institution's commitment from the leadership, including financial and other support, as important in pursuing efforts to engage in internationalization efforts. However, although they clearly saw the important role of leadership as critical, they did not see administrators as

a partner in this endeavor, based on the data from this section of the survey. The breakdown and more detailed analysis for each question was reflected in Tables 15-17.

Figures 8 and 9 represent the same data in Tables 17 and 18, but with a different lens. The data in these two figures helps reveal whether there are indeed greater differences in agreement level within each system. Hence, the data examined whether there was a discrepancy between the faculty and administrator views within the CSU institutions compared with the UC ones. In other words, these figures reflected whether there was more of a difference in perspectives between faculty and administrators at CSUs versus those at UCs.

Figure 8
Administrators Serve as Key Partners in Collaborating with Global Scholars
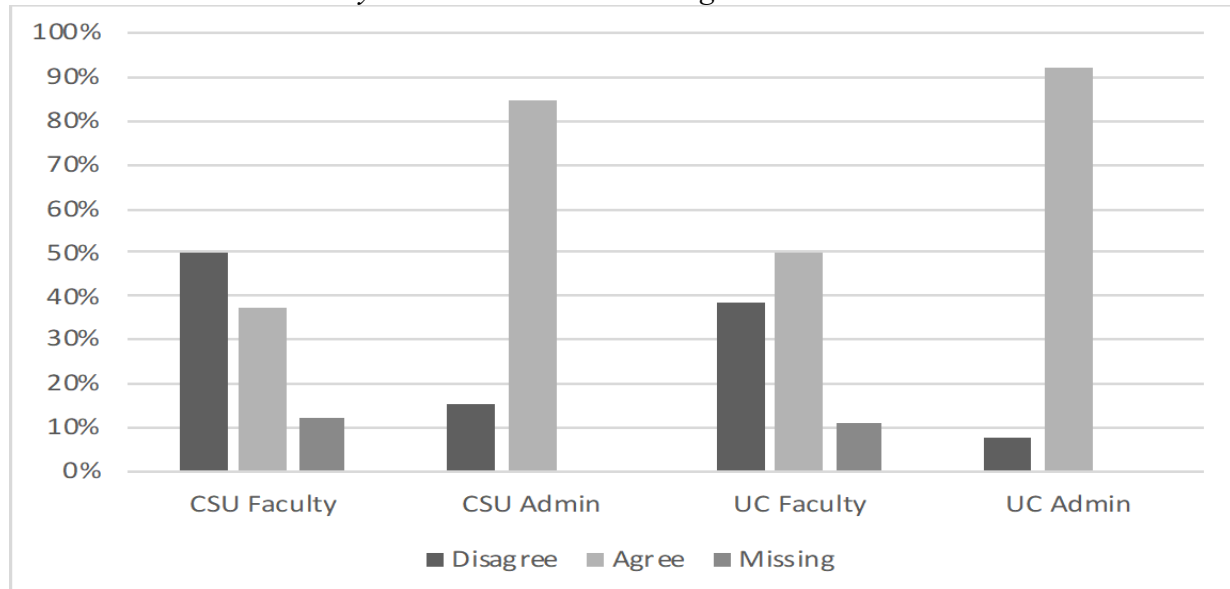
Figure 8 shows that in general, the perspective disparities between faculty and administrators regarding the perception of whether administrators are key partners in collaborating with scholars were consistent between the CSU and UC systems. However, there were slightly greater differences/polarities among faculty and administrator views at the

Figure 9

The Role of Faculty and Administrators is Interconnected
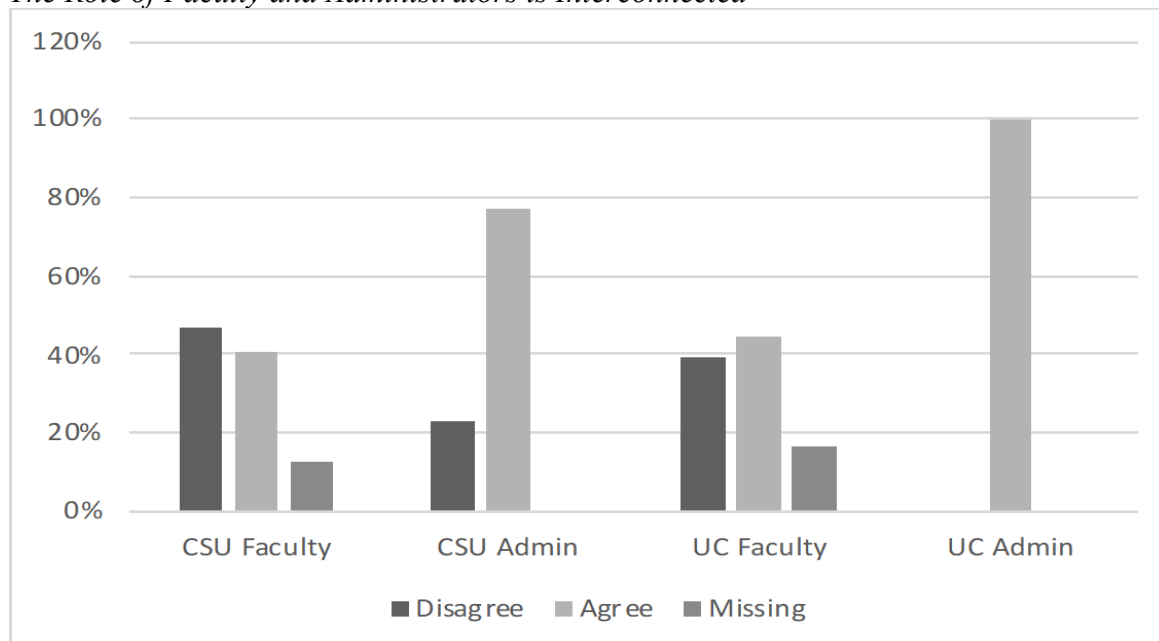
CSU than at the UC, as depicted in the bar graph. In other words, there was a higher level of

agreement between faculty and administrators at UC in comparison to those at CSU. In

essence, this data implied that the higher disagreement on the part of CSU faculty could

potentially further dampen and make difficult the efforts of CSU administrators in campus

internationalization efforts. More simply summarized, one can assume that when the

perspectives of faculty and administrators are more polarized, it does create a more

challenging environment for pursuing and pushing forward international

activities/opportunities.

Similarly, Figure 9 further demonstrates that there was more disparity between faculty

and administrator perspectives at the CSU versus the UC, as to whether their roles are

interconnected. As such, the above graph and the data points illustrated that there is a slightly

greater challenge to internationalization at the CSU, where gap between faculty and administrator perceptions are more profound than at the UC campuses.

Research Question (RQ) #3b. RQ #3b reads: Specifically, what are the differences and similarities between CSU and UC campuses?

In the analysis of each section of the survey, the researcher depicted these similarities and differences in contingency tables (Tables 6 and 7, 10-14) in order to see what differences existed between the CSU and UC campuses and then determine whether chance accounted for the differences. Tables 6 and 7 signified that both faculty and administrators within the UC system overwhelmingly agreed that their individual institution is committed to campus internationalization, in contrast to those within the CSU system. The statistical difference was more noteworthy amongst the faculty group. In the interview phase, the researcher delved further to understand the reason for this difference. One can hypothesize that the UC system being research-oriented versus the CSU system being teaching-oriented, lends itself more easily and organically to internationalization efforts and collaborations.

Tables 10–14 represent areas in both the faculty and administrator groups to identify the potential correlation with regard to the areas with the greatest polarization in responses from both groups. However, in all cases, with the exception of Table 13, the chi-square test analysis indicated no statistically significant correlation between the differences in perspective and the system affiliation. Table 13 reflected a difference in agreement with regard to ICC trainings for faculty, with stronger agreement in the UC system versus the CSU system. In general, the faculty perspectives were more in disagreement throughout, regardless of system affiliation. In addition, alternative explanations that cannot be ruled out

were that the different perspectives, both those who agreed and disagreed, can be better explained by the individual institutional affiliation and individual commitments rather than campus affiliation or the system. This rival explanation was explored in the last section of the surveys and also discussed in responses to RQ#4.

Finally, in looking at the interconnectedness and interdependence of the roles of faculty and administrators in internationalization efforts, there was no statistically significant relationship between these perspectives and system affiliation, as illustrated in Tables 15 and 16. However, the faculty perspective in general was more in disagreement than in agreement, in this area as well. Moreover, as depicted in Figure 9, there was more polarization in perspectives between faculty and administrators at CSUs than UCs, making internationalization initiatives more challenging to pursue and accomplish within the CSU system.

Research Question (RQ) #3c. RQ #3c states: Specifically, are there significant differences in perception based on the field of expertise of the faculty (i.e., education vs. engineering vs. social sciences)?

In order to answer this question, given the small sample, the researcher re-coded the fields of expertise of faculty. In the survey, each faculty had the opportunity to state their exact field of work. The researcher then re-coded those fields as STEM versus non-STEM fields. The STEM fields included engineering and sciences and the non-STEM fields included education, social sciences, and business. Table 19 summarizes the findings based on question 26, which asked if their field of study makes it easy to incorporate the global

Table 19

Faculty Discipline Conducive to Global Content: STEM Versus Non-STEM

Field	Disagree*	Agree**	Missing v	n
Non-STEM	26.4% (6)	65.2% (15)	8.7% (2)	23
STEM	57.9% (11)	36.9% (7)	5.3% (1)	19

Note. Missing v = missing values. n = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

perspective into their existing curriculum. The number n reflects the total number of

responses for either or both questions, and does not include the data of those who did not

respond to either question.

The findings reflected, as expected and based on the literature, that non-STEM fields lend

themselves more easily to incorporating the global themes into the curriculum, with

approximately 65% of non-STEM faculty agreeing or strongly agreeing versus

approximately 40% of faculty in the STEM fields. The chi-square test in this correlation

resulted in a p value of 0.0294 ($p < 0.05$), therefore rejecting the chance explanation and

indicating that it is statistically significant. As a result, one can maintain that there is indeed a

significant difference between non-STEM and STEM majors and whether the field of

discipline is conducive to global content.

The researcher conducted a similar analysis for question 12 of the survey, determining if

there is a correlation between internationalization as a priority in their department and those

in the STEM versus non-STEM fields. The data details can be seen in Table 20. Like the last

table, the total number n does not include any missing data.

There was more disagreement with this question/statement as opposed to the previous

one, from both faculty in STEM and non-STEM fields. The chi-square test in this correlation

resulted in a p value of 0.0848 ($p > 0.05$), therefore rejecting the null hypothesis that there is

Table 20

Internationalization a Priority in My Department: STEM Versus Non-STEM Faculty

Field	Disagree*	Agree**	Missing v	n
Non-STEM	56.5% (13)	43.5% (10)	0% (0)	23
STEM	68.4% (13)	31.6% (6)	0% (0)	19

Note. Missing v = missing values. n = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

a significant difference between non-STEM and STEM majors and whether

internationalization is a priority. Therefore, in general, there was no significant difference

between faculty in STEM versus non-STEM in how they perceive internationalization in

their individual departments. The study's interview data may shed more insights in this area.

Research Question (RQ) #4

RQ #4 states: What is the relationship (if any) between individual/personal perspectives

and experiences and faculty incentives to engage in campus comprehensive

internationalization efforts?

The third section of each survey focused on individual and personal perspectives and how

they potentially impact one's involvement with campus internationalization efforts.

Tables 21 and 22 provide a snapshot of the data gathered below. Each abbreviated stem item

relates to the faculty/administrator personal perspectives about the listed item.

The faculty data highlighted that there was overall more agreement, as seen in the higher

means, in comparison to the other sections of the survey. The response with the most

agreement amongst the faculty, pertained to the international students and their role in

enriching the campus experience, with 88% of the group either agreeing or strongly agreeing.

Table 21

Faculty: Individual Perspectives and Attitudes on Comprehensive Internationalization Efforts

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing v %	n	Mean	SD
Q28. Collaborate w/world scholars	16.00	34.00	22.00	38.00	12	50	2.43	1.44
Q25. Take away teaching time	12.00	32.00	40.00	6.00	10	50	2.56	1.26
Q26. My field easy to incorporate int'l	10.00	35.56	31.11	22.22	10	50	2.64	1.40
Q33. Participation/int'l programming	8.00	30.00	32.00	18.00	12	50	2.68	1.35
Q32. All students enroll global course	8.00	24.00	40.00	18.00	10	50	2.75	1.31
Q27. Internationalization great opportunity	2.00	14.00	46.00	24.00	14	50	3.06	1.06
Q29. International journals publication	0.00	14.00	44.00	32.00	10	50	3.20	0.99
Q31. Int'l students enrich campus	0.00	2.00	28.00	60.00	10	50	3.60	0.61

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing *v* = missing values. *n* = number of respondents. *SD* = standard deviation.

Table 22

Administrators: Individual Perspectives and Role of Faculty in Internationalization Efforts

Abbreviated item stem	SD (1) %	D (2) %	A (3) %	SA (4) %	Missing v %	n	Mean	SD
Q25. Take away teaching time	19.23	42.31	30.77	7.69	0.00	26	2.73	1.30
Q26. All disciplines incorporate int'l	0.00	26.92	46.15	23.08	3.84	26	2.96	1.12
Q32. All students global course	0.00	15.38	46.15	38.46	0.00	26	3.23	1.00
Q27. Funding for int'l PD for faculty	0.00	11.54	50.00	38.46	0.00	26	3.23	1.00
Q29. Int'l journals publication	3.85	3.85	53.85	38.46	0.00	26	3.27	0.92
Q28. Collaboration w/world scholars	0.00	7.69	46.15	46.15	0.00	26	3.38	0.82
Q33. Participation/int'l programming	0.00	7.69	34.62	57.69	0.00	26	3.50	0.84
Q31. Int'l students enrich campus	0.00	3.85	19.23	76.92	0.00	26	3.73	0.67

Note. SD = "Strongly Disagree"; D = "Disagree"; A = "Agree'; and SA = "Strongly Agree." Missing *v* = missing values. *n* = number of respondents. *SD* = standard deviation.

Approximately 58% agreed to some extent that the university should require a global course for all students, regardless of major. In addition, 76% indicated that they seek out international journals for publication.

The researcher examined the correlation between perspectives and system affiliation further, specifically for the questions which had a higher standard deviation, indicating less agreement and more variation in responses. The following items stems reflected more divided responses: (a) international issues take away from teaching time (Q25); (b) field of discipline is easy enough to incorporate the international/global component (Q26); (c) incentivized to collaborate with scholars from around the world (Q28); and (d) participation in international programming on campus (Q33). In addition, the researcher examined the correlation, if any, between field of discipline and the responses to item stem *b*, referenced before.

With the exception of Q25, the administrator data set reflected that they were much more in agreement amongst one another, with the majority of the means for each item stem close to or more than three. The lowest mean for an item stem was the one related to international issues taking away from teaching time (Q25), reflecting the most discrepancy in this group of responses. Otherwise, almost 96% agreed that international students enriched the campus experience for all (Q31), while almost 85% believed that all students should take a global course (Q32).

This data set on the individual/personal perspectives of the faculty and administrators in general showed a stronger support for campus internationalization elements than the previous sections of the survey results, indicating that personal/individual perspectives play a key role in faculty engagement in internationalization efforts. However, based on the other data points gathered in this study, in general, the faculty tended to disagree more than administrators, as indicated by the higher mean values for the administrators. For example, the faculty had a

higher percentage rate of those who either agreed or strongly agreed that international issues take away from teaching other important topics. In addition, there were more disparities in each item amongst the faculty in comparison to the administrators, as indicated by the higher standard deviation values. In general, the administrators had a stronger agreement with individual/personal perspectives having a positive impact on approach to campus internationalization efforts. The discussion about the open-ended questions that ensue will help further understand and complement some of this data.

The contingency tables (Tables 23-26) analyzed the four areas listed above with the most divergent responses amongst the faculty group.

Table 23
Faculty: International Issues Take Away from Critical Teaching Time

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	46.9% (15)	40.6% (13)	12.5% (4)	32
UC	38.9% (7)	50.0% (9)	11.11% (2)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 24
Faculty: Field of Discipline is Easy to Incorporate the Global/International Component

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	40.6% (13)	46.9% (15)	12.50% (4)	32
UC	38.9% (7)	50.0% (9)	11.11% (2)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 25

Faculty Perspective: Incentivized to Collaborate with Scholars from Around the World

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	59.4% (19)	28.1% (9)	12.50% (4)	32
UC	33.3% (6)	50.00% (9)	16.67% (3)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Table 26

Faculty: Participation in International Programming on Campus

System Affiliation	Disagree*	Agree**	Missing *v*	*n*
CSU	37.5% (12)	50.0% (16)	12.50% (4)	32
UC	38.9% (7)	44.4% (8)	16.67% (3)	18

Note. Missing *v* = missing values. *n* = number of respondents.
*Disagree column includes both *strongly disagree* and *disagree responses*.
**Agree column includes both *strongly agree* and *disagree responses*.

Looking at the raw numbers and the percentages, it is evident that the opinion varied within each system and hence the system affiliation was not statistically significant. This assertion is further proven by the *p* value result of 0.293 (> 0.05), in running the chi-square test. As such, the differences in perspectives were not necessarily affiliated with the system but more likely, represented the personal perspectives and experiences of the faculty.

Similar to the previous contingency table in Table 23, the correlation was not statistically significant as indicated by the *p* value of 0.882. Also, like the data in Table 24, the perspectives of faculty within each system were split. The hypothesis is that the agreement level with this statement will more likely reflect the individual faculty's perspectives and how they perceive global/international components of a curriculum, rather than being tied necessarily to their field of discipline. The researcher incorporated additional probing questions in this area, into the interview phase.

The *p* value for the chi-square test was 0.188, which is > 0.05, indicating that the system affiliation is not statistically significant. Similar to previous analyses, the CSU faculty perspectives were more in disagreement in this regard. One can therefore hypothesize that this finding reflected the more teaching-focused mission of the CSUs versus the research-focused goals of the UC, resulting in more local and domestic focus at a CSU versus a more global focus at a UC.

For this data analysis, the *p* value for the chi-square test resulted in 0.327 (> 0.05), also indicating that the system affiliation was not statistically significant when considering the level of agreement with this item stem. For this item stem though, the faculty from both systems had very similar levels of agreement. There was slightly more agreement than disagreement. However, in general, the perspectives were split. Tables 23–26 suggest no significant differences between CSU and UC faculty. The results and analysis of the open-ended questions, highlighted in the next section, revealed more insights regarding the initial data collection.

Survey Open-Ended Question Data Analysis.

The two surveys included 2–3 open-ended questions at the end. The responses served as the first step in identifying themes that were further explored in the interview phase. In addition, these responses provided more in-depth insights into the responses gathered via the surveys. As a summary, based on the open-ended questions, the researcher can deduce that there is "talk" of campus internationalization on these campuses, but there is lack of leadership and push to make it happen, as there are competing priorities. However, it also seems that the *organizational structure* of the campus plays a role in not only prioritizing the

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concept of internationalization but also moving it forward. As one of the comments alluded to, their Global Affairs unit as "efficient and powerful," one can assume that on that campus, internationalization is well-thought out, promoted and sustained.

Personal and *individual perspectives* definitely play an important role. It appears that faculty who are interested and engaged in internationalization efforts have an interest due to their personal background and/or area of research/teaching, which lends itself well to international collaborations, for example. For those faculty, the involvement in internationalization efforts happens organically and effortlessly. It also became evident that *lack of funding, incentives, resources, and time* are the primary demotivators for faculty to engage in internationalization efforts.

The administrators felt strongly that the faculty play an important role. However, they also alluded to the *interconnectedness of the faculty role and administrator role* in this endeavor. The faculty do not necessarily see the important role of administrators in supporting them. They tend to see administrators as roadblocks and not partners. This theme was further explored in the interview phase.

A more in-depth analysis followed with a closer scrutiny of each open-ended question and a synthesis of the responses which generated the themes mentioned above. These themes were later analyzed alongside the interview data enabling the researcher to triangulate the findings. The first open-ended question for both groups asked about whether their campus is committed to internationalization and to elaborate. A few of the themes that emerged from the faculty survey include:

- No coherence, intentionality, or leadership at the institutional level. Passive: they understand its importance but don't do much about it.

- Highly committed but too many other competing priorities.

- Commitment to international students because they help by paying a higher tuition rate; international is equated with financial resources.

- Strong General Education (GE) courses and commitment to study abroad at undergraduate level.

Amongst the responses, there were two which stood in strong contrast with one another. One faculty member stated:

> The campus has no real commitment to it. Campus does everything to disincentivize international students and international collaborations. All that happens is organic and not a result of campus policy. Campus is only interested in international activities if it generates extra funding. Furthermore, international faculty are disadvantaged and even discriminated against. For example, Turkish immigrant faculty are considered white males and their challenges are measured at the same level as such. Their challenges are not discussed or allowed to be discussed. (Faculty A)

In contrast, when asked to describe their campus' commitment to internationalization, another faculty respondent stated: "VERY. Global Affairs is an efficient and powerful unit" (Faculty B).

The same open-ended question appeared in the administrator survey. The responses were varied, but the emerging themes were very similar with those that came up from the faculty responses. They include:

- International students as equated with revenue and are monetized, and not valued for the diversity they bring to campus.

- Not a high priority; too many other competing items.

- It is a confused concept. One person noted: "I think the term campus

  'interculturalization' is more accurate and more important." (Administrator A)

Many of the administrators (over 50%) misunderstood the question to some extent. They

reiterated that campus internationalization is critical and that it is important for institutions of

higher education to provide an education with a global perspective, not really commenting on

whether their campus is committed to internationalization. As a result, the researcher utilized

this question for the administrator interviewee group to probe and find out more. The

response below does not answer the question directly, but illuminates the administrator

perspective about the importance of promoting internationalization on college campuses:

> My higher education institution resides in the Bay Area, which is at the nexus of
> global communications, finance, information, political and social movements, the
> knowledge economy, differing cultures. All U.S. undergraduate and graduate students
> benefit from the concepts of campus internationalization and exposure to differing
> ways of being, different perspectives, but also very much the same similarities, our
> students should have opportunities to study alongside transnational, and international
> peers and see that we are not all the different. We share one planet. (Administrator B)

The second open-ended question for the administrators asked about the ideal campus

internationalization and the role that faculty play in that ideal model. The themes that

emerged include:

- Intentional administrative leadership alongside faculty committed to driving the

  curriculum and research related to internationalization.

- Senior administration needs to drive the commitment to internationalization by

  committing resources, which should include support for faculty.

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- Internationalization includes curriculum, research, co-curricular activities, faculty and staff development; global learning is incorporated into every aspect with faculty involved at every level.

- Faculty engagement is key to internationalization.

Most respondents agreed that faculty do play a critical role. However, they also reiterated the interconnectedness of that role with the administrators on campus. Below is a comment that reinforced this idea:

> Faculty should bring international opportunities to administration so that it is in sync with other internationalization efforts on campus. (Administrator C)

One very comprehensive response was:

> An ideal model would "encourage the incorporation of 'international' and 'intercultural' into every aspect of the institution." I would believe it involves all stakeholders, i.e., students, staff, faculty and community, on and off campus. The model needs to involve the academic side, the administrative side, the social side of the campus. Faculty will lead the academic side, defining the academic goals and learning objectives with a global angle. Faculty members themselves need to take an active interest in incorporating an international perspective in their own expertise, via research, outreach or collaboration. (Administrator D)

The faculty survey had two additional open-ended questions. The first one asked about the qualities in the home institution which motivated the faculty respondent to engage in internationalization efforts. The following themes emerged from the responses:

- Self-motivated prior to joining the current institution; personal background, interest, and area of research.

- Supportive colleagues; the people at my campus' international center.

- Interest in global learning, study abroad.

- Involvement with campus-wide international committee.

- Campus interest and support of international research.

Below are two noteworthy responses:

> Having international faculty who are doing important work that I could collaborate with, and having an International Scholars office that is actively recruiting faculty to run programs and participate. (Faculty D)

> Beginning with Josephine Baker and more recently James Baldwin, I have read countless descriptions of minoritized U.S. citizens who while traveling and living abroad recognize their cultural value. We are a Hispanic serving institution with a strong social justice orientation. I believe engaging with peoples from around the world offers our students a sense of high purpose and may allow them to connect better with their heritage cultures in the development of their identity. I see the two lenses (our institutional goals and internationalization) as a nature fit. But this is my world view. (Faculty E)

The final open-ended question in the faculty survey asked about barriers or de-motivators for the faculty member's engagement in internationalization efforts. The following themes emerged:

- Lack of funding, resources, incentives.

- Campus bureaucracy; the CSU and UC systems.

- Lack of time; everyone is so busy with competing priorities.

- Lack of information about how to go about engaging in international opportunities.

One response in particular captured the essence of the problem for this question:

> The main barrier is always financial. A significant problem is that U.S. funding is almost exclusively for U.S.-based researchers, which means that international collaborators have to seek parallel funding from their national research institutions. It is usually difficult to coordinate such proposals. It would be good to have mechanisms to facilitate such research funding collaborations. (Faculty F)

These emerging themes helped guide the reformulation of the interview questions and also supplemented and complimented the eventual analysis and coding of the interviews.

Summary

In many ways, the open-ended responses to the questions further reinforced the raw data that was revealed in the quantitative data analysis. Administrators tended to agree more than faculty about the internationalization efforts, and UC faculty and administrators were more in agreement than the ones at CSU about these internationalization efforts on their campuses. In summary, the survey data indicated the following general themes:

- There is seemingly system-wide support for internationalization from the perspectives of both faculty and administrators both at the CSUs and UCs.

- At the individual institutional level, the support for internationalization varies but mostly reflects a lot of rhetoric with no action. There is overall more support for internationalization amongst the UC campuses.

- Both groups mostly agreed that leadership buy-in and (financial) resources are key to a positive outcome for campus internationalization efforts.

- Faculty tended to disagree more than administrators about support from the institution for international activities, such as international research collaborations or hiring faculty with an international background.

- Both groups believed that their institutions support international opportunities as part of the RTP process.

- Faculty tended to disagree that there is an interconnectedness of their role with that of administrators in campus internationalization efforts, which was in contrast with the administrators who agreed that their relationship was interconnected.

- The perspectives of faculty and administrators at CSUs were more polarized than at UCs, therefore leading to a more challenging environment for pursuing and pushing forward internationalization efforts.

- Faculty perspectives were more in disagreement throughout, regardless of system affiliation. Different perspectives, both those who agreed and disagreed, can be better explained by the individual institutional affiliation and individual commitments rather than campus affiliation or the system.

- There was no significant difference between faculty in STEM versus non-STEM in how they perceive internationalization in their individual departments. However, this area could be researched in more depth with more data.

- Personal/individual perspectives played a key role in faculty engagement in internationalization efforts, regardless of campus affiliation.

- The qualitative data from the surveys complemented some of the details lacking in the quantitative data. The quantitative data, however, prompted many probing questions that were eventually addressed in the interview phase.

Chapter 5: Phase Two of Findings and Results—Interviews

Introduction

Phase two of the research study consisted of interviews with both faculty and administrators. This stage resulted in the collection of rich data, which in turn contributed to a deeper analysis and understanding of the RQs. The actual coding process is described in more detail in Chapter 3. However, it should be noted that the codes used are included in the summary of each section below, indicated in parentheses. Throughout the actual interview process and the analysis stage, the researcher continued to serve as an instrument herself, as qualitative research is interpretive and the coding process is subjective. The coding of the data depends on the lens through which a researcher perceives the world (Saldaña, 2016). As Riessman (2008) points out: "By our interviewing and transcription practices, we play a major part in constituting the narrative data that we then analyze. Through our presence, and by listening and questioning in particular ways, we critically shape the stories participants choose to tell" (p. 50).

Thematic analysis, as suggested by Riessman (2008), allowed the researcher to theorize "across a number of cases by identifying thematic elements across research participants, the events they report, and the actions they take is an established tradition with a long history in qualitative inquiry" (p. 74). The pages that follow attempt to capture the narratives of all the interviewees in an intertwined format. There were many common themes, with each individual sharing their stories, experiences, and insights. The final narration which follows is a combination of all the themes and all the eloquently spoken words into one

representative, blended story, which encompasses the words and thoughts of all the interviewees to better understand motivations and actions.

Demographics

The interview stage lasted from mid-August until the end of September 2021, the start of the fall term. The time period ended up being shorter than anticipated, as interviewees opted for the earlier dates before the term became more intense. The interviewees consisted of six faculty members and four administrators. In addition, a fifth administrator declined the interview but offered to provide a brief written response to some of the questions. Of the six faculty, five were from the CSU system and one represented the UC system. Of the five administrators, three (including the one who provided written feedback) belonged to the UC system with the other two from the CSU system. Table 27 displays the general demographics of the faculty and administrators who were interviewed and provides a pseudonym for each, which will be referenced throughout the interview analysis. Furthermore, throughout the analysis, any potential information about the interviewee, which may reveal their identity, was kept confidential.

In an attempt to capture the themes of the large amount of data collected, while also staying true to sharing the personal stories and voices, the researcher used a thematic and narrative approach, keeping in mind the RQs. The responses and the data gathered have been captured as multiple episodes of the storyline or as Riessman (2008) maintains, various stanzas of a poem. Each episode mimics the different thematic sections of the interview questions to a large extent.

Table 27

Interviewee Demographics

Pseudonym	System Affiliation	Gender	Race	U.S./foreign place of birth	Department
Francisco	CSU	Male	White	Foreign-born	Education
Roger	UC	Male	White	Foreign-born	Engineering
Jenn	CSU	Female	White	U.S.-born	Literature
Seth	CSU	Male	White	U.S.-born	Education
Clara	CSU	Female	East Asian	Foreign-born	Business
Mike	CSU	Male	White	U.S.-born	Education
Elizabeth	UC	Female	White	U.S.-born	Global Engagement
Ray	UC	Male	Asian	U.S.-born	ISSS
Ben	CSU	Male	White	U.S.-born	ISSS
David	CSU	Male	White	U.S.-born	Sr. Leadership
Katerina*	CSU	Female	White	Foreign-born	Global Affairs

*Provided written feedback to interview questions only and was not interviewed by the researcher.

Episode 1: Background—Individual Experiences

Before starting the actual core interview questions to help answer the RQs, the researcher asked both the faculty and administrators how they define international activity/opportunity. This question was followed by asking if they have had such international opportunities either personally or professionally and what has been the motivator for such engagement. All respondents answered in the positive and all concluded that these experiences have been transformative. Following is a synopsis of the responses to this first part of the interview, which sets the stage and backdrop for what follows in the upcoming episodes.

Francisco, the first faculty interviewee, is a tenure-track faculty member who is not yet tenured. He described his background as "an international individual in the sense that I was not originally born and raised in the United States." While in his home country, he did participate in a couple study abroad programs. He described these experiences as "international soul enlightenment." Francisco made his way to the United States when he was hired by a K-12 school, due to a shortage of teachers in his area of expertise. During his time

in the U.S, he has taught, pursued advanced degrees, and collaborated with scholars from around the world from all types of institutions. As he reflected on his international experiences, one could hear the passion and the dedication he has for international opportunities. He noted: "Sometimes I dream of catching a Fulbright and spending time abroad. I've invested in going to international conferences and it feels like my brain is on steroids."

However, he then became somber and reflected: "The CSU mission is local-serving, serving the local community. The CSU mission kind of clips the wings for flying internationally." He added that not being tenured yet, makes him powerless to some extent and prevents him from having the energy, time, and enthusiasm to proactively pursue international opportunities. However, he was confident that once he becomes tenured, he will be able to have more control over his priorities, which will definitely include global engagement of sorts. Francisco ended his thoughts in this section on a positive and emphatic note, emphasizing the value of international engagement and exemplifying his passion: "Everybody should be international at some point, everybody should see it, everybody should experience it, and then we would be in a better world. Period."

Roger, the second interviewee, is a seasoned, tenured faculty member and also has an international background, similar to Francisco. He was born and raised outside of the U.S. and pursued all his degrees in his home country. His journey in the U.S. started when he arrived to start a temporary post-doctoral position and ended up staying long-term. His international collaborations and involvement are many and quite impressive. Roger stated quite nonchalantly: "I have long-standing collaborations in Japan, China, Finland, Brazil,

Germany, Switzerland, Vietnam, the Netherlands, Canada … I probably forgot a few countries, yes, Iran and Russia." In response to what motivates him to be so internationally involved, he said: "First of all, I'm a dual citizen and so that of course, makes it automatic in that sense." This comment reinforced the idea that having an "international" background is one of the characteristics that makes one more naturally inclined and motivated to be engaged in international activities.

Roger has many priorities given his role at the university, but he continues to fit in and prioritize his many international collaborations, which he jokingly said, "would require several more interview hours to describe." He noted that junior faculty would have a much more difficult time juggling all these priorities and elevating the importance of international engagement, echoing what had been shared by Francisco. In the end of this section of questioning, Roger reflected on the value of international experience and collaborations, which often results in an understanding and appreciation for others and their "different" ways: "If somebody does something that you don't like, it's not because they want to hurt you or they want to annoy you, but because they are trained in a different way. That means you might have to train these people differently." Roger's background in engineering seemingly contributed to his focus on training as he considered internationalization, which may be different for those in education or the social sciences.

Jenn's story was next. She is a tenured faculty member and has been at her current institution for a couple decades. Her background is quite complex. She has been a significant player on her campus in institutionalizing COIL. She described herself as "a bit of an anomaly." Her initial exposure to anything international was through her pursuit of

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linguistics as her major. She had the opportunity to study abroad and referred to this experience as an opportunity to feel "vulnerable" and to gain "respect for experiencing the struggle as an outsider." She taught English as a Second Language in a large community of agricultural workers, who came from all around the world. Jenn eventually married someone from the Middle East and spent quite a bit of time in that region of the world, which she said:

> I mean it really taught me the privilege of my U.S. passport because literally. All these people were crowded around the embassies trying to get a visa, right, and all I did was hold up my passport and the crowds moved. Talk about disgusting privilege.

Although Jenn was born and raised in the U.S., she has worked extensively with those who were born and raised elsewhere. She has experienced the struggles and privileges of being an American in another part of the world, allowing her to see things from a different lens.

Seth, the next faculty interviewee, is also tenured. His background is quite different from Francisco, Roger, and Jenn's. What sets him apart from the other faculty is that he has held both administrative and faculty positions, allowing him to experience both perspectives. Seth was a first-generation student and did not have opportunities to travel abroad. In fact, his first trip abroad was when he was in his 30s. From that point on, he was drawn to international collaboration opportunities and engaged in various projects and advisory boards based outside the United States. He even spent some time abroad in an administrative position at a HEI. Throughout the interview, he emphasized that his motivations for his work, domestic or international, as "not really careerist but more relational." Seth highlighted the importance of experiencing "otherness" and developing a big picture worldview through relational experiences:

> The older I get, the more I see how profound the influence of my worldview is by what I didn't get socialized into. I think, even though those are unpleasant

experiences, I think they're a gift, in the sense that people with my set of social identities don't always have real insight into what it might feel like for someone who's othered. And I think that it's provided for a lot of intuition and prediction, and so forth, and understanding and that when I started traveling internationally, I noticed that it really helped me to relate to people.

Clara, also tenured, was born and raised outside of the United States and pursued her various degrees in her home country and in other parts of the world, including the United States. Clara highlighted the importance of a global world and having a world perspective, while also stressing that one needs to transcend physical boundaries. She noted: "You cannot think of yourselves only, as you know, originating in only one geography. It's not going to work. We live in a globalized world." Clara noted that her experiencing education and life in three different countries has allowed her to develop connections in all of them. She reflected that these global connections have continued regardless of where she resides globally: "So, it's an intrinsic part of who I am and where I come from and how I worked. It's been a long period of time as well."

Michael was the final faculty interviewee, who is also tenured and has been at his current institution for a couple decades. His exposure to everything international started at a young age, as his father was an international economist at one of the elite universities in the United States, requiring a great deal of international connections and partnerships. As a result, they travelled as a family every seven years, exposing him to different parts and cultures of the world at a young age. Michael described his experience growing up:

> Because I grew up in sort of an international family, and we travelled and my father traveled all over the world, we always had his colleagues from all over the world in our house. They were his friends and they sort of became friends of the family, so I grew up with that. And, I've tried to emulate and do a little bit of that.

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Professionally, he has organized faculty-led study abroad programs and collaborated with teaching and research projects with colleagues in China, Japan, Mexico, Israel, the West Bank, and the United Kingdom. He said he is always looking for international opportunities, but he also noted: "It's not easy to do international work. It's quite difficult. It requires you to be persistent. You need to start small to be able to manage all you can reasonably do." Michael's background reinforced that the "international" experience, whatever form that takes, was essential in support for international activities.

Similar to the faculty, the administrators' backgrounds and stories reflected the passion for international work, mostly based on their background, personal and professional experiences. Elizabeth oversees a global unit. Her exposure to international experiences started in high school when she participated in a summer language immersion program abroad. This first experience prompted her eventual career to start as an English as a Second Language instructor. She was then awarded a one-year Fulbright grant to study abroad for a year. She noted: "It was a pretty transformative experience living and working in another culture for that length of time." Her career path led her to positions outside of the U.S. as a teacher before she entered the world of higher education in the U.S. as an administrator. Her positions have enabled her to travel extensively and, in her words, "afforded me with some real intercultural experiences."

Elizabeth went on to say: "For the most part, my professional travel and intercultural experiences have been to build bridges. I've always said that international education is about world peace. It's about building bridges." These insights further focused on the importance of bringing the world closer to create more peace and harmony. She stated quite

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emphatically: "It's much harder to drop a bomb on somebody you know than somebody you don't know."

Ray is also a seasoned administrator. He has been the director of ISSS at his current institution for more than 20 years. He started off his career in a dual role as faculty with administrative responsibilities, and later switched over to this 100% administrative role. Similar to Seth, he has experienced higher education from the lens of faculty and administrator, giving both of them a unique perspective. Ray had spent time abroad during college but feels that the bulk of his international experience has resulted from his position in international education. These experiences have exposed him to intercultural interactions and led him to apply and participate in two Fulbright seminars. He also added though, there are certain activities he engages in on campus which are not part of his job duties but because he is passionate about them. He shared that he started a conversation group in a foreign language, as an example. Ray reflected about his position:

> I've been lucky enough that most of my job, most of the time, has been personally and professionally fulfilling in the sense that I am doing something worthwhile. Something that makes the world a little bit better. There is a lot of satisfaction in the work that we do, because it affects people, whether it's a student, researcher or faculty. It affects their daily life.

Ray elaborated on the same theme that Elizabeth had raised in her conversation about the importance of being cognizant of the rest of the world to bring about peace and harmony:

> It's hard to live a life nowadays that's not affected by what is happening around the world right? And so, to be a good citizen, I think it requires some consciousness of what's happening in other places, and how that affects us in the United States, as well as what the choices that we make here, how does that affect people in other parts of the world.

Ben is also an administrator serving as the director of ISSS at his institution. He is newer to this role in comparison to Elizabeth and Ray. Ben engaged in opportunities to study abroad as both an undergraduate and graduate student. His various positions in higher education have enabled him to travel internationally and to collaborate extensively with global partners. On a personal level, Ben is married to someone who was born and raised outside of the U.S. He has always been motivated both personally and professionally to experience different cultures and "the overall experience of being somewhere new and experiencing something different."

Ben talked about the importance of being able to see and experience things from different perspectives:

> We need to understand different issues that are going on in the world and not just look at it from our own lenses but, to be able to put on another set of lenses to be able to see things a little differently, to really be able to think critically about something to look at it and not just from our typical own lens but, to be able to sort of say, okay actually what is that experience like there, and what is that, like for them.

Similar to Elizabeth and Ray's comments, Ben further elaborated on the same theme of global awareness and understanding by reflecting:

> The more we understand each other, the more we'll have empathy for and an understanding of what is going on, what a certain country or culture might be going through at the time. If there is some way, we need to help so that we will have a better idea of how to do so. As opposed to forcing our way upon everybody thinking that we always know the exact right way. I think that develops when we don't have a global understanding.

The final administrator to participate in an interview was David who has held multiple roles, including purely faculty and dual faculty/administrative roles. He currently serves as a senior administrator and is part of the President's cabinet on his campus. He was the only administrator interviewed who does not hold a daily role in international education, although

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international education falls under his portfolio of responsibilities. David was a first-generation student and although he started his undergraduate studies with a major in the STEM fields, he completed his degree in international relations. His interest in languages led him to study abroad during his junior year and lived abroad for three years after graduation. His professional experiences have led him to many worldwide destinations and many teaching collaborations globally. In reflecting about his first study abroad experience, David said:

> I have never been so disoriented in a positive way in my life, and I think that disorientation is critical for having a deeper kind of global empathy. It forces you to understand where you're from. And to be in a place to experience that otherness is really important, I think.

David elaborated on the theme of global empathy through feeling disoriented, and used "cultural education" as the term to describe the process of developing those competencies:

> I think that disorientation is critical for having a deeper kind of global empathy. To understand, then that perception and perspective plays in everybody's interpretation of things and you get a better cultural, not a sensitivity, but actually a cultural education, that allows you to have a competency that works.

Katerina, the final administrator, provided brief responses to the questions in writing. She holds a high-level administrative position in the global unit on campus, while also holding a faculty position. She was born outside of the United States and completed her master's degree in her home country before heading to the U.S. to pursue and complete her Ph.D. She has been active as both faculty and administrator in multiple global collaborations. In response to her engagement in international activity and her motivations to do so, Katerina responded:

> As a faculty and administrator, I am engaged all the time, conducting research, teaching, engaging with students and scholars, providing training, mentorship,

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speaking at workshops, seminars, conferences, etc. It is my passion, my commitment and my job.

As the researcher, engaging in these conversations was rich and eye-opening. As respondents were describing their personal backgrounds, the interviewees' passion and commitment to international opportunities was evident and came through each word and in their facial gestures, expressing enthusiasm and excitement. The commonality of this group's strong commitment to international opportunities was largely due to either a transformative global experience in their personal or professional life, due to the fact that they were born outside of the United States, because of being exposed to multilingual/multicultural students in their classrooms, or their family history. Their experiences were many and varied, but for each of them, these experiences had affected their perception of the world and the surrounding issues, resulting in a deeper commitment to cultural understanding and having an organic or more natural built-in affinity toward understanding and grappling with global issues. As each interview progressed, the researcher continued to probe and/or to skip certain questions, as appropriate, in effort to customize each interview session while ensuring to touch upon the main questions. Each conversation was somewhat different, as each person's unique lived moments defined their thoughts and perceptions.

In summary, the emergent themes, shared amongst interviewee narratives, that came through in this episode, concerning their motivations in engagement in international opportunities included:

- Building bridges/world peace and harmony (building bridges/peace)

- Different cultural perspectives/experiencing culture through a different

  lens/experiencing being "othered" to bridge cultural gaps or "cultural education"

  (bridge cultural gaps)

- Embracing different backgrounds/perspectives by expanding one's horizon

  (expanding one's horizon)

- Global understanding/empathy beyond physical borders (global

  understanding/empathy)

Episode 2: Professional Commitments Related to Students—Embracing Diversity and Equity in School and the Workplace

The next section of interview questions revolved around the students on campus and

understanding the importance (or not) of developing globally-prepared students from the

perspective of the faculty and administrators, and determining their role in this endeavor.

Embedded in those questions was understanding how international students are defined and

perceived on campus.

All the interviewees touched upon the need for all students to develop the ability to

understand and embrace similarities and differences as a must for functioning in the

workplace and community. Most of the interviewees, both faculty and administrators, at

some point in the conversation, referred to the unfortunate reality that from an administrative

perspective, international students are often perceived in terms of financial resources based

on higher tuition and fees that they generate.

Francisco mentioned that preparing globally-minded students is important, as it is a

realization for them or "an element of opening your eyes to different ways of looking at

problems of practice." He went on to add that, "it is very important in the sense that we are

not alone. We are not isolated and some of the issues that we are facing, such as class issues, socioeconomic inequalities, climate change and environmental issues are paramount and international."

When asked to define an international student, faculty member Francisco mentioned that "the definition partly comes down to paying non-resident tuition. But also, students that have a cultural heritage background and trajectory that spans across two or more nation states." He went on to reflect about what international students add to a classroom: "When I am providing my national/international perspectives, they are the triangulation component." His comment suggested that Francisco looks at his international students to verify the information and perspectives he shares regarding international/global or intercultural topics.

In response to the questions in this section of the interview, Roger pointed out that students need to recognize that their background is "one of many possible backgrounds." He elaborated that this type of realization does not happen until the student is globally engaged, thereby making this global learning critical and a must for all students. Roger maintained that "the academic method is still the same method, but how people approach it, it is very different. It's a bit more work to think about what to do and why people do things a certain way." This comment further reinforced the significance of these interactions as a way to provoke the thought process surrounding the understanding of various cultures and to promote the concept of intercultural competencies.

Roger defined an international student as "somebody who works or studies in a country different from where they grew up." He has worked with many international students in his

research group and mentioned that "the one issue which always comes up is that the international graduate students are more expensive, because of the non-resident tuition."

Jenn truly believes that it is the duty of faculty to push students out of their comfort zone and to think critically. This could take shape in the form of a COIL partnership or simply adjusting the curriculum or utilizing the interactions with international or multicultural students in the classroom as a way to expose students to one another's varied backgrounds and ultimately, thought process. Being the mastermind behind COIL on her campus, Jenn reflected: "I respect that struggle that I watch my students go through. It's amazing what my students discover about themselves in their lives by participating in COIL." She went on to describe the students' "struggle" as their ability to think about themselves in a global, multi-cultural setting, as opposed to seeing things from their monocultural perspective. She referred to this kind of enlightenment as "peace education." Jenn had so much to share regarding the global learning theme that the conversation had to move on to the next section and we did not get a chance to discuss her thoughts regarding international students.

Seth shared his perspective that it's extremely important for students to be globally engaged. In his words:

> I don't think the international stuff is solely some project you go and do. I also think about democracy, civic engagement and citizenship, so when I think of it that way, it's extremely important because it's important for students to have a context for who they are, as a person, as a citizen, you know. And a citizen, not only the official kind, but just like, what are your responsibilities and relationships with the community.

In many ways, Seth's description highlighted the importance of global citizenship, with a focus on thinking about oneself in the context of a global and multicultural community.

Seth defined an international student as "a person who requires a piece of paper to be here, a visa or something like that to visit for the purpose of study." He stated quite adamantly that "I feel very strongly against tokenization of U.S. domestic minorities or international students. I would never ask someone from my end to give any sort of representation of their culture, identity, or place, unless they initiate it." He views international students the same as any other student in his classroom. In essence, Seth was referring to the risk of essentializing one person's experience instead of seeing the great heterogeneity within any category (i.e., international student).

Clara reiterated the importance of global learning and developing a global outlook in getting students ready for the diverse workplace:

> [Having an] international orientation matters more than everything else. It matters more than the knowledge they have, more than education, or country specific or industry experience. [An] international orientation is personal. So, I feel that gives our students an edge when they start working at large companies. By working in teams, you are interacting with international colleagues, like value chains are all split up. Learning the similarities and differences, that kind of mindset is critical.

Clara defined an international student as "students who originate in another country and are here on a temporary basis for the purpose of their studies." She went on to state that the international students "bring the world to the classroom" and are critical in widening the global learning opportunities for domestic students. Conversely, the international students benefit and increase their global learning by experiencing other cultures by being present on the campuses. This exchange of different global perspectives contributes to the formation of the notion of a global community through the various intercultural exchanges, and provides a natural check on nationalism, xenophobia, American exceptionalism, etc.

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Michael's description of global learning was more limited and according to him, it is

partly because he teaches graduate students. For him, global learning was referenced in the

importance of international students in the classroom. In speaking about international

students on campus, Michael said: ''I think sometimes universities only see it as a way to

raise money. China for a while was a big thing in order to get students to come over here,

either in-person or online, in order to make money.'' He also referred to other projects with

China, including: grants to and from China and the Confucius Institutes. He did not comment

much on study abroad for students or COIL, but only shared his positive support for these

types of programs.

The administrators touched upon similar themes but from a more macro level, as they are

not in the classroom with the students, but instead help build and envision goals to achieve

student learning outcomes. They all addressed the same themes of workplace readiness,

ability to function in a diverse environment and community and ultimately, global

citizenship, as significant reasons to strive to graduate globally-prepared students.

Elizabeth started off her response by stating that:

> I would say, now, even more than ever, it is critical to prepare all students to be able
> to function in a community and a workplace that has multiple cultures and multiple
> perspectives. To be effective in jobs and somehow to have an impact in the world,
> requires some understanding of other cultures and perspectives.

In reflecting more deeply about Elizabeth's words, the researcher could not help but think

that Elizabeth was thinking more broadly about how global cultural understanding could lead

to more open-mindedness, helping students be less racist, class biased and ableist at the local

level. She shared her insights about some of the innovative experiential activities they have

started on her campus, such as shorter term, less expensive opportunities that don't even

require mobility. As an example, she cited the virtual exchange global classroom initiative or virtual internships, which became more prevalent during the pandemic, in an attempt "to open up non-traditional ways to provide equity and access to an international experience for our students, be it at home or abroad."

When asked to define an international student, Elizabeth broadened the definition beyond the visa or immigration status to include another population, which she described as:

> I will just say that there are students that could be here, not on a visa. Because maybe they have citizenship, because they were born in the U.S., but they were raised somewhere else. I would define those students as either intercultural or bi-cultural if they're here for the first time, but they were raised in let's say in Japan. Even though they don't have the visa they're still very much, they're more like our international students, than like the domestic students, so I would define them the same way.

This definition definitely provided a more holistic perspective than had been shared by the other interviewees.

Ben is a strong supporter of global learning, as he believes it helps build empathy and a sense of belonging globally, or global citizenship. His definition of an international student was very similar to Elizabeth's. Like Clara, Ben believes that:

> international students provide an initial snapshot to the global awareness for other students, who may have never had a chance to study abroad. It gives our students here in the United States a little picture of that and maybe a little taste of what another country or another student from another part of the world might be going through.

Ray highlighted the importance of global learning. In his words:

> I think, no matter where Americans are going to be working or living, they're going to be affected by what happens outside the United States. California is so diverse. You have to learn how to get along with people who see the world differently than you do.

However, Ray went on to say, quite frankly and realistically:

I don't know that we do a very good job of it, I don't know that we know how to do it very well and I think at least we see evidence all the time of students that we work with that they're not learning the things that we would like them to learn, right? As much as we try, I mean just as simple as, how do we get international students and domestic students to want to meet each other right? I mean everybody always talks about that and I don't think anybody has a really good answer for how to do that.

David in reference to international students shared:

We're pretty good, as you know, bringing international students to the United States. I don't think we're as effective at integrating those conversations into everyday campus life. And you have to do that, with real intention and purpose.

In some ways, the more critical and thought-provoking perspectives of Ray and David are reflective of reality, which is often quite different from what we envision idealistically and theoretically. These remarks set the stage as the interview transitioned to the crux of the questions surrounding faculty empowerment and campus/administration. The themes that emerged from this section of the interview were:

- Students need to be globally engaged as context for who they are within the world (internal journey/humanizing experience)

- Students need to learn to function in a community and workplace with multiple cultures and perspectives in the ultimate pursuit of global citizenship (global, international students seen from a citizenship)

- Students need global understanding to develop empathy (global understanding/empathy)

- Faculty need to push students out of their comfort zone (feeling uncomfortable)

- International students bring the world to campus and inside the classroom (international students bring world to campus)

- International students are often seen from budgetary perspective (international students = additional revenue for the university)

- Better understanding (or more specificity) needed for what we hope international and domestic students are expected to get from socializing, attending classes, and getting to know one another.

Episode 3A: Faculty Empowerment: Motivations, Constraints, and Incentives

The next group of interview questions focused on faculty empowerment and addressed the crux of the RQs for this research study. This section is divided into two sub-sections in order to review the perspectives of faculty and the administrators separately about faculty empowerment. The intent for this section was first to better describe the ways in which faculty at the institutions feel supported (or not supported) by their institutions to engage in international activities. Second, it was to understand the motivations that faculty say contribute to their engaging in international activities and the ways in which institutional and system-wide support plays a role in the level of engagement. The third goal was to better understand some of the demotivating factors that factor say contribute to fewer or less engagement in internationalization efforts. Fourth and finally, the intent was to present the voices of faculty and administrators regarding the interconnectedness of their roles. The conversations were varied for this stage of the interview. In some ways, these questions touched on more sensitive topics, as they solicited the interviewees' perspectives regarding their institution's successes and/or limitations. There was a sense of apprehension in some instances but forthrightness in others.

Francisco started off by stating that he sometimes sees announcements for opportunities to engage internationally, such as Fulbright workshops, but it's just a general announcement amongst many. His department has never proactively asked him to partake in such opportunities. However, when asked what piques his interest or motivates him to engage in these types of activities, Francisco stated:

> justice, intellectual rigor and most importantly humanization of everything that we do in an institution like ours. It's a trip inside oneself and a deeply humanistic experience. I think that internationalization is a humanizing process.

In listening to the tape of this interview, this sentiment was stated with great confidence as indicated by the tone of the respondent and the volume of speech. In terms of demotivators, he reiterated that since he is not tenured, he has other priorities. Since internationalization is not a campus or departmental priority at this time, he intends to focus on these other priorities to ensure success in the tenure process. However, he quickly added: "Once I get tenure, it's going to be a different story." He also reiterated that "the world is more and more connected. We are facing more of those global challenges. Institutions are lagging behind in doing all that they can. There should be more."

When asked about the system-wide versus institutional commitment to internationalization, Francisco responded: "Internationalization, it seems to me, is an easy thing to give lip service to." He explained his deeper thoughts more explicitly and started off in a skeptical tone:

> I mean who's going to oppose it, like saying, no, internationalization is such a bad thing. Who's going to say that? When it comes to the micro reality, I think there is a discrepancy in a way. There is a dissonance between espoused theories and the theories of inaction.

Multiple interviewees and survey respondents raised this same theme of disconnect between theory and reality or more simply put, rhetoric with no action. He went on to say he had never heard of any system-wide message about commitment to internationalization and from his perspective, the system-wide support is non-existent. The institutional support is sporadic, isolated and "spotty, not intentional and no structure in place." He cited an example of a visiting scholar in their department where there was no intentional effort to introduce them to others or to seek out other ways to collaborate and benefit from their presence on campus. The conversation naturally led to Francisco suggesting that perhaps there is a position or several positions that spearhead these types of initiatives in a systematic and thoughtful way:

> I would like to have a liaison and administrative liaisons designated with let's say, arranging to meet once a semester to guarantee protected time to keep putting the topic on the table. So, there is communication and awareness raising and people will crave more and it will create the demand. When there is demand, there is movement.

With these remarks, Francisco acknowledged and recognized the importance of the interconnectedness of the roles of faculty and administrators as a way to realize the importance of campus internationalization and subsequently to enhance, promote and deliver on the prescribed rhetoric.

When asked if it is important for faculty in his field of education to have exposure to global and intercultural content, he reflected:

> If we want our future teachers to be internationally-minded, we need to be internationally-minded ourselves. I mean we cannot be asking teachers to be something we are not. Because otherwise everything is going to collapse like a house of cards. That's guaranteed.

Francisco's thoughts suggest that the lack of formal support from the policymakers or the senior administrators contributes to the mismatch of perceptions on priorities, which often leads to the "collapse" or demise of an initiative.

Roger's thoughts reinforced most of what had been shared by Francisco, but with different descriptors. When asked if he receives support from his institution or department for his many international activities and collaborations, as he considered his many global collaborations, he stated confidently: "They don't stand in my way. That's a good thing. But there is not much formal support." However, he did add in retrospect, that there is institutional support for one of his teaching collaboration projects.

Roger reiterated multiple times that he has no support from the system or institution for his many international activities, but that they do not block him either and he can therefore continue pursuing these efforts. However, he remarked that this level of "virtually no support" is "dangerous" for the young faculty. He noted:

> If you're a young faculty who has 350 things on your plate and needs to get tenure, then there is often little incentive to actually move in this direction and to build global connections. If you don't build these connections early on, it gets hard to do so later in your career.

The conversation with Roger transitioned seamlessly into discussing the role of faculty and administrators in internationalization efforts and was quite enlightening. He stated:

> There is a big problem which we have is that there are all these administrative units which are tasked with internationalization. And that doesn't work. That just fundamentally doesn't work. A top down approach is not working. True collaborations only happen if it's on a faculty to faculty, student to student. They need to build up the champions and then branch out and move to the university level. If our Chancellor goes to some place in China and signs a nice document, the only thing we have gained is a news release. But if a faculty goes there and starts building cool stuff, then it can move to the university level. If there is no buy-in from faculty, there is no incentive.

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Although his first few assertions were alarming to the researcher, as Roger continued with his explanation, his thoughts made a great deal of sense. In short, Roger finds that these international activities need to start at the grassroots level as a way to identify the faculty champions who are incentivized to carry them out. As the program grows, one then involves the administrators to determine the structure to grow and operationalize.

As the dialogue continued, Roger mentioned again and again, that there are no formal obstacles to prevent faculty from engaging in international collaborations but "there are no extra motivators. International collaborations are much harder to sustain than domestic, local ones." He listed "finite time and resources" as necessary motivators and incentives. Going back to the role of administrators, Roger listed two responsibilities: "to support the collaboratives and interactions faculty want to pursue strategically and to enable funding to make these efforts work." In his final reflections for this section, he acknowledged that many of these collaborations are too large for an individual faculty member to manage. That's why faculty need to enlist the assistance of administrators, implying that their roles are indeed interconnected. According to Roger, the reality remains that often administrators of academic units have little incentive to support these international collaborations, field visits, and other global connections.

Jenn echoed much of what had been shared by Francisco and Roger. She feels supported by her institution for all her initiatives and activities with COIL. However, she restated multiple times that she is not receiving any financial compensation or any other type of recognition for all her efforts. She also talked about her homegrown approach to building the COIL program but also mentioned the importance of having the support of senior

administrators who understand the significance and serve as cheerleaders. Jenn shared:

"Going back to the question, does the campus support it? Yes, on a superficial level. They are not paying extra to do it. For me, it's the personal reward of doing it. It gives me purpose and for me, it has a higher purpose."

She went on to discuss the importance of having "champions" not only amongst faculty but also among administrators. Jenn understood the interconnectedness of the two roles. She shared that if the right people are not in those roles, namely those who understand, support and enable international education activities and opportunities, then they become the examples that solidify the assertion that "barriers are often at the administrative level." Throughout her time as faculty at her institution, she has worked with both types of administrators, the ones who are partners and enable and those who create the barriers and "red tape."

Seth's perspective was similar to the other faculty in some ways. However, perhaps having been a senior administrator in his career, he had a very skeptical perspective with regard to administration. He repeated multiple times: "I do not feel supported by the institution on anything." However, he also does not believe he needs their support and believes strongly in personal agency. In Seth's words:

> I can do whatever I want. I believe in personal agency and capacity building. I also understand the difference between authority and power. I am not a VP anymore, but honestly, I am more powerful now, as a faculty. I don't want support. I just want them not to interfere.

When asked if the role of faculty and administrators is interconnected, Seth stated with no hesitation: "Literally, not. Because I've done a lot despite them." He went on to assert: "I find it difficult to get engagement from senior administrators and I don't see that changing."

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However, earlier he had mentioned "there's a lot of very good and nice mid-level administrators around the university and so I find I can make good deals with people." Seth exemplified a much stronger sense of complacency than the other faculty. He seemed to think that he was the driver and could manage everything, without help from administrators.

Despite his skepticism about the interconnectedness of the roles, he did finally acknowledge that "the people who control all the different structures and hiring and budgeting, can unblock or enable." In many ways, this last sentence reinforced what had been shared by Roger about the two-fold role of administrators: to support these efforts through the structure and to provide adequate funding to enable these initiatives.

Clara confirmed much of what had been articulated by the other faculty. Her experience had been that the department or institution did not proactively provide direction or guidance to promote engagement of faculty in international opportunities. In Clara's words: "It's very sporadic and there's less of an institutional motivation for engagement, in my view." She also confirmed that she is not aware of any system-wide initiatives, similar to what other faculty have reported. In fact, she maintained with disappointment, that she had felt no sense of engagement from the system.

She reflected once again on her international background and experiences as motivations for her engagement:

> You know because I was once an international student, and I have experienced and lived in another country, I have seen how that has contributed to my growth as a student, and as a person. That's a strong motivator.

When asked about incentives or demotivators for faculty efforts in international activities, Clara went on to say:

To my knowledge, international activities are not considered as part of the RTP process. I'm not sure if that's an obstacle or, you know, not an enabler in the sense that there is no particular positive weight attached to these types of things. So, we do these things, because, naturally, we do it as a result of our own respective histories or experiences or motivations. But yes, institutionally, department-wise or college-wise, I don't think there's any premium attached to any of them. So, if that's an obstacle, I mean my preference would be yes, to value that in some sense. But maybe I'd be biased because I would love to leverage and explore it. So maybe that is why there isn't, because maybe everybody is not in a position to. But having said that, if they were funding opportunities, you know, then maybe people would also go out more proactively and make use of it like that. But institutionally, I don't think we are encouraged to do anything. There's indifference more than anything else.

In the last few questions in this section, Clara was asked to reflect about her role as faculty and whether it is interconnected with that of administrators in campus initiatives and efforts toward internationalization. Like Francisco, Clara also touched upon the importance of the need for some sort of structure and more proactive communication and engagement from administrators to identify and share the value of these opportunities to faculty. Her last remark, as the questions in this section closed out, ended in an upbeat note: "Administrators giving us faculty more incentive to leverage those opportunities would be fantastic."

Michael, the final faculty interviewee, asserted that he feels supported by his department/institution to pursue international activities. He mentioned that "there's a little bit of funding, sometimes for grants and travel." However, he also went on to say, somewhat contradicting his initial assertion:

There's a challenge for faculty members, especially if it's sort of pure research or teacher collaboration that doesn't bring in money or students. There's always a kind of weird thing at CSU between research scholarship, community work and then premium money. Very bureaucratic, very time consuming. It's somewhat discouraging.

When asked what motivates him to engage in internationalization efforts as a faculty member at a large public university, Michael stated with no hesitation:

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I think it benefits the students and the university, especially since we are positioned on the Pacific Rim, in addition to being so close to Mexico and Canada. Universities need to be more global, more international, both close and far. I don't think we can be local institutions anymore. But to be more careful not to do it just to raise money.

When asked about system-wide support for such efforts, he said bluntly: "I couldn't really tell you what the system's vision is, what their programs are and what their goals are. I couldn't even begin to tell you. So sorry about that." In other words, system-wide support is non-existent from his perspective. When asked about institutional support, Michael was aware of an International Programs Office on campus. However, Michael had pursued all his international activities and involvement independently, with no involvement from this office or any other on campus.

Finally, when asked about whether the role of faculty and administrators is interconnected in these efforts, Michael paused. He then went on to say that there is not much effort on the part of the administrators "to initiate an international agenda or structures or programs that involve faculty." He described it as "a free for all. Just do whatever you can and get whatever funding you can find and some topics to research. There is no cohesive policy or funding options or research opportunities around anything international at the department or university level." This notion of "free for all" implied that internationalization is unchartered territory with lots of opportunities, but also ample chance to make mistakes on a trial-and-error basis.

He then touched upon a theme which had also been raised by Jenn and others: ''I think some administrators don't have any background in international anything. So, it's not even in their orbit of what they feel is important." This idea further emphasized the importance of identifying champions, whether faculty or administrators.

Episode 3B: Administrator Views on Faculty Empowerment

In this section of questions, the administrator perspectives once again represented a somewhat different perspective, as they often view things with a different lens than faculty. In essence, they were commenting on their perceptions of faculty empowerment, from a third person perspective. However, at the same time, some of the same themes that were raised by the faculty, were highlighted. When asked about faculty motivation to engage in international opportunities, Elizabeth summarized the different categories of faculty quite well:

> There are faculty that come to us that are international. They come in from another country and are on a visa to attend school or to teach and they become tenured professors. They have an interest because of where they are from. Many of them have close contacts in their home country, and they are already actively or continuing to actively keep research connections alive. They become very excellent champions because that's their DNA. And then there's faculty that have had transformative experiences themselves. And there are faculty that because of their research that is focused on perhaps a particular region in the world, they are interested. And finally, there's faculty that need incentive in the form of stipends or grants. They tend to be sort of interested but may not do it unless there's an incentive in the form of seed grants, for example.

Elizabeth went on to describe the importance of faculty engagement in the structure of the campus, namely through engagement in the academic/faculty senate or a regional working faculty group. She paused again and asserted that their research is what motivates them. The administrative support is either providing funding or helping with logistics. In retrospect, the faculty had raised these same themes about the administrators providing the structure and funding to enable these activities. However, Elizabeth also added that "it cannot be a top-down approach". Roger had suggested the same.

Finally, Elizabeth reflected that one needs:

> both administrative leadership to want this to happen and in turn to motivate the faculty. It could be for different reasons. For faculty, it could be their personal

research motivation and for leadership, it could be raising the reputation of the institution or bringing in non-resident tuition. As long as the outcomes are the same, the motivations can be different. And they usually are.

She went on to describe the role of administrators as the people who "mine information about what faculty are doing" to leverage what they are doing and get them involved. In addition, the administrators tell the faculty stories to get them recognition and create those campus connections. These were different roles for administrators than what the faculty had described. She also emphasized that on her campus, they had worked closely with the Faculty Senate to promote the role of their unit as the ones providing the administrative support to allow the faculty to concentrate on the actual course content, for example, instead of on the logistics of a faculty-led program.

When asked if faculty on her campus feel individually supported by their departments within their institution to pursue international activities, Elizabeth paused briefly, sighed and stated: "It depends on the department and how much money they have, and where their research focuses." She further commented that the STEM departments are very internationally-focused. Arts and social science on their campus is internationally-focused, but not humanities. She shared a specific anecdote about her visit with a department in the humanities to share about her unit's internationalization efforts on campus. Elizabeth went on to say, quite disheartened and in disbelief, that one faculty had pushed back asking: "Why would we want to be international? We are supposed to be serving state students?" Elizabeth sighed and reflected that unfortunately, there are certain faculty who remain very close-minded about international matters. However, as we concluded this section, she smiled and

said: "By and large, I have encountered more interest and freedom among faculty and departments to engage in what they want to engage in."

The conversation with Ray started about the department-specific question and support for faculty. Ray's experience at his institution has been that there is little support or no support for faculty to engage in international opportunities and that it is not department specific. He cited examples of faculty who have received Fulbright grants and have struggled with departmental support to take over their teaching load, for example. He also used the example of the RTP process, where faculty have shared that they do not get credit for international work they have done. He reiterated that since he is not faculty, he does not know the details but has heard these types of complaints from them. Jenn had alluded to this point when she described her role with COIL on her campus, where there was no formal recognition of all her efforts to fully implement this program.

The conversation with Ray steered toward the system-wide and institutional support for faculty engagement in these efforts. He said emphatically that neither the system nor the campus is providing an incentive structure to make it happen. As a result, many of the faculty have shared that they don't want to do international work until they are tenured, echoing what had been shared by both Francisco and Roger. Ray once again expressed his perception that there is a lot of lip service on his campus about internationalization with no concrete action plans to support it.

When asked about faculty motivation to engage in international activities, Ray reflected and shared with no hesitation:

> The research they do is driven by personal interest that was developed before they came here. I think a lot of them are workaholics not because the system has created

incentives but because they are super interested in this problem that they are trying to figure out and they want to know, whatever their research is. You have to be able to talk to people who are doing similar research and those people are not all in the United States.

Ray paused, reflected and continued his thoughts:

I think one, faculty are motivated by a desire to understand whatever drives them to do this research and two, because they are workaholics. And also, I honestly think a lot of it is driven by a desire to do something fun. A lot of the faculty I know are doing international work because they think it's fun.

Francisco had also talked about the joy and fun of international work. The other faculty had alluded to this theme in an indirect way.

As the dialogue continued, we discussed demotivators for faculty engagement. Ray once again emphasized not receiving any recognition or credit as part of the RTP process. He also referenced financials and budgetary restrictions. For example, their campus charges the departments a fee for visiting scholars. This fee is not an issue for the STEM departments but non-STEM departments, especially those in the humanities, often struggle with this additional financial burden to be able to host a visiting scholar. Similarly, these departments don't have the funding to support travel of faculty to collaborate internationally and to internationalize their curriculum. Ray stated frankly that if you have no commitment to internationalization in a department, "I don't know how you get it."

Like Seth, Ray commented that people are drawn to academics because "they don't really have a boss in the traditional sense and can do what they want." Ray believes that it would be a mistake to make the international component as part of the RTP process, because once it's a requirement, they are not going to do it and will push back, confirming the same sentiments expressed by Elizabeth. He had an interesting, alternative proposal which suggests looking

for and identifying the champions at the hiring stage, by seeking out potential faculty who already have that built-in interest. Ray didn't have much to comment on the interconnectedness of the role of faculty and administration. He did recognize that his role and that of his unit and other administrative units on campus is to help facilitate the administrative components of these potential global collaborations for faculty.

Ben elaborated on the interconnectedness of his role and that of faculty: "We've put out a host of workshops, always trying to engage with our faculty". As an example, he cited: "Any chance I get to talk to the faculty, you know, who may have international students in class and try to remind them of the need for these students to be treated like any other students". Ben therefore sees his role in a more micro level, working directly with faculty and providing potential training for them to ensure they understand the complex nuances when teaching students from a different country and how to engage them in the classroom.

In terms of faculty being supported by their departments to pursue international activities, Ben adamantly said there is not much support unless the faculty member steps forward and initiates something. At that point, "the support is 100% but otherwise, it's not really straight there for them." Ben, like the others, reinforced the theme that much of the faculty motivation for engagement in international activities is personal. He also added that: "From what I see, most of them are ones who just want to do it for themselves and less so, for what makes sense for the students. A lot of what we've seen is personal motivations." He did not feel comfortable commenting on demotivators for faculty, as he felt he could not speak on their behalf.

Ben's frustration came through about the system:

> From my perspective, the system is, you know, it's useless and the Cal State system
> seems so focused on just the CSUIP, which is, you know, the Cal State, system wide
> exchange program. And they don't really look at too much else. So, it doesn't seem
> the system itself is really pushing internationalization. The same is from the campus
> level. And I don't feel that the system really cares a whole lot. I know we went
> through our whole campus internationalization plan five years ago. That was all
> driven by ourselves internally. There was no system involvement.

Ben's forthrightness to articulate the indifference and inactivity of the system was important.
His remarks encompassed the sentiments of others who had shared similar thoughts but in
more nuanced language.

David shared similar reflections but in less detail: "I've never had one conversation about
internationalization at the system level. I've never seen it put on the agenda nor a board
meeting that took up the question." He quickly added with a smile though, "Now to be fair,
the last 18 months have been about one topic only—COVID."

When asked about the departmental or institutional support for faculty engagement in
international efforts, David paused for a moment and then shared that the support is not done
in a consistent way. He elaborated:

> We have not necessarily said that internationally-based research is a primary
> objective for us. In other words, saying that in order to get that first grant, we are
> going to fund some of that. And that again goes back to part of your value system as
> an institution and so forth.

He added: "I haven't had enough time to let this stuff bubble up where I'm hearing more
about the sort of impediments there as a result of institutional inertia or whatever."

Given his role as a senior administrator on his campus, there were more probing
questions posed in order to understand his personal perspective on whether there should be

support and encouragement for faculty to engage in this type of activity. David said in

response:

> I don't think it's something that's necessarily dissuaded, in fact it could be an
> enhancer. There is no pot of money dedicated to international exchange and I would
> say we haven't had a strategy for Fulbright, for example. We haven't had a strategy
> for other granting mechanisms that enhance international traveling. It has not been
> baked into the DNA of the place and there's no direct support.

In so many words, he was suggesting that he is supportive but there is no strategy and

intentionality in place, and perhaps that internationalization is not necessarily a priority at

this time and has not become integral to the institutional identity.

He cited categories similar to ones that Elizabeth had suggested, to describe the

characteristics of faculty who are motivated to engage in these types of activities. He listed

the "natural" affinity categories of faculty as "people with long international experiences, and

that is part of who we are as academics, and of course those we hire, our international

colleagues." He listed the third group of the faculty as those where there needs to be "a

deeper incentive structure for people without the natural affinities to start to do this sort of

work." He stopped for a minute, placed his hand under his chin, looking pensive. He then

said:

> The question is you can't do everything at a university. So, is this the next thing you
> should be doing? I don't know the answer to that question, knowing all the other
> things on our plate right now right, so what I mean by that is, should we try to
> incentivize? Should we create a structure so more faculty have international
> collaborations in research? Conceptually yes. Do we have a revenue source identified
> to do that work? Absolutely not. But here's the thing: it's the dirty little secret of
> higher education. Anything is theoretically possible financially, but you need the
> decision that it's the priority. And then you need to not do something else.

Although he was pushed with follow up questions to see if he is in a position to prioritize

campus internationalization, he danced around the question but also shared that they have not

had those strategic conversations critical to addressing some of these questions. He added

that "we would have to go into it with our eyes wide open and see what we can and can't do

in the short term and longer term."

The conversation transitioned to the role of administrators, which David believes is two-

fold. He described it as:

> To maintain the integrity of the intellectual conversation and debate of the place and
> reduce the barriers for the kind of creative work. And I mean by that, like someone
> who does want to do X kind of thing or Y kind of thing. So instead of just saying we
> want to be a Fulbright oriented campus, what do we have to put in place to allow a
> faculty member to do that well? And sitting down and having that conversation is
> very much in my opinion, what a provost should do. Because then it's to say so, if we
> do this it's going to cost us these kinds of things, or we're going to have to replace
> this kind of teaching, for example. It is very helpful and allows it to become an
> institutional priority. We don't put it in the hands of individual faculty to try to solve
> all those problems.

His perspective reflected his higher-level position and access to the administrative

strategy at the university and within the administration, which make his statements more

strategic, high level and theoretical to some extent. However, one cannot help but to wonder

whether these abstract and philosophical conversations will lead to concrete efforts to

promote internationalization or are more rhetoric with no concrete actions and results?

In glancing over the written responses provided by Katerina, she referenced a website for

their unit which highlights the multitude of efforts in place to encourage faculty engagement

in global learning. With regard to system versus institutional support and commitment to

internationalization, Katerina noted: "UC campuses have a great degree of autonomy; hence

each campus has its own trajectory of internationalization and each campus makes its own

decision about priorities, engagements etc., but certain policies are system wide and that is

also very helpful." She noted that they have built many ways to recognize faculty for their

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international work. On their website, they recognize global contributions and have created a tool kit with a wealth of resources for faculty to ease the process of engagement in these opportunities. She also noted that they are in the process of incorporating international activities into their RTP process, as a motivator for faculty engagement. She described her role as "critical in supporting faculty engagement."

Summary

As the researcher reviewed the interviews and the responses for the faculty empowerment section multiple times, identifiable emergent themes were reflected in the data. These include:

- There is no consistent departmental or institutional support for faculty to engage in international activities; STEM fields tend to have more organic support by nature of the work they do (inconsistent departmental and institutional support)

- There is little or no knowledge of system-wide support, especially in the CSU system (no system-wide support)

- There are few formal obstacles but no extra incentives for faculty engagement in international activities (no extra incentives for faculty engagement)

- Internationalization does not rise up on the list of priorities, as the UCs and especially the CSUs are more locally-focused; however, there was recognition that the university cannot remain solely locally-focused (not a priority for institutions with local focus)

- Internationalization was not integral to the identity of most of the institutions (not embedded in fabric of institution)

- Faculty engaged in international opportunities fall into a few categories including those with international experiences, those with international research/teaching interests and those who are foreign-born (identifiable categories of faculty engaged in international opportunities)

- The third category of faculty need to be incentivized in multiple ways: by recognition (i.e., through the RTP process) or additional resources (i.e., funding and time) (resources of time and money could be incentives for others)

- Administrators see their role and that of faculty as interconnected in these endeavors (administrators see their role interconnected with faculty)

- There was a wide spectrum of faculty perspectives, each recognizing the interconnectedness of the roles in different ways; some displayed a strong sense of complacency, believing that they can do whatever they want with or without the support of administrators (faculty perspectives regarding interconnectedness of roles varies)

Episode 4: Quality of Institutional/Campus Commitment to Internationalization

The last section of the interviews attempted to capture a brief overview or summary of what had already been shared by asking previous questions in a different way, in an attempt to gain a deeper understanding of the quality of the commitment to internationalization at the various institutions. The first question looped back with the crux of the questions by asking if respondents felt that campus internationalization is important at a large public university, before delving deeper and asking about the commitment on their individual campus. The researcher also asked if senior leadership supports these opportunities for faculty. Intertwined

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within these questions, the interviewees were given the opportunity to describe their ideal

model of a campus committed to internationalization. These ideal model descriptions will be

captured in the last section of this narrative, Episode 5.

As the conversations continued in this section, the various interviewees' vigor and

passion was further ignited. As indicated by their comprehensive responses, they all

unanimously agreed that internationalization is a must at any institution and especially, at a

public university. It appeared that they had all spent time reflecting about this question with

intentionality. Francisco smiled knowingly:

> The world is international. The private universities do this because it's part of their brand. They are selling things. But public schools should do it for the motivation that the public world is international. I mean the privates will be teaching internationally. The public schools, we're just looking at our own belly buttons. But it's even more important for the public to do this because it's our moral duty. Public good is going to have an international leg.

Every word was pronounced with passion and commitment. He was preaching to the choir,

but his words and tone were heartfelt and authentic.

When asked about campus internationalization efforts on his campus, Francisco paused

momentarily and proceeded to say with caution:

> I see some rhetoric about that but action, I don't want to sound critical but like I was mentioning earlier, I don't see stuff going around me that matches the rhetoric. It's a little bit spotty here and there. And I'm a curious individual, but I'm not aware. I would like to be aware.

His response to the support from senior leadership echoed what he had shared earlier. He

reiterated that although he receives an overwhelming number of emails, he skims them all

and there has never been one from the senior administration offering any type of support or

incentive for faculty to engage in international activity. He concluded with: "I don't have

much memory that it has been a priority amongst senior leadership.

Roger's response was brief and to the point:

> We all need to be aware of what is going on, not only in your country, but what is
> going on in industry, in society, and worldwide. You need to engage with worldwide
> efforts to solve the problem of the day, like the pandemic or climate change. We
> cannot arrange for all students to study abroad so we need to bring the world here.

His response did not address the public institution part and could be interpreted as being the

duty of any institution to embrace internationalization, which Roger narrowly defined as

student mobility in this particular response.

Roger took a brief moment to ponder before he responded to the next question about his

institution's commitment to internationalization. He shared:

> There's intent. There's rhetoric and yes, a lot of red tape. UC is a very bureaucratic
> entity. It's not a nimble boat. It's a fleet of super tankers. You don't change them.
> They don't change direction easily and that's the main issue.

He paused again, hesitant to share more. He was asked a follow up question to trigger more

sharing when the researcher pointed out that his campus fares well in this area, in comparison

to others. He responded with a quick: "I know. Yet, comparatively good is fine. You should

do better."

This created an opportunity to transition to the final question about the support of senior

leadership for these activities on his campus. Unlike Francisco's assertion that there is no

messaging regarding these opportunities, Roger felt that his campus sends out emails to share

information about opportunities, but the overwhelming number of emails from campus, make

it difficult and almost impossible for a faculty member to take the time to read through each

one with care and detail. He also reiterated the importance of incentivizing the junior faculty

and helping them prioritize international activities, which is clearly not the case at this time.

Jenn, similar to the other faculty, absolutely agreed that campus internationalization has

to be a priority at any institution, but most especially at a public university. She named

climate change and pandemics as examples of the critical need for the world to come

together. As institutions, we need to help people better understand one another. Jenn went on

to state:

> Internationalization has a structural goal, right? This belief that if we put these pillars
> in place, it's just going to happen. And the problem is it's just paying lip service to
> wherever the funding is and whatever is kind of in fashion. It's really not changing
> people on a cultural level.

Jenn has been at her institution for a couple decades and reiterated that the culture or

support of the institution is defined by the senior leadership priorities. She reflected about her

experience with Deans or a Provost, for example, who had been supportive of

internationalization, and would help push forward her initiatives for COIL. However, those

with no background in international would opt to focus on the competing priorities. She

reflected about her role with COIL and chuckled: "I feel like if we don't find a way to

institutionalize, it's going to be gone and not a priority when I retire or drop dead from

overworking. So how do I change that?" In many ways, this final remark captured the

essence of what Jenn and others had shared about the importance of internationalization

being "baked into the DNA" of the institution. One cannot rely on one individual to carry

things forward, as there is a need for continuity and sustainability.

Seth echoed the importance of campus internationalization:

> Of course, it's important and for a lot of the reasons, you know, things that I've already talked about. They have to do with a more expansive and dynamic educational experience for students, both in the classroom and the broader learning environment. Useful for their own psychosocial development, which in turn improves their capacity for learning in the classroom as well.

As he continued, he got fired up and his response bled into the next question about his campus:

> So, yes, it's very important and it's also to me when I mentioned about institutions being led with no ambition or creativity especially given the diversity of the student population here that gets talked about by administrators more as tick boxes and supposedly represents the notion that they actually have a good climate here. I always say co-location is not the same thing as engagement. There are a lot of different kinds of people here, but there is no coherence and no, there is no good inclusive climate.

When asked again if he could state in simple terms if he felt his campus is committed to internationalization, Seth confirmed again that there is a lot of rhetoric with no action with "peppered instances" but not systemic. He paused again and added: "Not anytime soon and not with these people running it." Seth's last words emphasized what Jenn and others had stated about the "people running the show" and how either their support or indifference for internationalization, sets the tone for the institution. He reiterated that the people in power "control all the different structures, hiring and budget." He ended his thoughts with: "There's certainly talent here. That's not the problem. There's plenty of people who have sophistication and then there are people who are very nice. Nice is not the same as being a dynamic leader."

Clara's perspectives provided a good juxtaposition to Seth's. Although their core ideas were similar, their unique individual lens provided a different frame with which they

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perceive the landscape. With regard to campus internationalization being a priority at a public institution, Clara had a few thoughts:

> Yes, from a business perspective, the more you think about geographies, the more revenue streams, the more students you can attract. You build a reputation for yourself, right? It also means growth, expanding capacity and it means having a certain mindset. Growth comes with demand for resources and it's a little bit intimidating, so that kind of mindset ties in with the leadership and decision making.

As the conversation transitioned to her individual institution, Clara remarked that there is more visibility regarding incoming international students but less information about outward internationalization or at the faculty level. She went on to restate: "I don't see as much initiative on the faculty side. I don't think there's any premium or motivation. I don't think it's anywhere in the RTP process."

This remark triggered another probing question as to whether internationalization needs to be more top down or if faculty need to be more individually motivated. In many ways, this question encapsulated the final question in a broader sense and not campus-specific, about senior leadership on campus and their role in supporting these efforts. Clara took a few seconds to capture her thoughts:

> I think a little bit of both. If you have those experiences and motivations, it makes it easier. It makes it more obvious, it makes it more effortless, right? And you enjoy it more because it comes to you because of who you are. But yes, in the context of what we do, I mean if there are RTP guidelines we have to make sure we satisfy them. So, if there is an institutional imperative and if it's important, like to create that culture even though we might create it in a decentralized kind of a way, there has to be somebody taking the lead on saying that we have to. Maybe we have departmental or college level committees or discussion forums. So, if there is an internationalization imperative, and if it is top down, and if you get an email from the chairs and department chairs and college teams to say that this is what we want to do. This is the kind of culture we want to build. This is how we want to engage faculty with their mentors. And we want to have that kind of a knowledge transfer related to internationalization or build those partnerships, even though it might happen informally. So yeah, I feel a little bit of both.

Clara's reference to knowledge transfer and dissemination implied her broader perspective and thinking about the benefits of internationalization to students, staff, faculty and the institution as a whole.

Michael's' comments were brief and succinct. With regard to campus internationalization being a priority at public institutions, his response was in sync with everyone else's:

> I think because it provides a healthy exchange and dialogue of experiences, ideas, histories and perspectives that we may not know about, or we may know, but not feel comfortable about. And from COVID, we can see things get global quickly. We will have to find new ways to communicate across borders in order to deal with these kinds of pandemics that are happening and issues around educational inequality, educational efficiency. Unfortunately, we are cut off from a healthy exchange that's systematic and organized and gets nurtured over time.

With regard to his particular campus, Michael confirmed the same notion of rhetoric with no action. He shared that internationalization is "likely in some vision or some website but it does not really amount to anything." He also reflected that his campus senior leadership would "support or perhaps better stated, not oppose, faculty engagement in international activity." He shared as examples, supporting international students on campus and faculty-led programs, supporting faculty participation as Fulbright scholars. However, he added: "They have been so preoccupied with declining enrollments, declining funding and now with COVID, the international focus is down on the list." This comment further reinforced the reality of competing priorities at institutions and the continued challenge of pushing forward the importance of internationalization and keeping it on the table.

As the conversations switched over to the administrators, especially amongst the majority whose role is in global education/learning, as anticipated, there was even more emphatic

support for the importance of internationalization in public institutions. Elizabeth's passion came through in her words:

> Yes, absolutely I do. For the same reasons we started with. I don't think the size or type of institution matters. It's important for all institutions of higher ed. We need to prepare our students to be fully educated in, not just the content they're studying but the world they live in and the globalization that's happening in this world, and the interconnectedness and their ability to work. To thrive in today's workplace in many, many ways is going to depend on their ability to navigate different cultures and diverse peoples and beliefs. Even local is global. Wildfires, climate change, fisheries, water erosion, the oceans, these are global phenomena that need to be addressed from an international and global context, to make the local situation better. There's very little anymore that's just local.

Her comprehensive response touched upon many points that she had brought throughout our conversation and provided a thoughtful summary, making the meaning of the experience of internationalization for students, faculty, administrators, and citizens.

As we moved into the next question about her campus and whether it is successfully committed to internationalization efforts, Elizabeth said with confidence: "Actually yes, I do feel like we are." It is important to keep in mind Elizabeth's positionality, as she has been the driver of many of these initiatives. She expanded on her explanation by sharing that they are making some headway due to a big communication campaign and their continued efforts to keep the communication going. She also commented on the partnership with the faculty senate committees to push the administration in this direction, coupled with a change in administration "that does see the value in this." In other words, having faculty buy-in to push the agenda was key on their campus. However, in addition, similar to what others had stated, the current senior leadership is supportive, which makes for a strong case of making progress in internationalization efforts. Elizabeth added:

There's been some leadership change, which is helpful. There are also pockets of money for research that are now internationally focused and so faculty can go to non-traditional sources, instead of just NSF. To get these grants is going to make a difference. We are also changing the culture of Fulbright, sending and receiving. So, I think we are sort of poised to push a lot of opportunities to faculty now. We've been doing this grassroots programmatic involvement.

Ray once again leveled the discussion. When asked about the importance of internationalization at public universities, Ray closed his eyes, reflected and then shared:

I think internationalization is really important, but it's not a silver bullet. It's not going to solve all higher education problems. You know it's a good thing, but it can't be the only thing. And maybe it's not for everyone. Maybe it's like a certain level of math that you know, everyone doesn't have to be a mathematician but everyone ought to have a certain competence.

His observations amplified the notion of competing priorities at institutions and whether internationalization will make it to the list of top priorities.

In reflecting about his institution, he maintained that their campus is "in the middle," in terms of commitment to internationalization. He said, "I think there are pockets of real commitment. I think, in order for an institution as a whole, to really make progress, that commitment has to be at the very top." He then stopped for a moment, pondered, and then went on to state that their Chancellor is someone he likes and admires. However, Ray continued, with confidence, that internationalization is definitely not on the Chancellor's list of priorities. He went on to say that they have had "pockets of successes" and been recognized for their efforts via awards but he maintained that these awards were the results of individual efforts and not necessarily the whole institution pushing forward an international agenda. As the dialogue was winding down, Ray was asked to think about the role of senior leadership and whether they are supportive of these efforts for faculty. He deliberated for a few moments before he said, sounding subdued: "I do not think across the board, there is

strong support for international. It's like all politics are a local kind of thing, you know."

These final thoughts brought up the theme of locally-focused, which had been shared by many throughout the interviews.

Ben brought forth a different energy and passion for this section of the interview. When asked about the importance of campus internationalization at a public institution, he had a lot to say. His words and gestures indicated his impassioned commitment and belief in internationalization:

> I really do think it comes back to global understanding and global awareness and why that's important. Internationalization is one way to enhance the global understanding of students across campus, whether from a mobility perspective or from the curriculum perspective.

His words highlighted the meaning of internationalization for him and for the institution. Ben paused and shared his deeper thinking, re-emphasizing the importance of seeing things from different perspectives and developing a sense of empathy and more extensive comprehension of others. The follow-up question probed about how he would respond to critics who maintain that California state universities should be focused on domestic agendas. Ben's voice increased in volume, as his heartfelt words came through clearly. He went on to use Afghanistan as an example to portray his meaning:

> If we just play the isolationist game and are entirely focused just on the inside when something around the world happens (he paused and was getting emotional) ... Just again thinking about Afghanistan, we just ended 20 years of war there that you know, has been nation building. You know, do it our way, and I'm not the world's expert on what happened and didn't happen in Afghanistan, but we definitely tried to build a Western style U.S.- based democracy in a country that has never been there and for various reasons wasn't ready for it, and it's because we have our own internal, isolationist idea of how the world should work. And trying to force our ways on other people. The more we understand what's going on around the world, the better we'll be able to take care of ourselves as well.

Ben took a sip of water as the discussion shifted to talking about his campus and whether it is successfully committed to internationalization. His words repeated the recurring theme shared by others, that there is rhetoric with no action. Ben talked about their first ever strategic internationalization plan which had been started a few years back and had the support of senior administration at the time. Unfortunately, he shared with much frustration that there has been no follow up and no real ownership. In Ben's words, there have been "no initiatives taken to make the plans come to reality and there's been no support behind it, so it didn't really go anywhere." Ben further explained that the change in senior leadership had a "very detrimental impact," because as people in those positions changed, priorities altered and internationalization fell off the radar. This theme was prevalent amongst all interviewees, even for those who shared a more optimistic view about the progress of internationalization on their campus.

The dialogue with David in this section represented more of a bird's eye view, given his more senior role within his campus administration. Regardless as was the case throughout the interview with him, David took time to select his words carefully and shared his thoughts succinctly. When asked about the importance of campus internationalization at public institutions, he shared:

> I think people in the United States are some of the most cloistered people in the world. And any moment they can be engaged with people from other parts of the planet, is better for us. It's just like Higher Ed, you know, having the experience of being forced into large conversations about big issues. With diverse people, it is going to make the society better, so I absolutely believe in it. It is a challenge, but it's an absolutely worthwhile challenge.

With regard to his campus, David refuted the statement that there is a lot of rhetoric with no action. Instead, he argued that although "the infrastructure is sound", perhaps there is not

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as much intentionality in place as they would like. He elaborated: "Some of the questions you've asked about the next step, I don't think that's there right now, you know, which is more intentional in our strategies." Throughout the conversation, David alluded to multiple priorities for senior leadership and that currently, internationalization is not at the top of the list. These references reinforced the theme suggested by others that the senior administrators often define the priorities of a campus.

Katerina shared her perspectives in her written responses. She referenced the many awards their institution has received as testament to the impact of comprehensive campus internationalization. She believes that their campus is therefore a model for others and has in fact, truly reached the goal of prioritizing and moving forward internationalization. She confirmed the notion that support from senior leadership is critical. In other words, their initiatives have moved forward because of that critical support. Unfortunately, because the responses were written, there was no opportunity for follow-up, probing questioning.

Below are the main themes that emerged in Episode 4 regarding the meaning and central importance of internationalization at a public institution:

- Global focus is a necessity, especially for public universities (local is global). Internationalization is important for all HEI types and needs to be an institutional priority as a result of the following:
    - To solve the problem of the through engagement with the world/multifaceted perspectives and relationships
    - Geographies are dissolving
    - CSU mission is more locally-focused but needs to have global focus

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- UC is research-focused and collaborating with the best involves global partnerships; the mission cannot be locally-focused

- The concept of campus internationalization needs to move from a market strategy and monetizing international students, instead to focus on a strategic discussion and action plan on the quality of the experiences hoped for (focus on quality of internationalization experience and embedding across campus). This discussion and action plan include:

  - A culture committed to diversity of thought and actions

  - Seeing the world as a community and understanding the need to contribute to a common good

  - Learning from others in ways that simultaneously appreciate similarities and differences

  - Breaking American exceptionalism bias and reducing dangers of nationalism, xenophobia, authoritarianism, etc.

With regard to the success of their individual campus internationalization efforts, the recurring theme was "a lot of rhetoric with no action." However, in some instances and mainly from the perspective of administrators who run the global units, there have been a few successes, reflected with awards of recognition of these efforts. In addition, oftentimes, the words "no intentionality" and "not a priority" were used to describe the campus and system structures. Finally, with regard to the role of senior leadership, most if not all of the interviewees, agreed that senior leadership defines the campus priorities and then makes the decision to allocate the appropriate resources and funding accordingly. As such, having those

administrator champions is critical, but as personnel transitions occur on a campus, those relationships shift as well.

Episode 5: The Ideal Model of Campus Internationalization

This final episode captures the thoughts and words of the interviewees who were willing to share their perspectives on the ideal campus internationalization model. Francisco cited a few necessary items, including a "hub for everything international" on campus, but also liaisons from that hub to connect with departments across campus. He also mentioned an academic senate committee committed to international activities and most importantly, strong information channels to share about these opportunities and tell the stories of those who have showcased or exemplified involvement in international opportunities.

Roger's description focused on and described the ideal model at a very micro level. He described the perfect internationalization model as one "where you have a seamless acceptance of credits from other universities." He then reflected and added, "of course, also a streamlined visa process." He shared some examples but did not elaborate or reflect about the bigger picture. This question in particular made him feel a bit uncomfortable. Jenn deviated from the questions a little bit. Regardless, by deciphering her words and thoughts, one can infer that she was communicating that internationalization should be institutionalized and that it needs to be a cultural intervention. Seth did not comment on this question. Michael initially said he did not have an ideal model, but then added some thoughts. He emphasized the importance of regular dialogue and communication around issues, similar to Francisco. He focused on the importance of having a "steady stream of information around possibilities for dialogue for funding for research, for teaching, arts events, etc."

Clara's response was probably the most broadly-focused amongst the faculty. She

brought up the theme of identifying champions, which had been mentioned by others

throughout the interviews. When asked the question, she responded quickly:

> Faculty champions, let's say. How about identifying people who have these
> experiences, who feel strongly motivated and passionate about these efforts by virtue
> of their personal and professional backgrounds and histories, as a starting point. So,
> they are in a position to motivate and engage in growing others as well. The
> conscious effort to identify those types of champions and to have them create, like a
> task force. It could be really decentralized, but it could create some sort of rough
> structure around them. Maybe then we can really bring internationalization to the
> fore.

Clara was getting more and more excited about this idea and was smiling. She ended with:

"If we broaden our outreach through these types of representatives and champions with this

top-down imperative, then maybe we can be more proactive and more effective in what we

want to achieve as well."

Some of the administrators had a much more macro perspective. Elizabeth started off by

defining the model campus as one where the entire campus of students, staff and faculty

would be familiar with what internationalization means. She went on to say with enthusiasm:

> And then, at every level of the institution, there is opportunity for intercultural and
> international experiences inclusive of students, staff and faculty to foster that
> understanding of what international means, but also to promote it and advance it. That
> would mean, there would be campus leadership supporting it with funding, and a very
> robust portfolio of international partnerships that would allow for a lot of mobility,
> exchange of ideas, and virtual opportunities. These international activities permeate at
> all levels, in the classroom and the research lab. And extracurricular, so that it's a
> highly integrated idea and notion that it is integrated in and not just acceptance and
> seeing the value in it. It's integrated in practice and outcomes at all levels, just a total
> integration at all levels among the curriculum, the faculty, the students, the
> administration and the structures that are supported by it.

Ray's initial response was: "I don't know. I honestly don't think I know the answer to

that. I don't think it's something you could even put in a paragraph." Upon further reflection

and a moment of rest to gather his thoughts, Ray continued: "Maybe it's not like there's a model of internationalization that will work for everybody, but you kind of have to figure it out." That quote resonated well, as it summarized the complexity of this research study and the concept of internationalization. There is no set formula, no one size fits all. Each campus is unique. Each student is different and would acquire those intercultural competency skills in different ways. Once again, Ray's realistic, honest and direct approach was powerful.

When the question was posed, Ben asked for a moment to pull up some notes. He had obviously thought about this question before and had captured his ideas in written form. After he had a few seconds to find his document, Ben began defining his ideal model of campus internationalization:

> An ideal international internationalization program looks at a variety of factors across campus to really think about internationalization, so it is again mobility, both in and out, recruiting international students and sending students abroad, whether that be virtual or in person. Hopefully, a mix of both but it's also the curriculum. It is our activities, it is partnership building, it's working with partners. It is ensuring that it's not just building up our numbers of sending so many students abroad and bringing so many students inbound. It is ensuring that the students have a good experience that we're not bringing them here and then forgetting about them. We're making sure that the campus climate is appropriate for international students, but it's also not just bringing in the low hanging fruit and just recruiting you know 1000 students from one country. It is making sure you have a diverse perspective on campus. And the same thing with our curriculum. We talked about trying to bring global components of the curriculum so it's not just looking at Western European literature, for example. And it's working with faculty from around the world.

In his remarks, Ben raised the issue about the quality of campus experiences and the faculty commitment to students and the kinds of cultural changes needed to support internationalization and global sustainability. He stopped for a moment to gather his thoughts, before he ended with:

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Ideally, it would be supported by the system. If there's certain expertise or experience they can lead for smaller and medium sized campuses that otherwise might not be available. You know, they can put on different trainings and workshops for the international teams to make sure that they are getting the professional development, they need from a campus perspective, so all those things are things the other system can really help us to support and encourage continued growth.

Ben's ideal model shared many similarities with the one Elizabeth had shared, except Ben also talked about the role of the system-wide support for these opportunities. His remarks emphasized the need for change both at the campus and system-wide level, if an ideal campus internalization model is the goal.

Finally, David responded with no hesitation when asked the question about his ideal model of campus internationalization:

It would be deeply integrated into the fabric of the place. It would be built with the intention of making that so … [and then he stopped] No idea how to do that. I mean, I have some ideas. That's a little hyperbolic. [he chuckled] I don't think anyone has nailed that perfectly, to be honest.

Katerina, in her written response, also alluded to "internationalization being in the DNA of any institution" when responding to the question about the ideal campus internationalization model. David's thoughts above reinforced this concept and echoed what Elizabeth had shared earlier about internationalization having to be "baked into the DNA" of the institution. Moreover, David's last assertion solidified what Ray had said. Perhaps the reason no one has figured it out yet, is that there is no one perfect model. It is indeed a unique process and transformation for each campus.

In sum, the traits of an ideal campus internationalization would be:

- Deeply integrated into the fabric of the institution

- Student mobility

- Partnerships

- Curriculum

- Faculty research, teaching and service

- Supported at the system level

- Senior leadership support of resources (e.g., funding)

- Strong communication lines

- Faculty, staff, and administrator champions identified

Summary of Interview Analysis

The interview data collection, coding and analysis stage was powerful and reinforced the richness of these conversations. Much of what was shared, for the most part, elaborated on the survey data. In some instances, the survey data contradicted the interview data, but for the most part, they complemented each other. Table 28 summarizes the findings, both quantitative and qualitative, of the research study by identifying key themes that came up for each RQ. As such, Table 28 serves as tool to help the reader understand the combined findings in a summary format.

Table 28

Multimethod Convergence Table

Question (sub problem, hypothesis)	Quantitative Results	Qualitative Results	Comparison/ Convergence
RQ #1: What are the perspectives of faculty and administrators towards campus internationalization, at the selected campuses of four-year public universities in California (e.g., UCs and CSUs)?	Perceived system-wide support (both faculty & admin) Leadership buy-in is critical next step for internationalization (both faculty & admin) Campus resources also important next step (both faculty & admin) Split perspectives about whether campus internationalization is a priority on their campus	No system-wide support (both faculty & admin) Organizational structure plays a role in prioritizing campus internationalization Needs to be "baked into DNA of the institution" and currently is not Internationalization is not a top priority	Contradictory responses from survey versus interview re: system-wide support Internationalization not a top priority Campus resources, incentives important next step Internationalization critical to build bridges, peace and empathy
RQ #2: From the perspective of these faculty and administrators, to what extent do selected institutional factors (e.g., commitment, support, motivations), contribute to their engagement and to campus comprehensive internationalization efforts?	Faculty were split on whether internationalization is a priority within their department, whether there is encouragement and financial support from leadership in involvement in internationalization efforts Higher percentage of faculty disagree that: (a) international research is supported financially; (b) hiring faculty with int'l experience is a priority; (c) there is funding for ICC training. Majority of faculty agree that: (a) RTP process at their institution includes int'l activity; (b) institution frequently hosts int'l scholars Admin mostly in agreement w/most of statements; noteworthy is admin overwhelmingly agree financial support for int'l research in contrast to faculty Admin mainly disagreed that: (a) institutional support for hiring faculty with int'l background; (b) funding for faculty ICC training	Funding, resources and incentives are critical Buy-in and support from sr. leadership is important Strong communication lines important but non-existent System-wide support is important but non-existent currently It needs to be integrated/embedded into the fabric of the institution" Too many competing priorities RTP process doesn't always reward international engagement	Funding, resources and incentives are critical and varied within departments and by institution Not much support for int'l research or hiring faculty w/int'l experience No intentionality Internationalization does not float to the top of priority list Internationalization needs to be "baked into the DNA" of the institution
RQ #3: What is the relationship (if any) between perceived institutional commitment and support and faculty incentives to engage in campus comprehensive internationalization efforts? Specifically,	More than 50% of faculty disagree that they feel empowered to collaborate with admin. On global research and teaching projects. Majority of faculty feel there is not regular communication from admin regarding int'l opportunities Faculty for the most part don't agree that their role is interconnected with that of admin. Admin overwhelmingly agree that their role is interconnected with faculty in pursuit of internationalization efforts		

Question (sub problem, hypothesis)	Quantitative Results	Qualitative Results	Comparison/ Convergence
What are the similarities and differences between the perceptions of faculty versus administrators on the factors associated with greater efforts toward comprehensive internationalization?	Faculty more in disagreement with statements than admin In general, faculty and admin have different perceptions about the interconnectedness of their roles. although faculty comprehend the importance of commitment from leadership and their financial support for int'l activities, they don't perceive admin as partners in this endeavor	Interconnectedness and faculty and admin roles perceived differently by admin as opposed to faculty Faculty tend not to see the interconnectedness as clearly and often see admin as roadblocks Faculty feel that they grow int'l programs on small scale before needing help of admin Faculty are self-motivated and personally interested	Disconnect between admin and faculty perceptions of the interconnectedness of their roles Administrator roles seen mostly from a resource or financial perspective Relationship is not necessarily top-down; starts off as bottom-up and transitions to side by side and only top-down from a financial and resource perspective
What are the differences and similarities between CSU and UC campuses?	there is slightly more institutional support in the UC system versus CSU system higher level of agreement between faculty and admin at UC versus faculty and admin. at CSU	UC faculty feel more supported, as they are more research focused Both UC and CSU faculty learn about these opportunities on their own	
Are there significant differences in perception based on the field of expertise of the faculty (i.e., STEM versus non-STEM)?	Faculty in non-STEM fields believe their field lends itself more easily to incorporating global themes in curriculum No difference in perceptions for support for internationalization based on STEM versus non-STEM	STEM faculty feel more globally connected due to the nature of their work, especially ENGR Business faculty also feel globally connected Education faculty feel very locally and domestically-focused	
RQ #4: What is the relationship (if any) between individual/personal perspectives and experiences and faculty incentives to engage in campus comprehensive internationalization efforts?	Stronger agreement from both faculty and admin in this section of the survey Individual/personal perspectives and backgrounds play a pivotal role in support for internationalization activities Faculty in comparison to admin had more disagreement	Individual perspectives and backgrounds play a significant role in commitment to internationalization	Individual/personal motivations are strongest motivators Administrators can identify faculty to champion the work of internationalization; and faculty engagement in internationalization is stronger when there are identified champions amongst them.

Chapter 6: Further Analysis of Findings, Implications, Applications, and Recommendations

Introduction

Based on the literature, the collected data, and findings, the importance of internationalization is more often seen in rhetoric and less often developed into concrete operational plans. Moreover, the significant role of faculty in contributing to the campus internationalization cycle (de Wit, 2002, 2009; Knight, 1994, 2003, 2004; Universität Bonn, 2020) is frequently overlooked. Over the years, studies on internationalization have mostly focused on student mobility trends, with less focus on the role of faculty. As a consequence, there is a gap in the extant literature with regard to the important role of faculty in helping shape, develop, and implement the strategic planning for internationalization on a campus (Childress, 2010). Moreover, the interconnected role of administrators in supporting faculty in this endeavor needs to be highlighted.

The purpose of this mixed methods explanatory research study, with a focus on faculty and administrators at selected northern California CSU and UC campuses, was multifold, as addressed by the RQs. The study aimed first to understand the perceptions of these two populations about the meaning and importance of comprehensive internationalization and more specifically, about the significant role of faculty engagement in these campus efforts. Second, the goal was to understand the importance of individual motivations for faculty involvement in these efforts versus institutional support (or lack of) as either motivators or demotivators, further building on what had been indicated in the literature. Third, and of interest for this particular study, was to better understand differences across HEIs by looking at the similarities and differences between faculty and administrators at CSUs and those at

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UCs in their perceptions, and furthermore, to see if there were variations in approaches regarding campus internationalization among faculty in STEM fields versus non-STEM fields. Finally, and critical to embracing a holistic approach to internationalization, the researcher sought to understand the interconnectedness of faculty and administrator roles in pursuing campus internationalization efforts and initiatives.

Summary of the Study

The two-phased study started with surveys, which were disseminated to faculty and administrators, with the total response rate of 76, which was 31% of the approximately 244 faculty and administrators directly contacted by the researcher to take the surveys. As already mentioned in Chapters 3 and 4, the total number 244 does not include the unknown number of email recipients via the snowball technique. As a strategy to deepen the understanding of the survey results, the researcher embarked upon phase two, the interview stage, when six faculty and four administrators were interviewed, with one additional administrator providing written responses. The results of the survey helped refine the interview questions. The second phase of the study complemented the first, offering a more in-depth and richer perspective, as the participating faculty and administrators were given opportunity to reflect and share their perspectives on internationalization within their system (e.g., CSU or UC) and more specifically, on their respective campuses.

This section provides an abbreviated snapshot of the findings that emerged from the data analysis, with other sub-themes identified and discussed within each larger theme in subsequent sections of this chapter. Most survey respondents and all interviewees believed in the importance of internationalization, prompted greatly by their own personal

transformational "international" journey. They believed that senior leadership buy-in is key to moving forward an internationalization plan. They expressed their belief that global learning opportunities are humanizing and help develop empathy, a necessary skill for global citizens who will thrive in today's world. For the most part, the faculty and administrators were personally motivated to engage in international opportunities. However, they reported that the system and their individual institutions do not do a good job of incentivizing those faculty who are *not* personally motivated, to engage in international opportunities/activities and often do not have a strategy in place to communicate these opportunities effectively to stakeholders. They also confirmed that the two systems (e.g., CSU and UC) and their individual institutions often have too many competing priorities and that internationalization does not float to the top and consequently, is not embedded in the institutional culture. There is often no strategy or intentionality in place and that in some instances where there is recognition of internationalization, there is a great deal of rhetoric with little action. Many alluded to the local and domestic focus of their institutions and criticized the inability of the system to pivot and recognize that today, a global perspective and approach are essential. Finally, it became apparent that faculty and administrators often work in silos instead of collaboratively. Generally, faculty were more skeptical than administrators on the interconnectedness of their roles. Some recognized the interconnectedness of their roles but not necessarily as top-down. Instead, they mentioned that typically connections were established when faculty were motivated to take the initiative. Finally, in general, the findings reflected that the UC system, with its greater focus on research collaborations, tends to be more supportive of internationalization than the CSU system, with its greater focus on

teaching. There is also seemingly more alignment between the perspectives of faculty and administrators in the UC system with regard to the importance of internationalization. Regardless, the institutions within both systems have more work to do in order get to a desirable level of commitment to comprehensive internationalization, both at the system and individual institutional level.

Intertwined within each of the findings were the following emergent themes. First and critical to California state four-year institutions, was the resonating view that "local is global" and that in the current global landscape, HEIs, especially public state institutions, need to recognize that being solely locally or domestically-focused is no longer valid, with a need to prioritize internationalization in order to educate and instill the intercultural and humanizing skills necessary for their students to meet the demands of the interconnected world. This finding further implies that the California Master Plan of 1960 needs to be updated to recognize and acknowledge the importance of internationalization, moving the system away from a purely local focus. The second emerging theme was that there is often a lot of rhetoric with no action, with no intentionality or strategy in place, further emphasizing the significance and urgency of ensuring that internationalization is embedded into the fabric of the institution. Third, individual/personal backgrounds and experiences clearly serve as a catalyst to promote the passion and drive for involvement in these activities and organically develop champions. Fourth, and connected to the previous theme, was that each institution needed to identify champions across all positions and levels. In other words, champions amongst faculty, staff and administrators tend to be the drivers of internationalization, and having continuity of efforts with these champions is critical. Continuity of efforts implies

embedding the culture within the institution and ensuring that there are champions hired to

replace ones who transition out of the institution. Fifth, resources, time, and money, coupled

with intentional communication strategies to provide the necessary information, were

important as incentives for faculty engagement in international opportunities, especially for

those not driven by personal motivations for engagement in international/intercultural

opportunities. Sixth and finally, international initiatives can grow in two ways: (a)

organically, from bottom-up, as opposed to top down; and (b) top-down when senior

administrators invest money and resources behind internationalization in order to incentivize

faculty engagement and buy-in. Regardless, both paths allude to the interconnectedness of

the roles of faculty and administrators. The more detailed analysis that follows includes the

triangulation of the data and connects emergent themes, the researcher's interpretations of the

findings, connections among survey and interview data, and connections to the literature.

Summary of Findings and Conclusions

Table 28 (at the end of Chapter 5) provides a brief snapshot of the main themes of both

the surveys and the interviews. In this section, the researcher recapitulates the findings, by

reconstituting the five episodes shared in the interview analysis stage. Within each finding,

other sub-themes emerged and will be noted.

Personal Background/Individual Experience

The survey questions which addressed questions regarding their individual experiences

and/or personal backgrounds garnered the most agreement. All the interviewees, regardless

of whether faculty or administrator, were ready to share enthusiastically about a

transformative international experience or to speak about their international background,

which had served as a catalyst to pique their initial interest and passion in pursuing international activities. This finding is consistent with the literature, which indicates that faculty members who have international experiences and/or backgrounds are more likely to engage in international opportunities (Childress, 2010; Finkelstein et al., 2013; Nyangau, 2020; Paige & Mestenhauser, 1999; Schwietz, 2006). The survey respondents and interviewees specifically felt connections to internationalization efforts because they fell into one or more of these categories: (a) they were born outside of the U.S., (b) their spouse was born and raised outside of the U.S., (c) they experienced international travel with their families at a young age, (d) they studied or worked abroad at some point in their life, and (e) their research/teaching interests involve and require global collaborations.

As an example, Jenn, one of the CSU faculty interviewees, reflected about her motivations and passion for international involvement: "You know, not everybody gets why I do what I do, but it has to do with the roots of those personal experiences. You know what people have gone through. That is the foundation of being a global thinker." In many ways, Jenn's reflections are critical in understanding that personal experiences often shape and form professional passions and endeavors. Her teaching multilingual students, coupled with her experiences abroad and having been married to a foreign national, would seem to have influenced the direction she has taken to be an advocate for internationalization. Jenn's lens is multi-perspective, displaying her ability to pivot, be flexible and adjust to be able to see experiences from various vantage points, with different colored lenses (in considering the sunglasses model) (Berardo & Deardorff, 2012), an indication that she has developed and achieved a certain level of intercultural competence (Deardorff, 2006, 2009a, 2010).

As they reflected about these transformative experiences and/or their international backgrounds, it became apparent that as a result, these faculty and administrators embraced the international work and persisted, despite challenging times. A few explanations emerged as to the reason why they persevered. They include: (a) the sense of satisfaction, joy and pride that results in engaging in this type of work, (b) a strong sense of passionate empathy which enhances their commitment to global concerns, and more importantly and idealistically, and (c) the importance of building bridges and contributing to guiding the path toward world harmony and inclusiveness.

Francisco had characterized his engagement in international opportunities as "humanizing." Ray had talked about the "joy and fun" of engaging in international opportunities. Ben's remarks summed up what had been expressed by the other administrators about the importance of empathy, intercultural and global understanding and world peace:

> The more we understand each other, the more we'll have empathy for and an understanding of what is going on, what a certain country or culture might be going through at the time. If there is some way, we need to help so that we will have a better idea of how to do so. As opposed to forcing our way upon everybody thinking that we always know the exact right way. I think that develops when we don't have a global understanding.

These reflections and findings align well with the literature which emphasized the significance of a deeper intercultural and global understanding (Deardorff, 2006, 2009a, 2009b, 2010). Among respondents, internationalization was viewed as a critical tool to comprehend the importance of intercultural competencies and to transcend geographic boundaries, important to embracing the concept of campus internationalization.

Professional Commitments Related to Students

Based on the survey data, both faculty and administrators indicated their support for international students on campus, global learning or study abroad experiences for students and hosting visiting scholars on campus. They all understood the deeper implications, importance and relevance of their support of these international activities in today's world. However, they sometimes struggled to articulate the best way to move forward from theory to practice. First, the findings for this section highlighted the following emergent themes: (a) global learning is an important humanizing/internal journey which develops empathy, (b) global citizenship is critical for students to be able to function in the community and workplace.

As indicated by the literature (Deardorff, 2006, 2009a, 2010; A. Lee et al., 2017), these themes refer to the important considerations of developing intercultural competencies, leading to a sense of global citizenship, which comes with developing empathy and a global understanding via a humanizing, internal journey. These findings indicate that faculty and administrators understand the importance of the role of faculty in fostering the development of these competencies within the student body (Childress, 2010; Deardorff, 2009b; de Wit & Merkx, 2012; Hudzik, 2011; Knight, 1994, 2003, 2004). While the importance of these student competencies is well-documented in the literature and in the respondents' views, it is much less clear how-to bring theory to action in a consistent way. As such, the findings indicated that these campuses lacked a holistic and more fully developed approach to fostering global learning. There were multiple explanations that come from this study to explain the lack of leadership and program development on campus including: (a) multiple

and competing priorities for a campus, and (b) efforts that occur sporadically or in silos without a campus-wide strategy. Most of the interviewees had indicated, there were "peppered instances" with no intentionality. This finding brings to light that there is awareness and some commitment, the initial phases of the internationalization cycle (de Wit, 2002, 2009; Knight, 1994, 2003, 2004; Universität Bonn, 2020), but the next critical phases of the internationalization cycle of planning, operationalization, implementation, etc., are either lacking or not strong enough.

Next, this section resulted in the following two emergent themes: (a) international students bring the world to campus, but we need a better understanding of how to make those significant connections with domestic students to contribute to the global learning, and (b) international students are often seen from a budgetary perspective. The literature had overwhelmingly focused on this theme, which is that international students are brought to campus with no strategy to weave them into the campus culture and are often seen from a revenue perspective, with more intentional thought and engagement needed to strategize about ways to enrich this global experience for them and the domestic students on campus. (ACE, 2022b; Marinoni, 2019).

To repeat David's assertion which was shared earlier: "We're pretty good, as you know, bringing international students to the United States. I don't think we're as effective at integrating those conversations into everyday campus life. And you have to do that, with real intention and purpose." This statement summarizes the sentiment expressed by most of the interviewees about the important concept of deepening the meaning of campus internationalization and moving from a market strategy and monetizing international

students, to a strategic focus on the deeper meaning of how internationalization can contribute to the quality of experiences by all students. It further shifts the focus of campus internationalization to the campus goals of: (a) commitment to diversity of thought and actions; (b) seeing the world as a community; (c) learning from others' similarities and differences; and (d) breaking American exceptionalism bias and limiting the detrimental effects of xenophobia, nationalism, etc.

This raises the following questions: how do we ensure that not only are these conversations prioritized on campus but that specific programs are brought to action with outcomes that can be measured? And, how do we ensure sustainability, that these strategies and action items continue and transcend any change in leadership or other positions? Part of the solution indicated by this study would be to enlist the assistance and time of those "champions," a theme which will be explored in the next section; it is also about intentionally strategizing the various ways to motivate and incentivize (Childress, 2010) the majority, if not all, of faculty to engage in these efforts.

Faculty Empowerment: Motivations, Constraints and Incentives and Administrator Views on Faculty Empowerment: Differing Views Among Faculty and Administrators

The surveys and the interviews revealed data that discussed both faculty motivations and constraints for engaging in international opportunities, with an emphasis on incentives or a reward system. The faculty survey data specifically indicated that faculty see administrators more in a top-down role and as the ones who hold the financial and resources power, but not necessarily as partners and collaborators. In juxtaposition, the administrator survey indicated overwhelmingly that they see the role of faculty engagement in campus internationalization efforts as interconnected with that of administrators.

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Furthermore, and as mentioned earlier, both in the open-ended survey questions and the interviews, many of the faculty discussed personally driven motivations and passion as the main reasons for engagement in international activities, and not necessarily because of any incentive or reward system from the institution. For those personally motivated faculty, the involvement in internationalization efforts happens organically and effortlessly. As a result, these faculty's motivations and drive makes them a "champion" for internationalization, an important theme that came up throughout the data. All the faculty interviewee perspectives reflected that of a "champion," most likely due to their rich and diverse international experiences and their ability to think critically about each experience. Their passion and commitment to internationalization came through every single word they articulated. However, the literature, specifically as indicated by Dewey and Duff (2009), revealed that individually favorable faculty attitudes toward internationalization were not enough. They maintained that there needs to be top-down institutional support in order for internationalization to succeed. The findings further reinforce that top-down institutional support is essential regardless of faculty motivations (or lack thereof), but perhaps the top-down relation is from a more administrative perspective. In other words, from a policy, financial and strategic perspective (e.g., financial, RTP standards, hiring standards, etc.).

It must be noted that all the faculty interviewees had individual/personal buy-in for internationalization. As both Elizabeth and David noted, there are different categories of faculty. There are the "natural affinity" groups, those with international experiences or backgrounds, for example, and then there is the group of the faculty that need a deeper incentive structure to do the work. As such, the data support the assertion by Childress

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(2010) about the importance of intentionality and incentives. Childress (2010) maintains that faculty are more likely to participate in internationalization efforts if there are strategic initiatives in place, including funding, weaving international activities into the RTP process, and providing time to spend on international collaborations.

Although the survey data supported the literature, the interview data instead revealed the faculty's strong sentiment that the relationship between faculty and administrators in the pursuit of internationalization should not be top-down but bottom-up. Most faculty alluded to the fact that they had initiated some of these international programs/collaborations independently and organically. They went on to maintain that they would have pursued these projects regardless of institutional affiliation and as a result, they believe that a top-down approach does not work. As Roger had stated: "A top down approach is not working. They need to build up the champions and then branch out and move to the university level."

However, Roger also indicated that the role of administrators would be "to support the collaborations and interactions faculty want to pursue strategically and to enable funding to make these efforts work," supporting the literature, touching upon the importance of having incentives or motivators for faculty engagement in internationalization efforts. On further analysis, the relationship is more intricate, nuanced and complex. It is also multi-directional and starts off as bottom-up, transitioning to a side-by-side relationship, which is concurrent with a top-down relationship, associated with allocation and disbursement of financial and resource support. However, as Elizabeth noted, often perspectives of faculty and administrators differ on what is important and how to approach an international opportunity. She recognized that as long as they can work through the differences and reach

the same end result, to provide opportunities for student engagement in international and intercultural opportunities, then they have succeeded.

Another area of further analysis is the importance of the international commitments and the RTP process. The majority of the faculty and administrators believe that international activity is intrinsically part of the RTP process. However, they also agree that to make it a mandatory criterion is a mistake and would result in push-back, as many of the faculty stated that they enjoy the flexibility with their positions. Some of the faculty shared outright that they enjoy their positions because they have "no boss," and displayed a sense of complacency in their belief that they are independently capable of moving forward any project without the help of administrators. Instead of embedding international activities as a mandatory component of the RTP process then, Ray proposed an interesting solution. He suggested identifying the faculty and administrator "champions" at the hiring stage is a more viable option which identifies the right players at the outset. This practice would potentially lead to having those champions embedded across campus. It would also provide the continuity of engagement needed to ensure that campus internationalization remains a priority at the institution, transcending any changes in personnel.

Elizabeth and Clara had talked about getting faculty involved/engaged via the academic/faculty senate on campus, focusing on the involvement and institutional networks as defined by Childress (2010). They both believe that engagement of faculty through the faculty/academic senate is an effective strategy and can lead to more buy-in from faculty. Given that they represented both the faculty and administrator perspectives, this reinforcement of the concept was significant.

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For the most part, however, the findings revealed that the information sharing, involvement, and institutional networks as defined in Childress' Five I's model of faculty engagement (Childress, 2010) are either lacking or not robustly present for most of the institutions in this study. Many of the faculty reflected on the lack or scarcity of communication about international opportunities. Many were unaware of training opportunities to develop ICC skills. Most were aware of an international unit on campus, but believed that they work independently and do not necessarily do a good job of engaging the rest of the campus. The administrators felt differently, as for the most part, they work or head these global units on campus. For example, although Elizabeth and Katerina felt that their institutions had made great headway in moving toward comprehensive internationalization, the faculty from their campuses were not in agreement. This finding further supported the literature that the typical vision for internationalization is often centered and understood in one unit on campus (Brajkovic & Matross Helms, 2018).

In summary, the analysis of findings supports the following themes regarding faculty motivators/demotivators for engagement in international opportunities: (a) personal/individual passion, (b) financial support and additional resources as incentives, (c) intentional and comprehensive communication, and (d) intentional engagement (e.g., involvement with senate; ICC trainings). The data also reflected the interconnectedness of the role of faculty and administrators. However, this data further reinforced the idea that the power dynamic is seemingly different than presented in the literature. In other words, it was not necessarily a purely top-down relation, although all the data did support that the administrators ultimately have the ability to block or enable any activity through funding,

policies and resources. The ideal relationship was one that grows organically. It can be better described as one that morphs over time, starting as bottom-up, moving to side by side and relying on top-down for financial and resource support. However, key to the success of this relationship is the agility and flexibility of both faculty and administrators to see things from one another's perspectives, reinforcing the importance of intercultural competencies.

Quality of Institutional/Campus Commitment to Internationalization

Based on the survey findings, both faculty and administrators perceived that system-wide (i.e., CSU Chancellor's Office and UC Office of the President) support for campus internationalization does exist, with the faculty displaying a higher percentage of agreement. The data from the survey therefore seemingly supports the assertion that the first two cycles of Jane Knights' internationalization cycle of "awareness" and "commitment" (Knight 1994, 2003, 2004) are in place. However, and noteworthy, this perception is in contradiction to what was articulated in the interviews. In fact, when asked about system-wide support for internationalization both CSU and UC faculty and administrators either adamantly stated that they had no idea about such support or had never seen it on a system-wide meeting agenda, implying that internationalization has not been openly articulated as one of the system's priorities.

The majority of both groups, but more specifically the faculty group, had indicated in their responses to the surveys that there is system-wide support for internationalization. However, their survey responses to additional questions about their particular home institution highlighted that not all of the institutions within the system were "aware" or "committed" to a comprehensive internationalization plan, putting them in the very early

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stage of Knight's internationalization cycle. Moreover, this survey data once again reaffirmed the literature that often the vision for internationalization is centered and understood in one unit on campus and is "administrative-intensive" (Brajkovic & Matross Helms, 2018). As a result, when the understanding and commitment is not embedded campus-wide, it becomes evident that the task of internationalizing a campus and meeting the multiple phases required to get there, (de Wit, 2002, 2009; Knight, 1994, 2003, 2004; Universität Bonn, 2020), is even more challenging.

The interviews revealed the following themes with regard to institutional commitment to internationalization: (a) rhetoric only with no action plan, (b) no intentionality and not a priority, and (c) not embedded in the fabric of the institution. However, the interviews also referred to the importance of a global focus and engagement, requiring the UCs and CSUs no longer to be locally-focused, given that geographies are dissolving and that "local is now global." Knight's and de Wit's internationalization cycles both stress the importance of the operationalization and implementation phases (de Wit, 2002, 2009; Knight, 1994, 2003, 2004; Universität Bonn, 2020). These findings bring to light the stark truth that the majority of the institutions studied in this research lack these critical next steps in the internationalization cycle, therefore reiterating the fact that there is a lot of rhetoric with no actionable items. It must be noted, however, that some of the UC campuses showed more investment of time and resources alongside an intentional international strategy, as opposed to the CSU campuses. As indicated by Childress (2010), intentionality is one of the five I's required to bring about faculty engagement in these types of efforts, which based on the

interview findings is lacking for the most part, at the institutional level, but most especially at the CSU institutions.

David shared that his institution has other top priorities and that internationalization does not make it to the top list. He did, however, acknowledge that when the time comes, the topic has to be approached holistically and with intentionality. Elizabeth was probably the most optimistic in her response when reflecting about her campus commitment to internationalization and also recognizing the important role of faculty: "If we can get more faculty involved in international research, then I think that's the biggest transformative thing we can do. But if the faculty are not on board, it's not going to be transformative for the institution." In juxtaposition, Ray mentioned that "in order for an institution to really make progress, that commitment has to be at the very top." Perhaps, as indicated by these perspectives, these findings further strengthen the assertion that in order for campus internationalization to have any success and greater buy-in, it needs to be embedded across campus, from faculty to administration to staff and students. As David put it: "It needs to be baked into the DNA of the campus."

Ideal Model of Campus Internationalization

In many ways, the question inquiring about the ideal campus internationalization model helped bring the various findings together. In summary, the emergent themes highlighted the importance of the multitude of factors required for successful campus internationalization. These required elements include the following: (a) deeply integrated into fabric of the institution, (b) system-level support, (c) senior leadership support of resources (e.g., funding, time, etc.), (d) strong communication lines, and (e) identification of staff, faculty, and

administrator "champions." These findings support the existing literature and add some additional insights. The ACE model of internationalization epitomizes the concept of having internationalization embedded into the fabric of an institution, including system-wide support, through the six interconnected areas cited in Chapter 2 (ACE, 2022a, 2022b). The significance of the financial support of senior leadership and strong communication lines align with the theoretical frameworks presented by Childress (2010), de Wit (2002, 2009), Universität Bonn (2020), and Knight (1994, 2003, 2004).

A critical theme which consistently came up in these findings was to ensure continuity of internationalization efforts. As such, the reframed concept of identifying champions throughout campus further emphasized the significance of having the right players in place as a critical tool to move from theoretical strategy to concrete action items. In other words, the findings focused on these champions, not only as messengers but as critical actors who can make progress creating measurable and achievable actionable items to match the rhetoric supporting internationalization. In many ways, then, the ideal model of campus internationalization described by the participants revealed what had been shared in the literature. However, there was a greater emphasis and thoughtful consideration on the quality of the goals of internationalization and the strategic utilization of faculty, staff, and administrator champions to ensure the message and the mission transcend any changes in leadership. Consequently, the cyclical and holistic nature of internationalization was highlighted. Furthermore, the findings revealed the clear understanding that attaining campus internationalization is continuous and cannot be accomplished as a checklist of items (de Wit, 2002, 2009; Knight, 1994, 2003, 2004; Universität Bonn, 2020).

California State University (CSU) Versus University of California (UC)

When considering the findings and identifying similarities and differences between the CSU and UC systems, the data showed that there are more similarities than differences. Based on the interview data, it became evident that both systems exemplify the bureaucracy of a state university system, making it more difficult and burdensome to bring about a shift in priorities and focus. However, the survey data did indicate that both faculty and administrators at UCs did agree more than their counterparts in the CSU system that internationalization is a priority at their institution. As depicted in Tables 6 and 7, it became apparent that both the faculty and administrators within the UC system overwhelmingly agree that their institution was committed to campus internationalization versus the faculty and administrators within the CSU system. This result was most likely due to the fact that CSUs are teaching-centric campuses within the California state system, as opposed to the research-intensive charge of the UCs. As shared by the interviewees, global research collaborations intrinsically happen more effortlessly than when incorporating the global component into the teaching curriculum.

Moreover, as displayed in Figure 9, there was a slightly greater challenge to internationalization at the CSU, where the gap between faculty and administrator perceptions were more profound than at the UC campuses. Based on the interview data, the interviewees within the UC system had more positive faith in the approach to internationalization at their campus than their CSU counterparts. This finding supported the literature which emphasized notable differences by Carnegie Classification in terms of internationalization progress and focus (Brajkovic & Matross Helms, 2018). All interviewees alluded to the concept that their

institutions cannot continue to be locally-focused, especially with the UCs being more

globally-connected and competitive. When reflecting about the mission of the California

public universities, Roger had shared passionately:

> You cannot limit the mission locally, it is just not possible. You need to collaborate
> with the best in the world. At UC, the vision is to be a leader in the research fields
> and the only way to go is to collaborate with other leaders worldwide. You have to
> select your partners in terms of their expertise rather than where they are located. The
> research and teaching mission of the University of California have to be separated in
> that respect.

These remarks were noteworthy as they supported statements made by others earlier in their

interviews. Most interviewees implied at some point in the conversations, that the institutions

within the CSU or UC cannot continue to be locally-focused and need to aspire to be globally

connected and competitive. These themes were prevalent throughout the interview, but most

notably in the last section of the interview questions, focused on campus support.

However, two of the administrator interviewees, Elizabeth and Katerina, from two

different UC campuses, specifically mentioned their successes in moving their institutions as

models of campus internationalization within the system, and even nationally. Katerina cited

the many awards received by her institution for their efforts toward comprehensive

internationalization. The faculty at these two campuses were unaware of these initiatives,

once again highlighting the lack of strategic communication lines and failure to embed

internationalization in the fabric of the institution.

Implications for Practice—A Systems Perspective

The broader results of this study suggest that the majority of the institutions within this

system are at the very early stages of the internationalization cycle, a finding which was not

unexpected. In fact, these results confirmed further the complexity of the system and the

undeniable fact that many of these challenges are not easily surmountable due to the many existing layers.

In sum, although the UC campuses seem to be more actively involved in internationalization efforts than the CSUs, both systems have their challenges due to the bureaucratic nature of the systems coupled with many competing priorities with lack of resources at these campuses. Most importantly, until these campuses comprehend campus internationalization more holistically, instead of solely from a budgetary perspective and in terms of student mobility, and develop the much-needed strategies to involve all stakeholders on a campus through active communication lines with intentionality, these institutions will continue to struggle to meet the aspirational goal of comprehensive internationalization.

STEM Versus Non-STEM Fields

Although the initial intent of the study was to determine if there were any differences and/or similarities in faculty engagement in internationalization efforts between faculty in engineering versus those in education and the social sciences, given the smaller data samples for some of the fields of expertise and responses from faculty outside of these disciplines, the researcher re-coded the fields to STEM versus non-STEM. The survey results revealed that in general, non-STEM fields lend themselves more easily to incorporating the global component. However, in the interview phase, most of the interviewees felt that STEM fields are also able to create these international learning opportunities. They shared that although for STEM fields, it is not as easy to add the international content into the curriculum, there are other opportunities to create intercultural engagement. It can be woven into the classroom by providing ample opportunities for students to engage with one another as a way to

understand their different approaches and perspectives. This could happen via a COIL or virtual exchange project or simply mixing up working groups in a classroom. The literature also indicated the importance of diversifying pedagogical practices to engage a multicultural student body effectively (Darby, 2018; A. Lee et al., 2017). As an example, Clara had shared her practice of forming intentional mixed groupings in her classroom as a way to spark conversations and cross-cultural understanding.

The survey data also indicated that there is no correlation between internationalization as a priority in a department between those in STEM versus non-STEM fields. Based on the interview data as well, it became clear that one cannot make a general statement related to department-specific commitment. For example, Elizabeth shared her experience where a faculty member in the humanities provided push-back to initiatives to promote international activity. The faculty member asked why there needed to be a focus on internationalization, when the UC is supposed to be serving the local California students. This example negates the generalized expectation that someone in the humanities would be more supportive of internationalization efforts.

Furthermore, it must be noted though that the education faculty tended to agree that their department's focus was more local and domestic, given the nature of their work to educate future teachers, administrators, and counselors for the K-12 schools. Francisco serves as an example of an education faculty member whose department does not actively promote international activity, but who is personally excited and invested in pursuing international opportunities. Elizabeth had maintained that it is the faculty's research that motivates (or demotivates) them to engage in international opportunities. However, many of the faculty

had shared the importance of global learning which they promote through their teaching. Civic commitment to developing students' global competence was strong motivator. Furthermore, it appears that the engagement and commitment is more individually-based, reinforcing the significance of identifying the champions across campus and in all fields of study.

Recommendations

Recommendations for Practice

As indicated in the literature review, given the continued complexity of the global economic, geopolitical, and social landscape, it is imperative that campuses of higher education actively promote and prioritize campus internationalization efforts. As a first step, one must acknowledge that issues surrounding climate change, pandemics, diversity, equity, and inclusion, etc., transcend geographic boundaries and affect the entire global community. There also needs to be a recognition that historical events that have occurred in the past 100 years and most especially, in the recent decades, have amplified the urgent need to prioritize international education at HEI campuses. In fact, the July 2021 joint statement by the Departments of State and Education (U.S. Department of State, n.d.-b) further embrace this idea and suggest the serious need for this prioritization.

Educators need to act not only to increase collaborations on research and teaching but more importantly, they must strive to educate global citizens who possess the intercultural competencies and empathy who will work toward the good of the entire global community. In short, educators must recognize the invaluable and critical role of the potential contributions of faculty, alongside the support of the campus administrators, to promote

international education goals and to graduate global citizens. In an interconnected world, this is no longer a choice but an absolute necessity. These goals are challenging for universities, including the California four-year institutions, with a large number of competing priorities, and multiple rules and regulations ingrained within a multi-layered, bureaucratic and hierarchical system. To counter this, there is a need to remain realistic and cognizant of the fact that human beings and relationships are complex. These goals require the efforts and dedication of many, but especially the faculty and administrators in HEIs.

The findings of this study show that the majority of the California four-year institutions, but especially those in the CSU system (as opposed to those in the UC system), have much work to do to get on track with Knight's and de Wit's model of the internationalization cycle. The findings reflect the stark reality that there is seemingly a disconnect between the faculty and administrators, as they each pursue these efforts in silos or independently. The lines of communication, involvement and networking are not in place in a coherent, cohesive, and consistent way. Moreover, for the majority of the institutions studied, there is no formal incentive system in place for faculty, especially for those who have no personal passion for international activities, to pursue international opportunities. The findings further bring to light that the relationship between faculty and administrators in the campus internationalization journey is more complicated. It is not necessarily top-down. In fact, it often starts off more organically, as bottom-up initiatives and then transitions to a concurrently side by side (planning and execution) and top-down (financial) relationships.

The California state four-year institutions (e.g., CSU and UC) can continue to make strides in the right direction. Based on the findings and supporting the literature that doctoral

level institutions lead in internationalization efforts and progress (Brajkovic & Matross Helms, 2018), the CSU institutions have more work to do than their UC counterparts. However, as a start, the institutions within the system, both the CSUs and UCs, can continue to move in the right direction by: (a) identifying the champions across campus, especially by tapping into those with personal international backgrounds, connections and/or experiences; (b) incentivizing engagement in internationalization efforts through additional funding, time, recognition, and other resources; (c) shifting the mindset and recognizing that "local is global"; (d) understanding the interconnectedness of the roles of faculty and administrators, sometimes as top-down, but more frequently, growing from bottom-up and moving toward side by side; and finally, (e) striving to embed internationalization in the fabric of the institution, by ensuring continuity in champions across positions within a campus who remain committed to moving internationalization forward. Although the goals of internationalization remain the same, as mentioned early on in the introductory chapter, the journey will be different and will move at a different speed for each of the 33 individual four-year institutions within the system.

Recommendations for Future Research

This research study makes important empirical contributions to the scholarship on understanding campus internationalization in the context of HEIs and the important role of faculty engagement and their interconnectedness with administrator roles. This study was focused on the California four-year institutions, specifically selected CSUs and UCs in the Northern California region. Much of the findings confirmed the literature. However, the study had its limitations.

- First, all the survey respondents and interviewees had international experiences and were somewhat invested in internationalization efforts. Future research should aim to engage those not interested or vested in international opportunities to try to understand if incentives, more communication, involvement, etc., as suggested by Childress' (2010) Five I's, would indeed win them over.

- Second, the sample sizes for the various departments were small. Future research should provide ample time to recruit more faculty from the various departments and more administrators from various positions (i.e., Dean, department chair, etc.) to provide a more holistic perspective. They should be surveyed and then asked to participate in a focus group.

- Third, the research should be extended to other UC and CSU campuses to gather more data.

- Fourth, the CSU system includes community colleges. Future research should conduct a similar study to understand the dynamics in that system, emphasizing the potential differences between institution types. The institutional study could also certainly be extended to study private research institutions, private liberal arts colleges, institutions in other states, etc.

- Fifth, it would be worthwhile to delve deeper to see if there are differences in commitment and engagement between non-tenured and tenured faculty and conversely, mid-level versus senior level administrators and to explore the category of staff.

- Sixth, as with any study, it is the people who make things more complex. Future research could focus on the power dynamics between staff, faculty, and administrators and how it impacts the progression (or lack thereof) of efforts to move toward comprehensive internationalization. This future research could also focus on the leadership skills required to make positive progress in nurturing champions in the campus internationalization efforts.

- Finally, amongst the schools studied, there were one or two which seemingly had made more significant strides in moving toward campus internationalization. A future study could focus on those institutions in an attempt to better understand how the organizational structure and leadership have provided the basis to move the campus in the right direction.

Concluding Thoughts

This research study offers the required data points to reflect realistically about where the largest public university system in the United States stands with regard to comprehensive internationalization. A few of the UC institutions specifically have made some individual strides. However, is it not time for the entire system to start moving in the direction of showing its commitment to internationalization? As one of the most diverse and multicultural state in the United States, it is timely that the focus of California and its state university system shift to developing the skills in our students to approach global issues with diplomacy, empathy and an understanding that can only come with learning to see things through the intercultural lens. Moreover, this commitment is at a critical juncture in world history with the ongoing pandemic, climate change and geopolitical uncertainty prevailing all

around. It is the right time and even the duty for all institutions, especially public universities, to take that leap, to pivot and to evolve with the times, to ensure that all students have the opportunities to engage in intercultural and international activities that promote their global learning.

As HEIs continue on this path toward educating global citizens and fostering a culture of collaboration that transcends any differences and physical borders, there needs to be an acknowledgement of the importance of faculty engagement in this endeavor. To that end, the faculty need to be supported to develop and strengthen their skills in ensure intercultural competency in the classroom (Darby, 2018) and to develop a model of intercultural pedagogy (Hudzik, 2011, 2014; Kinzie et al., 2019; A. Lee et al., 2017). More importantly, faculty and administrators need to rely on one another. Faculty need to recognize the expertise of administrators to guide them in this endeavor and administrators need to recognize the incredible power of faculty to bring about change through their teaching, research, and service and to impact the future of global education. In partnership, administrators and faculty can pave the way to promoting the concept of global citizenship with the ultimate goal of instilling a worldwide effort toward peace and harmony.

Final Personal Reflections

Through the survey data and most especially through the interviews, I had the privilege to experience and learn about the passion of others, both faculty and administrators, about the importance and power of international education as a tool to build bridges across nations and cultures. It was reassuring and comforting to listen to the narratives which reinforced that there is indeed a commitment to internationalization and an understanding of its significance

and urgency in today's global landscape. Although the road ahead is steep, I am hopeful that these incredible champions will continue to contribute in positive ways to instill the significance of internationalization within their individual institutions and to bring about change, albeit via small steps, within the system. I am optimistic that these inspirational stories will help drive the passion of other colleagues to commit their time and efforts to internationalization as a top priority. With this understanding, one can hope that they will push forward and make strides, while motivating more faculty to engage in opportunities to be the change agents by promoting global learning. In my professional journey, I will continue to aspire to empower faculty to understand their power in infusing the intercultural as part of the diversity and inclusion goals in their teaching, research, and service (Wick & Willis, 2020), which translates into creating global perspectives and grooming the mindset of global citizenship (Knight, 1994, 2003, 2004). I know that with the right leadership and our combined passion, together we can create a path to worldwide tolerance, greater understanding, and ultimately, world peace. As the late Archbishop Desmond Tutu once said, "Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."

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Appendix A: Recruitment Email

Email to Faculty/Administrators for internet-based survey

Date

Dear _____,

As a doctoral candidate in Educational Leadership at San Jose State University, I am writing to invite you to participate in a study on the role of faculty engagement in comprehensive campus internationalization and how it is interconnected with the support of administration. I am specifically conducting my study on four-year public universities in California (i.e. California State University schools (CSUs) and University of California schools (UCs)). You have been selected to participate in this study because you either teach or serve as an administrator in either the CSU or UC system. To participate in the survey, please go here (insert Qualtrics link).

By conducting this study, I am looking to identify factors, individual and/or institutional, that contribute to the engagement of faculty in the internationalization of their campus and moreover, at how much the level of engagement is influenced by the support of the campus administration.

More information regarding the context for this study as well as the research design can be found in the attached consent form. The consent form verbiage is embedded in the survey and you will need to consent before moving on the first survey question. Please feel free to contact me if you have any questions or require further information.

Procedure:
Participate in an internet-based survey instrument. The instrument should take about 15-20 minutes to complete. The survey consists mostly of multiple-choice questions with some open-ended questions.

Please also feel free to forward this email to other faculty and administrators in the Northern California region within the CSU and UC systems, specifically those at one of the seven campuses listed below:

- CSU East Bay
- CSU Monterey Bay
- San Francisco State University
- San Jose State University
- University of California, Berkeley
- University of California, Davis
- University of California, Santa Cruz

For the faculty, please forward to those in engineering, social sciences or the humanities who are engaged to some extent in campus internationalization efforts.

I am utilizing a "snowball" strategy and look forward to receiving as many responses as possible. Thank you very much for your time and consideration. I look forward to analyzing your responses.

All the best,

Parinaz Zartoshty

Ed.D. Candidate, San Jose State University

Informed Consent verbiage (embedded in survey)

You are invited to participate in a research study on factors that contribute to the engagement of faculty in the campus internationalization efforts. You were selected as a potential participant because you are a faculty member at a CSU or UC. Please read below and decide if you consent, before proceeding with the survey and indicating your agreement to be in the study.

Study Title:
The Role of Faculty Engagement and Its Interconnectedness with Administrator Support in Campus Internationalization Efforts: Perspectives of Faculty and Administrators at California Four-Year Public Universities

Faculty Advisor:
Dr. Arnold Danzig, Faculty in the Department of Educational Leadership
College of Education, San Jose State University
 arnold.danzig@sjsu.edu

Researcher:
Parinaz Zartoshty, Doctoral Candidate, Department of Educational Leadership
College of Education, San Jose State University
parinaz.zartoshty@sjsu.edu
XXX-XXX-XXXX (cell)

Purpose of Study:
The purpose of this study is to determine factors that contribute to the engagement of faculty in the internationalization of their campus and how administrators' support plays a role.

In this study the researcher seeks to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of faculty in the

internationalization of their campus and moreover, at how much the level of engagement is influenced by the support of the campus administration. To conduct this study, the researcher will engage in a mixed- methods research design. The initial phase will consist of an internet-based survey instrument, followed by identifying those who are willing to be interviewed. The next phase will consist of a 60-75 interview with both faculty and administrators from various CSUs and UCs. Please see below for more details.

Procedure and time required:
If you agree to be in this study, I would ask you to do the following:
• Participate in this internet-based survey instrument. The instrument should take about 15-20 minutes to complete. The survey consists largely of multiple-choice questions with a few demographic questions and some open-ended questions.

Risks and Benefits of being in the Study
- Your name and survey responses will not be connected in any way. As a result, there is minimal risk of the possible breach of confidentiality.
- Survey questions are not invasive so no likelihood of the risk of experiencing possible discomfort.
- There are no direct benefits to the subjects who participate in this study.

Compensation
None

Confidentiality
The records of this study will be kept private. In any report that the researcher might publish, the provided information will not make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality.

Participant Rights
Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with San Jose State University (SJSU), the California State University (CSU) or University of California (UC) systems. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

Questions or Problems
You are encouraged to ask questions at any time during this study. The faculty advisor for this project is Dr. Arnold Danzig. The researcher conducting this study is Parinaz Zartoshty. You may ask any questions you have now. If you have questions later, you are encouraged to

contact my dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu or to contact me

me at XXX-XXX-XXXX (cell) or parinaz.zartoshty@sjsu.edu .

- For further information about the study, please contact the faculty advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu or the researcher, Parinaz Zartoshty at XXX-XXX-XXXX (cell) or parinaz.zartoshty@sjsu.edu.
- Complaints about the research may be presented to Dr. Bradley Porfilio at Bradley.Porfilio@sjsu.edu.
- For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research & Innovation, San Jose State University, at 408-924-2479 or irb@sjsu.edu

Email to faculty/administrators for interview phase

Dear XX,

My name is Parinaz Zartoshty and I am a doctoral candidate in Educational Leadership at San Jose State University. I am writing to invite you to participate in a study on the role of faculty engagement in comprehensive campus internationalization and how it is interconnected with the support of administration. I am specifically conducting my study on four-year public universities in California (i.e. California State University schools (CSUs) and University of California schools (UCs)). Based on a recent internet-based survey, you have indicated your willingness to be interviewed.

Based on your response to an earlier survey, you have indicated your interest in being interviewed for this study. As such, I would like to set up a time for you to interview with me to learn more about your experience with campus internationalization efforts at your institution. The interview will take 45-60 minutes, and we can meet via zoom. I will schedule interviews with faculty in June and July and with administrators in August and September.

All information relating to this study will be kept confidential. I will be sending you the following consent form template via DocuSign within the next few hours. Once I receive your completed DocuSign consent form, I will proceed with scheduling your interview. I thank you in advance for considering participation in my research study.

All the best,
Parinaz Zartoshty
Ed.D. Candidate, San Jose State University

Interview Informed Consent Form (to be sent via Docusign)

You are invited to participate in second phase of a mixed methods research study on factors that contribute to the engagement of faculty in the campus internationalization efforts. You were selected based on your response to an earlier survey pertaining to this study. Please read this form and ask any questions you may have before agreeing to be in the study.

Study Title:
The Role of Faculty Engagement and Its Interconnectedness with Administration Support in Campus Internationalization Efforts: Perspectives of Faculty and Administrators at California Four-Year Public Universities

Faculty Advisor:
Dr. Arnold Danzig, Faculty in the Department of Educational Leadership
College of Education, San Jose State University
 arnold.danzig@sjsu.edu

Researcher:
Parinaz Zartoshty, Doctoral Candidate, Department of Educational Leadership
College of Education, San Jose State University
parinaz.zartoshty@sjsu.edu
XXX-XXX-XXXX (cell)

Purpose of Study:
The purpose of this study is to determine factors that contribute to the engagement of faculty in the internationalization of their campus and how administrators' support plays a role.

In this study the researcher seeks to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of faculty in the internationalization of their campus and moreover, at how much the level of engagement is influenced by the support of the campus administration. To conduct this study, the researcher will engage in a mixed- methods research design. The initial phase consisted of an internet-based survey instrument. The next phase will consist of a 45-60-minute interview with both faculty and administrators from various CSUs and UCs. Please see below for more details.

Procedure and time required:
If you agree to be in this study, I would ask you to do the following:
- Meet with the researcher for a 45-60-minute interview via zoom.
- You may opt to turn on or leave off your video.
- The interview will be digitally recorded, transcribed and coded.

Risks and Benefits of being in the Study
- The researcher will anonymize your responses and will use a pseudonym, if need be. As a result, there is minimal risk of the possible breach of confidentiality.
- Interview questions are not invasive so no likelihood of the risk of experiencing possible discomfort.
- There are no direct benefits to the subjects who participate in this study.

Compensation
None

Confidentiality
Measures taken to protect your privacy will include separating your personal information from your interview quotations and use of pseudonyms for your interview transcripts and email responses. All information will be scrubbed of any link to your institution being

identified. All recordings, transcripts, emails and any other forms of communication will be kept in a secure password-protected electronic location. Any physical documents will be kept in a locked cabinet in the researcher's office. All direct quotations will be de-identified to ensure anonymity in data storage.

Voluntary Nature of the Study:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with San Jose State University, the CSU or UC systems. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:
You are encouraged to ask questions at any time during this study. The researcher conducting this study is Parinaz Zartoshty. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 408-355-4570 (cell) or parinaz.zartoshty@sjsu.edu OR contact my dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu.

- For further information about the study, please contact the faculty advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu or the researcher, Parinaz Zartoshty at XXX-XXX-XXXX (cell) or parinaz.zartoshty@sjsu.edu.
- Complaints about the research may be presented to Dr. Bradley Porfilio at Bradley.Porfilio@sjsu.edu.
- For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research & Innovation, San Jose State University, at 408-924-2479 or irb@sjsu.edu

Statement of Consent:

I have read the above information. I have asked questions and have received answers. By signing below, I consent to participate in the aforementioned study voluntarily.

Printed Name of Participant: _____
Signature: _____Date: _____

Printed Name of Researcher: _____
Signature of Researcher: _____Date: _____

Appendix C: Faculty Consent and Survey Questions

Thank you for your participation in this short survey on the role of faculty engagement in campus internationalization efforts. The results of this survey will help guide the researcher's project and contribute to their obtaining their degree, while also helping discussions and research surrounding campus internationalization. Please complete by XX (3 weeks from release date, contingent upon IRB approval)

Informed Consent verbiage (included in survey)

You are invited to participate in a research study on factors that contribute to the engagement of faculty in the campus internationalization efforts. You were selected as a potential participant because you are a faculty member at a CSU or UC. Please read below and decide if you consent, before proceeding with the survey and indicating your agreement to be in the study.

Study Title:
The Role of Faculty Engagement and Its Interconnectedness with Administrator Support in Campus Internationalization Efforts: Perspectives of Faculty and Administrators at California Four-Year Public Universities

Faculty Advisor:
Dr. Arnold Danzig, Faculty in the Department of Educational Leadership
College of Education, San Jose State University
 arnold.danzig@sjsu.edu

Researcher:
Parinaz Zartoshty, Doctoral Candidate, Department of Educational Leadership
College of Education, San Jose State University
parinaz.zartoshty@sjsu.edu
XXX-XXX-XXXX (cell)

Purpose of Study:
The purpose of this study is to determine factors that contribute to the engagement of faculty in the internationalization of their campus and how administrators' support plays a role.

In this study the researcher seeks to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of faculty in the internationalization of their campus and moreover, at how much the level of engagement is influenced by the support of the campus administration. To conduct this study, the researcher will engage in a mixed- methods research design. The initial phase will consist of an internet-based survey instrument, followed by identifying those who are willing to be interviewed. The next phase will consist of a 45-60 minute interview with both faculty and administrators from various CSUs and UCs. Please see below for more details.

Procedure and time required:
If you agree to be in this study, I would ask you to do the following:

Participate in this internet-based survey instrument. The instrument should take about 15-20 minutes to complete. The survey consists largely of multiple-choice questions with a few demographic questions and some open-ended questions.

Risks and Benefits of being in the Study
- Your name and survey responses will not be connected in any way. As a result, there is minimal risk of the possible breach of confidentiality.
- Survey questions are not invasive so no likelihood of the risk of experiencing possible discomfort.
- There are no direct benefits to the subjects who participate in this study.

Compensation
None

Confidentiality
The records of this study will be kept private. In any report that the researcher might publish, the provided information will not make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality.

Participant Rights
Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with San Jose State University (SJSU), the California State University (CSU) or University of California (UC) systems. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

Questions or Problems
You are encouraged to ask questions at any time during this study. The researcher conducting this study is Parinaz Zartoshty. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 408-355-4570 (cell) or parinaz.zartoshty@sjsu.edu OR contact my dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu.

- For further information about the study, please contact the faculty advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu or the researcher, Parinaz Zartoshty at XXX-XXX-XXXX (cell) or parinaz.zartoshty@sjsu.edu.
- Complaints about the research may be presented to Dr. Bradley Porfilio at Bradley.Porfilio@sjsu.edu.
- For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research & Innovation, San Jose State University, at 408-924-2479 or irb@sjsu.edu

Q1. Consent

If you wish to participate in this research study, please confirm in the next question and proceed to the following items below.

Do you agree to participate in this study?

◯ I agree to be part of this study and have read the consent form

◯ I do not want to participate in the study
Thank you for your participation in this short survey on the role of faculty engagement in campus internationalization efforts. The results of this survey will help guide the researcher's project and contribute to their obtaining their degree, while also helping discussions and research surrounding campus internationalization. Please complete by XX

Definitions
Throughout the survey, the researcher will be using the terms *comprehensive internationalization and international.* We are using the following definition to describe these terms:

Comprehensive internationalization "shapes institutional ethos and values and touches the entire higher education enterprise" (Hudzik, 2011, p.5). More simply stated, the commitment to internationalization helps create a culture of respect and understanding of cultural differences and encourages the incorporation of "international" and "intercultural" into every aspect of the institution.

International refers to relationships between and among nations, cultures, or countries.

System-wide, institutional and departmental commitment to comprehensive internationalization

Q2. There is a system-wide commitment to comprehensive internationalization within my California state educational system (i.e. UC, CSU).
(strongly disagree, disagree, agree, strongly agree)

Q3. The state of California public 4-year institutions (i.e. UC, CSU) need to focus on a domestic agenda.
(strongly disagree, disagree, agree, strongly agree)

Q5. Comprehensive internationalization has no place within a state university system.
(strongly disagree, disagree, agree, strongly agree)

Q6. Comprehensive internationalization requires institutional leadership buy-in and guidance.
(strongly disagree, disagree, agree, strongly agree)

Q7. Comprehensive internationalization requires institutional leadership's commitment of the appropriate resources.
(strongly disagree, disagree, agree, strongly agree)

Q8. Campus internationalization is a priority at my institution.
(strongly disagree, disagree, agree, strongly agree)

Q9. Campus internationalization is clearly articulated as part of the strategic plan of my university.
(strongly disagree, disagree, agree, strongly agree)

Q10. My institution has a high-level position (VP, AVP, Associate Dean, Executive Director, etc. of Global Affairs or Global Engagement) as an expert on campus in all matters related to internationalization.
(Yes, No, I do not know) If you answered Yes, please answer question 9; if not go to question 10.

Q11. The person in the previous question (above) above reports to the University:
   a. President
   b. Provost
   c. Other
   d. Prefer not to State

Q12. Internationalization is a priority for my department.
(strongly disagree, disagree, agree, strongly agree)

Institutional support for faculty engagement in campus comprehensive internationalization

Q13. Senior leadership at my institution encourages faculty engagement in campus internationalization efforts.
(strongly disagree, disagree, agree, strongly agree)

Q14. My institution financially supports international research collaborations.
(strongly disagree, disagree, agree, strongly agree)

Q15. My institution prioritizes hiring faculty with international experience and expertise.
(strongly disagree, disagree, agree, strongly agree)

Q16. My institution's tenure and promotion committee recognizes international activities and engagement by faculty favorably.
(strongly disagree, disagree, agree, strongly agree)

Q17. My institution has a campus wide internationalization committee, composed of faculty, administrators, staff and students.
(strongly disagree, disagree, agree, strongly agree)

Q18. My institution provides reassigned time for faculty to engage in international opportunities (e.g. sabbatical year abroad).
(strongly disagree, disagree, agree, strongly agree)

Q19. My institution regularly hosts international visiting scholars.
(strongly disagree, disagree, agree, strongly agree)

Q20. My institution actively encourages faculty to apply for international opportunities, such as the Fulbright grant.
(strongly disagree, disagree, agree, strongly agree)

Q21. My institution encourages faculty to include international perspectives and content into our courses.
(strongly disagree, disagree, agree, strongly agree)

Q22. My institution provides funding for training to support the development of faculty skills and knowledge in international and intercultural learning.
(strongly disagree, disagree, agree, strongly agree)

Q23. My institution's existing incentives and rewards structures motivate my engagement in internationalization activities.
(strongly disagree, disagree, agree, strongly agree)

Individual/Personal perspectives regarding comprehensive internationalization

Q24. Comprehensive internationalization is critical in today's world.
(strongly disagree, disagree, agree, strongly agree)

Q25. The more time faculty spend on international, intercultural and global issues, the less time they have for the other urgent teaching material.
(strongly disagree, disagree, agree, strongly agree)

Q26. My discipline/field of study makes it easy to incorporate the global perspective into the existing curriculum.
(strongly disagree, disagree, agree, strongly agree)

Q27. The campus internationalization process is a great opportunity for faculty to enrich their teaching, research or service by engaging in international activities.
(strongly disagree, disagree, agree, strongly agree)

Q28. I am incentivized to collaborate with scholars from around the world.
(strongly disagree, disagree, agree, strongly agree)

Q29. When looking to publish articles, I also consider foreign journals.
(strongly disagree, disagree, agree, strongly agree)

Q31. International students on campus enrich the experience for all students, staff and faculty on campus.
(strongly disagree, disagree, agree, strongly agree)

Q32. There should be a set number of required courses for all students, regardless of field of study, that promotes global and intercultural learning.
(strongly disagree, disagree, agree, strongly agree)

Q33. I participate in international programs that happen on campus and encourage my students to partake as well.
(strongly disagree, disagree, agree, strongly agree)

Faculty Empowerment

Q53. I am empowered to collaborate with administrators on global research and teaching projects (e.g. COIL or virtual exchange).
(strongly disagree, disagree, agree, strongly agree)

Q54. Campus administrators, especially those in international/global academic/administrative units, are key partners in collaborations with scholars around the world.
(strongly disagree, disagree, agree, strongly agree)

Q55. Campus administrators provide messaging regarding global opportunities for faculty regularly and with intentionality.
(strongly disagree, disagree, agree, strongly agree)

Q56. The role of faculty and administrators in campus internationalization efforts is interconnected (as opposed to isolated).
(strongly disagree, disagree, agree, strongly agree)

Demographics
Q35. Gender
a. Female
b. Male
c. Non-binary
d. Prefer Not to State
e. Other

Q36. Race
a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Native Hawaiian & Pacific Islander
e. Hispanic/LatinX
f. White
g. Multiracial
h. Prefer Not to State

Q37. I am affiliated with the:
a. University of California (UC) system
b. California State University (CSU) system

Q38. What is your current position within your institution?
a. Full Professor
b. Associate Professor
c. Assistant Professor
d. Adjunct Faculty
e. Other
f. Prefer not to state

Q39. Are you tenured at this time?
a. Yes
b. No
c. Prefer not to state

Q40. How long have you been part of the faculty at your current institution? Please indicate the number of years.

Q42. Please list your major field of teaching/research

Q43. Did you participate in any international programs, including a study abroad program, as part of your undergraduate or graduate degree?
a. Yes
b. No
c. Other

Q44. Is your country of origin the United States?
a. Yes, I was born and raised in the U.S.
b. No, I was born outside of the U.S. and immigrated to the U.S.
c. I consider myself a dual national as I go back and forth between my home country and the U.S.
d. Other

Q45. Do you speak a language other than English?
a. Yes
b. No

Open-ended Questions:

Q49. In your view, how committed is your campus to internationalization, as defined above? Why or why not? Please elaborate.

Q50. What qualities in your institution have motivated you to engage in internationalization efforts?

Q51. What are barriers or "demotivators" for your engagement in internationalization efforts?

Interview Participation Question:
The researcher intends to interview a few faculty members. The interview would take approximately 45 - 60 minutes. If you are interested in participating, please complete this form. The researcher will follow up with you in a separate email to set up a zoom meeting.

Appendix D: Administrator Consent and Survey

Thank you for your participation in this short survey on the role of faculty engagement in campus internationalization efforts. The results of this survey will help guide the researcher's project and contribute to their obtaining their degree, while also helping discussions and research surrounding campus internationalization. Please complete by XX (3 weeks from release date, contingent upon IRB approval)

Informed Consent verbiage (included in survey)

You are invited to participate in a research study on factors that contribute to the engagement of faculty in the campus internationalization efforts. You were selected as a potential participant because you are an administrator at a CSU or UC. Please read below and decide if you consent, before proceeding with the survey and indicating your agreement to be in the study.

Study Title:
The Role of Faculty Engagement and Its Interconnectedness with Administrator Support in Campus Internationalization Efforts: Perspectives of Faculty and Administrators at California Four-Year Public Universities

Faculty Advisor:
Dr. Arnold Danzig, Faculty in the Department of Educational Leadership
College of Education, San Jose State University
arnold.danzig@sjsu.edu

Researcher:
Parinaz Zartoshty, Doctoral Candidate, Department of Educational Leadership
College of Education, San Jose State University
parinaz.zartoshty@sjsu.edu
XXX-XXX-XXXX (cell)

Purpose of Study:
The purpose of this study is to determine factors that contribute to the engagement of faculty in the internationalization of their campus and how administrators' support plays a role.

In this study the researcher seeks to fill a gap in the literature by identifying factors, individual and/or institutional, that contribute to the engagement of faculty in the internationalization of their campus and moreover, at how much the level of engagement is influenced by the support of the campus administration. To conduct this study, the researcher will engage in a mixed- methods research design. The initial phase will consist of an internet-based survey instrument, followed by identifying those who are willing to be interviewed. The next phase will consist of a 45-60 minute interview with both faculty and administrators from various CSUs and UCs. Please see below for more details.

Procedure and time required:
If you agree to be in this study, I would ask you to do the following:
• Participate in this internet-based survey instrument. The instrument should take about 15-20 minutes to complete. The survey consists largely of multiple-choice questions with a few demographic questions and some open-ended questions.

Risks and Benefits of being in the Study
- Your name and survey responses will not be connected in any way. As a result, there is minimal risk of the possible breach of confidentiality.
- Survey questions are not invasive so no likelihood of the risk of experiencing possible discomfort.
- There are no direct benefits to the subjects who participate in this study.

Compensation
None

Confidentiality
The records of this study will be kept private. In any report that the researcher might publish, the provided information will not make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. Study data will be encrypted according to current University policy for protection of confidentiality.

Participant Rights
Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with San Jose State University (SJSU), the California State University (CSU) or University of California (UC) systems. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

Questions or Problems
You are encouraged to ask questions at any time during this study. The researcher conducting this study is Parinaz Zartoshty. You may ask any questions you have now. If you have questions later, you are encouraged to contact me at 408-355-4570 (cell) or parinaz.zartoshty@sjsu.edu OR contact my dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu.

- For further information about the study, please contact the faculty advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu or the researcher, Parinaz Zartoshty at XXX-XXX-XXXX (cell) or parinaz.zartoshty@sjsu.edu.

- Complaints about the research may be presented to Dr. Bradley Porfilio at Bradley.Porfilio@sjsu.edu.
- For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research & Innovation, San Jose State University, at 408-924-2479 or irb@sjsu.edu

Q1. Consent

If you wish to participate in this research study, please confirm in the next question and proceed to the following items below.

Do you agree to participate in this study?

◯ I agree to be part of this study and have read the consent form

◯ I do not want to participate in the study

Definitions
Throughout the survey, the researcher will be using the terms ***comprehensive internationalization and international.*** We are using the following definition to describe these terms:

Comprehensive internationalization "shapes institutional ethos and values and touches the entire higher education enterprise" (Hudzik, 2011, p.5). More simply stated, the commitment to internationalization helps create a culture of respect and understanding of cultural differences and encourages the incorporation of "international" and "intercultural" into every aspect of the institution.

International refers to relationships between and among nations, cultures, or countries.

System-wide, institutional and departmental commitment to comprehensive internationalization
Q2. There is a system-wide commitment to comprehensive internationalization within my California state educational system (i.e. UC, CSU).
(strongly disagree, disagree, agree, strongly agree)

Q3. The state of California public 4-year institutions (i.e. UC, CSU) need to focus on a domestic agenda.
(strongly disagree, disagree, agree, strongly agree)

Q5. Comprehensive internationalization has no place within a state university system.
(strongly disagree, disagree, agree, strongly agree)

Q6. Comprehensive internationalization requires institutional leadership buy-in and guidance.
(strongly disagree, disagree, agree, strongly agree)

Q7. Comprehensive internationalization requires institutional leadership's commitment of the appropriate resources.
(strongly disagree, disagree, agree, strongly agree)

Q8. Campus internationalization is a priority at my institution.
(strongly agree, agree, disagree, strongly disagree)

Q9. Campus internationalization is clearly articulated as part of the strategic plan of my university.
(strongly agree, agree, disagree, strongly disagree)

Q10. My institution has a high-level position (VP, AVP, Associate Dean, Executive Director, etc. of Global Affairs or Global Engagement) as an expert on campus in all matters related to internationalization.
(Yes, No, I don't know). If you answered Yes, please answer question 9; if not go to question 10.

Q11. The person in question above reports to the University:
a. President
b. Provost
c. Other
d. Prefer not to state
e. I don't know

Q12. Comprehensive internationalization is a priority for my department.
(strongly disagree, disagree, agree, strongly agree)

Institutional support for faculty engagement in campus comprehensive internationalization
Q13. Senior leadership at my institution encourages faculty engagement in campus internationalization efforts.
(strongly disagree, disagree, agree, strongly agree)

Q14. My institution financially supports international research collaborations.
(strongly disagree, disagree, agree, strongly agree)

Q15. My institution prioritizes hiring faculty with international experience and expertise.
(strongly agree, agree, disagree, strongly disagree)

Q16. My institution's tenure and promotion committee recognizes international activities and engagement by faculty favorably.
(strongly disagree, disagree, agree, strongly agree)

Q17. My institution has an internationalization committee, composed of faculty, administrators, staff and students.
(strongly disagree, disagree, agree, strongly agree)

Q18. My institution provides reassigned time for faculty to engage in international opportunities (e.g. sabbatical year abroad).
(strongly disagree, disagree, agree, strongly agree)

Q19. My institution regularly hosts international visiting scholars.
(strongly disagree, disagree, agree, strongly agree)

Q20. My institution actively encourages faculty to apply for international opportunities, such as the Fulbright grant.
(strongly disagree, disagree, agree, strongly agree)

Q21. My institution encourages faculty to include international perspectives and content into courses.
(strongly disagree, disagree, agree, strongly agree)

Q22. My institution provides funding for training to support the development of faculty skills and knowledge in international and intercultural learning.
(strongly disagree, disagree, agree, strongly agree)

Individual/Personal perspectives regarding comprehensive internationalization
Q24. Comprehensive internationalization is critical in today's world.
(strongly disagree, disagree, agree, strongly agree)

Q25. The more time faculty spend on international, intercultural and global issues, the less time they have for the other important curriculum content.
(strongly disagree, disagree, agree, strongly agree)

Q26. All disciplines/fields of study make it easy to incorporate the global perspective into the existing curriculum.
(strongly disagree, disagree, agree, strongly agree)

Q27. The institution should provide financial support for faculty to participate in conferences with international participation, as part of their professional development.
(strongly disagree, disagree, agree, strongly agree)

Q28. Faculty should be incentivized to collaborate with scholars from around the world.

(strongly disagree, disagree, agree, strongly agree)

Q29. When looking to publish articles, faculty should also consider international journals.
(strongly disagree, disagree, agree, strongly agree)

Q30. International students on campus enrich the experience for all students, staff faculty and administrators on campus.
(strongly disagree, disagree, agree, strongly agree)

Q31. There should be a set number of required courses for all students, regardless of field of study, that promotes global and intercultural learning.
(strongly disagree, disagree, agree, strongly agree)

Q33. I participate in international programs that happen on campus and encourage students, faculty and staff to partake as well.
(strongly disagree, disagree, agree, strongly agree)

Faculty Empowerment
Q53. I am empowered to collaborate with faculty on global research and teaching projects (e.g. COL or virtual exchange)
(strongly disagree, disagree, agree, strongly agree)

Q54. As a campus administrator, I see myself as a key partner of faculty on campus in encouraging collaborations with scholars from around the world.
(strongly disagree, disagree, agree, strongly agree)

Q55. As a campus administrator, I provide regular messaging regarding global opportunities for faculty with intentionality.
(strongly disagree, disagree, agree, strongly agree)

Q56. The role of faculty and administrators in campus internationalization efforts is interconnected (as opposed to isolated).
(strongly disagree, disagree, agree, strongly agree)

Demographics
Q35. Gender
a. Female
b. Male
c. Non-binary
d. Prefer Not to State
e. Other

Q36. Race
a. American Indian or Alaska Native
a. Asian
b. Black or African American
c. Native Hawaiian & Pacific Islander
d. Hispanic/LatinX
e. White
f. Multiracial
g. Prefer Not to State

Q37. I am affiliated with the:
a. University of California (UC) system
b. California State University (CSU) system

Q38. What is your current position within your institution?
a. Provost
b. Associate or Assistant VP of Global Engagement
c. Dean
d. Director of International Student & Scholar Services
e. Director of Study Abroad
f. Director of Exchange Partnerships
g. Director of International Admissions
h. Other Administrative Position (please specify) _____

Q57. How long have you been an administrator at your current institution? Please indicate the number of years.

Q40. Do you have faculty retreat rights?
(Yes, No, I don't know, Prefer not to state)

Q42. Please list your field of expertise (i.e. ISSS, Study Abroad, international education, etc.)

Q43. Did you participate in any international programs, including a study abroad program, as part of your undergraduate or graduate degree?
a. Yes
b. No
c. Other

Q44. Is your country of origin the United States?
a. Yes, I was born and raised in the U.S.
b. No, I was born outside of the U.S. and immigrated to the U.S.
c. I consider myself a dual national as I go back and forth between my home country and the U.S.
d. Other

Q45. Do you speak a language other than English?
a. Yes
b. No

Open-ended Questions:
Q49. From your perspective is campus internationalization important? Please elaborate.

Q50. What is an ideal campus internationalization model? What is the role of faculty in that model?

Interview Participation Question:
The researcher intends to interview a few administrators. The interview will take approximately 45-60 minutes. If you are interested in participating, please complete this form. The researcher will follow up with you in a separate email to set up a zoom meeting.

Appendix E: Faculty Interview Questions

Before asking my first interview question, I would like to find out a little more about you.

- What is your field of research?

- Can you share how long you have been teaching? What are your research interests? Great, let's get started. Just to give a heads up, I will start with questions asking about your individual/personal perspectives. I will then move into questions about the students on your campus. Next, we will talk about "faculty empowerment" and finally we will address the campus at large and the university administration. Of course, feel free to ask any clarifying questions as we go along. I will also be jotting notes to supplement the recording so my apologies if I am not always looking at the camera.

Questions:

Personal/Individual perspectives

1. How do you define international opportunities? Have you had any opportunities to engage in international or intercultural opportunities personally and/or in your role as faculty?
   - If yes, can you share more about your motivations to do so?
   - If not, are there particular types of international or intercultural activities which may be of interest to you? What are some barriers? Please elaborate.
2. Do you consider yourself global-minded? Do you see yourself connected to the rest of the world? Why or why not?
3. How do your life experiences and worldview inform your teaching, research and service?

Students

4. How important is it to help create globally prepared students? Do you feel that you play a role in this endeavor?
5. How do you define an international student? Do you have international students in your classroom? How do you view international students in your classroom? Please elaborate.
6. Do you believe that study abroad experience is important for all students? Please elaborate. Are you familiar with virtual exchange or COIL?
7. What would you envision as some of the key components of an internationalized curriculum in your scholarly field? Is it intuitive to add the global component within your current courses?

Faculty Empowerment

8. Do you feel individually supported by your institution to pursue international activities?
9. What motivates you as a faculty member at a large public institution, to engage in internationalization efforts?
10. How important is system-wide and institutional support? Is your institution's and the system-wide vision in sync? In other words, it appears from my survey data that most faculty feel that the CSU/UC system's promote and believe in campus internationalization. However, there seems to be a discrepancy between the system and the individual institutions. Do you feel that other faculty feel the same way? Why or why not?
11. What are obstacles or "demotivators" for faculty engagement in internationalization efforts? For example, is there funding to support potential international research collaborations? Is international activity considered as part of the RTP process?
12. What do you see as your role and that of other faculty in campus internationalization efforts? Do you see your role dependent on outside factors, such as funding, time, etc.?
13. What is the role of administrators in this endeavor? Do you feel that their role is interconnected with yours? Why or why not?
14. To what extent do you see a need for faculty in your field of expertise to have exposure to global and intercultural content? Please elaborate.

Campus/Administration

15. Do you believe that campus internationalization is important at a large public university? Why or why not?
16. How do you envision an ideal campus internationalization model? How can there be system-wide support?
17. Do you feel that your campus is successfully committed to internationalization? Is there strategy and intentionality in place? Please elaborate. Do you feel that there is a lot of rhetoric with no action?
18. Does your institution's senior leadership support faculty engagement in international activity (i.e. international research collaborations, leading faculty-led programs, applying for international grants (i.e. Fulbright), etc.)? Please elaborate.

Appendix F: Administrator Interview Questions

Before asking my first interview question, I would like to find out a little more about you.

- How long have you been an administrator?

- What is your area of expertise?

  Great, let's get started. Just to give a heads up, I will start with questions asking about your individual/personal perspectives. I will then move into questions about the students on your campus. Next, we will talk about "faculty empowerment" and finally we will address the campus at large and the university administration. Of course, feel free to ask any clarifying questions as we go along.

Questions:

Personal/Individual Perspectives

1. How do you define international activities? Have you had any opportunities to engage in international or intercultural opportunities personally and/or in your role as administrator?
   - If yes, can you share more about your motivations to do so?
   - If not, are there particular types of international or intercultural activities which may be of interest to you? What are some barriers? Please elaborate.
2. Do you consider yourself global-minded? Do you see yourself connected to the rest of the world? Why or why not?
3. How do your life experiences and worldview inform your everyday job?

Students

4. How important is it to help create globally prepared students? Do you feel that you play a role in this endeavor?
5. How do you define an international student? Do you feel that international students are important to have on campus? Please elaborate.
6. Do you believe that study abroad experience is important for all students? Please elaborate. Are you familiar with virtual exchange or COIL?
7. What would you envision as some of the key components of an internationalized curriculum in your scholarly field? Is it intuitive to add the global component within your current courses?

Faculty Empowerment

8. Do you think faculty feel individually supported by your institution to pursue international activities?
9. What do you believe motivates faculty to engage in internationalization efforts, especially at a large public institution? How important is system-wide and institutional support? Is your institution's and the system-wide vision in sync? In other words, it appears from my survey data that most faculty and administrators feel that the CSU/UC systems promote and believe in campus internationalization. However, there seems to be a discrepancy between the system and the individual institutions. Do you feel this is true? Why or why not?
10. What are obstacles or "demotivators" for faculty engagement in internationalization efforts? For example, is there funding to support potential international research collaborations? Is international activity considered as part of the RTP process?
11. What do you see as your role in mobilizing and engaging faculty in campus internationalization efforts? In other words, is your role and that of faculty interconnected? Please elaborate.
12. To what extent do you see a need for faculty to have exposure to global and intercultural content? Please elaborate.
13. Do you feel that faculty are individually supported by your institution to pursue international activities?
14. What would you envision as some of the key components of faculty committed to internationalization efforts?

Campus/Administration

15. Do you believe that campus internationalization is important at a large public university? Why or why not?
16. How do you envision an ideal campus internationalization model? How can there be system-wide support?
17. Do you feel that your campus is successfully committed to internationalization? Is there strategy and intentionality in place? Please elaborate. Do you feel that there is a lot of rhetoric with no action?
18. Does your institution's senior leadership support faculty engagement in international activity (i.e. international research collaborations, leading faculty-led programs, applying for international grants (i.e. Fulbright), etc.)? Please elaborate.

Appendix G: IRB Approval

SJSU SAN JOSÉ STATE UNIVERSITY

Office of Research
Division of
Research and Innovation

San José State University
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San José, CA 95192-0022

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SAN JOSE STATE UNIVERSITY
HUMAN SUBJECTS INSTITUTIONAL REVIEW BOARD

IRB Notice of Approval

Date of Approval: 4/7/2021

Study Title: The Role of Faculty Engagement and Its Interconnectedness with Administration Support in Campus Internationalization Efforts: Perspectives of Faculty and Administrators at California Four-Year Public Universities

Principal Investigator: Dr. Arnold Danzig

Student(s): Parinaz Zartoshty

Other SJSU Team Members:

Funding Source: None

IRB Protocol Tracking Number: 21076

Type of Review

- ☒ Exempt Registration: Category of approval §46.104(d)(2iii)
- ☐ Expedited Review: Category of approval §46.110(a)()
- ☐ Full Review
- ☐ Modifications
- ☐ Continuing Review

Special Conditions
- ☒ Waiver of signed consent approved (for survey)
- ☐ Waiver of some or all elements of informed consent approved
- ☐ Risk determination for device:
- ☐ Other: Consent document:

Continuing Review
☒ Is not required. Principal Investigator must file a status report with the Office of Research one year from the approval date on this notice to communicate whether the research activity is ongoing. Failure to file a status report will result in closure of the protocol and destruction of the protocol file after three years.

☐ Is required. An annual [continuing review renewal application](#) must be submitted to the Office of Research one year from the approval date on this notice. No human subjects research can occur after this date without continuing review and approval.

IRB Contact Information:
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Dr. Priya Raman
Institutional Review Board Chair

Dr. Mohamed Abousalem
Vice President for Research & Innovation
Institutional Official

Primary Investigator Responsibilities

- Any significant changes to the research must be submitted for review and approval prior to the implementation of the changes.
- Reports of unanticipated problems, injuries, or adverse events involving risks to participants must be submitted to the IRB within seven calendar days of the primary investigator's knowledge of the event.
- If the continuing review section of this notice indicates that continuing review is required, a request for continuing review must be submitted prior to the date the provided.