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LEADING WITH AN INTERCULTURAL MINDSET: LEADERSHIP DEVELOPMENT PROGRAMS FOR INTERNATIONAL STUDENTS

A Dissertation

Presented to

The Faculty of the Department of Educational Leadership in Educational Leadership

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Keri A. Toma Loehrer

May 2024

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The Designated Thesis Committee Approves the Dissertation Titled

LEADING WITH AN INTERCULTURAL MINDSET: LEADERSHIP DEVELOPMENT FOR INTERNATIONAL STUDENTS

by

Keri A. Toma Leohrer

APPROVED FOR THE EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

SAN JOSÉ STATE UNIVERSITY

May 2024

Arnold Danzig, Ph.D.	Department of Educational Leadership
Kyoung Mi Choi, Ph.D.	Department of Counselor Education
Katherine Punteney, Ed.D.	International Education Management Program Middlebury Institute of International Studies at Monterey

ABSTRACT

LEADING WITH AN INTERCULTURAL MINDSET: LEADERSHIP DEVELOPMENT FOR INTERNATIONAL STUDENTS

by Keri A. Toma Loehrer

This mixed methods study explored co-curricular student leadership development programs that included intercultural learning and were designed for international students studying at higher education institutions in the United States. The study aimed to better understand: (a) common program characteristics; (b) program administrator perceptions; and (c) the international student experience. Data was collected in a two-phase explanatory sequential design, involving surveys and semi-structured interviews. Six main content areas across all programs were identified: (a) diversity, equity, and inclusion (DEI); (b) global engagement; (c) intercultural learning; (d) leadership development; (e) personal and professional development; and (f) supporting the international community. Administrators generally perceived leadership programs as positively contributing to the international student experience, citing an increase in student sense of belonging, self-confidence, and motivation to seek out other leadership opportunities. International student respondents corroborated the administrators' perspectives, unanimously indicating that the program contributed to their sense of belonging. Students also noted increased self-confidence and gains in leadership, intercultural, and interpersonal knowledge and skills. Findings highlight the value of co-curricular programs to the international student experience, particularly in cultivating a sense of belonging. In order to better support international students, campuses should dedicate resources to support these types of programs.

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My doctoral studies began in May 2021, just as the world began to emerge from the global pandemic. When the program first started, everything was online, and I was working and attending classes 100% remotely. As time went on, work and classes shifted to a hybrid model, and the world adjusted to the "new normal." I realize that I was not alone in this adjustment. We, as human beings, have all had to grapple with much change over the past few years as societies worldwide learned how to cope with COVID-19.

As with life, my doctoral journey has been filled with ups and downs, challenges and successes. I view challenges as opportunities for growth, and through the Ed.D. program, I have grown in many ways: intellectually, interculturally, personally, and professionally. The journey has been quite rewarding, and I am grateful for the opportunity to pursue a doctoral degree. I know that I could not have gone through this alone; that I am where I am, in part, because of those who have come before me and because of those who have supported me throughout this doctoral program and throughout my entire life.

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Texas, and back to California again. I could not have done this without you. Maui will always be home, and the next step in this journey will hopefully lead me back home to you.

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Chapter 1: Introduction

The world has become ever more interconnected as mankind develops and shares networks of commerce, people, and information across the globe. Technological advancements have made communication and transfer of knowledge and goods across borders easier. As such, the world has seen an increase in multinational corporations, diverse global teams, and international partnerships. Globalization has touched nearly every sector of business, and it is no surprise that there has been a trickle-down effect to higher education. Altbach and Knight (2007) define globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (p. 290). Globalization has prompted many higher education institutions (HEIs) to increase their internationalization efforts in order to better prepare students to compete and succeed in an increasingly globalized world (Soler et al., 2022). Other reasons for internationalization include the aspiration: (a) to diversify students, faculty, and staff populations; (b) to become more attractive to prospective students; and (c) to raise the institution's reputation and rankings internationally (Soler et al., 2022).

The development of a global or intercultural mindset is often listed as a desired outcome of internationalization (Green, 2012, 2013; Hudzik, 2011; Merrill, 2011). This goal can be accomplished through the incorporation of global perspectives into teaching and learning; faculty research and scholarly exchange; and the development of international partnerships (Altbach & Knight, 2007; American Council on Education [ACE], 2012, 2017; Hudzik, 2011; Knight, 2007). Perhaps the most widely recognized aspect of internationalization is student mobility or the act of sending students abroad and bringing international students to

our campuses. While student mobility may bring diversity to campuses worldwide, it does not guarantee the advancement of global or intercultural goals. The mere presence of international students on our campuses will not automatically increase intercultural competence (Deardorff, 2009). Neither will an immersive study abroad experience guarantee participants' intercultural development (Vande Berg et al., 2009). For intercultural learning to happen, there must be intentional interventions and support systems in place that not only create opportunities for intercultural interactions, but also (and perhaps more importantly) incorporate critical reflection of these interactions with difference (Deardorff, 2006, 2009; Harvey, 2017; Otten, 2003).

While student mobility offers the potential to advance global or intercultural learning outcomes, the structure needed to ensure development in these areas is not always there. Rather, student mobility is most often valued for its quantification of students across borders. In other words, what seems to be most important to campus administrators is the number of students being sent abroad and the number of international students brought in to study at U.S. institutions, not what is done to advance intercultural learning once students arrive on campus.

The number of international students studying in the U.S. is often significant to university senior administrators not only for the diversity they bring, but also because of the economic value they provide in the form of non-resident tuition and fees. In fact, the ACE *Mapping Internationalization on U.S. Campuses: 2022 Edition* found that "to generate new revenue for the institution" was listed in the top five reasons for internationalization (Soler et al., 2022, p. 9). Generating revenue was ranked fourth behind (a) "to improve student

preparedness for a global era"; (b) "to diversify students, faculty, and staff"; and (c) "to become more attractive to prospective students" (Soler et al., 2022, p. 9).

While there is no escaping the economic benefit of bringing international students to U.S. campuses, there are many who believe that this should not be the main goal of internationalization. To reimagine campus internationalization, there has been a call for increased support to help international students navigate socio-cultural and linguistic challenges (Forbes-Mewett, 2020; Georges & Chen, 2018) and lessen feelings of commodification (Castiello-Gutiérrez & Li, 2020; Yao & Viggiano, 2019). Furthermore, given the right support and opportunities for meaningful engagement, international students can contribute to advancing intercultural understanding or global mindset development (Briggs & Ammigan, 2017), which are often touted as desired goals of internationalization (Green, 2012, 2013; Merrill, 2011).

International students may feel marginalized and vulnerable if there are no systems in place to support and integrate them into the campus community (Calley, 2021b; Castiello-Gutiérrez & Li, 2020; Yao & Viggiano, 2019). This condition is not only detrimental to international students, but to the institution as well. Feelings of marginalization could lead to dissatisfaction with the university experience and a negative view of the institution, possibly affecting student retention and future recruitment efforts. One way to support international students is to increase their sense of belonging by engaging them in co-curricular activities, such as leadership development programs (Calley, 2021b; Collier & Rosch, 2016; Collier et al., 2017; Glass & Westmont, 2013).

Definition of Key Terms

Before delving into the research problem, it is important to take a moment to clarify the meaning of key terms used in this study. In this way, the reader will have a clearer understanding of what these terms mean to the researcher and how they are used in the context of this study.

Globalization and Internationalization

Globalization refers to “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach & Knight, 2007, p. 290). Related to globalization is the term “internationalization.” In this study, internationalization is defined as “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p. 2). Both concepts of globalization and internationalization will be discussed in further detail in the literature review.

International Student

For the purpose of this study, the term “international student" refers to individuals studying at a U.S. higher education institution on a nonimmigrant F-1 student or J-1 exchange visitor visa status.

International Student Services

International Student Services (ISS) departments provide immigration advising and support services for international students. These offices are home to international student advisors, also known as Designated School Officials (DSOs), who are responsible for maintaining student records in the federal Student and Exchange Visitor Information System

(SEVIS) and advising students on immigration regulations. ISS offices often also provide support programming for international students to help them achieve academic success. These programs may include international student orientations, mentorship, and student leadership development programs.

Culture

While there are many definitions of culture, this study will use the Lustig and Koester (2010) definition, which states, "culture is a learned set of shared interpretations about beliefs, values, norms, and social practices, which affect the behaviors of a relatively large group of people" (p. 25). While chapter two will discuss some generalizations about national culture, it is important to point out that culture is multi-dimensional and may be discussed at the macro level (e.g., national culture), meso level (e.g., group subculture), and the micro level (e.g., individual culture). That is to say that while we may make generalizations about national culture, ultimately, there are subgroups and individuals within the macro culture that may or may not be congruent with national culture norms (Schein, 2017). Indeed, Gutierrez and Rogoff (2003) caution against "essentializing" people based on stereotypes associated with their group, and call for educators to take a cultural-historical approach that considers an individual's social and historical experiences.

Intercultural Learning

The umbrella term "intercultural learning" will be used throughout this study to refer to what Fantini (2009) defines as the "complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different

from oneself" (p. 458). Intercultural learning will be discussed in further detail in the literature review.

Co-curricular and Extra-curricular Activities

Co-curricular activities are activities outside of the designated school curriculum but are seen as complementary to the curriculum. Co-curricular activities for international students might include international coffee hours or supplemental career workshops. Extra-curricular activities are additional school-related activities that are not tied to the curriculum. Examples of extra-curricular activities might include student organizations.

Co-curricular Program

A co-curricular program is larger in scope than an activity. Programs often involve student learning outcomes and a curriculum outlining various program components and activities. Examples of co-curricular programs for international students include orientation, mentorship, and student leadership development programs. Co-curricular programs may also include events like a weekly conversation hour or monthly culture-sharing activity.

Student Leadership

Student leadership manifests in many ways, including but not limited to: holding a leadership position in a student club or student government (e.g., president or board position); coordinating and facilitating club or campus activities; being a peer mentor, tutor, or peer educator; or taking the lead on a group project.

Student Leadership Development Program

Student leadership development programs are co-curricular programs that include concrete student learning outcomes and assessments and aim to help students develop leadership skills like communication, problem solving, and teamwork.

Statement of the Problem

Student leadership development is often listed as a primary outcome of higher education in the United States, with many institutions including leadership development in their mission statements and learning outcomes (Grunwell, 2015; Shalka et al., 2019). Given the high value placed on leadership development, many universities offer co-curricular leadership programs designed to better prepare students for future employment and leadership roles in their careers and as well as their communities (Kiersch & Peters, 2017; Soria et al., 2019). However, these leadership programs often take a Western-centric approach to leadership education, introducing leadership models and values based on U.S.-centric ideals, which may not account for cultural differences or the varied cultural contexts in which international students will eventually find themselves (Khalifa et al., 2019; Nguyen, 2016; Rogers, 2019).

Leadership studies of non-Western cultures highlight the impact of cultural beliefs and values on concepts of leadership. Chaudhuri et al. (2019) illustrate how Confucian and Hindu values influence gender roles and the impact that has on how female leaders are viewed in both South Korea and India. Kuada (2010) discusses how the cultural values of collectivism and familism influences the goals, expectations, and leadership behavior in African societies. Similarly, McCall (2020) explains that "collectivism is a crucial framework for Indigenous

leadership" (p. 1). These are but a few examples that demonstrate how cultural beliefs and values impact concepts of leadership. Chapter two will offer a deeper dive into some of these concepts.

Upon completion of their degree program, many international students find jobs outside of the U.S. Some return to their home country, while others may find themselves in a completely different location, away from both the U.S. and their country of origin. International alumni may find themselves in a place where concepts of leadership may vary greatly from those espoused in their university's leadership development program. Intercultural learning, the goal of which is to be able to behave and communicate appropriately and effectively in different contexts (Deardorff, 2006; Fantini, 2009), can help students navigate these differences (Gill, 2007; Gu et al., 2010; Hammer, 2009), and should be integrated into leadership development programs (Calley, 2021b; Soria et al., 2019), particularly if these programs are designed with international students in mind (Glass, 2012).

Purpose of the Study

Since the 1990s, there has been an increase in research on student leadership development. Yet, few studies look into student leadership development and the international student experience. What topics are commonly covered in these programs? What types of activities, tasks, and experiences are involved? How are these programs received by international student participants? Do students feel that leadership training is beneficial to their university life or future careers? Likewise, there is ample literature on internationalization and the importance of developing a global or intercultural mindset. Yet, there are limited studies that look at intercultural learning as part of leadership development.

Is intercultural learning included in leadership development programs? If so, which frameworks are commonly used? What are the intercultural learning objectives and what activities are employed to reach those objectives?

This mixed methods study focused on co-curricular student leadership development programs that included a component of intercultural learning and were specifically designed to include international students studying at HEIs in the United States. In general, these types of programs are run through campus ISS offices. While ISS offices are primarily responsible for student visa advising and ensuring compliance with federal immigration regulations, many ISS offices also provide co-curricular support such as cultural programming and orientation, mentorship, and leadership programs. Co-curricular student leadership development programs typically include both formal and informal aspects of training. Formal instruction might include a training curriculum with student learning outcomes and content modules, similar to a course syllabus. Students might be expected to meet on a regular basis to receive training and may also be required to complete certain training-related tasks or assignments. Informal learning might include experiential on-the-job training, self-reflection, or observation.

The purpose of this study was trifold. First, the study aimed to better understand the goals, learning objectives, and content components of student leadership development programs and to identify commonalities across programs. Second, the study sought to understand how leadership programs may contribute to the international student experience from the perspective of leadership program administrators. Third, the study aimed to better understand how leadership development programs are experienced by international students

during their time studying in the U.S., and how they anticipate using what they learned in the future.

Research Questions

To explore co-curricular leadership programs that included intercultural learning and were designed with international students in mind, the following questions were posed:

(RQ1) What are the characteristics of co-curricular international student leadership development programs that include intercultural learning?

(RQ1A) What are the common characteristics of these programs?

(RQ1B) To what extent do these programs include intercultural learning?

(RQ2) In what ways do international student leadership program administrators perceive these programs as contributing to the international student experience?

(RQ2A) To what extent do program administrators view leadership programs contributing to international students' sense of belonging?

(RQ3) What do international student participants describe as the most important qualities of the leadership program?

(RQ3A) To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future?

(RQ3B) To what extent do the participants say that the leadership programs contribute to their sense of belonging?

Significance of the Study

While the focus of this study was on leadership development programs, intercultural learning, and the international student experience, the findings contribute to the larger

discussion of campus internationalization and international student support. Program administrators might use the findings of this study to inform the development of future leadership programs. More broadly, the findings of this study have implications for inclusive programming that supports international students and encourages their engagement in campus life, while simultaneously addressing campuswide intercultural learning goals. This study is relevant to the work of international education professionals, intercultural coaches, those involved in DEI work, and leadership educators in general. Moreover, the study adds to the limited research on the intersection of intercultural learning, student leadership development, and the international student experience.

Researcher Positionality

My official entry into international education began in 2013, when I began a master's program in international education management. Upon reflection, however, I realized that I have been connected to international education and cultural exchange ever since I was a young child. I am the descendant of Japanese immigrants, who moved to Hawaii in the early 1900s in search of a better future. My grandparents were *nisei*, second-generation Japanese, born and raised on the sugar plantations of Maui. My maternal grandmother loved watching Japanese dramas like *Oshin* and *Abarenbo Shogun*, and as a child, I would sit on the floor in front of the TV and watch with her. As *yonsei* (fourth generation Japanese American), I did not know the language, so I would read the subtitles that flashed across the screen. As I watched, I also listened to the cadence and inflection of the language, which sounded so beautiful to me. All the listening I did as a young child helped me with pronunciation later in life; my ears were accustomed to the sounds of the language.

My grandparents' generation never spoke to us in Japanese. Therefore, I did not grow up speaking the language at home. My formal study of Japanese began in high school, when I took a Japanese language course. My interest in the language and culture sparked a desire to travel to Japan, which I had the opportunity to do during my senior year of high school as part of a city sister exchange program on the small island of Hachijo-jima, located just south of Tokyo. This experience abroad deepened my interest in Japan, and I eventually went on to double major in Japanese language and Asian Studies with a minor in Japanese history at the University of Oregon. During my undergraduate studies, I participated in a month-long study abroad program in Nagoya, Japan. Upon graduation, I spent several years teaching English in Japan on the Japan Exchange Teaching Programme in Onomichi City, Hiroshima Prefecture. These experiences in Japan eventually led to a graduate degree in teaching foreign language and a decade of teaching Japanese language and culture back in the United States. I often encouraged my students to study abroad in Japan, enjoyed welcoming visitors from Japan, and participated in local Japanese cultural events. While I taught mainly at the community college and university levels, I did spend four years teaching at an independent high school, where many of my students were international students studying Japanese as their third or fourth language. This was the first time that I worked closely with international students for a prolonged period of time.

These experiences early on in life and during my career as a language educator significantly influenced the work that I do today. Little did I know that after ten years of teaching Japanese, I would find myself back in graduate school for a second master's in international education management. When I shifted away from the language classroom and

entered the field of international education, I knew that I wanted to work with international students. I wanted to welcome them the way that I was so warmly welcomed in Japan. I also knew I wanted to foster intercultural exchange amongst international students from such diverse backgrounds and encourage interaction between international and domestic students. This desire to bridge and connect people and culture is important to me and permeates my professional and personal lives.

Perhaps the desire to *bridge* can be traced back to my family name. My maternal grandmother's maiden name was Watanabe (渡辺). The first character (渡) means "to cross" (as in a bridge), and the second character (辺) means "boundaries." The name of my ancestors invokes images of crossing, crossing bridges and crossing boundaries. I have carried this desire to connect with others for as long as I can remember. Perhaps the experience of feeling left out or excluded from peer groups as a young child also fueled my desire to bridge differences and connect with others.

To this day, I strive to help others build connections and connect across cultures. I am an international educator whose main responsibility is to develop, implement, and assess programs designed to support international student success at a large public university in California. I take personal and professional interest in designing programs that build a sense of community, foster intercultural understanding, and engage international students in the campus community. The work I do is centered around four keywords: *connect, engage, explore*, and *thrive*. Working closely with a group of student assistants called Global Leaders, staff in our international office, and campus partners, we aim to *connect* international

students with their peers and with campus resources; to *engage* them in campus-wide events; to encourage them to *explore* the city around them as well as other cultures in our diverse community, with the hope that they will *thrive* during their time at our institution and have a positive university experience in the U.S.

In addition to orientation, peer mentorship, and intercultural programs, I also develop and facilitate student leadership training for our Global Leaders and peer mentors. I have been fascinated by intercultural learning for over two decades and continue to research and work on my own intercultural growth as I develop these programs for campus-based students. One day, as I was reflecting on intercultural learning and the work that I do, I began to wonder about student leadership development and the international student experience. It seems that oftentimes program administrators approach leadership through their own lens. In my case, that would be from a U.S. perspective. I became curious about what happens when an international student who has studied in the U.S. and acquired this Western-centric leadership approach returns to their home country or works in another country or culture that has different beliefs and values about leadership. I wondered: Am I doing them a disservice by teaching them from a singular lens? Could intercultural skills help them navigate leadership in different cultural contexts?

I acknowledge that my positionality as an international educator and proponent of intercultural learning permeates and colors the research that I do. Yet, my intention with this dissertation was to let the voices of the program administrators and international student participants tell their stories. In doing so, I hoped to better understand how intercultural

learning and student leadership programs contribute to the international student experience from multiple perspectives.

This study provided me with insight to improve the work that I currently do, and my interviews with program administrators reinvigorated me. I felt a sense of camaraderie and common understanding with the participants. There were many similarities in our personal, academic, and professional journeys that informed the work that we do. It was a wonderful feeling to connect with colleagues who “spoke my language” and to have a mutual understanding of program design and intercultural concepts. Our conversations also affirmed the importance of this study to the field of international education. I received numerous comments from colleagues (some of whom I have never met) expressing interest in my findings and wanting to know more about what other institutions are doing. My hope is that this study will allow me, and others like me, to connect and support each other and the work that we do, so that we can better understand and better support our international students.

Summary

In this first chapter, the researcher has set the stage for the problem of practice, defining key terms, and providing the backdrop to the problem of a Western-centric approach to leadership development programs for international students, who may find themselves living and working in cultures that hold different values and beliefs about leadership. Intercultural learning, the goal of which is to interact appropriately and effectively with others (Deardorff, 2006), is seen as a means of helping students navigate difference, including differing approaches to leadership. The research purpose and questions were also posed in chapter one.

Chapter two presents a comprehensive literature review, outlining in more detail how concepts of globalization, internationalization, economism impact higher education. This is followed by a discussion of intercultural frameworks and international student support, including a sense of belonging and a shift from a deficit- to an asset-based mindset. The chapter finished with a discussion of student leadership development models and non-Western approaches to leadership.

Chapter three outlines the explanatory sequential research design and methodology, including population sampling, instrumentation, and data analysis, thus providing a blueprint for the study. Chapter four explains the findings of the mixed methods study, and Chapter five provides additional analysis and implications for future research and professional practice.

Chapter 2: Literature Review

This chapter provides a review of the literature on student leadership development in higher education, intercultural learning, and the international student experience. The chapter begins with a brief explanation of the impact that globalization and internationalization has had on higher education to provide further context for the study. Next comes a discussion of factors that impact the international student experience, including the importance of belonging and an assets-based approach to international student support. This is followed by an overview of intercultural learning (a desired outcome of internationalization) and its benefits to the international student experience. In the final section, student leadership development programs in U.S. higher education are discussed, along with the implications of culture in leadership styles. The use of a singular Western-centric approach is problematized, followed by a discussion of non-Western approaches to leadership. The chapter concludes with an exploration of how intercultural learning could contribute to student leadership development programs and, by extension, the international student experience.

Globalization, Internationalization, and Economic Impact

The terms *globalization* and *internationalization* are interrelated, but not interchangeable. As they are often confused (Altbach, 2004) and their relationship and definitions are interpreted differently across fields of study (Knight, 2007), it is helpful to take a moment to define both in the context of this study. Altbach and Knight (2007) define globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (p. 290). These forces include the advancement of information technology, growth of multinational corporations, and, by extension, increased

societal need for a more highly educated workforce (Altbach, 2004). This heightened movement of people, knowledge, and commerce across national borders, has led to the internationalization of higher education (Knight, 2003). In other words, *globalization* has created an environment that has necessitated *internationalization* (Knight, 2004).

Knight (2003) defines *internationalization* as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p. 2). Knight (2004) explains the intentionality behind each of the key words selected to be part of this definition. *Process* implies a developmental quality; *international* refers to relationships between nations, while *intercultural* addresses the relationships among the diverse cultures within communities, and *global* relates to a "worldwide scope" (Knight, 2004, p. 11). *Integrating* and *purpose* were selected because they represent embedding international, intercultural, or global aspects into the policies, mission statements, and goals of programs and institutions (Knight, 2004). *Function* refers to activities like teaching, research, and service, while *delivery* pertains to the delivery of courses and programs (Knight, 2004).

In essence, what Knight's (2003) definition of internationalization aims to do is ensure that international, intercultural, and global are embedded into every aspect of higher education, from policy to practice, and at the institutional level to the individual classroom. Knight's components of internationalization are reflected today, twenty years later, in the ACE's (n.d.) *Model for Comprehensive Internationalization*. The ACE model examines campus internationalization activities in six target areas: (a) institutional commitment and policy; (b) leadership and structure; (c) curriculum and co-curriculum; (d) faculty support; (e)

partnerships; and (f) mobility. This model serves as the basis for ACE's signature on-going study, *Mapping Internationalization on U.S. Campuses*, which surveys and maps out internationalization trends every 5 years (Soler et al., 2022).

According to the *2022 Mapping* report (Soler et al., 2022), in 2011, 56% of HEIs surveyed described their campus' overall level of internationalization as being moderate, high, or very high. In 2016, that percentage increased to 66%, and then lowered slightly to 64% between 2016-2020, before the pandemic (Soler et al., 2022). Not surprisingly, a drop occurred in the overall level of internationalization during the 2020-21 year of the COVID-19 coronavirus global pandemic. During 2020-21, only 3% of HEIs indicated a very high level of internationalization, while 8% indicated a high level, and 29% indicated a moderate level of internationalization, for a total of 40% (Soler et al., 2022). This drop in internationalization efforts seems only natural, as institutions were confronted with more pressing issues. HEIs had to scramble to shift to remote online learning. Study abroad programs were canceled, and most U.S. students abroad were brought back home. Many international students were stranded in the U.S., unable to return to their home countries due to flight cancellations, quarantine restrictions, or fear of not being able to re-enter the U.S. if they left. The physical movement of students across borders (i.e., student mobility) virtually came to a halt during the pandemic, and while the meaning of internationalization remained the same, the *means* of internationalization required adjustment.

As outlined above, HEIs have internationalized their campuses through increased student mobility, faculty research and exchange, and the incorporation of global perspectives into teaching and learning (ACE, 2012; Altbach & Knight, 2007; Hudzik, 2011; Knight, 2007;

Soler et al., 2022). Of these internationalization methods, student mobility is perhaps the most visible aspect of internationalization because it is easily quantifiable. It is relatively easy to report on the number of students U.S. institutions send abroad and the number of international students that arrive in the U.S. Yet, high student mobility numbers do not necessarily mean that the campus is more internationalized or that intercultural or global mindsets are developing, which is often listed as a desired outcome of internationalization (Green, 2012, 2013; Hammer, 2012; Hudzik, 2011; Merrill, 2011). As explored a bit later in this chapter, the mere presence of international students on a campus or even the act of studying abroad does not guarantee intercultural learning (Calley, 2021b; Hammer, 2012; Harvey, 2017). To facilitate intercultural learning, there must be intentional interventions in place (Deardorff, 2006, 2009; Harvey, 2017).

As mentioned in chapter one, student mobility is tied to economic impact. Greater enrollment numbers result in greater revenue generation. This focus on economism misdirects internationalization as the economic value associated with student mobility often outweighs an institution's intercultural or global goals (Stein & McCartney, 2021; Yao & Viggiano, 2019). In particular, the dependency on non-resident tuition paying international students as a source of revenue is problematic, leading to the commodification of international students (Castiello-Gutiérrez & Li, 2020; Yao & Viggiano, 2019).

In both the 2021-22 and 2022-23 academic years, the state of California hosted the largest number of international students in the U.S. (Institute of International Education [IIE], 2023). For the upcoming 2024-25 academic year, international undergraduates who enroll at one of the ten the University of California (UC) campuses will pay $46,326 in tuition,

compared to $14,436 for resident tuition, more than triple the cost of an in-state student (UC, n.d.). Similarly, international undergraduates enrolled in the California State University (CSU) system in 2023-24 must pay an additional non-resident fee of $396 per credit hour (CSU, n.d.). With tuition hikes set to increase incrementally over the next five years, the CSU non-resident fee will increase to $528 per credit hour by 2028-29, on top of regular tuition increases. Federal law stipulates that international students on F-1 visa status must be fully enrolled each semester. In the CSU system, this means international students must take a minimum of 12 credits each semester at the undergraduate level, bringing their total non-resident tuition in 2023-24 to $7,622, more than double that of resident tuition.

The amount of non-resident tuition revenue brought in by international students is significant. In fact, NAFSA: Association of International Educators (n.d.) found that in the 2022-23 academic year, international students contributed $40.1 billion to the U.S. economy and supported more than 368,000 jobs. NAFSA reports that in California alone, international students supported more than 55,000 jobs and contributed approximately $6 billion to the state's economy.

While there is no escaping the economic benefit of bringing international students to U.S. campuses, there are many who believe that this should not be the main goal of internationalization. Recent critical inquiry into internationalization calls for educators and administrators to re-evaluate and reimagine mainstream internationalization strategies in order to address such issues as economism in international education (Lipura, 2021; Stein & McCartney, 2021; Yao & Viggiano, 2019). This strategy includes reassessing and reaffirming the value of international students on campuses beyond their economic impact,

and providing sufficient support systems to help students successfully navigate cultural transitions and university life (Castiello-Gutierréz & Li, 2020; Forbes-Mewett, 2020; Glass, 2012; Yao & Viggiano, 2019).

The International Student Experience

Research on the international student experience includes topics that range from socio-cultural and linguistic challenges (Arthur, 2012; Gu et al., 2010); to student engagement (Korobova & Starobin, 2015) and sense of belonging (Glass & Westmont, 2013; Weng et al., 2021); to challenges related to immigration status (Castiello-Gutierréz & Li, 2020); to feelings of vulnerability (Forbes-Mewett, 2020; Georges & Chen, 2018), discrimination (Glass et al., 2021; Weng et al., 2020), and mental health concerns (Feng et al., 2020; Forbes-Mewett, 2019; Georges & Chen, 2018; Mori, 2000). These discussions highlight the need to develop tailored programs that support the large number of international students on U.S. campuses. Without systems in place to help them navigate social, cultural, and linguistic challenges and support their integration into the campus community, international students can feel marginalized, vulnerable, and used for the institution's financial gain (Calley, 2021b; Castiello-Gutiérrez & Li, 2020; Forbes-Mewett, 2020; Yao & Viggiano, 2019).

Importance of Sense of Belonging

A sense of belonging, the feeling of being part of a community, has long been viewed as an important component of student academic success (Glass & Westmont, 2013; Hurtado & Carter, 1997; Mitchell, 1990; Osterman, 2000). In fact, love, affection, and belongingness are the third level of Maslow's (1943) hierarchy of basic human needs, just behind physiological needs (e.g., air, food, shelter) and safety needs (e.g., health, security, resources). Weng et al.

(2021) argue that if the basic need of belonging is not met, feelings of insecurity, isolation, and depression could follow. Similarly, Osterman (2000) notes that, in an educational environment, rejection or feelings of exclusion could lower interest in school, lower achievement rates, and may possibly lead to dropout.

Research indicates that a sense of belonging and connection to peers, the campus community, and the institution itself contribute greatly to student success (Anandavalli et al., 2021; Forbes-Mewett & Pape, 2019; Glass et al., 2021; Glass & Westmont, 2013; Hausman et al., 2007; Hurtado & Carter, 1997; Osterman, 2000; Strayhorn, 2018; Weng et al., 2021). While a sense of belonging is important for all students, it may be particularly true of international students, who have left their home country to study in a new environment, where there may be significant socio-cultural and linguistic differences. Anandavalli et al. (2021) reported that international graduate students of color found social connections to be an important aspect of their experience, including building a network of international peers who are from diverse backgrounds but share the common experience of studying abroad. Forbes-Mewett and Pape (2019) explored how social capital differed across the experiences of international student athletes versus international students who were not athletes. They discovered that international student athletes often had better access to resources because of their position as student athletes. This includes funding opportunities that are unavailable to non-athlete international students, a built-in supportive community with their teammates and coaches, and access to additional resources such as an additional academic advisor or staff to assist with tax preparation (Forbes-Mewett & Pape, 2019). These connections and access to

resources contributed to international student athletes' sense of belonging and connection to campus.

In their report for the ACE, Glass et al. (2021) present a new Model for International Student Inclusion and Success, stressing the need for campuses to reimagine international student success in a way that emphasizes inclusion and equity, takes a more sustainable and human-centered approach, and is focused on building lifelong relationships between students and institutions. The model includes a sense of belonging and interconnected networks. Glass et al. challenge us to broaden our view of belonging, stating that "international students do not belong to one group, culture, or place; they experience belonging across multiple contexts as they maintain social connections and negotiate identities as they move from place to place" (p. 33). In this way, a sense of belonging includes one's connection to communities back home in addition to the new host community. Indeed, a prominent theme brought up by international graduate students was the importance of familial support as a contributing factor of student success (Anandavalli et al., 2021).

Glass et al. (2021) go on to describe two types of belonging: soft and hard belonging. The former refers to feelings of social connection, sense of community, attachment, and affiliation; the latter requires an incorporation of international student voices and participation in campus life. They state that a sense of belonging "is more than being tolerated or feeling accepted…It necessitates full participation in--and recognition of--the vital role of international students in shaping the university's living tradition" (Glass et al., 2021, p. 33). In other words, hard belonging emphasizes the importance of the use of student voice and student agency to advance student interests. To this end, Glass et al. suggest

creating international student advisory boards and utilizing their recommendations to inform campus programming.

In his paper, *Loss, belonging, and becoming: Social policy themes for children and schools*, Mitchell (1990) describes how loss, belonging, and becoming are interrelated concepts. Mitchell states, “human growth and maturation is judged largely on how one confronts change (loss), relates to others (belonging), and seeks the future (becoming)” (p. 21). International students experience loss when they leave their life as they knew it back in their home country to study abroad. This loss might materialize in the form of homesickness, longing for home cooking, or missing the celebration of a favorite festival. Mitchell argues that a sense of belonging can help mitigate feelings of loss and influence how one ultimately copes with loss. This sense of belonging can be achieved through participation in campus events, becoming actively involved in a student organization, or finding a group of friends or classmates to study with. Belonging paves the way toward *becoming*, as “the security inherent to belonging may allow and encourage one to take the risks associated with becoming” (Mitchell, 1990, p. 23). Once a student feels like they belong, they are more apt to step out of their comfort zone and try something new. Perhaps they seek out a leadership position within their student organization or volunteer to help incoming students.

Shift from Deficit to Asset Mindset

Broadly speaking, a deficit mindset focuses on what students “do not have and cannot do instead of what they *can* do” (Zhao, 2016, p. 725, emphasis added). When it comes to the international student experience, the literature often focuses on the challenges international students face (as mentioned above) or on their vulnerability (Forbes-Mewett & Pape, 2019).

While it is important to understand and acknowledge the unique needs and challenges of international students, it should not be the main focus of the international student experience. Lee et al. (2021) argue that looking only at the challenges creates a fragmented view of the international experience, portraying challenges as deficits and perpetuating a stereotyped view of international students as a whole. Rather than solely focusing on the challenges international students have to overcome, institutions must also shine a spotlight on the value that they bring to the campus.

Yosso (2005) speaks of community cultural wealth as a means of shifting from a deficit to an asset-based view of people of color. Community cultural wealth focuses on the knowledge, skills, experiences, and networks that marginalized students bring with them, including linguistic capital, social capital, and familial capital (Yosso, 2005). Similarly, Moll et al. (1990) highlight the importance of funds of knowledge, "the essential bodies of knowledge and information that households use to survive, to get ahead, or to thrive" (p. 2). International students have funds of knowledge and also possess community cultural wealth, which, if acknowledged and properly tapped into, can contribute greatly to campus communities.

As mentioned earlier in this chapter, one of the desired outcomes of internationalization is the development of an intercultural or global mindset (Green, 2012, 2013; Hammer, 2012; Merrill, 2011; Otten, 2003). International students, given the appropriate guidance and opportunities for meaningful engagement, can contribute to advancing intercultural understanding or global mindset development (Briggs & Ammigan, 2017). Intercultural learning will be discussed in further detail in the next section, but it is worth pausing a

moment to look at the word itself. *Intercultural* implies that there is something that happens between or among cultures. According to Merriam-Webster's usage notes (n.d.), *inter* stems from Latin, and its definitions include *reciprocal*, *occurring between*, and *carried on between*. In this sense, intercultural means movement or interaction between one or more cultures; it is multidirectional. Yet, a deficit view of education is often a one-way street. In deficit models of education, the non-dominant group (in this case, international students) is seen as deficient. Therefore, the dominant group is expected to educate the non-dominant group. This type of education is unidirectional; learning happens from the dominant culture to non-dominant culture. Essentially, this is what Freire (1973) referred to as the banking notion of education. An asset-based view of education argues that international students possess their own community cultural wealth (Yosso, 2005), their own funds of knowledge (Moll et al., 1990), and that there is a unique opportunity for us to learn from each other. In this sense, intercultural learning is multidirectional.

International Student Support

The responsibility of international student support usually falls to a single office on campus. A quick internet search will find that these offices are typically called something along the lines of ISS, International Student and Scholar Services, International Student Center, International Students & Programs Office, or International Office. In this study, I will refer to these offices as ISS. The main responsibility of ISS offices is to ensure that the institution and its international students are in compliance with federal regulations under the Department of Homeland Security's (DHS) Student and Exchange Visitor Program (U.S. Immigration and Customs Enforcement, 2022). International student advisors serve as DSOs,

who provide guidance to international students on their F-1 visa status and maintain their records in SEVIS, the system used by DHS to track and monitor nonimmigrant students and exchange visitors studying in the U.S. (U.S. Immigration and Customs Enforcement, 2022).

As noted earlier, increased internationalization efforts have brought a larger number of international students to U.S. campuses. As a result, the role of the ISS office on many campuses has expanded its services to include co-curricular support for international students (Ping, 1999; Veerasamy & Ammigan, 2022). Co-curricular support often includes international student orientation, peer mentorship programs, and other programs that assist with socio-cultural transitions. While these programs are critical in addressing the specific challenges and needs of international students, in order to advance the internationalization goal of developing an intercultural or global mindset, HEIs are advised to take an asset-based, multidirectional approach to co-curricular programming. Calley (2021a) argues:

> In our age of prolific globalization, where all learners need to be engaged in intercultural learning for a myriad of reasons, the role of ISS offices should be re-examined. Rather than just compliance, retention, and basic cultural awareness, strategic cultivation of intercultural understanding, sensitivity, and competence should be embedded into the outcomes of such departments. This begs the question: What would it look like if International Student Services offices intentionally sought to cultivate their constituents towards becoming global citizens, the global leaders of the future generations? (p. 39)

To this end, Calley (2021a) and others (Briggs & Ammigan, 2017; Forbes-Mewett & Pape, 2019; Ping, 1999; Veerasamy & Ammigan, 2022) argue for a more holistic and collaborative approach to international student support.

Calley (2021a) challenges ISS offices to develop programs that leverage the cultural community wealth that international students bring with them, creating opportunities for "co-

curricular diversity" initiatives "aimed at bridging the divide between international and domestic" students (p. 39). Similarly, Ping (1999) advocates for "wholeness in education," which he defines as "the ability to see contrast, to understand differences through personal engagement as well as through the study of languages and cultures; wholeness accepts difference as enriching the identity of the individual" (p. 17). These concepts are related to the discussion of intercultural learning, which follows.

Cross-campus collaboration is essential to developing a more holistic approach to ISS. Building campus partnerships is often a critical component of ISS office responsibilities (Briggs & Ammigan, 2017) as it helps integrate international students into the larger campus community (Ping, 1999). Common partnerships involve collaborations with counseling and psychological services, the career center, tutoring or writing services, campus housing, and student affairs. Ultimately, in order to provide holistic support for international students, responsibility should not lay solely on the shoulders of the ISS office. International students (and the support thereof) must be the responsibility of the institution as a whole (Briggs & Ammigan, 2017; Forbes-Mewett & Pape, 2019; Ping, 1999).

Intercultural Learning

Intercultural learning goes by many names, including intercultural competence, cross-cultural competence, intercultural sensitivity, and global competence (Deardorff, 2006; Krajewski, 2011; Yershova et al., 2000). It is a complex, multi-faceted construct encompassing a multitude of elements and concepts explained through a wide array of theories and models (Spitzberg & Chagnon, 2009). Among this research is Deardorff's (2006) seminal Delphi study, the first to garner some consensus on what constitutes

intercultural competence, including: withholding judgment, flexibility, and the ability to analyze, interpret, and relate. While there remains no one set definition of intercultural competence, Fantini (2009) provides this general definition: "intercultural competence may be defined as complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (p. 458). For the purposes of this study, I will refer to this multifaceted concept as *intercultural learning*.

Frameworks of Intercultural Learning

Deardorff's (2006) Pyramid Model of Intercultural Competence, provides a framework for acquiring intercultural competence through the progression of levels. The journey up the pyramid begins at the lowest level with the "requisite attitudes" of respect, openness, curiosity and discovery (Deardorff, 2006, p. 254). Possession of these attitudes opens the door to the next tier, which includes knowledge and comprehension (e.g., cultural self-awareness, deep understanding of culture) and skills (i.e., listen, observe, interpret, analyze, evaluate, relate). Comprehension of appropriate knowledge and the attainment of necessary skills leads to the next tier: desired internal outcome (i.e., adaptability, flexibility, ethno-relative view, empathy). The top tier of the pyramid is the desired external outcome: "Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree" (Deardorff, 2006, p. 254).

Vande Berg (2016) proposes a four-phase model for intercultural learning, which provides a framework for the development of four core intercultural competencies: (a) self-

awareness; (b) awareness of others; (c) engaging mindfully; (d) bridging cultural gaps. The four phases are linear, meaning that in order to bridge cultural differences, you must first have a high level of self-awareness, an awareness of others, be attuned to others, and adjust to engage mindfully across differences. However, Vande Berg (2016) stresses the importance of continual development in all four phases to deepen intercultural understanding. In other words, just because you have moved beyond phases one and two does not mean that you should stop working on deepening your understanding of self and others. Rather, it is an on-going, iterative process.

Developmental Models of Intercultural Learning

What Deardorff's (2006) pyramid model and Vande Berg's (2016) four-phase model allude to is the idea that intercultural learning is *developmental*. In Bennett's (1986) Developmental Model of Intercultural Sensitivity (DMIS), individuals move along a continuum from ethnocentrism to ethnorelativism, based upon how they make meaning of the world around them, and, more specifically, how they perceive *difference*. On the far left of the continuum are the ethnocentric stages of *denial*, *defense*, and *minimization*; on the right are the ethnorelative stages of *acceptance*, *adaptation*, and *integration* (Bennett, 1986). On the ethnocentric side, a person cannot see difference (denial); denigrates difference (defense), often through negative stereotyping; and minimizes difference by over-focusing on the similarities. From there, comes acceptance of the notion of difference, indicating a movement into the ethnorelative orientation of the continuum. Once one has accepted cultural differences, one can then adapt their behavior and thinking to navigate those differences. Finally, there is the stage of integration, where a person is able to "construe

differences as processes, who can adapt to those differences, and who can additionally construe him or herself in various cultural ways" (Bennett, 1986, p. 186).

Building off of Bennett's (1986) DMIS, Hammer (2009) developed the Intercultural Development Continuum (IDC). Like the DMIS, the IDC looks at how an individual perceives and experiences cultural differences. The two end points of the IDC represent a monocultural mindset on the left, and an intercultural mindset on the right. While the DMIS is split into six stages of development, the IDC has condensed these down to five: denial, polarization (defense and reversal), minimization, acceptance, and adaptation (Hammer, 2009). To measure where an individual sits on the IDC, Hammer (2009) developed a 50-item questionnaire known as the Intercultural Development Inventory (IDI). IDI results are accompanied by a customized Intercultural Development Plan (IDP), which provides detailed guidance to help the individual develop their intercultural competence (Hammer, 2009, 2012). Hammer (2012) suggests utilizing targeted reflection activities, cultural mentoring, and pre-departure, on-site, and post-return interventions to provide students with intercultural tools and help them process the intercultural experience.

Intentional Interventions

As the models presented above imply, intercultural learning is a lifelong *process* (Deardorff, 2006); there is no end-point, and it is not something that can be easily developed overnight--it takes time, practice, and guidance. Parallel to her pyramid model, Deardorff (2006) also developed the Process Model of Intercultural Competence, which integrates the same levels of the pyramid described earlier. The process model starts internally at the individual level with our own personal attitudes, knowledge and understanding, and a certain

degree of ability to shift our frame of reference. At this point, an intercultural interaction is required to allow us to respond (to some degree) effectively and appropriately to the intercultural situation at hand. At the end of that interaction, the process starts over again as we reflect on our own attitudes, knowledge and understanding as a result of that interaction, which may result in the ability to shift our frame of reference even further. This shifting from individual to interpersonal is cyclical and, as Deardorff notes, “demonstrates the ongoing process of intercultural competence development, which means it is a continual process of improvement, and as such, one may never achieve ultimate intercultural competence” (p. 257).

It is also important to point out that we cannot assume that all international students have a high level of intercultural development simply because they are international (Calley, 2021a, 2021b). As Deardorff (2009) notes, “Intercultural competence doesn’t just happen...Rather, we must be intentional about developing learners’ intercultural competence” (p. xiii). In fact, research using the IDI reveals that “students who are ‘immersed’ in their institutions’ ‘global’ learning initiatives on the home campus do not significantly increase their intercultural competence” (Hammer, 2012, p. 133). In other words, even an immersive experience abroad does not guarantee intercultural development. This highlights the need for interventions and training designed specifically to help move a student from one stage of the continuum to another. Intercultural learning does not happen simply by osmosis or immersion alone (Deardorff, 2009; Glass, 2012; Hammer, 2012); it must be cultivated over time through sufficient preparation, meaningful intercultural interactions, relationship

building, self-reflection, and critical thinking (Deardorff, 2009; Hammer, 2012; Harvey, 2017; Krajewski, 2011; Otten, 2003; Yershova et al., 2000).

Benefits of Intercultural Learning to the International Student Experience

One benefit of intercultural learning as it relates to the international student experience is that it can help students adapt to life in another culture by helping students better understand how to navigate and deal with difference (Gill, 2007; Gu et al., 2010; Ippolito, 2007). For international students who come from a largely homogenous society, the exposure to a diverse multicultural environment may also take getting used to. Additionally, intercultural learning can help international students better integrate diverse perspectives (Gill, 2007; Gu et al., 2010; Ippolito, 2007). Furthermore, because intercultural learning encourages self-reflection and heightened self-awareness, it can help students better understand their sense of self and any changes with their self-identity as they continually explore, negotiate, and process who they are throughout the experience of living in another culture (Gu et al., 2010).

Student Leadership Development in U.S. Higher Education

Over the past few decades, there has been a marked increase of leadership programs at both the curricular and co-curricular levels at university campuses across the U.S. (Eich, 2008; Greenwald, 2010; Grunwell, 2015; Komives, 2011; Komives & Sowcik, 2020; Skalicky et al., 2020; van der Meer et al., 2019). Indeed, many HEIs mention leadership development in their student learning outcomes or include it in their goals or mission statements (Haber, 2012; Kiersch & Peters, 2017; Komives, 2011; Shalka et al., 2019; Skalicky et al., 2020; Zimmerman-Oster & Burkhardt, 2000). A perceived benefit of

leadership development programs is that these programs help prepare students for future careers (Kiersch & Peters, 2017; Soria et al., 2019). Some argue that while in the past, student leadership development programs focused on traditional hierarchy and a positional form of leadership (e.g., student body president), modern-day leadership requires that HEIs take a more process-oriented approach, which allows students to develop collaborative and interpersonal skills, rather than the more traditional top-down approach to leadership (Astin & Astin, 2000; Haber, 2012; Higher Education Research Institute [HERI], 1996; Komives, 2011; van der Meer et al., 2019). Other favorable outcomes of student leadership development are improved communication skills (Georges & Chen, 2018; Zimmerman-Oster & Burkhardt, 1999), improved self-esteem (Georges & Chen, 2018; Nguyen, 2016), improved problem-solving ability (van der Meer et al., 2019; Zimmerman-Oster & Burkhardt, 1999), and an increased sense of social, civic, and political efficacy (Astin & Astin, 2000; Zimmerman-Oster & Burkhardt, 1999).

The benefits of leadership development expand beyond the individual development of the student; it can also have a positive influence on the institution and even the surrounding community. Zimmerman-Oster and Burkhardt (1999) discovered that positive institutional outcomes associated with student leadership development programs included "improvements in institutional collaboration and networking (80%), improvements in external support for the institution (73%), improved communication between the institution and the community (72%), improved communication across ethnic groups on campus (70%)," among other positive outcomes (p. 59). In other words, leadership development programs fostered collaborations among different campus departments and external organizations. Additionally,

Zimmerman-Oster and Burkhardt found that there were some modest benefits to the communities surrounding those institutions that provided leadership development opportunities, such as improved communication (mentioned above); no negative outcomes were reported (p. 59). The ability for leadership development programs to impact the larger community (and not just the individual) is in alignment with the argument put forth by scholars (Astin & Astin, 2000; HERI, 1996) that the ultimate goal of leadership development is to effect social change.

Developmental Models of Leadership

The fact that leadership development is a stated learning outcome or goal of higher education indicates that leadership is something that can be learned (Komives, 2011). In 1996, the Higher Education Research Institute (HERI) published a guidebook, *A Social Change Model of Leadership* (SCML), that presented a process-based model of leadership development with three pillars: (a) the individual; (b) the group; and (c) the community. There are reciprocal feedback loops among all three pillars, whereby each pillar is influenced by the others through a series of interactions, with the final goal being to effect positive social change. Each individual helps shape the nature of the group. Through group interactions, the individual receives feedback from the group. The group performs a service activity in the community, and the community is impacted by the group. The community's response to the service activity provides feedback to the group. The leader of the group (though the service activity) directly engages with the community, and receives feedback from the community.

At each level of interaction, seven values, known as the "Seven C's" are developed. The individual develops consciousness of self, congruence ("thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others"), and commitment (HERI, 1996, p. 22). At the group level, collaboration, common purpose, and controversy with civility are developed. Controversy with civility acknowledges that there will inevitably be differences in viewpoints, but states that these differences must be heard and handled in a civil manner. To do so requires a "respect for others, a willingness to hear each other's views, and the exercise of restraint in criticizing the views and actions of others" (HERI, 1996, p. 23). Citizenship and change are the final c's that happen at the community level.

There are parallel elements found in Deardorff's (2006) intercultural models. Respect, openness, and withholding judgment are requisite attitudes of intercultural development. The ability to listen, observe, and interpret helps one remain open to new or differing ideas and requires the ability to withhold judgment. Internally, the individual must reflect on their own values and beliefs as well as their interactions with others in order to develop interculturally. The individual must also interact with others to experience difference, receiving feedback from that interaction, and then reflecting on it.

Building off the HERI (1996) SCML, Komives et al. (2005) led a grounded theory study of leadership development, from which they developed the Leadership Identity Development Model (LID) (Komives et al., 2006). Like the SCML and Deardorff's (2006) intercultural models, the LID model includes both internal (within the individual) and external (interpersonal) interactions. The six stages of the LID are: (a) awareness; (b) exploration and engagement; (c) leader identified; (d) leadership differentiated; (e) generativity; and (f)

integration and synthesis (Komives et al., 2006). Within each stage, one's view of leadership is broadened and self-development occurs. These developments are influenced by interactions with others, including peers, family, teachers, coaches, and mentors. Through the six stages, a change in the view of self with others occurs. In the first two stages, an individual sees themselves as dependent on others (e.g., parents, teachers, coaches) and views leadership as something someone else does. A shift occurs in stage three, where the individual views themselves as either a leader or follower in any given situation. At this point, if an individual considers themselves a leader, it is generally because they hold a leadership position within the group (e.g., team leader, club treasurer); leadership equals positional leadership. In stages d, e, and f, individuals recognize that the self and group are interdependent; that leadership is not defined by a title or position, and that anyone can be a leader. In the final stage, individuals gain a larger view of interdependence of self, group, and groups within a system. Thus, through the LID, an individual moves from the belief that, "A leader is someone out there, not me" (stage a) to "I can be *a* leader even if I am not *the* leader and I see that leadership is also a process. We do leadership together" (stage d); to "I can work with others to accomplish shared goals and work for change" (stage f) (Komives et al., 2006).

As mentioned earlier in this section, a perceived benefit of leadership development programs in higher education is that they help prepare students for future careers (Kiersch & Peters, 2017; Soria et al., 2019). Many students participate in internships as a means of gaining professional experience. An internship could also include a component of leadership development, particularly if it is a required part of a curriculum, such as a teaching

practicum. Martin et al. (2021) examine the developmental nature of school leader internships through four levels: (a) observing; (b) participating; (c) initial leading; and (d) independent leading. In the first level, an emerging leader observes and becomes familiar with their surroundings, often by shadowing a principal or assistant principal. This level makes up around 10-20% of the total internship duration. In the second level (participating), the intern begins "assisting and collaborating on leadership tasks" (Martin et al., 2021, p. 6). This stage makes up around 20-30% of the internship. The third level (initial leading) makes up the bulk of the internship (40-50%), and is where the intern takes "responsibility for leadership tasks, with oversight" (Martin et al., 2021, p. 6). In the initial leading stage, an intern gains hands-on experience under the supervision and coaching of their school leader. The final stage (independent leading) makes up the last 20-30% of the internship, and is where "the interns take even more independent responsibility for leadership work, with little guidance and supervision" (Martin et al., 2021, p. 7). Similar to the Komives et al. (2006) Leadership Identity Development Model, the intern begins to shift their identity from graduate student or teacher to school leader as they progress through the four stages.

Benefit of Student Leadership Development to International Students

As aforementioned, international students can struggle with feelings of vulnerability, discrimination, marginalization, and not belonging. This can affect their mental health and wellness, ultimately impacting their student experience during their time in the U.S. One way to foster student involvement, encourage international students to engage in the campus community, and increase their sense of belonging is through leadership development

opportunities (Georges & Chen, 2018; Nguyen, 2016). In their study of international graduate students, Georges and Chen (2018) found that leadership opportunities served as a means of self-care; it was an essential outlet for international students to get involved with the larger community, which in turn helped combat depression and led to a greater sense of belonging. In essence, leadership opportunities helped international students build social capital, which allowed them to better integrate into the campus community, ultimately making for a rewarding experience (Georges & Chen, 2018).

Similarly, in a nationwide study exploring the experiences associated with international student learning, development, and positive perceptions of campus climate, Glass (2012) found that participation in leadership development programs was one of three particular educational experiences that helped international students successfully transition into U.S. university life. In Glass' study, international students reported a higher positive perception of the campus community after participating in leadership programs that stress collaboration and teamwork. The inclusion of collaboration and teamwork as integral to leadership development programs echoes the recommendations made by Astin and Astin (2000), Haber (2012), and van der Meer et al. (2019) that leadership (and therefore leadership development) must be collaborative in nature. In addition to higher positive perceptions of the campus community, Glass found that leadership programs and community service activities were also associated with learning and development, demonstrating the impact that leadership development programs can have on the curricular and co-curricular experiences of international students.

Studies comparing international and domestic student outcomes in terms of leadership development have found statistically significant differences in progress between the two populations. Nguyen (2016) found that international students' self-efficacy in their leadership capacity was lower than their American peers. While Nguyen notes that there were increases in international student leadership self-efficacy, it was not of the same magnitude as that of domestic students. Nguyen speculates that, for international students, this "may be the result of cultural differences and differing leadership opportunities prior to attending college" (p. 851). On the other hand, Collier et al. (2017) found that international students outpaced domestic students in developing leadership self-efficacy, but lagged behind domestic students in other areas. Still, the Collier et al. findings indicate that leadership programs can have a positive effect on international student leadership self-efficacy. Nguyen's findings suggest that international students may require more targeted interventions to increase their leadership self-efficacy, and thereby recommends leadership training designed specifically for international students.

Problems with a Western-centric Approach to Leadership

While there are many positive outcomes of student leadership development at the individual, institutional, and community levels, and while leadership opportunities can help international students transition to U.S. university life, an area of concern is that these leadership programs tend to take a U.S. or Western-centric approach to leadership (Chin et al., 2017; Khalifa et al., 2019; Rogers, 2019). According to IIE's 2023 *Open Doors Report*, the majority of international students studying in the U.S. come from non-Western countries.

The top three sending nations are China (27.4%), India (25.4%), and South Korea (4.1%) (IIE, 2023). International students are allowed to study in the U.S. on an F-1 or J-1 visa, which are visas with non-immigration intent (U.S. Department of State, n.d.; U.S. Immigration and Customs Enforcement, 2022). The non-immigrant visa permits international students to stay in the U.S. for the duration of their program with limited employment benefits post-graduation. The expectation is that students will depart the U.S. once their visa expires. Given that international students are in the U.S. for a limited amount of time, and the fact that more than 50% of these international students come from non-Western cultures (IIE, 2023), begs the question: Are student leadership development programs that solely focus on Western approaches to leadership beneficial to international students beyond their time in the U.S.?

Khalifa et al. (2019) examined the decolonization of Indigenous school leadership, stating that Western school leadership "reflects the intent of imperialism--to colonize, dominate, and control" (p. 573). To combat this, Khalifa et al. argue for the use of the Indigenous, Decolonizing School Leadership (IDSL) framework, which not only confronts the normalization of Whiteness and Western-ness, but also affirms "what existed before and in spite of colonialism" (p. 578). In other words, honoring the knowledge, culture, and experience of the people who were there before the colonists.

In her action research centered on reimagining leadership in higher education, Rogers (2019) questioned the presentation of strictly Western ideals of leadership to diverse groups of students without considering the relevance of it to their cultural contexts. Similar to Khalifa et al.'s (2019) argument that Western ideals have become normalized while

Indigenous ones are repressed, Rogers argues that Western thinking should not be universal; that we must include diverse ways of thinking to focus on global cognitive justice. Rogers proposes that we involve international students as co-investigators to bring about global cognitive justice and address "the dominance of the West in the imposition of universal ways of thinking about leadership" (p. 359).

Echoing this call to move away from Western approaches to leadership as the universal or singular way of thinking, Nguyen (2016) notes that international students may be perceived by peers, staff, and faculty as deficient in their leadership ability. Yet, this perceived deficiency is seen through Western-eyes, based on Western ideals of leadership. Nguyen points out that this may simply be the result of cultural difference; that the student may be coming from a place that takes a culturally different approach to leadership. Perhaps in that student's home country, they would be viewed as a highly competent leader, not a deficient one. The push to honor non-Western leadership traditions aligns with Yosso's (2005) argument that students of color hold cultural community wealth, and that this wealth is an asset to be drawn upon, not a deficiency to be remedied. This is not to say that Western leadership concepts are deficient in any way, but rather that the *inclusion* of non-Western leadership approaches is equally important (Elkington & Tuleja, 2017; Gambrell, 2017; H. Kim et al., 2019; Selvarajah & Meyer, 2020), particularly when working with international students who may come from cultural backgrounds that hold different values, beliefs, and attitudes toward leadership.

Non-Western Leadership Concepts

In his book, *Organizational Culture and Leadership*, Schein (2017) refers to "cultural DNA," which he defines as "the beliefs, values, and desired behaviors" of a particular group of people (p. 7). Similarly, Hofstede et al. (2010) refer to "mental programming" or "software of the mind," which are factors that drive how we feel, think, and behave. Our cultural DNA or mental programming is the result of the environment we grew up in and our experiences over time, and is influenced by our family culture, national culture, schooling, and religion (Schein, 2017). Our ideas about leadership and leader traits are determined by our cultural DNA. What makes a person a good leader? What do good leaders do? The answers to these questions are culture-dependent. Western values of leadership are not universal, and Western approaches to leadership may not be effective in non-Western cultures. As Chhokar and colleagues (2007) so aptly state, "what works in one culture may not work in another culture" (p. 2).

Cultural dimensions are often used to explore and better understand national culture. These dimensions were originally identified by Hofstede in the 1980s (Chhokar et al., 2007; Hofstede et al., 2010), and were expanded upon by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) project initiated by Robert House in the 1990s (Hofstede et al., 2010). The dimensions provide a framework for examining national culture, and while there are numerous dimensions, this paper will focus on three in particular: power distance, individualism-collectivism, and gender egalitarianism. Although these cultural dimensions came out of Western scholarship, they now serve as a commonly used framework to compare, contrast, and better understand similarities and differences amongst cultures.

Additionally, cultural dimensions provide a common language for discussing culture across global contexts. As such, cultural dimensions are used worldwide, even in non-Western research (e.g., Chaudhuri et al., 2019; Elkington & Tuleja, 2017; H. Kim et al., 2019; Kuada, 2010).

Before delving deeper, it is important to note that this discussion is centered on national, rather than individual, culture in broad terms or generalizations. One must acknowledge that each individual possesses their own cultural values and beliefs, which may or may not align with those typically held by their nation (Hofstede et al., 2010). Therefore, just because one's country falls on a particular place along the cultural dimension does not mean that each individual citizen of that country necessarily falls in the same spot. It should also be noted that there is no good or bad, right or wrong, attached to the dimension or anywhere one might fall along the continuum. It is simply a matter of difference.

Another key concept to keep in mind when using cultural dimensions is cultural relativity (Meyer, 2014). How one culture (or individual) views another is all dependent upon where that culture sits on the cultural dimension in relation to the other culture. For example, imagine that cultures A, B, C, and D are spread across the individualism-collectivism dimension from left to right. Culture A is closest to individualism, and sits farthest left on the scale. Culture D is closest to collectivism, and sits farthest right on the scale. Cultures B and C fall somewhere between A and D, with B falling closer to the left (individualism), and C falling closer to the right (collectivism), as shown in Figure 1. In this example, Culture B would view Cultures C and D to be more collectivist than themselves. In comparison to C and D, Culture B might consider themselves to be rather individualistic. Culture B might be

Figure 1

Cultural Relativity

surprised to discover, however, that Culture A considers Culture B to be not individualist, but collectivist. This is because, from Culture A's standpoint, Culture B is closer to collectivism than Culture A. Interpretation is relative to where one falls in relation to others on the dimension and the gap (or distance) between each culture on the dimension (Meyer, 2014). Cultural relativity is a matter of perspective.

Power Distance. Hofstede et al. (2010) define power distance as "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (p. 61). The underlying assumption is that there is a social hierarchy separating those with more power from those with less power. According to Hofstede et al. in high power distance cultures, there is deference to elders; teachers are regarded as "gurus who transfer personal wisdom" (p. 72); and in the workplace, there is a reliance on formal rules passed down from superiors, with subordinates expecting to be told what to do.

In her book *The Culture Map: Decoding How People Think, Lead, And Get Things Done Across Cultures*, Meyer (2014) shares an excerpt written by an Australian executive, who lowered the power distance between himself and his staff by the simple act of riding his bicycle to work:

> I'm a senior vice president in our company, and my Australian staff thought it was great that I rode a bike to work. If anything, they liked that their boss showed up to work in a bike helmet. So I decided to bring my bicycle with me when I was assigned to a new job in China. (pp. 123-124).

However, when that executive arrived in China expecting a similar response from his staff, he surprisingly discovered his chosen mode of transportation had quite the opposite effect:

> My team was humiliated that their boss rode a bike to work like a common person. While Chinese bike to work infinitely more than Australians, among the wealthier Chinese, bikes are not an option…So my team felt it was an embarrassment that their boss rode a bike to the office. They felt it suggested to the entire company that their boss was unimportant, and that by association, they were unimportant, too. (Meyer, 2014, p. 124).

According to Hofstede et al. (2010), Australia falls on the lower-end of the Power Distance Index (PDI), while China falls on the higher-end of the PDI. In the more egalitarian Australian culture, an executive riding a bicycle to work was viewed positively; the boss was seen as being one of the people, which was appropriate and effective in the Australian context. Yet, in a high power distance society like China, where hierarchy, rank, and structure are valued, it was inappropriate for an executive to behave like his subordinates, thereby rendering the executive's actions as ineffective (perhaps even detrimental). The Chinese values and beliefs about leadership traits and leader behavior were clearly much different from those of Australia.

Individualism-Collectivism. Hofstede et al. (2010) define individualism as "societies in which the ties between individuals are loose: everyone is expected to look after him- or herself and his or her immediate family" (p. 92). Conversely, collectivism is defined as "societies in which people from birth onward are integrated into strong, cohesive in-groups, which through people's lifetime continue to protect them in exchange for unquestioning

loyalty" (Hofstede et al., 2010, p. 92). Power distance and individualism-collectivism are related concepts. In fact, Hofstede et al. indicate that they are negatively correlated; high power distance cultures tend to be collectivist, and low power distance cultures tend to be individualistic.

Societies based on Confucian values provide a good example of how power distance and collectivism are related. In Confucianism, there are five values that guide how one behaves and interacts with others: (a) benevolence or *ren*; (b) righteousness, known as *yi*; (c) propriety or *li*; (d) wisdom or *zhi*; and (e) fidelity, known as *xin* (Fu et al., 2007). In addition to these Confucian values, there are four virtues that have "historically formed the foundation of ethics and morality in the mind of the Chinese people," and have "influenced the behaviors of the Chinese people for the past three millennia" (Tsui et al., 2004). The four virtues are: (a) class system; (b) obedience; (c) doctrine of the mean; and (d) *renqing* (kindness/reciprocity) (Fu et al., 2007; Tsui et al., 2004). First, a *class system* establishes a hierarchy, which is governed by five principal relationships. Meyer (2014) explains how the five cardinal relationships are connected with Confucian values:

1. Emperor (kindness) over Subject (loyalty)
2. Father (protection) over Son (respect and obedience)
3. Husband (obligation) over Wife (submission)
4. Older Brother (care) over Young Brother (model subject)
5. Senior Friends (trust) over Junior Friends (trust) (p. 130)

These relationships are hierarchical, but they are also built on reciprocal collectivist values and beliefs. Confucianism honors the benevolent leader and the loyal subject. A good leader

shows kindness to their subordinates, who respond with loyalty. A father protects his family, and receives respect and obedience in return.

Obedience (the second virtue) ensures that the relationships are maintained, while the doctrine of the mean (the third virtue) "restrains people from losing control of themselves in times of anger" (Tsui et al., 2004, p. 6). Thus, respecting the five relationships, and preventing, for example, a son from lashing out against his father. Conversely, an angry father might also temper his anger at his son and practice the fourth virtue, *renqing*. *Renqing*, is an internalized moral virtue that refers to "being kind, benevolent, righteous, or respecting the feelings of other people" (Fu et al., 2007, p. 879). Adherence to Confucian values and the four virtues guides one's behavior, allowing relationships to be maintained, and resulting in harmony and peace within the Confucian society.

In their study of over 550 Chinese Chief Executive Officers, Tsui et al. (2004) identified six behavioral dimensions of leadership. Three of the six dimensions were similar to Western-based leadership concepts (e.g., vision setter, analyzer, and taskmaster). The other three dimensions related to managing others, and had clear roots in Confucianism. These dimensions are: (a) relating and communicating; (b) showing benevolence; and (c) being authoritative (Tsui et al., 2004, p. 9). The four Confucian virtues (class system, obedience, doctrine of the mean, and renqing/benevolence) underpin the three dimensions listed above, guiding how one relates and communicates with each other, shows benevolence, and displays obedience to authority. As the Tsui et al. (2004) study demonstrates, leadership in non-Western cultures such as China may involve a mix of Western and non-Western cultural values and beliefs.

H. Kim and colleagues (2019) explored Korean Leadership Style (KLS) through the concepts of *jeong* and *woori*. H. Kim et al. describe *jeong* as “a feeling of filial affection, a high degree of closeness, and empathy in a relationship nurtured with history and shared experiences” (p. 2). They go on to state that in *jeong* relationships, “individuals would deindividualize their identities and psychologically bond with others, integrating into a cohesive collective unity,” thereby creating a sense of *woori*, or collective group solidarity (H. Kim et al., 2019, pp. 2-3). H. Kim et al. argue that KLS is grounded in *jeong* and *woori*, which manifests through the cultivation and maintenance of relationships amongst three group levels: “superiors (upward adaptability), peers (lateral harmony), and subordinates (downward benevolence)” (p. 3). In other words, to be successful in a Korean leadership context, one must be proficient at negotiating and managing upward, lateral, and downward relationships. This concept of maintaining tri-directional relationships is similar to the Confucian five principal relationships, and reflects both high power distance and collectivist values.

Another example of collectivism is reflected in Ubuntu traditions. Elkington and Tuleja (2017) contrast the more individualistic Western notion of “I think, therefore I am,” with the more collectivist Ubuntu notion of “I am because you are” (p. 67). Elkington and Tuleja ask Western leaders to view leadership from a different perspective:

> …what if leaders today imbibed the spirit of Ubuntu and truly believed that it is not the individuals that matter, but the collective, that a leader’s role, motivated by love, is to act as a catalyst for the good of the people?” (p. 69).

Similar to Confucianism, Ubuntu values are centered on the concept of benevolent reciprocity. Ubuntu values the good of the group over that of the individual, demonstrating its collectivist orientation.

Familism is a more specific type of collectivism, where the maintenance of familial relationships and harmony is of the utmost importance: "individual members of the family are bound to one another by the collective moral rules and obligations of the family" (Kuada, 2010, p. 17). Kuada (2010) explains that an individual's career success is a success for the family and raises that individual's status within the family. However, with success and status come familial expectations and obligations, such as helping other family members find jobs or connecting them with opportunities (Kuada, 2010). Kuada argues that leadership training programs in Africa should be a hybrid of Western and non-Western approaches, including an understanding of how culture-induced goals impact expectations and leadership behavior.

Gender Egalitarianism. The GLOBE study defines gender egalitarianism as "the extent to which an organization or a society minimizes gender role differences while promoting gender equity and the quality of genders" (Chokkar et al., 2007). The issue of gender is also closely related to the cultural dimensions of power distance and individualism-collectivism addressed previously. In terms of power distance, this is most obvious in the five Confucian relationships. The only relationship in which a female is mentioned is that of husband and wife, where the husband's obligation is to take care of his wife and family, and the wife is expected to be submissive to her husband. This is an example of a low-egalitarian culture. With regard to individualism-collectivism, it may be more difficult for someone in a collectivist culture to go against any cultural norms or beliefs around gender. Ott-Holland et

al. (2013) posit that in a higher-gender egalitarian society, both women and men may have more freedom in pursuing their personal career interests, whereas in a low-egalitarian society, they may feel more pressure to conform to societal gender norms.

Chaudhuri and colleagues (2019) examined women's leadership in India and South Korea. While both cultures are higher on the PDI, Korea is a highly collectivist society, while India reflects traits of both individualism and collectivism (Chaudhuri et al., 2019). In terms of gender egalitarianism, both India and Korea fell in the mid-range (4.51 and 4.22, respectively) on the 7-point GLOBE scale (GLOBE Project, 2004). To put this in perspective, the U.S. rated 5.06 on this 7-point scale, with the highest-ranking country being England (5.17), according to the GLOBE Phase 2 data (GLOBE Project, 2004).

Chaudhuri et al. (2019) emphasize the importance of considering the role of culture when developing programs that support women's leadership growth, noting that expectations and beliefs about the role of women at home in and in the workforce differ both culturally and generationally. An example Chaudhuri et al. provide is that in a patriarchal, lower-gender egalitarian society like Korea, there is little expectation for women to advance to high-ranking positions, and therefore, there are less opportunities for women to receive professional development training. This low expectation can be attributed to cultural expectations around gender roles, particularly, the expectation that, at a certain age, women should leave their careers to raise families (Chaudhuri et al., 2019). Chaudhuri and colleagues urge us to take culture-specific values into account when considering women and leadership: "As women leaders in Asian countries including India and Korea are likely to face serious stereotypes that underestimate or neglect their abilities and authority in the

workplace, organizational support and interventions are particularly important to establish women leader's identity" (p. 32).

A Call for Inclusion of Non-Western Leadership Approaches. As several researchers have noted, globalization and the increased interconnectivity of nations calls for new approaches to leadership that are inclusive of indigenous or non-Western traditions (Chaudhuri et al., 2019; Elkington & Tuleja, 2017; Selvarajah & Meyer, 2020; Tsui et al., 2004). International students studying in the U.S. on non-immigrant visas, who will eventually return to their home country or find work in another country outside of the U.S., should be introduced to and explore leadership approaches that are not centered solely on Western values. Intercultural learning has the potential to help students better understand how to navigate and blend different approaches in order to lead more effectively and appropriately across a multitude of contexts.

Intercultural Learning and Student Leadership Development

Given the need to acknowledge more than a Western-centric approach and to honor diversity of thought, leadership development programs might include intentional interventions to foster intercultural learning (Lyons et al., 2018). Learning to navigate difference is a key component of intercultural learning. As mentioned earlier, both Bennett's (1986) Developmental Model of Intercultural Competence and Hammer's (2009) IDC measure how well one copes with difference. Eich (2008) found that when students encounter difference, they "gain eye-opening new perspectives," "learn different ways of leading," and "become more open minded and less quick to judge while reconciling their

worldview and realizing how much there is to learn" (p. 184). What Eich is essentially referring to is intercultural competence. This view speaks to Vande Berg's (2016) four-phase model, which begins with self-awareness ("gain eye-opening new perspectives"), moves on to increased awareness of others ("learn different ways of leading"), engaging mindfully ("less quick to judge"), and eventually, bridging cultural gaps.

The incorporation of intercultural learning into leadership development programs provides all participants (international and domestic) opportunities to increase their intercultural competence and broaden their worldview (Lyons et al., 2018; Soria et al., 2019). Calley (2021b) suggests that it also increases access to leadership opportunities for global students (international students, 'third culture kids', those who identify as multicultural), which can improve their student experience. Calley also argues that campuses should recognize that global students are marginalized; that they have undergone what Khalifa et al. (2019) refer to as minoritization, "the process of socialization and acculturation of 'foreign' students in U.S. schools" (p. 578). In short, that they have been "othered," and that leadership development programs designed for global students are a means of acknowledging this othering, which could then potentially ease feelings of commodification (Calley, 2021b).

Intercultural learning can be integrated into leadership development programs in a variety of ways. For example, in-depth discussions that do not discount non-Western approaches (Eich, 2008; Rogers, 2019); instructors who model other approaches to leadership (Eich, 2008); and affirming other ways of knowing (Khalifa et al., 2019). These approaches provide opportunities to encounter and grapple with difference, but they must be done with intentionality (Deardorff, 2009; Lyons et al., 2018). And, as Harvey (2017) points out:

> It is important to note that facilitating intercultural learning requires skills that differ significantly from typical teaching skills. In order to ethically facilitate intercultural learning that resonates with the learners, educators must have an authentic sense of their own development and skills, coupled with a strong understanding of the theories and factors that drive curriculum design. (p. 110).

This view suggests that not only do we have to have intentional intercultural interactions, but in order to be an effective training exercise, intercultural learning must also be facilitated by someone who is well-versed in intercultural theory and trained to facilitate these types of interactions.

Summary

To set the stage for this study, the researcher began this chapter with a brief overview of globalization, internationalization, and the economic impact of student mobility. Next, the researcher discussed the international student experience, highlighting the importance of creating a sense of belonging and shifting from a deficit- to an asset-based mindset in order to better provide international student support. The chapter then delved into frameworks of intercultural learning, emphasizing the need for intentional intercultural interactions because being international (or in close proximity to international students) does not automatically result in heightened intercultural competence. Next, the researcher discussed the importance of student leadership development programs in a U.S. higher education context and how these programs can increase international student engagement on campus. This discussion also included an introduction to three developmental models of leadership. Following this discussion, the chapter explored how a Western-centric approach to leadership development can be problematic because it does not account for culturally diverse concepts of leadership. To illustrate these points, the researcher explored non-Western leadership approaches

through the lenses of power distance, individualism-collectivism, and gender egalitarianism, acknowledging that while originally rooted in Western research, these cultural dimensions have been used globally because they provide a common framework from which to examine and discuss culture. Finally, the researcher demonstrated how the incorporation of intercultural learning in student leadership development programs can address the issue of a singular Western view of leadership, while also expanding participants' worldview.

The next chapter will focus on the methodology for this mixed method study, which seeks to better understand how leadership development programs that integrate intercultural learning contribute to a positive university experience for international students in a U.S. context, while also providing an opportunity for them to develop transferable skills applicable to life beyond university.

Chapter 3: Research Design and Methods

This chapter begins with a brief review of the research problem and ensuing research questions. Following this, the researcher explains the rationale behind the selection of the mixed methods approach before detailing the research design and procedures. The chapter then describes the plan for population sampling. Next comes a description of the instruments to be used in this study, including a discussion of the validity and reliability of the instruments. This is followed by an explanation of the methods of data collection and analysis. The chapter concludes with a discussion of the limitations and delimitations of the study.

Re-Statement of the Problem

Student leadership development is often listed as a primary outcome of higher education in the United States, with many institutions including leadership development in their mission statements and learning outcomes (Grunwell, 2015; Shalka et al., 2019). Given the high value placed on leadership development, many universities offer co-curricular leadership programs designed to better prepare students for future employment and leadership roles in their careers and as well as in their communities (Kiersch & Peters, 2017; Soria et al., 2019). However, these leadership programs often take a Western-centric approach to leadership education, introducing leadership models and values based on U.S.-centric ideals, which may not account for cultural differences or the varied cultural contexts in which international students will eventually find themselves (Khalifa et al., 2019; Nguyen, 2016; Rogers, 2019). This is not to say, however, that Western approaches to leadership should be excluded from student leadership programs. Rather, the argument is for the

inclusion and recognition of non-Western approaches to leadership. It is important that students are aware of other views of leadership and the role that culture plays in shaping values, beliefs, and approaches to leadership.

Upon completion of their degree program, many international students find jobs outside of the U.S. Some return to their home country, while others may find themselves in a completely different location, away from both the U.S. and their country of origin. International alumni may find themselves in a place where concepts of leadership may vary greatly from those espoused in their university's leadership development program. Intercultural learning, the goal of which is to be able to behave and communicate appropriately and effectively in different contexts (Deardorff, 2006; Fantini, 2009), can help students navigate these differences (Gill, 2007; Gu et al., 2010; Hammer, 2009), and should be integrated into leadership development programs (Calley, 2021b; Soria et al., 2019), particularly if these programs are designed with international students in mind (Glass, 2012).

The purpose of this research study was to explore co-curricular student leadership development programs that include a component of intercultural learning and are specifically designed to include international students studying at HEIs in the United States. The primary method for collecting data were surveys and interviews.

Research Questions

The following research questions were explored in this study:

(RQ1) What are the characteristics of co-curricular international student leadership development programs that include intercultural learning?

(RQ1A) What are the common characteristics of these programs?

(RQ1B) To what extent do these programs include intercultural learning?

(RQ2) In what ways do international student leadership program administrators perceive these programs as contributing to the international student experience?

(RQ2A) To what extent do program administrators view leadership programs contributing to international students' sense of belonging?

(RQ3) What do international student participants describe as the most important qualities of the program?

(RQ3A) To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future?

(RQ3B) To what extent do the participants say that the leadership programs contribute to their sense of belonging?

Research Design and Procedures

Pragmatist Worldview

Creswell and Creswell (2018) define worldviews as "a general philosophical orientation about the world and the nature of research that a researcher brings to a study" (p. 5). Also known as epistemologies or paradigms, worldviews are beliefs and assumptions that guide how a study is designed and conducted (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). In this study, the researcher has adopted a pragmatic worldview, in which, as Creswell and Plano Clark (2018) describe:

> The focus is on the consequences of research, on the primary importance of the question asked rather than the methods, and on the use of multiple methods of data

> collection to inform the problems under study. Thus, it is pluralistic and oriented toward “what works” and real-world practice. (p. 37)

Creswell and Creswell describe pragmatism as acknowledging that research “always occurs in social, historical, and other contexts” (p. 11) and that therefore, “it may involve a theoretical lens that is reflective of social justice” (p. 11). The researcher acknowledges that this study is occurring at a time when globalization is affecting higher education, in general, and internationalization, in particular. The goal of the research is to better understand student leadership development programs that involve intercultural learning and how these programs are perceived by program administrators and experienced by international students. One implication of this study is that the results may inform the design of student leadership programs for international students.

Mixed Methods Approach

This study took a mixed method research approach, using an explanatory sequential design (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). Creswell and Creswell (2018) define mixed methods as research that combines or integrates both quantitative and qualitative methods and data in the study. A mixed method approach is often used when one data source may be deemed insufficient in answering the research questions (Creswell & Plano Clark, 2018). Another benefit of using a mixed methods approach is that “the integration of qualitative and quantitative data yields additional insights beyond the information provided by either quantitative or qualitative data alone” (Creswell & Creswell, 2018, p. 4). Essentially, a mixed method approach is useful in triangulating data from multiple sources and strengthening the validity of a study.

Explanatory Sequential Design. Creswell and Plano Clark (2018) identify three core designs to mixed methods research: convergence, explanatory, and exploratory. The design selected for this study was the two-phase explanatory sequential design, in which the second phase explains or expands upon the results of the first phase (Creswell & Plano Clark, 2018).

Traditionally, phase one in exploratory sequential design consists of the collection of quantitative data, followed by the collection of qualitative data in the second phase (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). In this study (as visualized in Figure 2), quantitative data was collected in phase one through the use of both close-ended and open-ended survey questions. Phase two followed traditional exploratory sequential design, gathering qualitative data through interviews. Finally, the data from both phases was integrated into a final analysis.

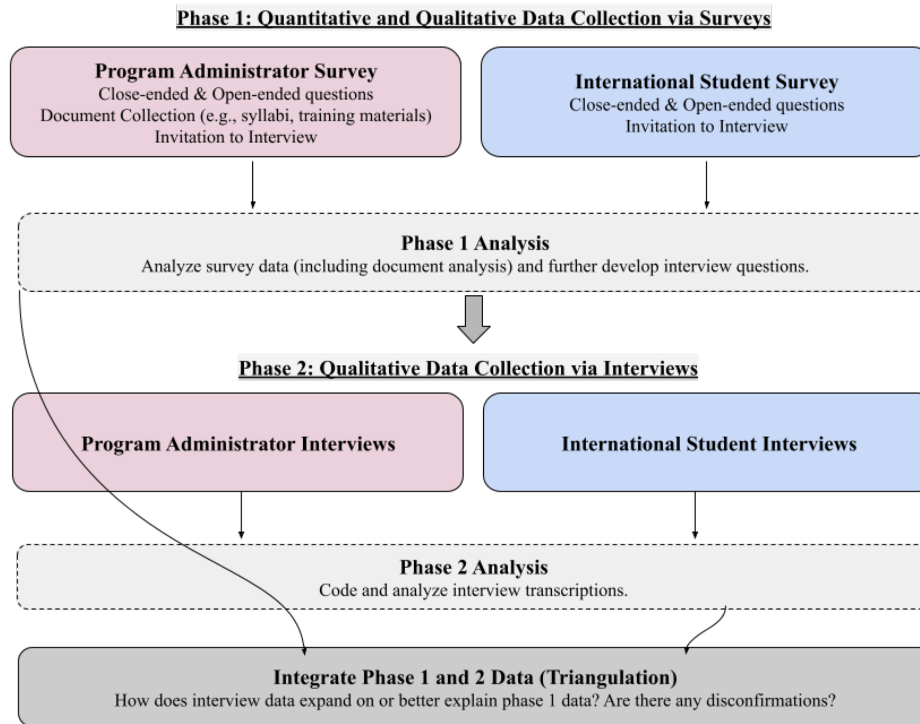
Research Methodology

As described above, the researcher used a mixed methods approach with an explanatory sequential design to this study, allowing the researcher to employ both quantitative and qualitative methods in collecting data in response to the research questions. This mixed methods approach is in line with the pragmatic worldview, in which the focus is on the questions asked, allowing the researcher to use multiple methods of data collection (Creswell & Plano Clark, 2018).

In phase one, the researcher distributed surveys electronically to two separate groups: (a) program administrators and (b) international student participants in student leadership development programs. In the context of this study, the term program administrator refers to a staff or faculty member who is responsible for the implementation of the student leadership

Figure 2

Initial Research Flowchart: Design and Procedure



development program for international students. Oftentimes, these programs are administered through the university's ISS office. Program administrators and international students received separate surveys, which will be described in more detail below. Both surveys were administered electronically via the Qualtrics platform. The online distribution of the survey allowed for ease of data collection and accessibility for the respondents. Each survey began with a notification that participation is voluntary and an explanation of the purpose of the study as well as any potential risks or benefits of participating in the study. Interested participants had to acknowledge informed consent before advancing to survey questions.

The program administrator survey also included an invitation to interview with a link to a separate Qualtrics form that collected their contact information should they have agreed to an interview. Originally, the study was designed to also invite international students to interview (Figure 2). However, given the time constraints of the study, it was determined that including international student interviews would be beyond the scope of this study. While the interviews would likely have produced robust information on the international student experience, it is also an opportunity for future research. As such, the research flow chart was updated to reflect this change (Figure 3).

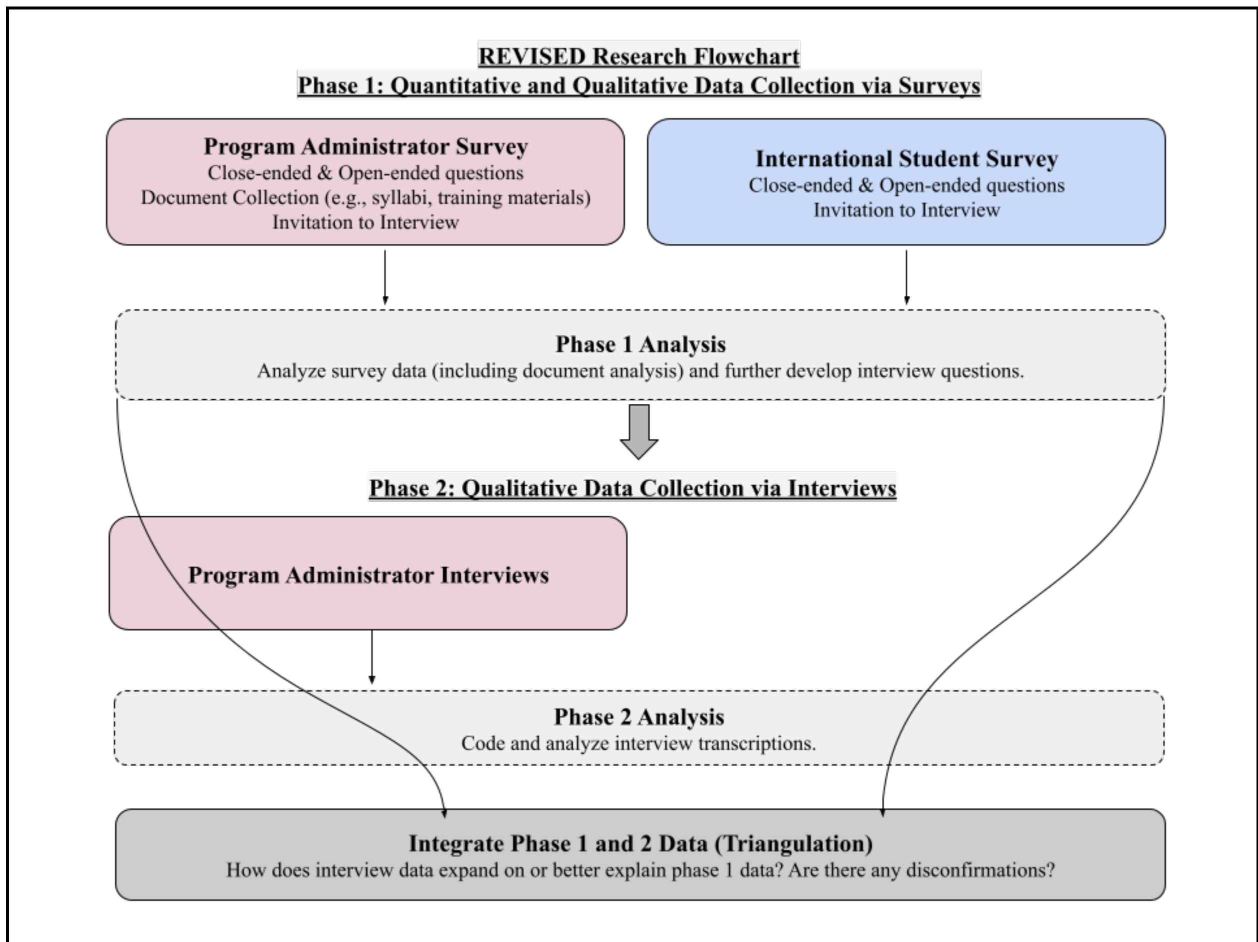
The program administrator survey also provided respondents an option to upload any documents they were willing to share with the researcher regarding their leadership program. For example, respondents had the opportunity to share their training curriculum, a link to a website that describes their program, or lesson plans.

Following phase one, the researcher reached out to administrator respondents who volunteered to participate in an interview. Participants were sent a link to the standard consent form, and provided instructions on how to schedule a Zoom interview via an online calendaring system, which allowed for participants to easily see the researcher's availability and schedule a meeting at a time that was convenient for them. The scheduling system automatically sent a confirmation email to the participant with Zoom login information. A few days prior to the scheduled interview, the researcher sent a reminder email with a basic outline of the interview process so that participants knew what to expect.

All interviews were conducted via Zoom, recorded, and transcribed. The researcher then cleaned up the automatically generated transcripts from Zoom, re-listening to the interview,

Figure 3

Revised Research Flowchart



and making any necessary corrections to the transcript. The researcher then uploaded the cleaned transcript to the Dedoose cross-platform application to begin coding and data analysis, which will be described in more detail later in this chapter.

Population and Sample

This study looked at student leadership development programs that included intercultural learning *and* were designed for international student participants. While international students may not have necessarily made up the entirety of the group, the program should

have been designed with international students in mind. As mentioned earlier, these types of programs are typically administered via the ISS office or similar departments. The context of the study was HEIs within the U.S., and given that the researcher is based at a university on the West Coast of the U.S. and has a network of colleagues who work in ISS, it was anticipated that many respondents would also be based in the western states. However, the researcher did invite participation nationwide through the NAFSA online message board known as Network NAFSA as well as posting to two other message boards for intercultural researchers and facilitators: Dr. Tara Harvey's Intercultural Coaching Circle group and Dr. Darla Deardorff's World Council on Intercultural and Global Competence. The message board posting is available in Appendix A.

Phase One: The Survey Instrument Sampling Procedures

In phase one, the researcher curated a list of contacts at different HEIs who work in ISS offices or similar departments. These departments are often titled Global Engagement, International Programs, or Global Learning. Program administrators may have job titles such as Program Manager, Program Coordinator, or Student Engagement Coordinator. An initial list of 45 contacts was generated, and in late August and early September of 2023, the researcher sent an initial email to these contacts, many of whom were known personally by the researcher and within the researcher's network of colleagues. The initial email briefly explained the purpose of the study and eligibility criteria, clearly stating that participation is voluntary and that data will be kept confidential. Following this brief introduction, the email invited recipients to participate in the following ways: (a) participate in the administrator

survey; (b) forward the accompanying email message to their student participants; (c) forward the email to any colleagues who may be eligible or interested in the study. A copy of the Institutional Review Board (IRB)-approved official email and flier may be found in Appendix B.

After the initial email was sent, the researcher received responses from several colleagues, indicating interest in the topic of the study and/or letting the researcher know that they were not involved in leadership programs, but that they had forwarded the message on to colleagues who could better respond to the survey. Some colleagues provided a list of contacts for the researcher, which the researcher followed up on.

As mentioned previously, in addition to the initial email, the researcher also posted a call to participate on three message boards: NAFSA Network, Intercultural Coaching Circle, and World Council on Intercultural and Global Competence. These postings helped reach a broader audience. Furthermore, the researcher presented at a NAFSA regional conference in October 2023 on a related topic, and was able to generate more leads and foster new connections with administrators who were involved in these types of leadership development programs for international students.

Phase Two: The Interview Sampling Procedure

Program administrators had the option to self-identify and volunteer to be interviewed as part of the survey. Interested participants clicked on a link that took them to a separate Qualtrics form that collected their contact information, should they have decided to opt-in to the interview. Additionally, the researcher directly reached out to contacts and leads gained at the NAFSA regional conference to request interviews. The interviews themselves also

produced new leads, which the researcher followed up on, though to little success. The intent was to have the interviews completed before the Thanksgiving break. However, given that the week before Thanksgiving is when the international education community celebrates International Education Week and administrators are quite busy during this time, the researcher decided to extend the interviews until the start of winter break. As a result, the researcher was able to interview five administrators by the end of December 2023. A potential sixth interview in January, unfortunately, never came to fruition. The original target number was 3-5 interviews.

Instrumentation

As described above, phase one consisted of two separate surveys--one for program administrators, and one for international students who are currently in or have recently participated in a student leadership program. Phase two consisted of interviews with program administrators.

Phase One: Surveys

Program Administrator Survey. The administrator survey included four sections: (a) institutional information; (b) program information; (c) administrator perspective; and (d) invitation to submit supplementary material and participate in an interview. The first section asked for institutional information to determine the type of institution being represented (e.g., community college, public or private institution, etc.) as well as general enrollment figures, including the number of international students enrolled. This gave the researcher a sense of the size of the institution and international student population served.

The second section was the heart of the survey, and focused on learning more about the program itself (RQ 1). It included a mix of closed-ended and open-ended questions about the duration and frequency of training, learning outcomes, and topics or modules covered by the training. This section also inquired about any intercultural frameworks or examples of intercultural activities that might be used in the training.

The third section sought to learn more about the administrator (respondent), including asking about the administrator's role in the program (e.g., Did they develop the program? Do they train in the program? Are there other trainers in the program?). It also asked about the administrator's thoughts on the degree to which the program contributes to the international student experience, including their sense of belonging (RQ 2). Questions in this section were mostly open-ended, with a few scaled questions on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree."

Finally, the fourth section invited administrators to, should they elect to do so, share training plans or materials and consent to an interview. Respondents had the option of submitting any materials via a separate link so that they could remain anonymous; their materials were not linked to their survey responses. They also had the option to redact any identifying factors on the material they submit. Additionally, there was an option to volunteer to be interviewed by the researcher, with a link that led to a separate form to collect their contact information. Again, the researcher used a separate form for contact information so that the survey responses were not linked to the individual's name or identifying information. The complete administrator survey may be found in Appendix C.

International Student Survey. Similar to the program administrator survey, the international student survey was composed of the following sections: (a) program information; (b) the international student experience; and (c) demographic information. The first section focused on the leadership program that the student participated in. It began with general questions about the program itself, such as questions about the duration of the program and frequency of training sessions. Next, it asked the student to identify topics that were covered in the program, including intercultural topics or activities. Students were asked to select topics covered from a list, and had the opportunity to note any additional topics that were not on the list. The purpose of providing students with a list of potential topics was to help them recall and reflect on the learning experience. It also helped them identify potential skills and knowledge acquired, which they were asked about in part two of the survey. This is particularly important when it came to identifying intercultural topics and activities, as the students may not have associated a particular topic or activity with intercultural learning. By providing them a list of topics to choose from, the researcher hoped to help students understand what types of activities or topics were related to intercultural learning. Students also had the option to type in any additional topics or activities that may not have been represented in the survey list.

The second section of the survey focused on the international student experience (RQ 3). It sought to better understand what the students believe they learned or gained from the leadership development program. It also aimed to understand how international students saw themselves (if at all) utilizing the knowledge and skills gleaned from the program. Finally, the section inquired about the degree to which the leadership development program

contributed to (if any) a greater sense of belonging for the student. This section included open-ended questions as well as scaled questions on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree." The scaled questions were the same questions that were asked of the administrators. This allowed for some comparative analysis with the administrator survey to see whether or not there were any disparities between how the administrators perceived the international student experience and how the international students actually perceived the experience.

The third section collected demographic information such as the student's degree level, major, country of origin, and length of time spent in the U.S. The full survey for international students is located in Appendix D.

Survey Pilot-test Procedures (for Validity). In order to ensure rigor and meaningful data collection, the researcher piloted both surveys to test for validity. The 2014 Standards for Educational and Psychological Testing (American Educational Research Association [AERA] et al., 2014) defines validity as "the degree to which accumulated evidence and theory support a specific interpretation of test scores for a given use of a test" (p. 225). In other words, validity asks the question: Is the instrument measuring what it claims to measure?

To address the validity of the survey instruments used in this study, the researcher piloted the administrator survey with two colleagues who work in an ISS office and have experience working with leadership development programs for international students. To test the validity of the student instrument, the researcher piloted the survey with two international students who have participated in a student leadership development program. For both instruments,

pilot participants were asked to take notes in a document that listed all the questions as they responded to the online survey instrument via Qualtrics. The purpose of the notes document was to ascertain whether or not the questions were interpreted by the respondent in the way that the researcher intended. Pilot participants' feedback also helped ascertain the appropriateness and reasonableness of the items in relation to the purpose of the study (Desai & Patel, 2020). Additionally, pilot participants were able to note if there were any technical glitches on the online form itself. For example, one pilot participant noted, "instructions says 'check all that apply', but only one can be checked on the Qualtrics form." Another pilot participant noted that their "initial instinct was to enter the number of international students rather than the percentage due to the previous question asking the number of students." This feedback was useful in ensuring consistency in the type of responses the survey asked for as well as better understanding the respondents' expectation of consistency. As illustrated above, pilot participant feedback informed survey revision and ensured that the instruments (a) measure what the researcher intends to measure to allow for meaningful score interpretation, and (b) are being measured consistently and with precision (Duckor, 2022).

Phase Two: Interview Instrument

The purpose of interviews in mixed method approaches is to go beyond survey data and capture more robust perspectives, with the aim of better answering the research questions (Creswell & Plano Clark, 2018). Prior to beginning the study, as part of the IRB process, the researcher submitted a semi-structured interview protocol, which included a list of interview questions (see Appendix E). Consistent with an explanatory sequential mixed methods design, the researcher did an initial review of phase one survey data to see if the interview

questions needed to be adjusted. It was determined that the original questions were sufficient, and the original interview protocol was followed. All interviews were recorded via the Zoom video conference platform, and transcriptions of the interviews were automatically generated via Zoom. All interviews took around 60-minutes to complete.

The semi-structured interviews began with small talk and introductions, followed by a review of the consent language and purpose of the study. Participants were notified ahead of time of the general topics to be covered and that the interview would be recorded and transcribed. Once consent to record was verbally confirmed, recording began. The interview started with general questions regarding the participant's background, which served as a way of easing into the interview. These questions centered on the individual's professional background, including their experience in the field of international education and intercultural learning.

Following the initial background questions, the researcher asked administrators questions about their leadership development program (RQ1). Again, the researcher began with general questions regarding the duration of the program and the average number of participants before delving into learning objectives and training topics. This was followed by more specific questions about intercultural learning to gain a better understanding of the kinds of intercultural themes being covered and the methods in which they are introduced or experienced. Next, the interview moved into asking questions about the administrator's perspective and observations on ways in which leadership development programs may contribute to the international student experience (RQ2). The interview concluded with the researcher asking the administrator if there was anything else they wanted to share about

their program that they did not yet have the chance to share. Finally, the researcher let the administrator know that she may reach out to them with follow up questions after the interview, should they arise.

Procedures for Interview Interpretability (Validity). To increase the authenticity of the qualitative data, the researcher performed member checks, which involved “presenting a recording or draft copy of an observation or interview to the persons providing the information and asking for correction and comment” (Stake, 2010, p. 126). Member checks also allowed the researcher to confirm her own understanding of the data as well as ask any clarifying questions, if needed. As will be described in further detail below, the researcher created a chart that summarized the interview data (Appendix F). Each participant was sent a portion of the chart that pertained to their interview along with a copy of their interview transcript. Participants were asked to review the chart to verify that what the researcher had interpreted was accurate. Participants had the opportunity to clarify or add supplemental information. This process ensured that the researcher was accurately representing and interpreting what each participant had shared during the interview. Four of the five interview participants provided feedback for the member check.

Data Collection Procedures

Prior to data collection, the researcher submitted documentation to the IRB at the researcher’s home institution. Upon obtaining IRB approval (see Appendix G), the researcher began initial outreach to program administrators electronically via email with a link to the Qualtrics online form, as indicated previously. Survey data was originally intended to be collected via Qualtrics from late August 2023 to early October 2023 in order to coincide with

the beginning of the fall term. However, given the low response rate, surveys were ultimately extended. In the administrator survey, respondents had the option to share training curriculum via a separate Qualtrics link, should they wish to disassociate their survey responses with the training curriculum. Additionally, administrators had the option to volunteer to be interviewed through a third Qualtrics link. Use of these separate links allowed participants to remain anonymous, separating their survey responses from their name.

Timing of the call for participants was complicated because the invitation included a call for both the administrator and student surveys simultaneously. Administrators were the key to connecting with international student participants, yet if the call went out too early in summer, when administrators are less busy and therefore more likely to participate, they would have limited access to students, who were out on summer break. This meant that the messaging had to be timed to go out around the start of fall classes. Unfortunately, this is typically a very busy season for administrators, who are often also running international student orientations and welcome programs at the start of the academic year. The decision to put forth a simultaneous dual call was to lessen the burden placed on administrators and to avoid asking them to do two tasks separately. The researcher also wanted to avoid bombarding colleagues with too many emails and message boards with too many requests. However, given the extremely low response rate to the student survey, a separate call for the student survey eventually happened, but to limited success.

The original deadline to complete the administrator and international student surveys was October 15, 2023. This was extended to November 1, 2023, and then extended a third time to December 22, 2023 to garner more responses from both populations. In an effort to boost

responses to the international student survey, the researcher did one final push to colleagues in January with the final extension for the student survey until January 31, 2024. Throughout the data collection process, the researcher made multiple attempts to encourage administrators to participate in the study, including forwarding the message to their students. An email template (see Appendix B) with links to the survey and consent form was provided, which the administrator could simply copy and paste into an email, and then send off to students. The researcher also followed up with interviewees, who all agreed to share the message with their students. In an effort to garner more survey responses, the researcher also directly contacted other administrators who did not participate in the interview, and international students whom she knew to have participated in leadership development programs. Ultimately, it came down to the individual student, their interest in the research topic, and their ability to participate in the survey at the time they received the invitation.

Administrator interviews were to be scheduled for October and November 2023. Again, given timing concerns and a late final push in mid-October at the NAFSA regional conference, interviews were pushed back until November and December 2023. All interviews were conducted via the Zoom video conferencing platform, recorded, and transcripts were automatically generated in Zoom. Following each interview, the researcher re-listened to each recording and reviewed the transcript, correcting any mistakes that may have occurred through auto-generation, and preparing the transcripts to be uploaded into Dedoose for coding. Table 1 outlines the original and actual (adjusted) research timeline.

Table 1

Research Timeline

Phase	Research Activity	Original Timeline	Actual Timeline
1	Data Collection: Administrator Surveys	August-October 2023	August-November 2023
1	Data Collection: International Student Surveys	August-October 2023	August 2023-January 2024
1	Initial Phase 1 Data Analysis	Late October 2023	November 2023
2	Data Collection: Administrator Interviews	October-November 2023	November-December 2023
2	Data Validation: Member Checks	December 2023-January 2024	January-February 2024
2	Phase 2 Data Analysis	December 2023-January 2024	December 2023-January 2024
Integration	Triangulate & Synthesize Data from Phases 1 & 2	January-February 2024	January-February 2024

In addition to the transcripts, the researcher also took field notes before, during, and after the interviews. The purpose of the field notes was to keep a record of questions, ideas, observations, and important information that may come to the researcher throughout the study (Stake, 2010). Prior to the start of each interview, the researcher reviewed the research questions and the interview questions to refocus and ground herself in the research topic. This helped the researcher push out thoughts of anything else happening in her life and to center all thoughts on the interview and the research at hand.

During the interview, the researcher strove to create a welcoming space, where interviewees would feel comfortable enough to share their story. This was done by beginning the session with small talk and the researcher sharing a bit about her own background in the

field of international education. This practice of sharing about the researcher's background not only helped the participants better understand where the researcher was coming from, but in cases where the participant and researcher did not know each other well, it also served as an icebreaker, where participant and researcher found common experiences or common interests. The short time spent chatting before hitting the record button helped to alleviate some of the formality and anxiety that can sometimes be present during an interview. The researcher's goal was to help make the experience as comfortable and as worthwhile as possible for all involved.

During the interviews, the researcher did not stick strictly to the order of questions, though she adhered to the general order of topics: (a) administrator background; (b) program information; (c) administrator perspectives. The researcher asked questions, and let the participant take the lead, which often meant that the information (particularly the program information) did not flow in the same sequence as the questions on the interview protocol. Oftentimes, participants, sparked by a thought the original question brought up, shared stories or anecdotes about their experience. Many times, their stories inadvertently answered one or more of the researcher's original set of questions. Even if not asked in the intended sequence, the questions were still responded to in a meandering way. The researcher felt that it was important to let the administrator tell their story and talk about their program in a way that made sense to them. Natural pauses in conversation provided the researcher with opportunities to review her notes and ask any questions that had not yet been addressed or that needed further clarification. Had the researcher kept to a strict sequence of questions and interrupted the participant to maintain the structure of the interview, it is likely that the entire

atmosphere of the interview would have changed. An overly rigid interview may have been off-putting to participants, resulting in shorter, less informative responses. By letting the participant share their story in a way that made sense to them, and then following up with clarifying questions, the researcher felt she was able to get a better narrative and create a more positive affective environment for the interview.

During the interviews, the researcher also employed active listening techniques suggested by Nichols (2009). These included: "concentrate on the person speaking"; "try to grasp what the speaker is trying to express"; and "let the speaker know that you understand" (Nichols, 2009, pp. 152-153). As mentioned above, this involved interrupting as little as possible, allowing the participant to share their story in their own way. It also included asking follow up questions to clarify the researcher's understanding or paraphrasing to ensure that the researcher's understanding accurately reflected what the administrator intended. At times it also involved the use of what Nichols refers to as "opening-up statements", such as, "tell me more about…" to invite the participant to further elaborate on specific topics.

Throughout the interview, the researcher took copious handwritten fieldnotes in a notebook dedicated entirely to this study. The dedicated notebook kept all the researcher's ideas in a central location, and the notes helped the researcher focus on what was being said in the moment, serving as a means of "zoning in" to the conversation. Handwritten notes also allowed the researcher to jot down any questions that came up, which she then followed up on during a pause in conversation, rather than interrupt the participant in the moment.

Following each interview, the researcher spent a few minutes jotting down initial thoughts and observations about the interview, including any commonalities she noticed

amongst the various interviews. This included any emotions that came up for the researcher before, during, or after the interview. In all cases, the researcher found herself re-invigorated after each conversation, feeling as if she was not alone; that there were others in the field who encountered similar challenges and successes. At the same time, the interviews provided food for thought about the researcher's own work, sparking new ideas for program design and assessment.

A summary of the connections between the research questions (RQs), sources of information (data collection), and data analysis procedures is outlined in Table 2. Data analysis will be discussed in the following section.

Data Analysis Procedures

As described earlier, this mixed methods study used both quantitative and qualitative means to collect and analyze data. A description of quantitative and qualitative data analysis procedures follows.

Quantitative Procedures

Creswell and Plano-Clark (2018) recommend the following steps in data analysis for quantitative data sets: (a) prepare the data for analysis; (b) explore the data; (c) analyze the data; (d) represent the data analysis; and (e) interpret the results. In terms of quantitative data analysis, this means that the researcher must first clean the database, checking for data entry errors. Next comes a visual inspection of data using descriptive analyses, followed by statistical analysis. In step four, results are summarized and prepared for reporting before finally being interpreted with regard to the stated research questions or hypotheses of the study.

Table 2

Research Questions, Sources of Information, and Data Analysis Procedures

Research Question	Corresponding Sources of Information	Corresponding Data Analysis Procedures
RQ 1: What are the characteristics of co-curricular international student leadership development programs that include intercultural learning? RQ 1A: What are the common characteristics of these programs? RQ 1B: To what extent do these programs include intercultural learning?	Administrator Survey Instrument Section 2: Program Information Section 4: Option to upload training curriculum Administrator Interview Section 2: Program Information	Quantitative Analysis Descriptive statistics (mean, mode, median) Qualtrics basic analysis Google Sheets to create tables and graphs Qualitative Analysis Dedoose to manually code data and analysis, create data visualizations
RQ 2: In what ways do international student leadership program administrators perceive these programs as contributing to the international student experience? RQ 2A:To what extent do program administrators view leadership programs contributing to international students' sense of belonging.	Administrator Survey Instrument Section 3: Administrator Perspectives Administrator Interview: Section 3: Administrator Perspectives	Quantitative Analysis Descriptive statistics (mean, mode, median) Qualtrics basic analysis Google Sheets to create tables and graphs Qualitative Analysis Dedoose to manually code data and analysis, create data visualizations
RQ 3: What do international student participants describe as the most important qualities of the program? RQ 3A: To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future? RQ 3B:To what extent do the participants say that the leadership program contributes to their sense of belonging?	International Student Survey Instrument Section 2: Program Information Section 3: International Student Experience	Quantitative Analysis Descriptive statistics (mean, mode, median) Qualtrics basic analysis Google Sheets to create tables and graphs Qualitative Analysis Dedoose to manually code data and analysis, create data visualizations from open-ended questions

As outlined earlier, both the administrator and international student survey data were collected via Qualtrics. The researcher began the quantitative data review by using the built-in basic analysis features of Qualtrics, which created charts and graphs, to better understand the data. However, upon closer review of the raw data (step b, described above), it was discovered that the auto-generated analysis included results from the pilot tests. It is likely that the researcher was simply unfamiliar with how to generate reports in Qualtrics, and therefore was not able to filter out the pilot responses (step a above). However, given the small sample size, it was simple enough to download the raw data and complete the analysis (step c) using the Google Sheets spreadsheet application. Descriptive statistics were used to look at the mean, median, mode, and standard deviation of quantitative responses. Graphs and tables were created in Google Sheets to help visualize the data (step d) in order to then interpret the data (step e). Open-ended questions and documents received from participants were analyzed using the qualitative methods described below.

Qualitative Procedures

Qualitative data analysis followed Taylor-Powell and Renner's (2003) recommended 5-step process: (a) get to know your data; (b) focus the analysis; (c) categorize information; (d) identify patterns and connections within and between categories; (e) interpretation. Starting with "get to know your data," the researcher familiarized herself with the data, beginning with reviewing the responses to open-ended survey questions and any training curricula submitted during phase one of the study. A similar process ensued for the analyzing the interview transcripts from phase two of the study. All qualitative data was uploaded into

Dedoose, a data management system designed for qualitative and mixed methods research that assists with excerpting, coding, and analysis (Dedoose, n.d.).

In the next step, the researcher focused the analysis. A common approach to focusing the analysis is to organize the data by question (Taylor-Powell & Renner, 2003). What this means is that for each open-ended question on the survey, the researcher compiled a list of all responses to that question from each respondent. For the document analysis of training curricula, the researcher focused the analysis by topic. For example, the researcher compiled a list of learning objectives across all documents and a list of all training topics across all material provided.

Similarly, program information that was shared in the interviews was summarized and placed into a chart by topic (e.g., learning objectives, intercultural content, leadership content). This not only helped the researcher organize interview data, but it also helped the researcher better understand the program described by each participant. The chart (see Appendix F) also made it easy for the researcher to look for similarities and differences across programs, which involved steps three and four below.

Step three, categorizing (or coding) information, is what Taylor-Powell and Renner (2003) describe as “the crux of qualitative analysis” (p. 2). According to Stake (2010), “coding is sorting all data sets according to topics, themes, and issues important to the study” (p. 151). Qualitative data captured by open-ended survey questions, any training material that was submitted, and interview transcripts were uploaded and manually coded in Dedoose by the researcher. Based on the research questions, the researcher created an initial list of parent and child codes to begin her analysis. More codes were added as she read through the

qualitative data. Each transcript and document was reviewed multiple times. As new codes emerged in one transcript, the researcher went back to previously coded documents to add new coding (or re-coding) if needed (see Appendix H for full list of codes). While this process of analysis was at times tedious, the act of reviewing transcripts and documents multiple times helped to ensure that the researcher was familiar with and understood the data.

Once the qualitative data was coded, the researcher followed Taylor-Powell and Renner's (2003) fourth step by identifying "patterns and connections within and between categories" (p. 5). The chart of program information from the interviews (Appendix F) mentioned above helped to identify patterns and connections amongst programs, as shared by the participants in the interview. A separate chart that integrated and summarized all qualitative data sources was another useful tool for identifying connections across categories. This overall summary chart (see Appendix I) shows how program goals, learning objectives, program content, and assessment across all data sources are connected.

Finally, the researcher entered the final step, interpreting the data. Taylor-Powell and Renner (2003) describe this process as "attaching meaning and significance to the analysis" (p. 5). Creswell and Creswell (2018) state that interpretation involves a number of procedures, including "summarizing the overall findings, comparing the findings to the literature, discussing a personal view of the findings, and stating limitations and future research" (p. 198).

Limitations

The purpose of this study was to better understand intercultural learning in student leadership development programs and how these programs may or may not contribute to the

international student experience. The study was narrow in scope in that it looked at leadership programs that are run through ISS offices, rather than leadership development programs open to the entire campus community. The focus was on ISS-run programs because these programs are specifically designed for international students. The challenge was that there are a limited number of leadership programs run by ISS (or similar) offices, which means that the pool of program administrators and international students eligible to participate in this study was also limited. However, the researcher utilized her international education network to try to reach as wide an audience as possible. Furthermore, the two-phase explanatory sequential design of the study enhanced the quality of data, as quantitative data collection in phase one was expanded upon in more detail during the second-phase administrator interviews. Not only did the interviews enrich the quantitative findings, but the two-phase process also allowed for the triangulation of data, using both quantitative and qualitative data sets from multiple interviews and document analysis.

Another related challenge, as described earlier in this chapter, was the limited access to international student participants. Because the student survey distribution relied on the program administrator, the researcher had little control over survey distribution. However, the researcher made multiple attempts at reaching the target population through program administrators and also direct messages to students known to have participated in leadership development programs. Suggestions for further research, including recommendations for reaching a wider student population, are discussed in chapter five.

Delimitations

The focus of this study was on intercultural learning, student leadership development programs, and the international student experience in the context of U.S. higher education. As mentioned earlier, because the focus was on programs designed with international students in mind, the study looked at programs that are often run through ISS offices. It did not look at campus-wide programs, where the majority of participants are U.S. citizens. Because the scope of this study was limited to international student programs, the findings may or may not be generalizable to larger campus-wide leadership programs or majority U.S. student populations. However, the findings have the potential to impact the creation and implementation of leadership development programs intentionally designed to support international student success. Furthermore, because the development of an intercultural or global mindset is often a stated goal of internationalization (Green, 2012, 2013; Hudzik, 2011; Merrill, 2011) and because leadership development is often included in the goals, vision or mission of higher education (Grunwell, 2015; Shalka et al., 2019), it could be argued that the findings of this study may contribute to the development of larger, campus wide leadership programs.

Summary

Chapter one set the stage for this study by presenting context to the problem, defining key terminology, and articulating the research questions for this study on intercultural learning in student leadership development programs and the international student experience. Chapter two provided a comprehensive review of the literature, expounding on the impact of globalization in higher education; presenting key intercultural learning frameworks;

discussing student leadership development programs in higher education; highlighting the value of incorporating non-Western approaches to leadership; and examining the international student experience from an asset-based mindset, affirming international students' community cultural wealth (Yosso, 2005). Chapter three presented the blueprint for this mixed methods study, which used survey and interview data in a two-phase explanatory sequential design. Research methodology, including population sampling, instrumentation, data collection, and data analysis, were discussed. The findings of the study will be presented in the next chapter.

Chapter 4: Results and Findings

The purpose of this study was to better understand student leadership development programs that incorporate intercultural learning, and what role, if any, these programs play in shaping the international student experience. First, the study sought to better understand the common characteristics across leadership programs. Second, the study aimed to better understand how program administrators perceive these programs as contributing to the international student experience. Third, the study sought to understand how international student participants experience the program.

In order to investigate these questions, the researcher employed a mixed-methods approach using a two-phase explanatory sequential design. In the first phase, separate surveys were distributed electronically to two populations: (a) program administrators, and (b) international student participants. The first-phase surveys provided quantitative data that yielded descriptive statistics as well as open-ended responses that provided richer qualitative data. Some program administrators also submitted documents about their program (e.g., training curricula, learning objectives). These documents were analyzed and incorporated into the data analysis. In the second phase, five program administrators participated in semi-structured interviews. Interviews were recorded and transcribed before being analyzed. Finally, data sets from both phases were triangulated and synthesized into the findings that are shared in this chapter.

This chapter begins with an overview of the program administrator survey respondents and the types of institutions in which they work. This overview provides a backdrop for understanding where and in what types of institutions these programs occurred. The rest of

this chapter is organized in order of the research questions, beginning with leadership program characteristics (RQ1), followed by program administrator perspectives (RQ2), and concluding with international student participants' experiences in these leadership programs (RQ3). Qualitative and quantitative findings are presented in each section.

Administrator Survey: Demographics

As noted in the previous chapter, it was challenging to recruit participants for this study. Multiple channels of outreach were employed, and 19 administrators responded. Of these 19 respondents, two were ineligible because they did not meet the requirement of being currently or recently (within one academic year) involved with a leadership program, and therefore unable to participate. Another two respondents only provided their state, type, and size of institution, and had identical responses. Upon further investigation, it was discovered that the two responses came from the same IP address. It was assumed that these two responses came from a single respondent who started, and then quickly stopped the survey, not moving beyond Part I, question 5 of the administrator survey. Given that the survey responses did not provide any information regarding the leadership program, these two responses were not used in the data analysis. As such, the final count of respondents for the administrator survey was reduced to 15 respondents.

Administrator Institution Type

Program administrator respondents represented a variety of institutional types across the United States. Given that the researcher's network is largely California-based, it is no surprise that nearly 47% of the respondents (*n*=7) were from HEIs in California. In addition to the California respondents, there was one respondent each from eight other states: Florida,

Georgia, Massachusetts, Michigan, New Hampshire, Texas, Washington state, and Washington, D.C. (see Table 3).

Table 3

Administrator Survey: State in which Administrators Currently Work

State in which Administrators Currently Work	*n*	Percent (%)
California	7	46.66%
Florida	1	6.66%
Georgia	1	6.66%
Massachusetts	1	6.66%
Michigan	1	6.66%
New Hampshire	1	6.66%
Texas	1	6.66%
Washington	1	6.66%
Washington, D.C.	1	6.66%
Total	15	100%

Most of the respondents (60%) work at public institutions, with only 20% currently working at private institutions. Other institutional types included a liberal arts college, a community college, and a consortium of universities (see Table 4). Of these institutions, 53% were large institutions with a combined undergraduate and graduate student population of more than 30,000 students. 13% of respondents were from campuses of between 15,000-30,000 students, while 27% of the respondents were from campuses with a population of 5,000-15,000 students. One institution had less than 5,000 students (see Table 5).

Table 4

Administrator Survey: Institutional Type Represented

Institutional Type Represented	*n*	Percent (%)
Public University	9	60.00%
Private University	3	20.00%
Liberal Arts College	1	6.66%
Community College	1	6.66%
Consortium of Universities	1	6.66%
Total	15	100%

Table 5

Administrator Survey: Institutional Enrollment

Size of Institution Represented (approximate total number of enrolled students)	*n*	Percent (%) of Total Respondents
Less than 5,000	1	6.66%
5,000-15,000	4	26.66%
15,000-30,000	2	13.33%
More than 30,000	8	53.33%
Total	15	100%

Most of the administrator survey respondents (33%, *n*=5) work on campuses with large international student populations of more than 7,000. Three respondents (20%) work on campus that have between 5,000-7,000 international students, while one respondent (7%) hosts between 3,000-5,000 international students on their campus. Three respondents (20%)

work on campuses that host between 500-1,500 international students, and three other respondents (20%) have less than 500 international students on their campus (see Table 6).

Table 6

Administrator Survey: Institutional International Student Enrollment

Number of International Students at the University	*n*	Percent (%)
Less than 500	3	20.00%
500-1,500	3	20.00%
1,500-3,000	0	0.00%
3,000-5,000	1	6.66%
5,000-7,000	3	20.00%
More than 7,000	5	33.33%
Total	15	100%

Research Question 1: Leadership Program Characteristics

The first goal of this study was to better understand the characteristicszxc of leadership programs that include intercultural learning and were designed with international students in mind. Research question one (RQ1) asked: What are the characteristics of co-curricular international student leadership development programs that include intercultural learning? RQ1A looked at the common characteristics of these programs, and RQ1B inquired about the extent to which intercultural learning is incorporated into these leadership programs. This section begins with a presentation of the quantitative data from the administrator survey, from an overview of the departments that sponsor these types of leadership programs to a summary of the duration of the program, frequency of training, and mode of delivery. The

quantitative summary is followed by the qualitative findings, which integrate multiple data sets from the open-ended survey questions, document analysis, and interview transcripts. Qualitative discussion focuses on the common program goals, learning objectives, and program content.

Sponsoring Departments

As previously mentioned, it was assumed that many of these leadership programs would be based out of ISS offices, and may include the training of orientation leaders, peer mentors, or peer advisors. When asked which office or department sponsors this leadership development program, only 73% responded. Yet, the responses indicated that ISS offices generally sponsored these types of programs for their international students. The word *international* appeared in every single answer, from *International Center* to *Office of International Education*. This response was as expected, given the eligibility requirement stated above. Furthermore, the surveys were distributed to colleagues within the field of international education either through direct email messages or via the NAFSA: Association of International Educators' Network NAFSA message board. It is, therefore, not surprising that the respondents indicated that ISS (and similar) offices sponsor these types of specifically designed leadership programs.

Administrator Role in Program Design, Assessment, and Training

As previously indicated, it was anticipated that program administrator respondents would hold job titles such as *Program Coordinator* or *Student Engagement Specialist*. Given the nature of the work that is typically associated with these positions, it was anticipated that

respondents would be involved in the leadership program in one or more of the following ways: (a) as someone who designed or assisted with the development of the leadership program; (b) as someone who assesses the leadership program; or (c) as someone who serves as a trainer in the leadership program. As suspected, most administrators reported that they played multiple roles in the program. 36% took on (in varying combinations) two of the three roles listed above. Another 36% indicated that they were involved in all three capacities, serving as program designer, assessor, and trainer. Combined, this indicates that a majority of administrators (72%) wore multiple hats, and served their leadership programs in two or more capacities (see Table 7).

Table 7

Administrator Survey: Administrator Role in Program Design, Assessment, and Training

Role of Administrator in the Program	*n*	Percent (%)
Program Design (single role)	2	18.18%
Trainer (single role)	1	9.09%
Program Design & Assessment (multiple roles)	2	18.18%
Program Design & Trainer (multiple roles)	1	9.09%
Program Assessment & Trainer (multiple roles)	1	9.09%
Program Design, Assessment, & Trainer (multiple roles)	4	36.36%
Total	11	100%

Program Enrollment

Total program enrollment (domestic and international students) varied greatly, with the smallest program having a total of 10 students (80-90% international) and the largest

program enrolling 200 students (100% international) per iteration. The median total enrollment per program per iteration was 23; the mode was 15; the mean was 43 students. All programs enrolled international students, with four programs (36%) that were completely international. All programs enrolled at least 50% international students with the exception of one program that enrolled only 10% international. The enrollment of international students in a program ranged from 8 to 200 students. The average number of international students enrolled in these programs was 33.36, with both the median and mode being 12. The standard deviation of total enrollment and international student enrollment was 56.16 and 56.29, respectively. The large standard deviation reflects the wide variance of enrollment across eleven programs. Table 8 summarizes the descriptive statistics of program enrollment.

Table 8

Administrator Survey: Program Enrollment

	Total Enrollment (U.S. & International)	International Students Enrolled in Program
Range	10-200	8-200
Mean	43.09	33.36
Median	23	12
Mode	15	12
Standard Deviation	56.15	56.29

Program administrators were asked to indicate the “top three countries of origin” of their international student participants. The countries named were: The Bahamas, Brazil, China, Hong Kong, India, Indonesia, Lebanon, Mexico, Myanmar, Nigeria, Saudi Arabia, Spain, South Korea, Venezuela, and Vietnam. It should be noted that, although Hong Kong is a

Special Administrative Region of the People's Republic of China, it was listed as a country of origin by the survey respondent. Of the countries listed, India and China were mentioned in the "top three" the most frequently (five times each), followed by Indonesia, which was mentioned twice. All other countries listed above were mentioned once.

Program Age, Duration, Frequency, and Mode

Most of the programs (63%) that the respondents described were moderately established programs that have been in place for a minimum of three years. Five of the respondents' programs have been running for more than five years (45%); two respondents had programs that have been around for 3-5 years (18%). Three programs were in the 1-3 year range (27%), and only one program was less than a year old (9%). See Table 9.

In terms of program duration, results were quite varied, with programs that were as short as two days, to as long as one calendar year. Most of the respondents (45%) indicated that their program spanned one academic year (around 10 months). One respondent's (9%) program spanned one calendar year or 12 months. These were the longest programs indicated. Two respondents (18%) indicated that their program ran for one semester (typically, 16 weeks or four months). Three of the respondents (27%) had programs that ran for two days or a long weekend (see Table 9).

The total number of training hours also varied, ranging from a minimum of 10 hours to a maximum of 38 hours. The median was 14 hours, while the mode was 10 hours. The upper end of the range included programs that were 30 and 35 hours in length. The longest program was estimated to be 38 hours long, based on the description provided by the respondent. While the respondent did not provide a total number of hours, they explained how many

Table 9

Administrator Survey: Program Duration, Total Training Hours, Frequency, and Training Mode

Program	Program Duration	Total Training Hours	Frequency of Training	Mode of Training
A	2 days	14	Once a year	100% in-person
B	2 days	10	Twice a year	Hybrid: Mostly in-person
C	2 days + 2 follow up meetings	20	Once a year	100% in-person
D	1 semester	10	Every 2 weeks	Hybrid: 50% online, 50% in-person
E	1 semester	10	3-4 Times/Semester	Hybrid: Mostly in-person
F	1 academic year (10 months)	10	Monthly	100% online
G	1 academic year (10 months)	30	Varies	Hybrid: 50% online, 50% in-person
H	1 academic year (10 months)	24	Varies	100% in-person
I	1 academic year (10 months)	38	Varies, includes onboarding, initial training & weekly meetings	100% in-person
J	1 academic year (10 months)	35	Varies	100% in-person
K	1 calendar year (12 months)	10	Varies	Hybrid: Mostly in-person

hours were spent on initial training (6 hours), onboarding (2 hours), and weekly meetings (1 hour each week). Given that the respondent indicated that the duration of the program was

three quarters (one academic year), and that quarters are typically 10-weeks long, this would mean that staff meetings would occur around 30 times at one hour each for a total of 30 hours each academic year. With the addition of the initial training and onboarding, the total duration of that leadership program for one academic year amounts to 38 hours.

Table 9 provides an at-a-glance view of the variance across programs. Frequency of the training varied through the duration of the program, with shorter programs (i.e., two days) occurring once or twice a year, but for longer spans of time each day (e.g., 7 hours of training per day). Longer leadership development programs that were a semester, academic year, or calendar year in length had a varied schedule. This might include longer initial training at the start of the program, and then shorter training meetings throughout the semester or year. For example, during an interview, one of the administrators shared that the focus of the training changes throughout the year to better match students' needs at different points in the program:

> As the year goes on, we also decrease the time of our meetings because…as they get to understand the responsibilities and roles we want to take, have them take more time doing their actual tasks and taking ownership, versus spending time in meetings. (Interviewee Five)

This program is an example of a program that is longer in length, but adjusts the frequency and duration of training sessions as the academic year progresses and the needs of the trainees change.

In terms of how the leadership program was delivered, 45% of respondents indicated that their leadership program is delivered 100% in-person. Another 45% of respondents indicated that their program uses a hybrid model. Of these hybrid programs, 18% indicated that they

were conducted 50% online and 50% in-person, while 27% indicated that the program was hybrid, but conducted mostly in-person. Only one respondent (9%) indicated that their program was conducted entirely online. Given these results, there is a clear preference by program administrators to deliver leadership programs in-person, though some online training seems to occur.

Administrator Interviews: Demographics

To this point, the researcher has described the quantitative findings pertaining to the Administrator Survey in relation to the first research question (RQ1): What are the characteristics of co-curricular international student leadership development programs that include intercultural learning? In the next section, the qualitative findings of RQ1 are discussed. Qualitative analysis involved triangulating data sets from the open-ended questions, document analysis, and interview transcripts. As described in the previous chapter, five program administrators consented to a semi-structured individual interview. Interviews lasted for around 60-minutes each via the Zoom video conferencing platform.

Four of the five interview participants worked at HEIs on the West Coast of the U.S., while one was employed at an institution on the East Coast. Four of the five interviewees worked at large public institutions. One participant worked at a private institution. All five interviewees worked for an ISS office. All five participants were involved in the design (or re-design) of the leadership program, and all five participants also served as trainers in the program. Four of the five participants indicated that they were involved in program assessment. One participant did not disclose whether or not they were involved with program assessment.

Given that all interviewees had a hand in designing or redesigning the program, it is worthwhile to consider how the administrators' personal experiences may have influenced the program design and delivery. The following section describes common experiences shared by administrators during the interview phase. The implications of how administrators' experiences may impact program design and delivery will be expanded upon in chapter five.

Influence of Childhood Experiences on Administrators' Interest in International Education

Three of the five interviewees shared about how their childhood experiences and family backgrounds influenced their desire to go out in the world. One participant shared that they grew up in a small and "pretty homogenous kind of community" (Interviewee Four). Wanting to break free of small-town life, the administrator chose to attend university in another state, with aspirations to experience life outside of the U.S.: "I just knew that I wanted to get out there, see different things, learn about new things. So, I had already had it in my mind that I was going to study abroad" (Interviewee Four).

Interviewee Two spoke about growing up in a large family in the Midwest. While the expense of international travel was challenging for the large family of six, interacting with people from other cultures was always encouraged:

> My family wanted us to have those type [*sic*] of experience of getting to know people who were different from us, getting to know people and recognize that there is a world outside of [the Midwest]. So, we connected with the Rotary [club] and would often host exchange students for three-month periods. (Interviewee Two)

The administrator went on to explain that their parents encouraged them to apply for a Rotary scholarship to be a study abroad exchange student. At eighteen years old, the administrator was awarded the scholarship, and left to study abroad in France.

Interviewee One explained that they became interested in language and culture largely because of their family's background. Similar to the researcher's initial interest in Japan, Interviewee One was inspired to learn French and study abroad in France because their grandparents were French immigrants. The administrator's mother had also lived in Paris for three years. The administrator recollected, "She would always tell me stories from that [time in Paris]. So that made me want to study French. And I just always thought that language learning was the coolest thing" (Interviewee One). Not only did this administrator study French, they later became a French language teacher before transitioning into international education.

Impact of Experiences Abroad on Administrators' Careers

All five interview participants had the experience of living in at least one country outside of the U.S., either on a study abroad program or for work purposes. Two of the five interviewees mentioned living in multiple countries. Four of the five participants indicated that their experience abroad impacted their career interests, and ultimately their career trajectory into the field of international education. The administrator who received the Rotary scholarship to study abroad in France shared:

> And so, I did. I went abroad. I loved being in that type of experience, loved my learning. And so, I came back and wanted to do international relations, and then I knew I wanted to find a way to be able to get abroad again. And so, I started applying for those like teaching abroad jobs. (Interviewee Two)

Another administrator explained:

> When I was an undergrad, I was an RA [residential assistant] abroad…And so I spent my sophomore year in Florence, Italy, and was the RA of the villa there. So, in some ways, I consider that my beginning of my love for international ed. So, it's kind of been this interplay of working with domestic students abroad and then, quote unquote foreign students, abroad that are domestic in their own context, right? And then now working with international students domestically. So, kind of this interplay between all of it. (Interviewee Three)

Both of these administrators have lived in multiple countries. Their experiences living abroad sparked an interest in working in the field of international education. Similarly, a third administrator shared:

> …and so, I had come back from abroad, and I went to a new part time position in a related field because I really like studying abroad…So I wanted to apply my skills and work with the study abroad or international students. And so, I found an opening at their international center with their programs area. (Interviewee Five)

These stories illustrate the impact that international experiences had on these administrators' career trajectories.

Table 10 summarizes the interviewees background in international education, highlighting their experience abroad, their fields of study, and their experience working within different areas of international education: ISS, study abroad, and teaching English as a second language.

Research Question 1A and 1B: Common Program Characteristics and Incorporation of Intercultural Learning

As discussed previously, there were multiple sources of qualitative data: open-ended survey questions, document review (e.g., training curricula), and interview transcripts. In order to triangulate and organize the data in a systematic way, the researcher created a chart

Table 10

Administrator Interviewee International Education Experience

Interviewee	Experience Abroad (No. of Countries Lived or Studied Abroad in)	Currently Works in ISS	Experience Working in Study Abroad	Experience Teaching English as a Second Language	Field(s) of Study
One	1	Yes	Yes	Yes	International & Intercultural Management
Two	3	Yes	Yes	Yes	Student Affairs, International Relations, Anthropology
Three	2	Yes	Yes	Yes	International Studies, Intercultural Communication
Four	1	Yes	No	No	Student Affairs, Political Science, Chicana/Chicano Studies
Five	1	Yes	No	No	Psychology

that summarized the program goals, related learning objectives, and corresponding program content (e.g., topics covered, activities used). The chart condensed down the numerous sources of qualitative data, and presented the data in an organized and easy-to-read format. Following Taylor-Powell and Renner's (2003) data analysis method, the creation of the chart involved categorizing information, which proved useful in identifying patterns and connections between and within categories. The full chart may be found in Appendix I. An overview of the program goals is listed in Table 11.

The data presented in this section on program goals, learning objectives, and program content addresses both research question 1A and 1B. As a reminder, the research questions (RQs) were as follows:

(RQ1A) What are the common characteristics of these leadership programs?

Table 11

Summary Chart: Overarching Program Goals

	Program Goal	Description of Goal
1	Diversity Equity, & Inclusion	Increase awareness & knowledge about DEI issues. Create a more inclusive campus community
2	Global Engagement	Understand global context & create a global community
3	Intercultural Learning	Deepen understanding of oneself and others. Gain knowledge and skills to navigate difference. Become more interculturally aware.
4	Leadership Development	Develop knowledge and skills that will aid students in becoming more effective leaders in general and in their specific role.
5	Personal and Professional Development	Develop transferable skills applicable to future careers. Ability to communicate knowledge, skills, and experience to future employers.
6	Supporting the International Community	Understand, communicate, and address the needs of the international community.
*7	**Wellness was not listed as a program goal or learning outcome. However, it was mentioned multiple times in the interviews and administrator surveys. While not explicitly a stated goal or learning outcome, it could potentially fall under "personal growth", "preparing for their role", or "supporting the international community". In order to support others, leaders must first be able to support/take care of themselves.*	

(RQ1B) To what extent do these leadership programs include intercultural learning?

Findings in this chapter are presented as if reading the summary chart (Appendix I) row by row. Each row covers one of six content areas:

1. Diversity, Equity, and Inclusion
2. Global Engagement
3. Intercultural Learning
4. Leadership Development
5. Personal and Professional Development
6. Supporting the International Community.

A seventh content area, Wellness, emerged from the data, although none of the programs indicated wellness goals or learning outcomes. Columns that intersect each row describe the program goals, learning objectives, and program content related to each of the content areas. In this way, the reader will be able to get a sense of the alignment between a particular overarching program goal, its related learning objectives, and the topics and activities covered in the program that enable students to achieve those learning objectives.

Before delving into each content area, it is important to point out that there is some overlap between the content areas. One activity might serve multiple purposes, and therefore could be applied to more than one goal or learning outcome. For example, cultural sharing activities could deepen one's intercultural learning and understanding of other cultures while also helping students make connections to a wider global context. Another example is interacting with people from other cultures. Not only do these interactions provide an opportunity for intercultural learning to happen, but interacting with people who are different from oneself could also help broaden one's worldview and expand one's global network. In this way, one type of activity (e.g., positive social interaction with others) can contribute to the advancement of multiple goals (e.g., intercultural learning and global engagement). The overlap will be addressed in further detail in the next chapter.

Content Area 1: Diversity, Equity, and Inclusion

Program goals that were oriented toward DEI included: "introduce diversity, equity, and inclusion concepts" (Survey Respondent A) and "build connections between international and domestic students and more inclusive campus [*sic*]" (Survey Respondent C). Learning objectives related to the larger program goal of DEI revolved around defining and raising

awareness of DEI concepts. These concepts included implicit bias, microaggressions, and being a responsible bystander. Examples of DEI learning objectives included, students will be able to "critically examine personal experiences to identify implicit bias" (Survey Respondent A); "define microaggressions and identify the various forms microaggressions can take in interpersonal interactions" (Survey Respondent A); and "act as a responsible bystander" (Survey Respondent J). Additionally, two documents mentioned learning objectives that involved creating an "inclusive environment for students to have meaningful conversations" (Document 4) and creating an "inclusive community" (Document 2) at their institution. One administrator explained:

> We do a community agreement to sort of set norms and expectations. As part of that, I try to incorporate talking about multilingual [students]...I want to make sure that people have enough time to kind of process questions and be able to participate equally, so that they're comfortable to speak up when they don't understand their partner. Is comfortable to, you know, speak up if they don't understand someone's accent. So that everyone really feels like there aren't barriers to their participation. (Interviewee One)

DEI program content included topics such as using inclusive language and facilitating intergroup dialogue. DEI activities included watching and discussing the TED Talk *Danger of a Single Story* by Chimamanda Ngozi Adichie (2009). In one case, students were asked to create and deliver a workshop or presentation on a DEI or social justice issue of their choice.

One administrator, during an interview, pointed out that international students may experience or perceive DEI differently than American students because the historical and cultural contexts in which they grew up are different from that of the U.S.:

> So even in terms like social justice, people of color, underrepresented groups, you know, things like that, I would try to incorporate them to conversations with my students because…for a lot of students I work with, you know, they're coming from

> countries where maybe the culture is all very similar for folks. People look the same. Coming to the U.S., obviously, it's not like that, right?...Like students that are coming from African countries, right? They're like, I'm Nigerian. I'm Ghanaian, right? But then you come to the U.S. and it's not their identity, but it's like a social identity that's put on them as being like, 'Oh well, I'm looking at you, and you appear to be Black.' And so that's an experience for them, right? Which is something they're not used to from back home. And so having conversations like that to explore, like what it is like to come to the U.S. and suddenly be seen as like, you know, Asian, when back home you're Japanese or you're Korean, but here, you know, you have this identity put on you. A lot of our students, they haven't had those conversations before. And so for sure, I try to make time for that in trainings. We try to get them to even explore their identities and talk about it a little bit more because that's maybe something they haven't done at all before now. (Interviewee Four)

This example touches several program goals at once: DEI, intercultural learning, and understanding global context. The administrator introduces DEI vocabulary and concepts, and then has students explore how these concepts may relate to them through self-reflection and social identity work. Cultural self-awareness and understanding that one's identity is shaped by one's lived experiences, is an important part of intercultural learning. Listening to others' share about their experiences and learning about how others perceive the world contributes to the development of a global mindset.

Content Area 2: Global Engagement

Only one of the respondents to the administrator survey indicated a specific program goal related to global engagement: "being involved in events on campus that promote the global engagement and internationalization of our university" (Survey Respondent G). However, terms such as "globally minded," "global network," and "global connection" were interspersed throughout the qualitative data. For example, one interview participant discussed incorporating the United Nations (UN) Sustainable Development Goals (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2017) into their program

(Interviewee One). The same interviewee also spoke of the importance of developing a global community, stating, “And so we talk about developing intercultural skills, leadership skills, and developing a global network” (Interviewee One). Another interviewee discussed the importance of building relationships in order to create a global community: “Each day we still have [an] icebreaker or relationship building [activity] because I honestly think it’s the best inter global, intercultural relationship can just happen from building relationships with people” (Interviewee Two). A third administrator also shared:

> So, we do have domestic students. And that was one of the goals of our program, is to really, like, create a global community. Because I feel like I meet with so many international students who are like, I came to a U.S. university in the hopes of making more American friends, being immersed in American culture. And I feel like it’s really hard to do that, actually. (Interviewee Three)

The excerpts above speak to the importance of connecting students and building a global network or community.

Content Area 3: Intercultural Learning

Intercultural Frameworks. The administrator survey asked participants to identify any intercultural frameworks used in the design of the program. Five of nine administrators responded to this question. Two administrators indicated they used Hofstede et al.’s (2010) cultural dimensions. One mentioned Deardorff’s (2006) models of intercultural competence. Another mentioned Meyer’s (2014) *Culture Map*. A fourth administrator cited the use of “Intercultural Praxis, cultural iceberg, universal, cultural, personal pyramid” (Survey Respondent C).

Intercultural Program Goals. Based on the qualitative data collected, program goals related to intercultural learning in this study are summarized as: (a) to deepen the

understanding of oneself and others; (b) to gain knowledge and skills to navigate difference; and (c) to become more interculturally aware. Intercultural learning objectives included "students can identify cultural differences" (Survey Respondent D); "describe and practice elements of effective communication across identity, culture, and language" (Survey Respondent A); and "engage and empathize with multiple worldviews" (Survey Respondent J).

Understanding Self and Others. Learning objectives related to intercultural learning included the ability to demonstrate self-awareness and to "recognize and articulate that culture is one element of an individual's identity, which is shaped by their lived experience" (Survey Respondent C). In fact, the topic of identity work came up multiple times in both the survey responses and interview. In the survey, administrators were asked what types of self-awareness raising activities they used (if any) in the program. Six responded. Four of the responses included the use of identity wheels. The topic of identities also came up in four of the five interviews. Interviewee Five stated, "For them we do intercultural communication, cultural competency, humility, identities, like specific definitions and terms with identities, too." Interviewee Two explained:

> Part of it is about identity based skills that they would need…Recognizing who you are and how you find yourself being a part of this university and others is multiple layers to who you are, right?...So we start from who you are and come down to it and how you fit into the field.

In this example, the administrator also helped students situate their identities within the surrounding local context, and also larger global context.

Exploration of identities was also linked closely with cultural sharing activities. For example, one administrator mentioned an activity that requires both self-reflection (identifying aspects of self-identity) and also involves cultural sharing:

> We do an activity called Cultural Chest, where they bring in an item that's representative of their culture or like an identity that they want to share. We sit in the circle, we share about our items, and we ask each other questions, and yeah, just like learn more about each other. (Interviewee Four)

Similarly, one survey respondent indicated that they used the "Story of My Name" activity. In this activity, students share pieces of their identity that are attached to their name. This might include the history behind the name, the meaning of the name, or if an individual has selected a preferred name for themselves, why they selected that particular name.

Intercultural Awareness and Navigating Difference. Programs included training topics and activities related to raising intercultural awareness and developing knowledge and skills to help students navigate difference. Survey responses indicated that, in addition to culture sharing activities, some programs also introduced cultural dimensions and asked students to compare and contrast their own culture with other cultures. Six survey respondents listed intercultural communication as a training topic. Three survey respondents included active listening skills as part of their training. Six of the survey respondents used simulation activities (e.g., BaFa BaFa), which mimic intercultural interactions. Simulation activities are often used to raise intercultural awareness and serve as an opportunity for students to apply their intercultural knowledge and skills (Harvey, 2017).

Interviewee One used an activity that was intended to simulate what it is like interacting in a language that is not your native language. In this activity, students were given a question

to discuss with their partner. Each student was also given one letter of the alphabet that they were not allowed to use in their communication. The administrator explained the debrief process:

> And they talk about what it was like, and it's often like speaking another language, where they feel slowed down. They feel like they've got to put all their energy into it; that they feel like, you know, their wheels are spinning in their head. They feel self-conscious. Maybe they don't feel like they're coming across as smart. And so that leads into a discussion about what it's like to be multilingual. What it's like to be a language learner. And they usually, like, get out of it what I, like they come up with the ideas that I was hoping they would from it. So that's kind of cool. (Interviewee One).

This simulation activity demonstrates how one activity can raise intercultural awareness while also providing hands-on practice of navigating difference. In this case, the activity simulated navigating communication differences.

Content Area 4: Leadership Development

As one would expect, the leadership programs in this study included program goals related to leadership development. Some of these goals pertained to leadership in general. Other goals were specific to the student's leadership role. Examples of general leadership goal statements included, to "gain confidence effectively communicating and presenting" (Survey Respondent H); and to build "organizational skills, program planning skills, public speaking" (Interviewee Four). Similarly, there were several learning objectives that pertained to leadership in general. These included, to "identify diverse leadership styles and skills, both within and across culture, to better understand leadership identities" (Survey Respondent C) and to "gain leadership experience" (Survey Respondent K).

Understanding Specific Leadership Role and Responsibilities. Related to but different from general leadership development goals is the goal of preparing students for their role as a leader in a specific program. As mentioned earlier, leadership programs might take the form of training to prepare orientation leaders, peer mentors, or student assistants. Goals related to preparing students for their specific role included, "help lead international student orientation" (Survey Respondent J) and preparing students for mentorship roles, where they have "continued interaction and communication with the first-year students that they had met [during orientation]" (Interviewee Four). Learning objectives related to understanding one's specific leadership role included, "able to provide leadership to new students and feel prepared being a resource for new students" (Survey Respondent B); and "learn event planning skills" (Survey Respondent K). Program content geared toward role-specific learning included teaching students how to plan projects or events and how to submit project or event proposals. For example, one administrator shared:

> They get a training on what it looks like to plan something just generally, and then what we expect after is for them to come up with the proposal. What's included in a proposal like what do you need to have? The time, location, budget costs, all of that, and then the proposal is presented to us. (Interviewee Five)

The examples above demonstrate how program content varied, depending on the purpose of the program. In the case of programs that were designed to train students for a specific role, program content was tailored to meet the training needs of that specific leadership position.

Leadership Development Concepts. When asked whether or not they introduced leadership frameworks in their program, three survey respondents indicated that they include

a discussion of leadership styles, citing use of Leader-Member Exchange, servant leadership, values-based leadership, and coaching theories. Only one survey respondent listed identifying leadership styles as a learning objective: “Identify diverse leadership styles and skills, both within and across cultures, to better understand leadership identities” (Survey Respondent C). Not only was this the only learning objective that involved leadership styles and identities, but it also implies that multiple styles of leadership across different cultures were addressed in this program; that leadership is examined through multiple lenses, rather than a singular U.S.-centric lens.

Along the lines of leadership identities, two administrators in the interviews discussed using activities in which students define what it means to be a leader and identify leadership qualities. One administrator stated:

> We go over a bunch of words that are labeled, connected to a leader, right? And so, it starts with being like, what are words you associate with the leader? …They all bring their own words into it, and then they partner up and talk about it. And then one of the words that always ends up being there is being a strong communicator. And we said…what are your expectations for a strong communicator? And then how do you communicate? (Interviewee Two)

Another administrator shared:

> They talk about the ideal leader, knowing that there’s no ideal leader. But if they were going to put together aspects of a team that they wanted to be part of, what would they want their leader to be? And, you know, they talk about [an] active listener, someone who’s inclusive, and different aspects. And so, they draw their ideal leader, and then they present it to the group. And then we talk about, you know, aspects of leadership that adapt to different cultural contexts. (Interviewee One)

Both activities provide an opportunity for students to articulate their own beliefs about who a leader is, and what leadership means to them. Sharing their beliefs with others is a way of

acknowledging multiple views of leadership, and provides an opening to discuss leadership traits (e.g., an active listener, a strong communicator) in further detail.

In a similar vein of discussion, one program from the survey included “evaluate professional strengths and challenge areas” (Survey Respondent J) as a leadership program learning outcome. In addition to this program, one other program in the survey mentioned using CliftonStrengths (formerly StrengthsQuest) as a means of identifying individual strengths. Additionally, two interviewees shared specific activities they use to identify students’ strengths and areas for improvement. A third interviewee mentioned using specific, measurable, attainable, relevant, and time-bound (SMART) goals as a means of setting personal and professional goals at the beginning of the program. This administrator also used the same SMART goals at the end of the program to acknowledge student accomplishments and to identify areas for further development:

> And so, by the end of spring quarter when they’re about to leave, we check in on their SMART goals. We do an exit assessment on how they rate themselves, on what skills they’ve grown in or need improvement…We have a one-on-one meeting to talk about that, and then talking about their goals in the future or how they apply it. So, it’s very, very focused on their development throughout the year. (Interviewee Five)

Other administrators referenced using SMART goals in their programs. One survey participant listed SMART goals as a topic covered in their program. Two other interviewees also used SMART goals in their program, but utilized them in different ways. Students in Interviewee One’s program used SMART goals to identify one personal and one community goal each: “...the personal goal can be academic, professional, interpersonal. They decide. And then the community goal is something they want to do to better for [our campus

community].” Interviewee One’s use of SMART goals is related to program leadership goals and also related to the program goal of personal and professional development.

Another use of SMART goals had to do with helping student leaders plan, prepare, and implement an event or program for the communities they serve. In this sense, SMART goals were less geared toward setting personal or professional goals, but rather toward defining goals for a specific project or event they were planning. Interviewee Four explained:

> They create some kind of mission or goal for their committee for the year, and then their projects speak to it each quarter. They create project proposals. I review them, I give them feedback, they make changes, and then I approve them…So we went over the project proposal. We have, like, a form that they fill out. That way, everything is consistent. And then we went over SMART goals--so like, capital S-M-A-R-T goals--as a system they can use when they’re planning their projects.

Interviewee Four’s application of SMART goals is related to two program learning objectives: (a) leadership development; and (b) preparing students for their role as a leader.

As the three examples above illustrate, goal setting is a common feature of leadership development programs. Yet, the purpose of goal setting and the way in which goals are used within a particular program varies amongst programs.

Interpersonal Skills. Also included under leadership development outcomes was the development of interpersonal skills, which includes teamwork and collaboration. Interpersonal leadership objectives included, “works with and seeks involvement from people and entities with diverse experiences towards a common goal, demonstrating strong interpersonal skills, respect, and dignity for others” (Survey Respondent G); and “leaders will learn to work as a team to accomplish a shared goal” (Survey Respondent I). Development of interpersonal skills ranged from more formal to informal learning activities. Formal learning

included training sessions on topics such as conflict management, restorative justice, and soft counseling techniques. During an interview, one administrator mentioned bringing in a professor from the school of Peace and Justice to do a training session on restorative justice. Similarly, one of the training curricula submitted to by a survey respondent included a session called, “Mediation and Tough Conversations.” The description of the session was as follows:

> …the Title IX Violence Prevention team will give peer educators a chance to practice how to be a better mediator and how to navigate tough situations with their peers around topics such as sexual assault, sexual harassment, intimate partner violence (emotional abuse), hazing, alcohol emergency, emotional distress, and bias. (Document 5)

In both cases, on-campus experts from other departments were called on to deliver the training. As will be discussed in further detail later on, cross-campus partnerships were an important piece of program design and delivery.

The examples above illustrate the more formal aspects of interpersonal development. However, there were many ways in which relationship building was addressed informally across programs. Two of the most common activities were icebreaker and culture-sharing activities. Both activities create an opportunity for people to get to know each other. For programs that were training students for a specific leadership position, relationship building activities were also a form of team building. As one administrator mentioned, “our hope is to…help them create that bond so that they can cooperate with each other better” (Interviewee Five).

Other examples of teamwork or team bonding activities included preparing or sharing meals together. Several of the administrators from the interview mentioned sharing snacks

from different countries or going to a restaurant together as a team. One administrator, whose program was a weekend seminar, spoke about bringing in different cuisines at meal time, but also cooking together:

> Every year we have them do a hands-on cooking activity. One year it was making dumplings…They've made chapati from India, one year. And then last year they did, like, fried dough from Zimbabwe. (Interviewee One)

Another administrator shared about a Development Day, where they go off-site for team building:

> So, Development Day is basically a team building day, where I take them off campus to go do something…Last year, what folks voted for was rock climbing…and the students really had a lot of fun with that. And you could see them like they were cheering each other on, you know, they were encouraging each other. So, it was great. It was super successful. And then after that we took them all to lunch, where we were able to again, just like sit together, mix up, you know, mix up folks a little bit, talking to people that I hadn't talked to before. (Interviewee Four)

As these examples illustrate, the development of interpersonal skills is an integral component of leadership development for the programs in this study. Interpersonal development happened both formally and informally, and included activities that encouraged collaboration, teamwork, and team bonding.

Practical Application of Knowledge and Skills. Leadership topics included public speaking, presentation skills, and facilitation skills. Administrators built in opportunities for students to practice these skills during the leadership program. For example, Interviewee Five also shared:

> Personal presentations, as we call it, is where they present about something that is a hobby of theirs, or it could be like a slideshow of their photos from baby to now. And that's just a way for them to practice their public speaking, but also get to learn from one another.

Similarly, Interviewee Two stated:

> And then the next part of the leadership training is giving them opportunities to test their leadership skills amongst themselves, right? And so, we've done a lot of things like present on something you're passionate about or you want to be able to talk about.

A training curriculum that was submitted by a survey participant also indicated that opportunities to apply their leadership skills were built into the program. In this particular program, student leaders were being trained to welcome incoming international students. At multiple points during the training, there was time set aside for icebreaker activities. These icebreakers were student-led, and the description read: "Throughout the week, each [student] is responsible for leading a 15-minute ice breaker session. This is to give [students] techniques for facilitating icebreakers and energizer activities" (Document 5).

As the examples above illustrate, programs included content on general leadership development (e.g., public speaking, facilitation), while some programs included additional content that was more specific to the role that student leaders were preparing to undertake. Additionally, several leadership programs incorporate opportunities for students to apply their knowledge and skills, giving them practice, and an opportunity to also learn from that experience.

Content Area 5: Personal and Professional Development

Personal and professional growth was another common goal of the programs studied. Personal and professional growth involves the development of transferable skills that are applicable to future careers, and the ability to communicate knowledge, skills, and experience to future employers. Goal statements included, "allow our leaders to grow

professionally and personally while creating a welcoming and safe environment for their peers and international students" (Survey Respondent I); and "build leadership skills that students can utilize in different spaces of their lives" (Survey Respondent H).

One of the programs in this study was built on career competencies. In this particular program, students could receive co-curricular credit upon completion of the program. In order for the program to award co-curricular credit, the administrator first had to submit a program proposal and be approved by campus. As part of that proposal process, the administrator had to identify three competencies that students would develop by participating in the program. The administrator explained:

> Essentially there are twelve competencies…I think they were provided by the Career Center because I think they're the twelve competencies that employers want to see college graduates [have]...And so the three competencies we selected was [*sic*] understanding global context, teamwork and cross-cultural collaboration, and self-reflection. (Interviewee Three)

This particular program was built on career competencies that reflect what employers want to see in college graduates.

Another administrator discussed how they incorporated professional development into their leadership program: "So we invite our Career Center to come talk about what options they have, what resources are available. We do résumé reviews, cover letter reviews. We do interview mock practice and similar things like that" (Interviewee Five).

Another aspect of professional development that came up several times in the qualitative data was helping students better communicate the value of their leadership or global experience. One administrator shared, "I also give them a blurb for their résumé describing [the program] because sometimes it's hard to describe it" (Interviewee One). One of the

training curricula that was submitted included a session titled, “Marketing Your Leadership Skills and Transferable Skills.” The session description read, “[students] will review the skills they gain as [a student leader] and practice communicating these skills” (Document 5). Interviewee Five also shared, “I do something relating to career development so that they can take their skills of what they learn and apply that to their résumé or apply that to an interview response.”

Career support extended beyond the program as well. Administrators spoke about writing letters of recommendation for program alumni, and connecting students with different resources beyond the program. For example, one administrator spoke about post-program coaching sessions and facilitating connections:

> If I have international students who are struggling with their English and want a language partner, I’ll reach out and match them. If it’s someone who’s thinking about graduate school, I might…match them with a [program] alumnus or alumna. So, there’s a lot of matching that way. If I get publicity about our counseling services wanting ambassadors for their program, I’ll reach out to like all the psych and social work majors. It’s really varied, but there are work opportunities that come across. We’ll recruit our orientation leaders from these students. (Interviewee One)

Not only was this administrator helping to facilitate connections to resources and job opportunities, they were also helping facilitate global networking.

While students are developing knowledge and skills to help them perform their leadership role, they are also developing transferable skills that are applicable to their future careers. Connected to professional development is personal growth. As students are developing in their leadership roles, they are also developing as an individual.

Content Area 6: Supporting the On-Campus International Student Community

Inherent in the role of peer mentor or orientation leader is the expectation that student leaders will provide support to the community that they serve. In this study, while there were a couple of programs that were open to the larger campus community, a majority of the leadership programs were designed specifically to support the international community. As such, the goal of supporting the international community emerged from the data. These goals included, “student leaders will work to amplify the visibility, voices, and contributions of the entire campus international community” (Survey Respondent K); and students will “discuss concerns/challenges faced by international students at [our university] and work together with [our office] leadership to create and offer resources/solutions” (Survey Respondent F). Examples of learning objectives related to supporting the international student community included, students will “use their own cultural background, experience, and knowledge to support the larger community” (Interviewee Four); and students will “become a resource to campus and advocate for the needs of the international community” (Survey Respondent K).

Resource knowledge objectives are based on the idea that the student leader should develop knowledge of campus resources because they serve as a resource to other students. For example, one survey respondent stated, “they will gain knowledge of on- and off-campus resources to better support the students they interact with” (Survey Respondent I). Another survey respondent added that by the end of the program, participants should “feel prepared being a resource for new students” (Survey Respondent B). One administrator indicated that part of the leader’s duties was to respond to inquiries from incoming international students

(Interviewee Four). In preparation to respond to student questions and to serve as a resource to their peers, several programs included sessions related to communication (e.g., how to email, communication styles, active listening) and brought in campus partners to share about the resources and services their offices provide. Campus partners included the Admissions Office, Multicultural Center, Housing Office, Career Center, Tutoring Centers, and Counseling and Psychological Services.

As discussed earlier, all of the leadership programs in this study are sponsored or co-sponsored by an ISS office. In the interviews, administrators spoke about the importance of the student leaders seeing the ISS office and staff as resources they can trust and turn to in times of need or if they have suggestions on how to better support the community. One administrator explained that it is important that students "know we're a resource as things come up around campus, that we can coach or talk to them about when it comes to larger campus issues or some cultural issues that are happening" (Interviewee Two). Another administrator shared:

> And sometimes our student leaders are the first to hear of challenges or issues that their peers are facing. And they let us know that because maybe our staff is a little, you know, intimidating or coming to our office to share about challenges is intimidating [for students]. And so, when our student leaders are prepped and equipped to handle specific situations and conversations to take that to us, I think that's also a huge benefit as well. (Interviewee Five)

Student leaders are able to support their communities by making ISS staff aware of student needs, challenges, and interests. Yet, in order for students to feel comfortable enough bringing their concerns or suggestions to staff, some level of trust and comfortability between student and staff must be established. As Interviewee Five went on to explain:

> Our staff is creating a safe space for our leaders to be able to share their honest opinions and see that whenever they provide a feedback [*sic*], that we are making changes to it, so that they are like, okay, what I'm saying is adding, is working, or like it's actually being heard.

In addition to alerting and helping ISS offices address community concerns, leadership programs and the student leaders they produce also help build a supportive community for international students. On top of this, student leaders themselves also find a sense of community within their student leader group. One administrator shared:

> One thing that I hear from many, many students, which is something they weren't really expecting but they're so happy to get out of this, is to be in this space, this community, with all international students. They don't get it anywhere else on campus. And so I tell them, like, yeah, you're here to help other international students to put on programs or create initiatives for them. But you're also here in this group for yourself, like you're here to grow and develop. And so, you know, I want to support you in supporting other students, but I'm also here to support your growth and development. (Interviewee Four)

This excerpt illustrates the multi-layered support that takes place through a single leadership development program. The administrator is supporting student leaders, who are supporting each other as they work together to support the larger international community.

Additional Content Area: Wellness

Student wellness was not listed in any of the data as a program goal or learning objective. However, there were numerous mentions of wellness throughout the survey responses, interview transcripts, and document analysis. Two survey respondents listed "self-care" as a topic covered in their program. One of the two respondents also included "stress management" as part of their program content. Two programs provided training curricula, both of which included multiple sessions related to wellness. One program incorporated optional wellness activities to start the day as well as two required wellness sessions: (a) self-

care reflection; and (b) wellness training. The description of the self-care reflection session explained:

> Because student leaders are more prone to helping others through stressful situations, it is critical for each student leader to be more proactive about taking care of themselves while taking care of others. This session will provide strategies on how to establish a self-care routine. (Document 5)

The second activity was the session titled "Wellness Training." The description of the wellness training, which was facilitated by the Wellness Center, stated the session was "about how you can take care of yourself, a critical piece to being able to support others!" (Document 5).

The curriculum from the program run by Interviewee One was studded with "grounding moments" throughout the weekend-long program. During an interview, the program administrator explained: "I intersperse what I call grounding moments throughout the weekend to help people kind of center and calm" (Interviewee One).

Additionally, the same administrator shared about another activity called "Full Plate," in which students identify all the activities they participate in, and then consider "how they feed you" (Interviewee One). The administrator went on to explain that students contemplate, "Are there any missing spots or areas that you need to pay better attention to in your life, whether that's, you know, taking care of yourself, getting outdoors, getting exercise, your financial wellness, all different things like that" (Interviewee One).

Another administrator described activities that were suggested, planned, and implemented by student leaders. These activities included a session on Tai Chi and a session on meditation in different cultures, which the administrator described in more detail:

> Everyone was supposed to find a meditation in their own home language, and they just did meditation in the room, which was really, really cool...And then they chose one at the very end that was in English for everyone because that [was the] language that everyone spoke. (Interviewee Two)

A third administrator has a Wellness Committee, which is led by student leaders. The Wellness Committee leaders came up with an event that celebrated wellness and teas from around the world:

> And what they [the student leaders] told me was like, everybody loves, like all cultures have tea, right? We have some kind of ceremony or something around tea, like let's just get all sorts of types and like, hang out together…they had a really good turnout, and I could see they were just really excited to welcome people and show them, you know, the assortment of teas and snacks we had. (Interviewee Four)

What these examples demonstrate is that wellness is a topic that both administrators and students value and feel the need to incorporate either into leadership programs or for the larger international community. The first two examples showed how administrators intentionally incorporated wellness into their leadership training curriculum. The last two examples were student-generated activities that were well received by their peers. It should also be noted that both the tea gathering and the meditation session were global and intercultural activities, whether intentionally designed that way or not. The tea event introduced tea culture from around the world and prompted discussions about the role of tea in different societies. The meditation in different languages acknowledged and celebrated students' unique cultural backgrounds, and exposed students to different ways of doing a common activity.

Research Question 1 Summary

Research question one explored the characteristics of international student leadership programs that included intercultural learning. The goal was to better understand common characteristics across programs as well as gain a stronger sense of the extent of intercultural learning included in these leadership programs. Findings indicate that programs varied greatly in terms of program duration, frequency of training, and participants served. Some programs had participants that were completely international students, while others had a mix of international and domestic students. Some programs were designed specifically to train students to be international orientation leaders, peer advisors, or peer mentors. These programs included training that was specific to the role student leaders were going to undertake. Other programs focused on leadership development more generally. One program offered co-curricular credit to students and allowed students to customize their experience by self-selecting workshops and events that met program requirements, but also met students' individual interests and needs.

In terms of program goals, learning objectives, and program content, six major themes emerged:

1. diversity, equity, and inclusion
2. global engagement;
3. intercultural learning;
4. leadership development
5. personal and professional development
6. supporting the international community

A seventh content area (wellness) was identified. Although there was no specific mention of wellness as a program goal or learning outcome, the topic of wellness (e.g., self-care, stress management, mindfulness) came up multiple times in both the survey and interview data sets.

The extent to which intercultural learning was incorporated into the leadership program varied greatly, depending on the program. Some programs wove intercultural learning throughout the curriculum, while others included one or two sessions on intercultural learning. Other programs fell in between, and included some sessions focused on intercultural learning and also interspersed activities that touched upon intercultural topics (e.g., active listening, self-reflection, cultural awareness) throughout the program.

Research Question 2: Administrator Perspectives on the Program's Contribution to the International Student Experience

The first set of research questions focused on understanding the common characteristics of leadership development programs that included intercultural learning and were designed with international students in mind. The second set of research questions aimed to better understand how administrators perceived leadership programs as contributing (or not) to the overall international student experience. Research question two asked the following:

(RQ2) In what ways do international student leadership program administrators perceive these programs as contributing to the international student experience?

(RQ2A) To what extent do program administrators view leadership programs contributing to international students' sense of belonging?

These research questions were addressed in both the program administrator survey and the interviews with five administrators. Data indicated that, overall, administrators perceived leadership programs to make positive contributions to the international student experience in the multiple ways. First, students are able to develop transferable skills that are applicable to future careers. Second, participants display an increase in self-confidence. Third, participants are often motivated to take on other leadership roles beyond the program. Fourth, intercultural learning helps students broaden their perspectives and better understand one another. Fifth, leadership programs help create a sense of belonging.

Leadership Programs and Future Careers

When asked the extent to which administrators agree or disagree with the statement, "The knowledge and skills gained by participating in this leadership program will help international students in their futures careers," a majority of survey participants (89%) indicated that they "somewhat agree" (44.4%) or "strongly agree" (44.4%) with the statement. Only one participant indicated that they "neither agree nor disagree."

One administrator spoke about the importance of learning basic workplace skills as a student leader, and then being able to carry that into an actual job beyond university life:

> What we notice is that a lot of them, this is their first job and first professional experience. And so even the basic things of being dependable, being on time, punctuality, right?...they need to learn it here. And so, it's something I emphasize. So, I'm kind of strict on that too. Like, hey, if you're late, you need to let people know, and this is the reason why. You be respectful of people's time. And being on time shows that you are dependable and reliable. (Interviewee Five)

The same administrator went on to explain how the work that their student leaders do may not necessarily match up with their career aspirations. However, in their role as a

student leader, they are building transferable skills that they can apply no matter what career path they may have:

> [program participants] would say that 'Even though I am going to med school, I have learned a lot of skills [from this program] that I can apply to, you know, if I'm leading a workshop in med school or talking to people.' And so, I think that's something we also try to highlight or emphasize with our students is that, you know, even if this is not where you want to go and create programs, a lot of these skills that you focus on now is something that you can transfer it to something else. (Interviewee Five)

Similarly, another administrator stated:

> And so, through programs like mine, they're really learning skills, technical things, you know, logistical things that can help them in whatever job they go into. You know, planning events and programs, those are things you have to be really detail oriented about, that'll help you in any kind of work you're doing, I think. (Interviewee Four)

Interview data revealed that administrators do believe that leadership programs help students prepare for future jobs by teaching them transferable skills.

Increased Self-Confidence

The survey asked administrators about the extent to which they agree or disagree with the statement, "Participation in this leadership program increases international students' self-confidence." Of the nine respondents, six (66.7%) replied, "strongly agree." Two (22.2%) responded with "somewhat agree," and one (11.1%) responded "neither agree nor disagree." A majority (88.9%) of survey respondents showed some degree of agreement that leadership programs increase students' self-confidence. When asked, "From your perspective as program administrator, how does participating in this leadership program benefit (or not benefit) international students?", four out of the nine responses mentioned that the program experience "builds self-confidence."

Three of the five interviewees also mentioned international students gaining self-confidence as a result of the leadership program. Two administrators shared that they want to help students build confidence as part of this training. One administrator stated:

> A lot of it is also confidence building…the international experience is hard because…they don't see their identity as part of the school sometimes. And so, building up and being like, no, we do see you! Or like, even though it may not fit with everybody else, it's like great and wonderful. And we see you, and you can do it, and how can we help you get a voice? (Interviewee Two)

Interviewee Five continue to elaborate on what they hoped students would walk away from the program with, in terms of personal and professional growth:

> And so, I want the trainings to prepare them so that when they do leave, they can see like, oh my gosh, I accomplished so much. I gained all these skills. And even after that, like, what am I going to do with these skills? Like, how will I apply it to something? And just feeling more confident as a leader and happy about all the accomplishments they made. (Interviewee Five)

It should be noted that, during the interviews, none of the administrators were directly asked whether or not they felt international students increased their self-confidence as a result of the program. The topic of self-confidence came up naturally in conversation, and was seen by administrators to be a benefit of the leadership program.

Seeking Leadership Opportunities Beyond the Leadership Program

In the survey, administrators were asked to what extent they agreed or disagreed with the statement, "Participation in this leadership program motivates international students to seek other leadership opportunities." Leadership opportunities could include leadership roles in student clubs or organizations, a seat on student council, and so forth. Again, a majority of the respondents (88.9%) indicated some level of agreement with the statement. Six of the

nine respondents (66.7%) said that they “somewhat agree” with the statement, while two of the nine respondents (22.2%) said that they ‘strongly agree” with the statement. One respondent (11.1%) said that they “neither agree nor disagree” with the statement. No one disagreed with the statement.

While none of the interviewees formally tracked student leadership development beyond the program, several interviewees mentioned keeping in touch with program alumni informally. Interviewee Five shared, “I don’t necessarily formally track what they apply it [skills] to in the future, but from time to time, if I have a meeting with some of them, like we see them at future events, we’ll ask what they’re doing.” Some of the administrators invited alumni back to the program to serve as student leaders, assisting the administrator with training or as guest speakers to share about their experiences. In fact, Interviewee One regularly hires two program alumni to come back and assist with the weekend-long leadership program. As part of their duties, alumni are asked to share their reasons for joining the leadership program and what they have done since the program. One of the alumni leaders was from Ukraine, and collaborated with other students in the leadership program to lead a local initiative in support of the War Child Organization, an international non-profit that aids children in war-torn countries. The administrator also shared how another other alumni leader from the same leadership program also sought out leadership opportunities beyond the program: “She said that before [the program], she really didn’t take any leadership roles in high school, and now she’s helping lead the United Asian Coalition. She said, I’ve really developed a confidence I didn't have” (Interviewee One). While the student in this example was an Asian American student rather than an international student, the

example still demonstrates that leadership programs have the potential to inspire students to take on leadership positions beyond the program itself.

Importance of Intercultural Learning in Leadership Programs

In the survey, administrators were asked to respond to the question, "From your perspective as program administrator, what is the importance of intercultural learning (if any) in leadership development for international students?" There were nine responses, all indicating that intercultural learning was important to leadership development for international students. Common themes across the responses were that intercultural learning: (a) helps students better understand themselves; (b) broadens their perspective; and (c) enables them to better understand and empathize with others. One respondent stated, "It helps them think critically about their own personal experiences, positionality, and how sociocultural influences affect behaviors and interactions" (Survey Respondent A). Another said, "It's important for students to be able to relate to other [*sic*] and also learn from others. This build [*sic*] strong global citizens for our ever-growing global economy" (Survey Respondent H). A third administrator stated:

> It is important for them to feel that they can share about their culture but also learn about others. Empathy in general is very important, but specifically in this program as they will be available to support all international students. (Survey Respondent K)

A fourth administrator noted that intercultural learning is "more important for domestic students but it helps internationals communicate across cultures and be more patient with domestic students" (Survey Respondent C).

Sense of Belonging

In the administrator survey, participants were asked, “Do you feel that participation in this leadership program has helped international students feel a stronger sense of belonging?” In total, eleven participants responded to this question. Four participants (36.4%) said “maybe”; Seven participants (63.6%) said “yes.” None of the participants responded with “no.” The majority of the survey respondents indicated that they do feel the leadership program leads to a stronger sense of belonging for international students.

When asked, “In what ways does this leadership program help international students feel a stronger sense of belonging?”, ten administrators provided responses. Of these ten responses, five responses were related to the idea of connecting with others and building a community. Four participants mentioned that the leadership program gives international students a voice, and helps them articulate their experiences as international students. One respondent stated, “The program helps students be seen and heard as well as allows them to listen to others and their perspectives” (Survey Respondent H). Another respondent shared, “Creates [a] sense of community by creating connections between incoming and current students, and allows current students to better articulate their experiences as international students” (Survey Respondent J).

Administrator interviews also echoed what was shared in the surveys. One administrator stated, “I think those who are in the program, doing the work, see students building the relationship[s]. And honestly, that is the value of it.” (Interviewee Two). Another administrator shared, “But yeah, they [the student leaders] definitely value the community that has come from being with other people with similar experiences” (Interviewee Four).

Administrators also perceived student leaders as contributing to the larger international community as a whole. As mentioned in the previous section, a common characteristic of leadership programs in this study was that they supported international students. Part of this involves attending to the needs of international students, but also includes creating a sense of belonging by offering programs (e.g., mentorship, orientation) and events (e.g. coffee hours, presentations) geared towards international students. One administrator shared:

> One program we have [is] International Coffee Hour. We do it weekly…And one thing that I see where the impact is, is that we get a lot of regulars. And so that only happens because our student leaders have grown to, you know, take on certain roles, come up with activities, engage with students that make them feel welcome and safe to come back. And so, we see them weekly throughout the year…It's so great to see that they find community with us and [are] really wanting to join our programs, and that when they come to our coffee hour, they learn about other programs. And so, they feel comfortable going out and trying out different programs that we have, too, and hanging out with us there. And so, we do see them spread out, and that retention rate is higher. And so that's a huge impact of our leaders. (Interviewee Five)

Both quantitative and qualitative data indicate that most administrators believe that leadership programs contribute to international students' sense of belonging, whether that is the direct result of being a participant in the program or an indirect result of participating in an event or activity created by the student leader. The extent to which administrators believe programs contribute to students' sense of belonging varies on the program. As will be discussed later, findings from the student survey corroborate administrators' perception that leadership programs contribute to international students' sense of belonging.

Value of International Students to the Program and to the Campus Community

In the survey, program administrators were asked, "From your perspective as program administrator, how do you think international students contribute to this leadership program

and/or your campus community, in general? What is the value that international students bring to this program or to campus, in general?" There were eight responses, all of which included comments that highlighted the diversity of experiences and perspectives international students bring to the program and to campus. One administrator stated, "Yes. So much, honestly, too many to share in one question. Perspective is a huge one. Understanding that there are [*sic*] more than one way to think about things" (Survey Respondent B). Another said, "International students model intercultural skills, they educate domestic students and help domestic students see the world through a different lens" (Survey Respondent C). A third administrator elaborated on the value of international students:

> Every year, our new international peer advisors for this program get interested because they loved their experience with their international peer advisor and how much the [peer advisor] and international student orientation helped them get settled into campus life. They bring great diversity in perspective and experience to our campus, and if they didn't have the support of an international community, they (as they have reported to us many times over the years) would feel much more isolated. This helps them thrive here on campus and in [name of state]." (Survey Respondent J)

As these examples demonstrate, a common theme amongst the respondents was that international students bring a diversity of perspectives and experiences, which can enhance intercultural learning. The last example illustrates how international students, through their leadership experiences, can help build a supportive community for each other and create a sense of belonging.

Perceived Value of Leadership Programs to Campus Leadership

In the interview process, administrators were asked about how they felt their leadership program fit into the larger campus mission. In other words, how are leadership programs for

international students perceived by campus leaders? Is there support from campus for these leadership programs? The results were mixed. Four out of the five administrators mentioned that they felt supported by their direct supervisor. This is not to say that the one administrator who did not mention feeling support actually felt *un*supported. Interviewees were not asked specifically about support from their supervisor; four out of the five interviewees just happened to mention that they felt supported by their direct supervisor. However, in terms of support from campus leadership, only one interviewee was enthusiastic about the support they are receiving. This administrator mentioned that in recent years, the campus developed a plan for internationalization, which has incentivized global initiatives, including the leadership program run by the interviewee. Another administrator felt that there was general support from campus because other offices have similar programs.

Two administrators shared about challenges with shrinking budgets. One administrator elaborated on their concern about potential budget cuts:

> So, I would say yes, yes there is support. Our director supports it, finds value in the programs and activities that we have. I have noticed, though, that the past maybe one or two years there has been…talks of more budget cuts. And one of the things that I don't want to have happen is that they're potentially wanting to cut the amount of student leaders that we have. And so I'm hoping that that's not the case, and we can find money elsewhere to supply that because it's really the students that connect more with the peers, that have the ideas, and you know, understand the trends that really bring that passion and energy to it that I don't want to take away. So that's just been a talk that's a little nerve racking at the moment. (Interviewee Five)

Sadly, another administrator shared that, two days prior to our interview, they received notice that they had to cancel their leadership program this year due to budget cuts. The administrator said, "we're heartbroken because we put so much time into it this year." The

administrator, who works in an ISS office and runs a leadership program open to both U.S. and international students, stated:

> The message that we've gotten from my boss is we need to focus just on internationals. The heart of what we do is compliance, and everything needs to sort of support that…so that we do not seem extraneous; that we're not focused on anything that isn't our exact mission, which to me seems really short sighted. And [my boss would] probably agree with me because our program brings together domestic and international students. It's really focused on the campus as a whole. (Interviewee One)

As the examples above illustrate, administrators believe that their programs benefit not only the student participants, but the larger community as well. In Interviewee Five's case, that community is the international student community. In Interviewee One's case, it is the entire campus that benefits from the program. Yet, shrinking budgets means less resources for programs like these. Budgets are tied to tuition and fees. Tuition and fees are tied to student enrollment and retention.

When asked about the value of international students and leadership programs on campus, one of the administrators gave their frank opinion:

> I don't think they [leadership programs for international students] are valued enough. I'm going to state it. I don't think they are…I think those who are in the program, doing the work, see students building the relationship, and honestly, that is the value of it [the program]. If your goal is [to] have students build relationships, learn about one another, grow that compassion, yes, that is it. But the larger university's goal will be retention. So, I don't think they're going to see it. It's only as great as, "we have twenty people." That's why capturing the numbers [is so important]...And it's how do you match the goal to what the university is really presenting or needs or wants? (Interviewee Two)

Interviewee Two is referring to the issue of valuing the quantity of participants (enrollment, retention) over the quality of the experience (the value of the program to students and the international community).

Interviewee Five, who was worried about having to reduce the number of student leaders in their program due to budget cuts, noted that, "I think what we're seeing too is the number of students are [*sic*] growing. A lot of international students are growing, but our budget is decreasing." The administrator went on to explain that they must be creative in the use of their limited resources in order to support students to the best of their ability. The administrator shared that, if needed, they would cut the program budget, but they would not cut the number of students that can participate in the leadership program. The administrator does not want to take away leadership development opportunities from international students not only because the administrator sees value in the program, but also because the administrator sees value in the services student leaders provide to the larger international community.

Research Question 2 Summary

Research question two investigated how program administrators perceived leadership programs as contributing to the international student experience, and the extent to which these programs might contribute to international students' sense of belonging. Findings indicate that administrators have a positive view of their program's contribution to the international student experience. Overall, administrators believe that leadership programs for international students have a positive impact on international students': (a) future careers; (b) increase in self-confidence; (c) motivation to seek out other leadership opportunities; (d) intercultural learning; and (e) sense of belonging. Additionally, administrators noted that leadership programs can help international students find their voice, better articulate their experiences, and advocate for the needs of their community. Finally, interview participants

shared that while they did feel supported by their direct supervisor, there was some concern over budget cuts and the impact those cuts would have on programs and, ultimately, on the students those programs serve.

Research Question 3: The International Student Experience

This next section pivots away from the program administrator perspective and explores the international student experience from the student perspective (RQ3). As explained in chapter three, the original idea was to survey and interview international students. However, it was determined that student interviews would be beyond the scope of this study, given the limited timeframe for this research project. As such, international students only completed surveys for this study. The final set of research questions asked:

(RQ3) What do international student participants describe as the most important qualities of the leadership program?

(RQ3A) To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future?

(RQ3B) To what extent do the participants say that the leadership programs contribute to their sense of belonging?

In order to set the stage for RQ3 findings, the demographics of student survey participants are first discussed.

Student Survey: Demographics

Similar to the administrator survey, recruiting international student participants was challenging. As mentioned in the previous chapter, the student survey deadline was extended three times, and multiple invitations to participate were sent out. Eligibility requirements

stipulated that participants must be: (a) an international student studying at the U.S. higher education institution; and (b) must be currently participating in or have recently participated (within one academic year) in a leadership program. Twenty-two responses to the international student survey were received. Of these twenty-two responses, four respondents did not meet eligibility criteria, and therefore did not participate in the study. An additional four respondents did meet eligibility criteria, but did not respond to any questions beyond the eligibility questions. Consequently, fourteen international students participated in the study.

Of the fourteen survey participants, eight students opted to share in which state they were studying: four were in California; two in Oregon; and one each in Arizona and Texas (see Table 12). Similar to the administrator participants, most of the international student participants were based on the West Coast of the U.S., and, more specifically, in California.

Table 12

International Student Survey: State in Which International Students Are Studying

State in which International Students are Studying	*n*	Percent (%)
Arizona	1	12.5%
California	4	50%
Oregon	2	25%
Texas	1	12.5%
Total	8	100%

Seven students shared their country of origin: two from Vietnam, two from Saudi Arabia; and one each from Bangladesh, China, and India (see Table 13). When asked how long they have been living in the U.S., two students indicated that they have been in the U.S. for less

Table 13

International Student Survey: Country of Origin

Country of Origin	*n*	Percent (%)
Bangladesh	1	14.28%
China	1	14.28%
India	1	14.28%
Saudi Arabia	2	28.57%
Vietnam	2	28.57%
Total	7	100%

than a year. One student has been in the U.S. for one year, and one student for two years. The other four respondents indicated that they have been in the U.S. for five or more years (see Table 14).

Table 14

International Student Survey: Length of Time in the U.S.

Length of Time Spent Living in the U.S.	*n*	Percent (%) of
Less than a year	2	25%
1 year	1	12.5%
2 years	1	12.5%
3 years	0	0%
4 years	0	0%
5 or more years	4	50%
Total	8	100%

In terms of degree level, three students indicated that they were undergraduate students; four were graduate students; and one was a doctoral student. Fields of study included biology (one student), business administration (one student), computer science (two students), engineering (three students), and industrial design (one student). Student degree level and field of study are presented in Table 15.

Table 15

International Student Survey: Degree Level and Field of Study

Degree Level	*n*	Percent (%)
Undergraduate Student	3	37.5%
Graduate Student	4	50%
Doctoral Student	1	12.5%
Total	8	100%
Field of Study	*n*	Percent (%)
Biology	1	12.5%
Business Administration	1	12.5%
Computer Science	2	25%
Engineering	3	37.5%
Industrial Design	1	12.5%
Total	8	100%

Student Survey: Program Sponsors and Participants

Similar to the administrator survey, international students were asked to share information about the leadership program that they participated in. The purpose of this section of the survey was to gain insight into how students perceived the program. Questions

in this section asked students to identify topics that were covered in the program, including leadership development and intercultural learning activities. The questions required students to reflect on and recall specific program content. Student responses not only paint a picture of what the leadership program was like, but also indicate which topics were most salient to the student.

Students were asked which department sponsored the leadership program. Fourteen students responded, with a majority (79%) stating that the program was sponsored by their international office or ISS office. One student said the program was sponsored by the Career Services office, while two others gave the name of the leadership program rather than the sponsoring department (see Table 16).

Students were asked to indicate who participated in the leadership program. Again, fourteen students responded. All but one program enrolled a majority of international student participants. Six of the respondents (42.86%) participated in programs that consisted entirely of international students. Seven of the respondents (50%) indicated that their programs were more international with some U.S. students. One respondent (7.14%) indicated that there were more U.S. students than international students in their leadership program (see Table 16).

Student Survey: Program Duration, Frequency, and Mode

Table 17 presents the duration, frequency, and mode of training of each program, as reported by each international student survey respondent. The table also includes a list of topics the student indicated their program covered. The table demonstrates the variance

Table 16

International Student Survey: Program Information

Office or Department that Sponsors the Leadership Program	*n*	Percent (%)
Career Services	1	7.14%
International Office	1	7.14%
International Student Office	1	7.14%
International Student & Scholar Services	9	62.28%
Gave name of program, not office	2	14.28%
Total	14	100%
Program Participants	*n*	Percent (%)
All international students (100%)	6	42.86%
More international (60%) with some U.S. (40% or less)	7	50%
50% international, 50% U.S.	0	0%
More U.S. (60%) than international (40% or less)	1	7.14%
Total	14	100%

Table 17

International Student Survey: Program Duration, Frequency, Mode of Training, Topics Covered

	Duration	Frequency	Mode of Training	Topics Covered
A	8 weeks	Once a month for 2 hrs	Hybrid: 50% online, 50% in-person	communication styles, conflict management, cross-cultural or intercultural skills, emotional intelligence, goal setting, leadership styles, listening skills, presentation skills, time management

(table continues)

(Table 17 cont.)

B	1 quarter (10 weeks)	Twice a month for 2 hrs	Hybrid: Mostly in-person	campus resources, communication styles, cross-cultural or intercultural skills, goal setting, how to facilitate discussion, leadership styles, listening skills, time management
C	12 weeks	Once a week	Hybrid: Mostly in-person	(no response)
D	1 semester (16 weeks)	Monthly events & meetings	Hybrid: Mostly in-person	campus resources, communication styles, conflict management, cross-cultural or intercultural skills, emotional intelligence, event planning, goal setting, how to lead activities, how to facilitate discussion, leadership styles, listening skills, presentation skills, time management
E	1 semester (16 weeks)	Twice a month for 2 hrs	Hybrid: Mostly in-person	campus resources, communication styles, cross-cultural or intercultural skills, emotional intelligence, event planning, goal setting, how to lead activities, how to facilitate discussion, leadership styles, listening skills, marketing/branding/communications, presentation skills, time management
F	1 semester (16 weeks)	Once a month	Hybrid: 50% online, 50% in-person	campus resources, communication styles, cross-cultural or intercultural skills, emotional intelligence, goal setting, how to lead activities, leadership styles, listening skills
G	1 semester (16 weeks)	Once a week	100% in-person	campus resources, communication styles, cross-cultural or intercultural skills, event planning, how to lead activities, how to facilitate discussion, listening skills, presentation skills, time management
H	1 academic year (10 months)	Once a week	100% in-person	Budgeting, campus resources, communication styles, conflict management, cross-cultural or intercultural skills, emotional intelligence, event planning, how to lead activities, leadership styles, listening skills, time management

(table continues)

(Table 17 cont.)

I	1 academic year (10 months)	Once a month	Completely online	Campus resources
J	1 academic year (10 months)	Once a week	Hybrid: Mostly online	communication styles, conflict management, cross-cultural or intercultural skills, goal setting, how to lead activities, how to facilitate discussion, leadership styles, listening skills
K	1 academic year (10 months)	Once a week for 2 hrs	Hybrid: Mostly in-person	campus resources, communication styles, cross-cultural or intercultural skills, emotional intelligence, event planning, goal setting, how to lead activities, how to facilitate discussion, leadership styles, listening skills, marketing/branding/communications
L	1 academic year (10 months)	Once a week	Hybrid: Mostly in-person	campus resources, communication styles, cross-cultural or intercultural skills, event planning, how to lead activities, leadership styles, listening skills, presentation skills
M	1 academic year (10 months)	Once or twice a month	Hybrid: Mostly in-person	campus resources, communication styles, conflict management, cross-cultural or intercultural skills, emotional intelligence, how to facilitate discussion, listening skills, marketing/branding/communications, presentation skills
N	More than 1 academic year	Once a year	Hybrid: 50% online, 50% in-person	(no response)

across programs that international students participated in.

Program Duration. Students participated in leadership programs of varying lengths. The shortest program was eight weeks long, while the longest program spanned more than one academic year. Most of the programs (*n*=6 or 42.85%) were one academic year in length. Four programs (28.57%) were one semester in length. One program was twelve weeks long.

Frequency of Training. When asked about the frequency of training sessions for the leadership program, again, responses varied. Six of the fourteen students (42.85%) indicated that they attended training once a week, while three (21.42%) attended training once a month. Two students (14.28%) had training twice a month. One student (7.14%) said that they met once or twice a month, and another student (7.14%) said they had "monthly events and meetings", but did not indicate the exact number or frequency of events or meetings. One student (7.14%) indicated that their training happened only once a year, but did not indicate the duration of that training. It is possible that the training happened only once a year, but spanned a weekend or perhaps even a week.

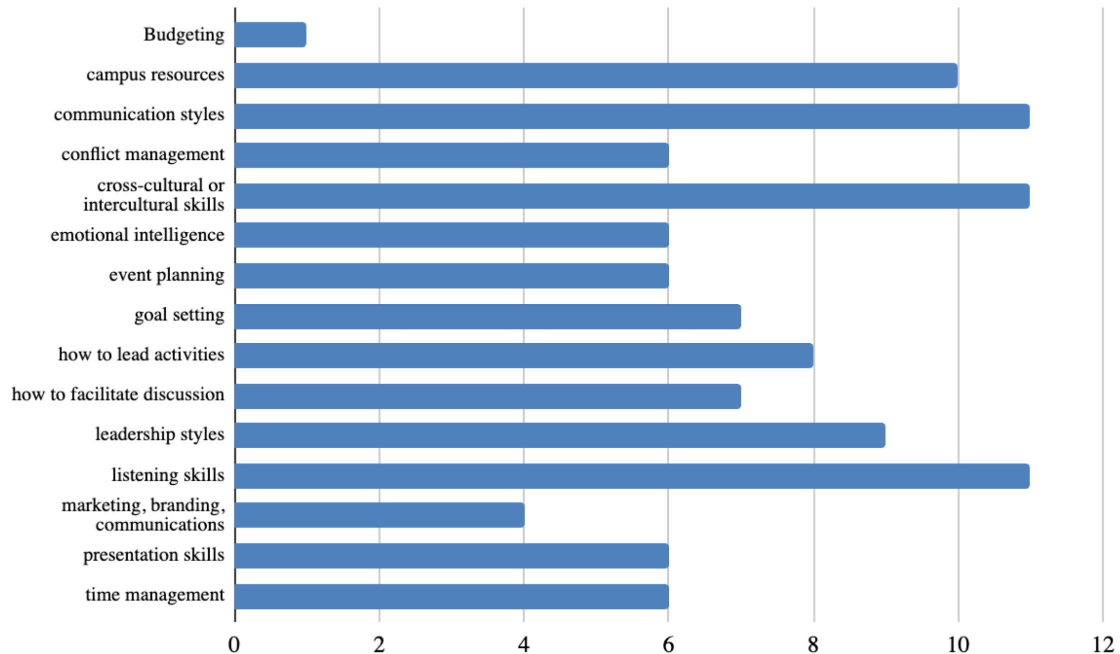
Mode of Training. Leadership programs in which international students participated in varied from being held completely in-person (14.28%), to being held completely online (7.14%). Most students (50%) indicated that their leadership programs were conducted in a hybrid but mostly in-person format. Some students (21.42%) participated in hybrid programs that were 50% in-person and 50% online. One student (7.14%) participated in a program that was hybrid, but mostly online.

Student Survey: Program Content

Leadership Program Topics. In the survey, students were asked to identify leadership program topics, any leadership styles or theories that were introduced, and any intercultural activities that were implemented in the program. Students were provided a list of topics to choose from to help them identify leadership topics and intercultural activities. Students were asked to select all that applied, and were also provided with the ability to type in any other topics or activities that were not listed in the survey (see Figure 4). No additional topics were

Figure 4

International Student Survey: Leadership Program Topics



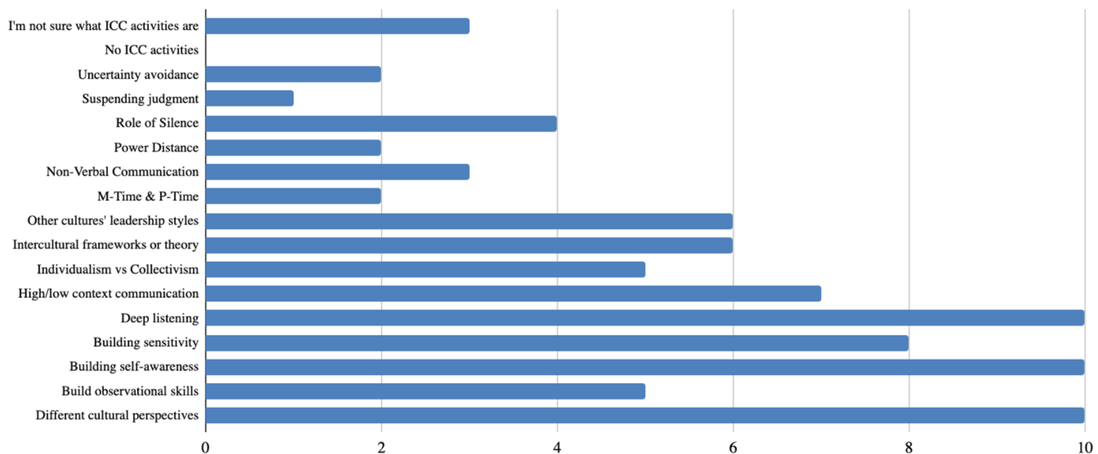
entered by students. For leadership styles and theories, students were provided with examples of possible leadership theories (e.g., leader-member exchange, servant leadership), but the response was open-ended, allowing the student to type in specific theories or styles.

Leadership Styles. When asked to identify any leadership styles or leadership theories that were introduced in the program, only four students responded. Their responses were as follows: "coaching peer to peer, types of leaders" (Student H); "coaching, transformational leadership" (Student D); "leader-member exchange" (Student A); and "mentoring, guiding" (Student L).

Intercultural Activities. Students were provided with a list of intercultural activities, and asked to indicate whether or not their leadership program included one or more of these activities. Twelve of the fourteen participants responded. Their responses are summarized in Figure 5. In the figure, intercultural learning is abbreviated to "ICC," a common acronym for intercultural competence.

Figure 5

International Student Survey: Intercultural Activities



The three most commonly used types of intercultural activities were: (a) activities that looked at different cultural perspectives; (b) activities that built self-awareness; and (c) activities that developed deep listening skills. Each of these activity types were cited by 10 out of the 12 respondents (83.33%). The next most commonly used intercultural activity were activities that build sensitivity toward people from other cultures (66.67%), followed by activities involving high context and low context communication (58.33%). Figure 5 depicts the entire list of intercultural activities and the student responses.

Half of the respondents indicated that their leadership programs included intercultural frameworks or theory. Half of the participants also indicated that their programs included discussion or activities involving other cultures' leadership styles. Other intercultural topics included: activities that build observational skills (41.67%); individualism/collectivism (41.67%); the role of silence (33.33%); non-verbal communication (25%); power distance (16.67%); uncertainty avoidance (16.67%); monochronic and polychronic views of time (16.67%); and suspending judgment (8.33%).No student selected "intercultural activities were not covered." One student selected "I'm not sure what intercultural activities are." Two others also selected the "I'm not sure" option, but also selected several other intercultural activities as well.

International Student Motivations

In the survey, international students were asked, "Why did you decide to participate in this leadership program?" Seven students responded. Five of the seven mentioned that they wanted to develop their leadership knowledge skills. Three students mentioned that they wanted to meet new people and make new friends. For example, Student H said, "[to] improve my leadership skills [and] having international friends." Two students specifically mentioned that they were interested in better understanding people who come from different backgrounds than themselves. One student shared, "I like to learn about other cultures and how to facilitate good discussions among members from different backgrounds" (Student D). These responses touch on the students' desire to learn and grow, but also to be a part of and help create a community for other international students.

General Knowledge and Skills Gained

When asked, “What knowledge and skills do you feel you gained from participating in this leadership experience?” seven students responded. Common themes among the responses included cultural self-awareness, awareness of leadership styles, communication skills, and active listening. One student stated:

> I’ve learned to lead a small group of international students, in which I’ve had opportunities to practice different communication styles that are suitable for different groups of students. I’ve also learned to communicate in according [*sic*] to the student’s level of English proficiency and adjust my leadership styles to better fit some unique groups of students. (Student J)

This example demonstrates the student’s self-awareness of their own personal communication and leadership styles as well as an awareness of different communication styles. The student indicates that they are able to adjust their own leadership style to meet the needs of the group that they are leading. In other words, the student is employing intercultural learning strategies to be able to communicate and interact more effectively and appropriately with other students.

Another student shared, “It makes me more responsible, stay in communication with the authority to maintain and communicate any issues with my mentees and group” (Student D). In this case, the “authority” the student is referring to is probably program staff. The student indicates that not only are they able to communicate with their peers (mentees), but they also learned how to communicate and interact with staff (authority).

Other knowledge and skills mentioned by students included, “learn some new resources I didn’t know myself, learned to use more social media platforms for connecting” (Student D). Another student mentioned organization and time management skills.

Desire to Seek Out Leadership Opportunities

Students were also asked how much they agree or disagree with the statement, "Participation in this leadership program has motivated me to seek other leadership opportunities." This statement could include the student feeling inspired to take on a leadership role in a student club or organization. It might also mean the student went on to take an active role in student government. Four of the eight respondents (50%) indicated that they "strongly agree" with the statement. One said they "somewhat agree", while one said they "neither agree nor disagree" with the statement. Two students (25%) indicated that they "strongly disagree" with the statement.

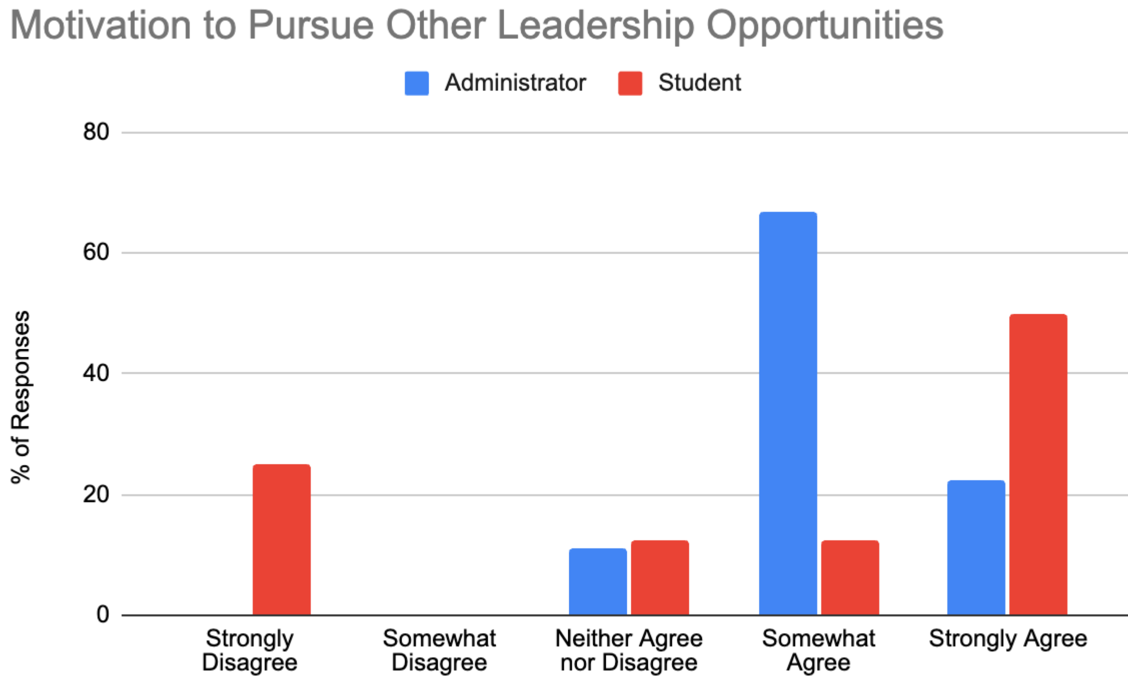
Figure 6 illustrates the comparison between administrator and student perceptions about how participation in the leadership program motivated students to pursue other leadership opportunities. Aside from one neutral response, administrators indicated some level of agreement that participation in the leadership program did encourage international students to pursue other leadership opportunities beyond the program. While most of the students also showed some level of agreement with the statement, there were also two students who strongly disagreed with the statement. None of the administrators disagreed with the statement.

Self-Confidence

When asked about the degree to which they agree or disagree with the statement "Participation in this leadership program has increased my self-confidence", six of the eight respondents (75%) replied with "strongly agree". One respondent said they "neither agree nor disagree", while one student said that they "strongly disagree" with the statement. It is

Figure 6

Comparison Chart: Motivation to Pursue Other Leadership Opportunities

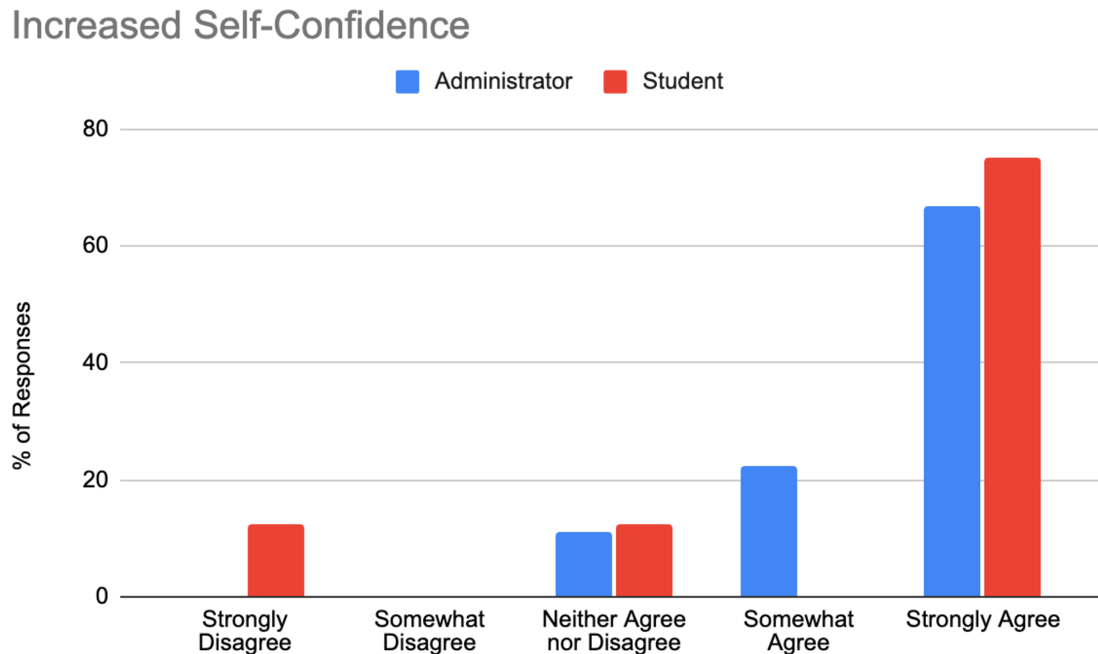


unclear why the student disagreed with the statement. However, one student who said that they "strongly agree," also shared that through the program, "I have gained confidence in speaking to large groups of people and the confidence in knowing that I can pursue any endeavor I decide to take on" (Student G).

Figure 7 compares the administrator response with the student response to the statement about increased self-confidence. Overall, both administrator and students responded similarly, with most participants indicating a level of agreement with the idea that leadership programs helped international students increase their self-confidence.

Figure 7

Comparison Chart: Increase in Self-Confidence



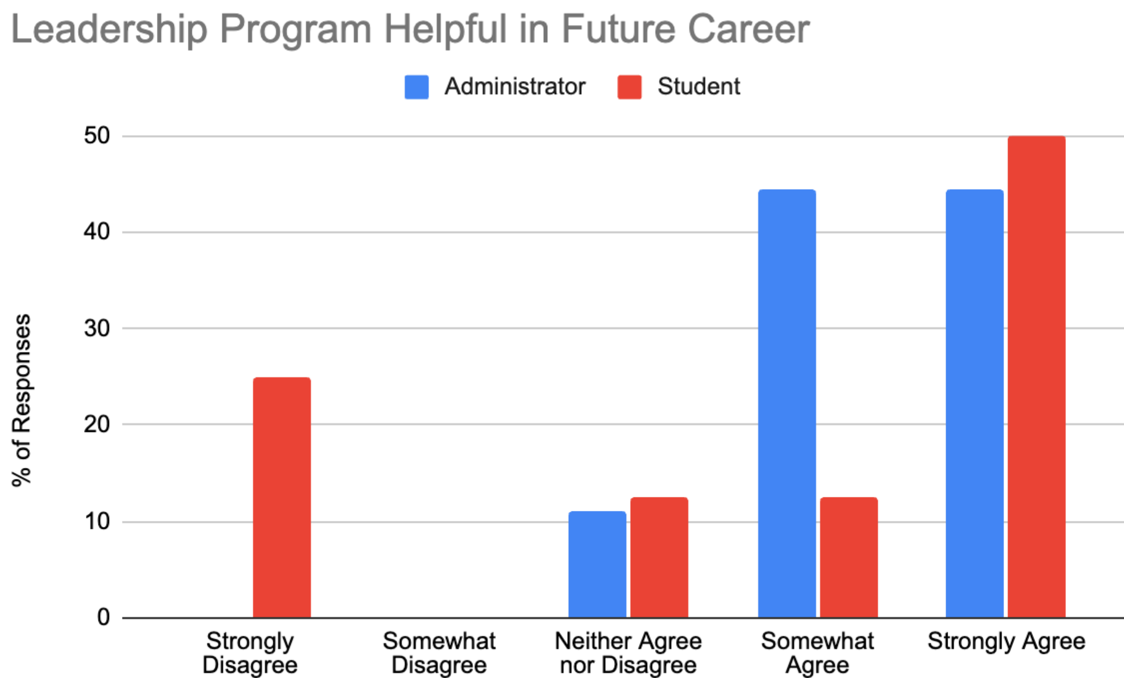
Application to Future Careers

International students were asked to rate the degree to which they agree or disagree with the statement, "The knowledge and skills gained by participating in this leadership program will help me in my future career." Four of the eight respondents (50%) indicated that they "strongly agree" with the statement. One student said they "somewhat agree" with the statement, while one student said they "neither agree nor disagree" with the statement. Two of the respondents (25%) stated that they "strongly disagree" with the statement. Overall, the responses indicated that 63% of the students showed some degree of agreement with the statement that the knowledge and skills they gained from the program will help them in their future career.

Figure 8 illustrates the comparison between administrator and student responses to the statement about gaining knowledge and skills through the leadership program that will be useful in future careers. While most participants indicated some level of agreement, there is some disparity with the student responses, indicating that the students were less confident than administrators that the knowledge and skills gained would help them in their future careers.

Figure 8

Comparison Chart: Helpful in Future Careers



Intercultural Knowledge and Skills Gained

When asked about the intercultural knowledge or skills they feel they gained during the program, six of the seven responses included a mention of *understanding others*. For

example, one student shared that they learned “to better understand and respect the difference” (Student K). Another student said, “I’ve become much more aware of how different cultures view the same behaviors with very different, sometimes even opposite, attitudes” (Student J). A third student explained, “I learned a lot about different practices that other cultures partake in. I also learned that it is important to adapt leadership styles to different cultural beliefs and practices” (Student G).

The one student who did not specifically mention understanding others said that what they gained was “developing empathy for others” (Student A).

Using Intercultural Learning in the Future

When asked, “How do you anticipate using your intercultural skills in the future?”, six of the seven responses revolved around the themes of relationship building and relating to others. One student said, “to connect to more people in the future, relate to others more, and to be more empathetic and be able to create judgement [*sic*] free environments as a leader” (Student D). Another student shared, “as a way to get to know people and build small talks” (Student B).

The one student who did not explicitly mention relationship building stated, “I would love to have an international business in the future and therefore, having strong cross-cultural knowledge aids in international business operations” (Student G). There was one other mention of future career aspirations. That student said, “My intercultural skills will greatly benefit my future career as I’m now trying to get into real estate. I will meet many people from all walks of life” (Student J). A third student mentioned that they envisioned using intercultural skills “in the workplace [to] make friends, etc” (Student K).

These responses indicate that overall, students do see themselves using intercultural knowledge and skills to some degree in the future to help them connect with others and build relationships with people from diverse backgrounds.

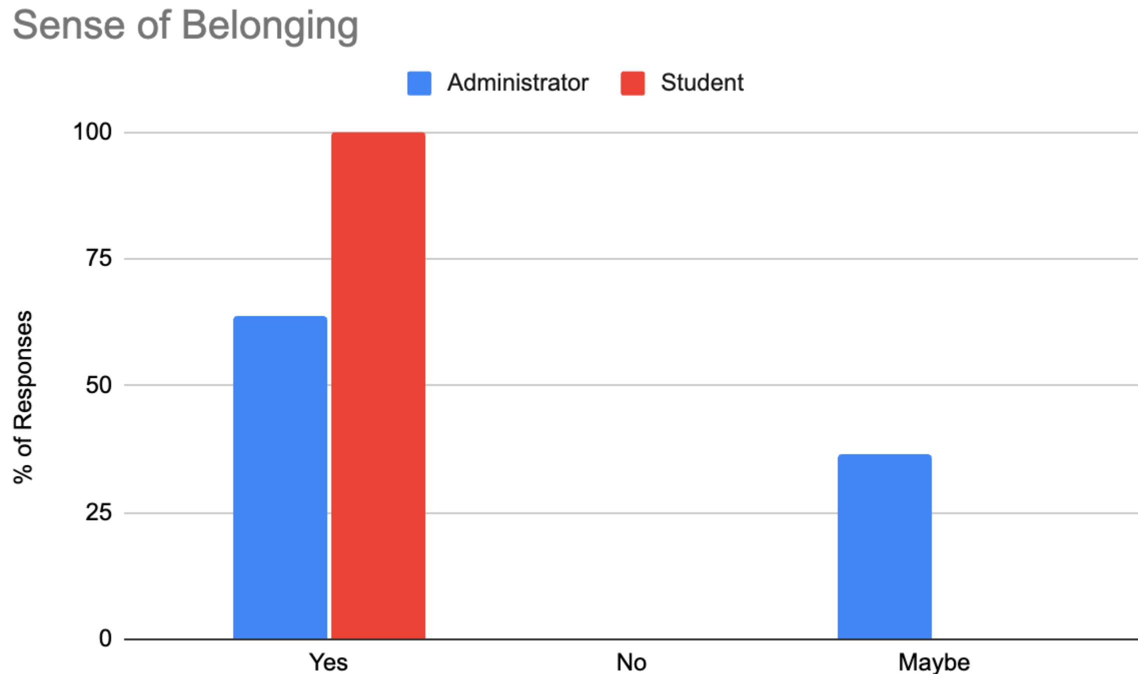
Sense of Belonging

Students were asked whether or not they felt that participation in the leadership program has helped them feel a stronger sense of belonging. There were eight responses. 100% of the respondents said, “Yes,” participation in the program contributed to them feeling a stronger sense of belonging. When asked how the leadership program helped them feel a stronger sense of belonging, students cited the friendly and welcoming environment of the training. One student said, “It gave me a community that I felt I was a part of and introduced me to many new people from all sorts of different backgrounds” (Student G). Another student shared that the program “helped me open up more as everyone was very friendly and welcoming” (Student B). A third student stated, “having people with the common identity of being away from home, a courageous group of young minds, sacrificing a lot for a dream future. It is a sense of belonging to be with them, its [*sic*] inspiring” (Student D). A fourth student shared that the act of creating a welcoming environment for others also served as a means of helping the student leader feel a stronger sense of belonging: “I feel that by actively listening to people’s needs and desires, I can create an environment that makes everyone feel welcomed and comfortable. I, thus, also feel a stronger sense of belonging” (Student J).

Figure 9 depicts the comparison between administrator and student responses to the question about whether or not students gained a stronger sense of belonging because of the program. The results indicate much more certainty (100%) from the international student

Figure 9

Comparison Chart: Sense of Belonging



respondents than the administrator respondents. While most administrators felt that, yes, leadership programs did contribute to international students' sense of belonging, there were also some administrators who were unsure. On the other hand, international student participants unanimously agreed that the program contributed to their sense of belonging.

Strength of International Students

The final question on the international student survey asked respondents to identify their strengths as an international student and describe how they built on those strengths during their leadership program. Six students responded with varying degrees of detail, but the main thread that wove through most of the responses was a connection to intercultural learning.

Students highlighted (a) the value of being culturally aware; (b) the importance of being understanding and having empathy for others; (c) the diversity of cultural backgrounds; and (d) the ability to adapt to different situations. One student said, “I have resilience and the ability to overcome difficult situations, I also have a tendency to strive for excellence and make sure that my family’s investment in time, money, etc. is worth it” (Student G). Another student shared:

> I can adapt to any situation as long as I am comfortable and feel the recognition of my values and identities. I think coming from a very diverse background, and previously having the chance to live away from home, do major things on my own, studying in different types of institutions has helped a lot. (Student D)

The comments highlighted above speak to the value that international students feel they bring to the campus community.

Research Question 3 Summary

Research question three focused on the international student perspective, and asked, “What do international student participants describe as the most important qualities of the leadership program?” RQ3A asked, “To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future?” RQ3B asked, “To what extent do the participants say that the leadership programs contribute to their sense of belonging?”

An important aspect of the program was that most international students felt that participation in the program helped them improve their self-confidence. Relationship building, the ability to communicate and interact with people from diverse backgrounds, and the creation of a community were also important features of the program, according to

student responses. Understanding how to navigate differences and adjust leadership or communication styles to meet the needs of the audience was another theme that emerged from the data.

Finally, 100% of the respondents indicated that the leadership program contributed to their sense of belonging. It seems that the leadership programs created a welcoming and friendly space in which students learned and grew together. In some cases, student leaders were expected to help build that community for others, but through the process also found a community for themselves.

Chapter Summary

Research question one aimed to identify characteristics of leadership programs that include intercultural learning and are designed with international students in mind. Programs varied in terms of length, frequency of training, total training hours, and mode of instruction. Program enrollment also varied greatly in terms of total enrollment numbers as well as the numbers of international students and U.S. students who participated in the program. Some programs were strictly for international students, while others included a mix of U.S. and international students. In terms of program content, six major themes emerged:

1. diversity, equity, and inclusion
2. global engagement
3. intercultural learning
4. leadership development
5. personal and professional development
6. supporting the international community

A seventh content area (wellness) was identified.

Research question two sought to better understand how leadership program administrators perceived the program as contributing to the international student experience. Overall, administrators believe the program makes a positive impact on the international student experience. Administrators commonly cited improvement in international students': (a) sense of belonging; (b) future careers; (c) increase in self-confidence; and (d) motivation to seek out other leadership opportunities.

Finally, research question three sought to better understand how international students experienced and perceived their leadership program. The most salient finding is that international student participants felt that the leadership program contributed to their sense of belonging. Leadership programs also contributed to students' self-confidence, and increased their knowledge and skills in the areas of leadership and intercultural learning. Many students indicated that they had greater self-awareness and improved knowledge of other cultures. This allowed them to be more culturally aware, empathize with people from diverse backgrounds, and adapt their communication and leadership styles in order to communicate and interact in a more effective and appropriate manner.

Chapter 5: Discussion

This mixed methods study explored co-curricular student leadership development programs that included a component of intercultural learning and were specifically designed to include international students studying at HEIs in the United States. The purpose of this study was tri-fold. First, the study aimed to better understand the common goals, learning objectives, and content components of student leadership development programs. Second, the study sought to better understand how leadership program administrators view these programs as contributing to the international student experience. Third, the study aimed to better understand how leadership development programs are experienced by international students, and how they anticipate using what they learned in the future. The following research questions were posed:

(RQ1) What are the characteristics of co-curricular international student leadership development programs that include intercultural learning?

(RQ1A) What are the common characteristics of these programs?

(RQ1B) To what extent do these programs include intercultural learning?

(RQ2) In what ways do international student leadership program administrators perceive these programs as contributing to the international student experience?

(RQ2A) To what extent do program administrators view leadership programs contributing to international students' sense of belonging?

(RQ3) What do international student participants describe as the most important qualities of the leadership program?

(RQ3A) To what extent do program participants anticipate using the intercultural and leadership skills that come from or are a part of their leadership programs in the future?

(RQ3B) To what extent do the participants say that the leadership programs contribute to their sense of belonging?

Summary of Findings

As described in the previous chapter, in order to help the researcher better understand the common characteristics across all data (administrator surveys, document analysis, and interviews), a chart was created to summarize overall program goals, learning objectives, and program content (see Appendix I). From the data, six major content themes emerged across multiple programs:

1. diversity, equity, and inclusion
2. global engagement
3. intercultural learning
4. leadership development
5. personal and professional development
6. supporting the international community.

Wellness was identified as a seventh content area, though no program included it as a specific program goal or learning objective. Although the summary is divided into six main content areas, it is important to point out that there is some overlap between the content areas. One element could fall under multiple areas. For example, goal setting is listed under

the category of leadership development. However, it could also be included under the category of personal and professional development.

From the program administrator perspective, international student leadership programs were generally perceived as contributing positively to the international student experience. Administrators cited increases in international students' sense of belonging, self-confidence, and motivation to seek out other leadership opportunities. Additionally, administrators believed that leadership programs also helped students prepare for their future careers.

International student respondents unanimously indicated that the leadership program they participated in contributed to their sense of belonging by creating a welcoming and friendly space for them to connect with others. Participants also noted an increase in leadership and intercultural knowledge and skills, citing improved communication skills, greater self-awareness, and a stronger understanding of other cultures. Most international student respondents felt that the program also contributed to increased self-confidence and improvement in interpersonal skills.

Discussion of Findings

In the following section, the researcher further analyzes the findings and presents her interpretation of the findings. The findings are discussed within the context of the literature presented in chapter two, comparing and contrasting the study's findings to the major themes in the literature. Following the discussion of findings are the implications of this study for practitioners, for institutions of higher education, and, more broadly, for the field of international education.

Benefits of Intercultural Learning for International Students

It cannot be assumed that international students are interculturally competent simply by virtue of being international (Calley, 2021b). Intercultural competence must be cultivated; it is developmental in nature (Bennett, 1986; Hammer, 2009). While all students, U.S. and international, can benefit from developing intercultural skills, there are some benefits that are particularly useful to international students, who are navigating cultural transitions. Intercultural learning can help international students better understand and cope with difference (Gill, 2007; Gu et al., 2010; Ippolito, 2007); gain a deeper understanding of their shifting identities (Gu et al., 2010); and better integrate diverse perspectives (Gill, 2007; Gu et al., 2010; Ippolito, 2007).

Relationship Building. In this study, international students perceived intercultural learning as a means of better understanding others. This included having a greater awareness and understanding of cultural differences as well as being empathetic and respectful toward others. Students also indicated that they envisioned using intercultural skills in the future to help them better relate to others and build relationships.

Understanding Identities. In terms of program characteristics, the study found that several programs included the topic of identities, which was included in the content area of intercultural learning. Y. Kim (2009) argues that identity factors into intercultural competence, and describes intercultural identity as being a “continuum of adaptive changes from a monocultural to an increasingly complex and inclusive character” (p. 56). According to Y. Kim, the development of an intercultural identity requires the interrelated parallel

processes of individuation and universalization. Individuation involves understanding oneself and others as an individual, independent of a group (Y. Kim, 2009). Universalization is “a parallel development of a synergistic cognition born out of an awareness of the relative nature of values and of the universal aspect of human nature” (Y. Kim, 2009, p. 56). The two processes work in parallel as one gains an awareness of self-other identity and how those identities relate to universal ways of being (Y. Kim, 2015). In other words, an intercultural identity requires a person to have an understanding of how one might be different from or similar to others, yet at the same time, “cultivate a mindset that integrates, rather than separates, cultural differences" (Y. Kim, 2015, p. 7).

Several leadership programs in this study included training sessions devoted to the topic of identities. In many cases, that involved deep self-reflection and identifying components of one’s identity through activities such as identity wheels. The action of understanding one’s personal identity is an example of Y. Kim’s (2009) individuation. Not only does this self-reflection help international students better understand themselves, but by sharing and discussing identities, students also learn about others. Through this discussion, students may find commonalities that are more universal in nature, thus developing what Y. Kim (2009, 2015) calls universalization. Both individuation and universalization work together, in parallel, in order to create an intercultural identity.

The discussion of social identities could also help international students better understand the shifting identities that they are likely to experience over time (Gu et al., 2010). Students may find themselves having one identity in a U.S. context and another identity when they return to their home country. How they want to be seen by others and how they see

themselves may vary depending on context. Understanding how identities may shift depending on cultural context could help both U.S. and international students better understand and manage moving between different cultures. As one of the administrators explained during an interview, international students sometimes come from largely homogenous backgrounds, where race and social identity may be viewed differently:

> They're like, I'm Nigerian, I'm Ghanaian, right? But then you come to the U.S. and it's not their identity, but it's like a social identity that's put on them as being like, oh, well, I'm looking at you, and you appear to be Black. And so that's an experience for them, right? Which is something they're not used to from back home. (Interviewee Four)

The administrator hoped that discussions of identity would help students better understand their identity in the context of being an international student studying in the U.S. Through these discussions of how identities can shift depending on cultural context, the administrator may be able to help students better understand and navigate their experience in the U.S.

Intercultural Learning Objectives Span all Levels of Deardorff's (2006) Pyramid Model

The researcher applied Deardorff's (2006) Pyramid Model of Intercultural Competence to organize and further analyze the intercultural learning objectives. As mentioned in chapter two, the pyramid begins with the requisite attitudes of respect, openness, curiosity, and discovery. Upon this foundation, knowledge and comprehension are built, and intercultural skills are developed. At the top of the pyramid are the desired internal outcomes, which include adaptability and having an ethnorelative view. The desired external outcome is the ability to effectively and appropriately interact with those who are culturally different from oneself. Table 18 provides a summary of the learning objectives identified in this study and

Table 18

Program Summary Chart: Learning Objectives

Deardorff's (2006) Pyramid Model Components	Summary of Learning Objectives
Requisite Attitudes (respect, openness, curiosity & discovery)	(Not specifically addressed as a learning outcome, although program content indicates activities that develop requisite attitudes were included in multiple programs in this study.)
Knowledge & Comprehension (cultural self-awareness, deep understanding & knowledge of culture; culture-specific information; sociolinguistic awareness)	Understand and articulate one's identity Demonstrate self-awareness Identify cultural differences Compare & contrast cultures Identify, describe, and practice intercultural concepts Recognize that culture is shaped by our lived experiences Understand how one makes meaning of the world is a matter of perception
Skills (listen, observe, & interpret; analyze, evaluate, & relate)	Utilize strategies for withholding judgment Critically examine assumptions, perspectives, behaviors & narratives
Desired Internal Outcome (adaptability, flexibility, ethnorelative view, empathy)	Engage & empathize with multiple worldviews Value diversity of community & cultures
Desired External Outcome (behaving & communicating effectively & appropriately)	Employ strategies for communicating and interacting with someone who is different from yourself

how they relate to Deardorff's (2006) Pyramid Model components. The full summary chart may be found in Appendix I.

Requisite Attitudes Addressed, but Not Articulated. While there were no stated learning objectives that specifically addressed Deardorff's (2006) requisite attitudes of respect, openness, curiosity, and discovery, further analysis of program content revealed that these aspects of intercultural learning are indeed addressed in the leadership programs

studied. For example, cultural sharing activities encourage students to be curious and to learn more about other people and cultures. Creating community agreements at the start of the program helps set expectations for how students interact with each other. This could include being respectful of others and being open to new ideas and ways of thinking. Several programs use simulation activities, which are designed to mimic intercultural interactions (Harvey, 2017). Through these simulations, participants are faced with situations that may very well challenge their tolerance of ambiguity, which is listed as a key component of curiosity and discovery (Deardorff, 2006). Furthermore, activities designed to develop intercultural skills (listen, observe, analyze, interpret, evaluate) also require students to practice withholding judgment, which is a key component of the attitude of openness (Deardorff, 2006).

The activities mentioned in this study that are designed to develop specific intercultural skills were (a) Describe, Interpret, Evaluate (DIE), (b) Describe, Analyze, Evaluate (DAE), and, (c) Observe, State, Explain, Evaluate (OSEE). In these activities, students are asked to first describe exactly what they observe without jumping to conclusions, making assumptions, or judgments. As these examples demonstrate, although no learning outcomes specifically addressed Deardorff's (2006) requisite attitudes, further analysis of program content revealed that requisite attitudes are indeed addressed through various program activities.

Global Engagement Content Present, but Not Articulated as a Program Goal

In this study, program goals that were related to global engagement aimed to help students better understand the larger global context and to create a global community (Appendix I). As mentioned in the previous chapter, only one program administrator indicated that their program included a specific goal related to global engagement. However, the terms "globally minded", "global network", and "global connection" appeared multiple times throughout the qualitative data. For example, during an interview, one of the administrators described incorporating the UN Sustainable Development Goals (UN SDG; UNESCO, 2017) into their program for the purpose of broadening their perspective:

> I wanted students to be aware of them for their larger, you know, life. Or maybe there are things focused at [our university] or maybe it's long term…What speaks to you? And so, they each identified one or two [UN SDG], whether it's like women and children or literacy or water quality, you know, food insecurity, whatever. (Interviewee One)

As the excerpt above illustrates, Interviewee One wanted (a) to raise awareness of global issues; and (b) to have students make connections between themselves and the larger local and global contexts. While global engagement was not listed as a goal for their program, the administrator shared program content that pertained to making connections to the global context and building a global network.

The same administrator also shared a detailed training agenda with the researcher. The training agenda listed each activity used in the program along with how each activity relates to the program learning outcomes and the purpose of the activity. One of the activities listed was called, "Where are you connected to?" The purpose of the activity was to practice

“active listening and sharing; celebrate global connections, build curiosity, practice productive inquiry” (Document 3). In their interview, the administrator described the activity in more detail:

> And I say, sometime during your unstructured time…I want you to go up to the map with two or three people…And I want you to have a discussion about the places in the world that you are connected to. It doesn’t have to be home. It can be, you know, because some people are from several different places or they’ve got mixed feelings about things…And I wasn’t sure how it would go, but the students are super engaged in it, and it leads to these, like, long conversations. So that was really cool. (Interviewee One)

The simple activity of sharing one's connection to other places in the world is aimed at reaching multiple program learning objectives in three different content areas: (a) intercultural learning; (b) global engagement; and (c) leadership development.

In terms of intercultural learning, sharing about oneself often requires self-reflection and increases self-awareness. This corresponds with the first phase of Vande Berg’s (2016) Four-phase Developmental Framework of intercultural learning, which is “increasing awareness of our own characteristic ways of making meaning in familiar and unfamiliar cultural contexts” (p. 26). Cultural self-awareness is also listed as a component in the knowledge and comprehension level of Deardorff’s (2006) Pyramid Model. By listening to someone else’s experiences, one can practice identifying cultural similarities and differences, which can lead to a broadening of one’s worldview. In phase two of Vande Berg’s model, one experiences an “increasing awareness of others’ ways of making meaning in familiar and unfamiliar cultural contexts” (p. 26). Likewise, Deardorff’s Pyramid Model includes “deep understanding and knowledge of culture (including contexts, role and impact of culture and

others' world views)" (p. 254) as part of the knowledge and comprehension level of the pyramid.

In terms of global engagement, learning about places around the world broadens one's understanding of the global context, and interacting with people from different backgrounds can also expand one's global network. Additionally, Interviewee One's Where are you connected to? activity is an opportunity for students to practice active listening and develop their interpersonal skills, which are both part of program goals related to the content area leadership development. This example demonstrates how a single, simple cultural sharing activity can reach multiple overarching program goals.

Similarly, Interviewee Two shared about a student-led craft activity that achieved both intercultural learning and global engagement outcomes. The administrator explained, "Last year, one of our Saudi students led a bag painting activity, where they painted in languages" (Interviewee Two). The activity required students to reflect on their personal identity and consider how they want to be perceived by others and why. Sharing the words (identities) they selected is a means of broadening perspectives (global engagement). The administrator expressed that they want student leaders to present or lead activities that "they're passionate about, but also bringing that global identity into it" (Interviewee Two).

Interviewee Four spoke about the importance of having a diverse team of student leaders. This administrator's program included five committees, each focused on a specific topic (e.g., wellness, graduate students). The administrator was sensitive to having a diverse representation across national origin and gender on each committee, explaining that "we just try to really mix it up because we want everybody to meet and interact" (Interviewee Four).

While not explicitly stated, the implication is that diverse groups provide opportunities for interaction with people from different backgrounds. Intentionally facilitated interactions with people who are different from oneself could lead to intercultural growth (Deardorff, 2009) as well as the development of a larger global network.

Only one interview participant (Interviewee Three) included global engagement in their stated program goals. However, what the examples from Interviewees One, Two, and Four imply is that global engagement, while not explicitly stated as a program goal, could be viewed as a desired outcome of the program. Perhaps one reason why global engagement was not explicitly stated as a goal of most programs was because there is a natural connection between the areas of intercultural learning and global engagement. Deardorff's (2006) Pyramid Model requires one to be open to learning from others, to develop knowledge about other cultures, and to have an ethnorelative worldview. Similarly, understanding the larger global context requires one to have an awareness of global issues and the impact of those issues on other societies. Additionally, an interconnected or globalized world requires interactions with a diverse group of people. Intercultural competence is necessary to facilitate those global interactions in an effective and appropriate manner. The overlap between intercultural learning and global engagement could explain why more leadership programs did not explicitly address global engagement in their goals or learning outcomes. The potential implication of this omission will be discussed later in this chapter.

Factors Impacting the Extent of Intercultural Learning in Program Design

Research question 1B asked: To what extent do these (leadership) programs include intercultural learning? The finding was that intercultural learning really varied depending on the program. There are several factors that could have impacted the extent to which intercultural learning was incorporated into the program's design. For example, time constraints and availability of resources, including access to trainers who were knowledgeable of intercultural training techniques, were likely factors administrators considered during the program design phase.

Program Purpose. It is also likely that the purpose of the program impacted the way in which the program was designed. Programs that were designed to train students for specific roles (e.g., orientation leader) often had different overarching goals and learning outcomes from programs designed more specifically for intercultural leadership development. For example, one program that was designed to prepare students to be orientation leaders, stated that their learning objectives were "to provide leadership to new students and feel prepared being a resource for new students" (Survey Respondent B). Program content included "value-based leadership, service, tone setting, and conflict resolution" (Survey Respondent B).

Survey Respondent J submitted a detailed trailing schedule for their orientation leader training program. Their training schedule indicated that over the course of a week-long training, intercultural activities were incorporated five times (Document 5). Intercultural learning in this program was also balanced with wellness activities, preparing students for

their role as orientation leaders, and diversity and inclusion training. Logically, learning objectives and program content were closely aligned with the purpose of the program: preparing orientation leaders.

Another program, which was designed to foster a more inclusive campus by connecting international and domestic students, had a much stronger focus on intercultural learning. This program included learning objectives related to comparing and contrasting cultures, practicing effective communication, and identifying diverse leadership styles (Survey Respondent C). Program content included “leadership styles, intercultural communication, language experiences, identities” (Survey Respondent C). In this program, students were introduced to intercultural frameworks and participated in intercultural simulation activities (Survey Respondent C). The administrator used intercultural activities in their leadership training to foster intercultural understanding and connect international and domestic student participants. The greater purpose of the program was to build a “more inclusive campus” (Survey Respondent C).

As the examples above illustrate, the overarching purpose of the program guided how the individual program was designed. Purpose defined program goals, learning outcomes, and program content. As such, the extent to which intercultural learning was incorporated into a program may have been determined by the purpose of the program.

Administrator’s Familiarity and Experience with Intercultural Learning. All but one administrator survey respondent indicated that they were involved with program design (see Table 7 in chapter four). Additionally, all five interviewees stated that they were involved in the design or redesign of their leadership program (see Table 10 in chapter four). In other

words, most administrators who took part in this study had a say in how the program was designed and what content was included. While four of the five interviewees mentioned regularly incorporating student feedback to adjust program content and delivery, ultimately, the decision of what content should be included in the program came down to the administrator. These decisions were likely influenced by the administrator's past experiences and their familiarity with certain topics. For example, Interviewee Four spoke about taking a social justice in human rights course during their undergraduate studies. The course sparked an interest in social justice. The administrator noted that since taking that course, they try to incorporate social justice topics into their leadership training: "So even terms like social justice, people of color, underrepresented groups, you know, things like that, I would try to incorporate them into conversations with my students" (Interviewee Four).

As described in the literature review, intercultural learning is developmental (Bennett, 1986; Hammer, 2009), process-oriented (Deardorff, 2006), and requires intentional interventions and opportunities to interact in meaningful ways with people who are different from oneself (Deardorff, 2009; Hammer, 2012; Harvey, 2017; Otten, 2003). In other words, in order for intercultural training to be effective, the administrator or trainer must have knowledge of intercultural theory in addition to knowing how to facilitate intercultural learning. Harvey (2017) argues that facilitating intercultural learning requires a unique set of skills "that differ significantly from typical teaching skills" (p. 110). As such, it was not surprising to find that in this study, the extent to which intercultural learning was incorporated into leadership programs was also dependent upon the administrator's experience and familiarity with intercultural learning. Two of the interviewees in this study

had a background in intercultural learning, which was clearly represented in their program design.

Interviewee One holds a graduate degree in international and intercultural management. Interviewee One worked closely with a colleague to design their two-day leadership retreat. In describing their program design process, the administrator explained how they attempted to weave both intercultural and leadership concepts together for a seamless effect:

> So, we want to create an experience where it's not always obvious what is [the] intercultural piece and what is leadership. We want it to be sort of infused, but I think it's not that clean. Like it's pretty easy to see which is a little bit. Because [colleague's] really strong with the leadership piece [and] I'm more intercultural.

In this case, the program was designed to integrate intercultural and leadership development in almost equal parts. The program design pulled on the strengths of both its creators. One was stronger in leadership development concepts. The other had a background in intercultural studies and experience facilitating intercultural learning. Together, the two administrators' strengths complemented each other, and the program design reflects both their expertise.

Interviewee Three, who has a degree in international studies and intercultural communication, was the administrator with the unique program that offered students co-curricular credit upon completion of their program. The program was built on three career competencies: (a) understanding global context; (b) teamwork and cross-cultural collaboration; and (c) self-reflection. This program was also unique in that students set the curriculum for themselves by choosing from a selection of qualifying workshops and activities. Qualifying workshops and activities were determined by the administrator and

their team of collaborators. All workshops and activities were related to one or more of the three competencies listed above. In this sense, all qualifying workshops and activities were related to global or intercultural learning. Therefore, it could be said that global or intercultural learning permeated this program.

Interviewee Five oversaw training for different teams of student leaders. One team was tasked with developing workshops focused on diversity and inclusion topics. While the administrator stated that all teams under their purview underwent some type of intercultural training, the workshop team received extra training on intercultural communication and cultural competency because of the diversity workshops they had to develop. However, the administrator, who has a degree outside of international education, indicated that intercultural learning is not their area of expertise. As such, they brought in staff from other offices (e.g., DEI office, multicultural office) to lead the intercultural component.

As these examples illustrate, the extent to which intercultural learning is incorporated into leadership development programs varies from program to program, and may be determined, in part, by the administrator's past experiences and familiarity with intercultural learning concepts.

Contributions to International Students' Sense of Belonging

A sense of belonging and connection to peers and the larger campus community contribute greatly to student success (Anandavalli et al., 2021; Forbes-Mewett & Pape, 2019; Glass & Westmont, 2013; Glass et al., 2021; Hausman et al., 2007; Hurtado & Carter, 1997; Osterman, 2000; Strayhorn, 2018; Weng et al., 2021). For international students who have

left their home country to study in a new environment, a sense of belonging and a feeling of community can be especially important. Glass (2012) found that leadership programs that stress collaboration and teamwork resulted in a higher positive perception of the campus community and that participation in these programs helped international students with their transition to U.S. university life. Similarly, this study found that leadership programs help international students develop a sense of belonging by creating a welcoming and supportive space for them to connect with each other. When asked if they felt the leadership program helped international students feel a stronger sense of belonging, 64% of program administrators responded “yes.” 100% of the international student respondents indicated “yes.” Students cited finding a common identity with their international peers, and being in a welcoming, comfortable, and friendly environment as factors that contributed to their sense of belonging.

In their ACE Model for International Student Inclusion and Success, Glass et al. (2021) describe two types of belonging: soft belonging and hard belonging. Soft belonging refers to feelings of social connection, sense of community, attachment, and affiliation. Soft belonging is what several of the international students in this study referred to when describing how their leadership program helped them feel a stronger sense of belonging. For example, Student G stated, “it gave me a community that I felt I was a part of and introduced me to many new people from all sorts of different backgrounds.” Student D cited “having people with the common identity of being away from home” as contributing to their sense of belonging. Similarly, several administrators referenced soft belonging, with the mention of “creating connections, building community” (Survey Respondent E) and “they are a member

of a team made up of other international students who have had similar experiences" (Survey Respondent K).

Hard belonging goes beyond feelings of connection, and involves incorporating international student voices and participation into campus life (Glass et al., 2021). Hard belonging also aligns with the argument put forth by Astin and Astin (2000) and the HERI (1996) Social Change Model, that leadership programs impact more than the individual; that they also impact the larger community.

Six administrators referenced hard belonging in their survey responses. One administrator shared, "The act of serving is really important in many students' lives. They are giving back to their community on campus. It also helps student[s] feel empowered to use their voices" (Survey Respondent B). Another stated, "Our office works closely with students to make sure that their concerns are addressed and students feel like their voices matter" (Survey Respondent F). A third administrator shared, "The program helps students be seen and heard as well as allows them to listen to others and their perspectives" (Survey Respondent I).

Interestingly, none of the student respondents mentioned anything related to hard belonging in response to the question about sense of belonging. However, one student alluded to hard belonging when responding to the question, "Why did you decide to participate in this leadership program?" Student D stated:

> …being able to help others like me who are new and lost, is an amazing thing. I love the feeling of helping others, especially [those] who are in a completely different environment from where they call home. It is a great feeling to find community and being that person who can facilitate those are incredible [*sic*]. I love that.

While Student D was responding to their motivation for joining the program, they actually shared what they found enjoyable or valuable about the program. In this case, it was helping other students and finding community. The act of helping new students adjust to life in a new environment is an act of participating in student life, and therefore an example of hard belonging. By helping their peers, students have a voice in shaping the community and creating a supportive and welcoming space for their international peers. Student D's statement also corroborates Administrator Survey Respondent B's comment about how giving back to the community also empowers students to use their voices.

Sense of Belonging Beyond the Program. As mentioned in chapter four, some of the administrator interviewees mentioned keeping in touch with students beyond the leadership program. In some cases, that meant providing them with letters of recommendation or helping connect them to other people and potential job opportunities. Interviewee One, whose leadership program was a weekend-long retreat, shared that they host two reunions annually, which helps keep the connections strong.

> In the spring we have a reunion where we invite all the students from the most recent [leadership] weekend. And then in the fall, we have a reunion where we invite all years, and we were really happy. Like, I'm always like, oh this reunion is going to feel really awkward and fake. And people, you know, they had so much fun. (Interviewee One)

As the example above alludes to, a sense of belonging happens not just for the individual cohorts that pass through the leadership program, but can also extend to program alumni as well. The reunions in Interviewee One's program not only serve the current cohort, but also connect all program participants, current, past, and future, to a shared global network. This

shared connection with others who have similar experiences contributes to a sense of belonging beyond the program itself.

Implications

While literature on the individual topics of intercultural learning, student leadership development, and the international student experience is plentiful, there are far fewer studies that look at the combination of all three aspects. This study, while small in scale, adds to the discussion of how leadership programs that include intercultural learning can make a positive contribution to the international student experience. On a broader scale, the findings of this study have implications for practitioners, ISS offices, and the advancement of campus internationalization goals.

Internationalization should not just be about enrollment numbers and the amount of nonresident tuition brought in by international students (Beck, 2021; Castiello-Gutiérrez & Li, 2020; McCartney & Metcalfe, 2018; Yao & Viggiano, 2019). International students contribute greatly to campus diversity beyond diversity of ethnicity or race. International students bring with them a diversity of experiences and perspectives that, if tapped into properly, can advance internationalization goals of increasing intercultural understanding and developing a global mindset.

Responsibility for international student success often falls to the ISS office, though the primary purpose of the ISS office is regulatory compliance. International student success should not lay solely in the hands of the ISS office, but should be the shared responsibility of the institution. Many HEIs devote a large number of resources to recruit international students and boost enrollment. It is equally important to also devote resources to supporting

and retaining international students once they arrive on campus. Staff, faculty, and administrators should work collaboratively (Zimmerman-Oster & Burkhardt, 1999) toward creating an inclusive campus culture that values international students and fosters a sense of hard-belonging.

Inclusion and Alignment of Program Global Engagement Goals

As mentioned earlier, there is a natural connection between intercultural learning and global engagement goals, and both are linked to campus internationalization initiatives. If internationalization is a priority of the campus, alignment of leadership program intercultural and global engagement goals with larger campus internationalization goals could bolster support for the leadership program.

As noted in chapter four, shrinking budgets were a concern raised by several of the interviewees. For example, Interviewee One's leadership program was canceled two days prior to their interview with the researcher due to budget cuts. The leadership program was seen as extraneous to the office's purpose of maintaining compliance with immigration regulations. One way that administrators could advocate for their leadership programs is by articulating how the program aligns with larger departmental, divisional, or institutional goals. If the department or institution has a mission statement or strategic goals related to the development of a global mindset, global citizenship, or global engagement, administrators could articulate how their program goals contribute toward the goals of the larger organization. One strategy is for administrators to include global engagement in their overarching program goals or learning outcomes. As described above, several interviewees

described program content related to global engagement, but did not explicitly include global engagement as part of their stated program goals or learning outcomes.

Investing in International Student Support Includes Investing in Program Administrators

As mentioned previously, while the main responsibility of ISS offices is to maintain compliance with federal immigration regulations, many ISS offices also offer co-curricular support such as orientation, mentorship, or leadership development programs. These programs are typically managed by program administrators, similar to those who participated in this study. Not all administrators have a background in international or intercultural education. While these administrators may be familiar with the term intercultural learning and see the value in it, they may not necessarily have been trained in intercultural theory and practices.

As this study suggests, the extent to which intercultural learning is incorporated into leadership programs depends upon several factors, including the purpose of the program and administrator familiarity with intercultural learning. If intercultural learning is deemed essential to internationalization goals, HEIs should invest in the professional development of program administrators. Professional development opportunities include attending conference sessions or taking coursework in intercultural learning. NAFSA offers stand-alone workshops with both in-person and online options. One of the workshops offered is titled, *Intercultural Communication in Practice* (NAFSA, n.d.).

In addition to intercultural learning, professional development should also involve leadership training for program administrators who run leadership programs. Oftentimes as

educators, we tend to teach or train the way that we were taught, using theories and methods that we learned during our training. Exposure to new material and new ways of doing is an exercise in personal and professional growth. Leadership training could help the administrator as they advance professionally and lead their own team of staff. Leadership training could also generate new ideas and introduce new leadership theories that could then be used to refresh existing leadership programs.

One theme that ran throughout all five interviews was that administrators were always looking for ways to improve their program and the experience for their students. Administrators incorporated student feedback and adjusted program content to better meet the needs and interests of their students. By doing so, administrators incorporated student voices into the program design. This willingness to adapt to changing needs suggests that administrators are open to learning and incorporating new ideas and new ways of doing things. Encouraging the pursuit of professional development not only supports the administrator, but also has the potential to improve the leadership program and, ultimately, the international student experience. As such, investing in administrators' professional development is one way in which HEIs can show their support of international students on campus and foster intercultural development. Another way that HEIs can demonstrate support is by recognizing the value of international students on campus.

Hard Belonging and Valuing International Students

The findings of this study suggest that leadership development programs help establish a sense of belonging for international students. In particular, a new Model for International

Student Inclusion and Success (Glass et al., 2021) calls for institutions to foster hard belonging, which goes beyond feelings of acceptance. Hard belonging stresses the importance of international student voice and agency to advance student interests (Glass et al., 2021). In this study, program administrators shared their desire to include student voices and to advocate for international students. Yet, international student participants, when asked about their sense of belonging, referred largely to aspects of soft belonging. These included feeling a part of a community and connecting over shared experiences.

To make hard belonging more tangible for international student participants, program administrators might first articulate the difference between soft and hard belonging. Next, administrators should be explicit about how they hope to achieve hard belonging through the leadership program. Administrators may need to help international students make connections between what they are doing in the leadership program and how they are engaging with the larger campus community. For example, a leadership program that trains students to lead activities for the ISS office might involve having student leaders identify specific needs of the campus international student community. Student leaders might then develop an event or program to address those needs, thereby providing support for their community and also using their voices to advocate for student needs or interests. This example demonstrates how student voices are shaping what is happening at the institution. Pointing out to student leaders how their acts are contributing to hard belonging makes the concept more tangible.

Hard belonging may also include helping international students identify and articulate their community cultural wealth (Yosso, 2005). By reaffirming their strengths and the value

of their experiences and perspectives, administrators can shift the dialogue from a deficit- to an asset-based mindset. The affirmation of community cultural wealth may help international students feel a stronger sense of belonging; that they have a voice, and that their voice matters. Furthermore, hard belonging may combat feelings of commodification that have been expressed by some international students (Castiello-Gutiérrez & Li, 2020; Yao & Viggiano, 2019).

It is not enough to help international students understand their own cultural community wealth. The larger campus community and institutional leadership should also understand and recognize the value of international students on their campuses. One way that campuses can recognize the value of international students is by providing the resources necessary to support them throughout their time at the institution. Support could come in the form of staffing, funding for programs and resources that support students, or investing in staff professional development, as mentioned earlier. Support could also come in the form of embracing opportunities for intercultural learning on campus and creating a campus culture that is open to and inclusive of international students.

Leveraging Cross-Campus Collaborations

Cross-campus collaborations can help foster an inclusive campus culture (Collier et al., 2017). Collaborations between ISS and other campus departments are one way of providing support for international students. Support for international students should not be relegated solely to ISS offices, but must be the responsibility of the institution as a whole (Briggs & Ammigan, 2017; Forbes-Mewett & Paper, 2019; Ping, 1999). The findings in this study indicated that it is not uncommon for program administrators to work with staff from other

departments when designing or implementing their leadership programs. In addition to staff-to-staff partnerships, program administrators might also consider building relationships and collaborating with faculty as well. Staff-faculty collaboration could bring a stronger understanding and appreciation of what the roles and experience is like for staff and faculty alike, bridging the divide between staff and faculty. The involvement of faculty may also lend academic clout to co-curricular programs, thereby raising the perceived status of the program in the eyes of campus administration. Furthermore, faculty may also assist with turning the leadership program into a credit-bearing course. Offering course credit might be an incentive for students to enroll in the leadership program.

Professional Implications for the Researcher

As mentioned at the very beginning of this dissertation, the researcher is a practitioner in the field of international education. Like the administrator participants in this study, the researcher works in an ISS office and develops leadership programs for international students. Throughout the research process, the researcher has reflected on her own beliefs, values, and practices as an intercultural learner, researcher, educator, and practitioner. As a result of this dissertation, the researcher has come to realize that it is not only important to help international students acknowledge and articulate their own community cultural wealth, but it is also her responsibility to use her own voice to advocate for international students and raise awareness of the value of global education on campus.

One way the researcher has begun to use her voice in cultivating a sense of hard-belonging for international students on campus is by highlighting the value of global education, intercultural learning, and student voices during a month-long celebration known

as Global Spartan Month (GSM). Prior to the start of GSM, the researcher asked international students via social media to share what they felt were (a) the value that international students bring to campus; and (b) the benefits of interacting with people from other cultures. These statements were then shared in the ISS newsletter, on social media, and printed on posters that were displayed at various in-person events throughout GSM. The posters also included inbound and outbound student mobility numbers, the top ten countries of origins of international students on campus, and the top ten countries that students from the institution studied abroad in. The purpose of the posters was to give the broader campus community a sense of how the campus is already engaging globally.

Additionally, during the annual GSM Fair, a booth was set up to display the posters and interactive message boards. The message boards provided an opportunity for fair attendees to reflect upon and respond to questions such as, “What is the value of global experiences and interacting with people from different backgrounds?” and “How can we have global experiences and connect with others on our campus?” There were more than 300 attendees at the fair, and many engaged with the message boards. The intent was to raise awareness of the importance of intercultural or global interactions and to identify ways in which students, staff, and faculty can engage in global interactions, without necessarily leaving campus. Additionally, the hope was that by participating in the activity and reading others’ responses, international students would also realize their own community cultural wealth and feel that they are indeed valued members of the campus community.

Recommendations for Future Research

The original plan for this mixed methods study was to include international student interviews during phase II of the exploratory sequential design. However, given the time constraints of this dissertation, it was decided that the international student interviews would be eliminated. As such, the study focused largely on research questions one and two:

1. leadership program characteristics
2. program administrator perspectives.

Future research should include a study focused on the international student perspective, and might include individual interviews or focus groups in addition to the survey.

One challenge was recruiting both international student and administrator participants. Part of the issue was that the eligibility criteria required administrators and students to be currently in or have recently participated in a leadership program. “Recently participated” was defined as within one academic year. This one-year limit could be expanded to up to three or perhaps even five years. Although some detail might be lost, given the amount of time between the program and responding to the survey or interview, data collection would likely still reflect the most salient components of the program for both administrators and students. People tend to share what they remember most clearly or what was most impactful to them. It would also be interesting to see whether or not the students have applied what was learned in the program to what they are currently doing or if they see value in the program experience years beyond the program.

Another consideration might be expanding the definition of “international student.” In this study, international students were defined by their visa status. However, Calley (2021a,

2021b) suggests the use of a broader term, "global students." Global students include U.S. citizens who spent most of their life abroad, and who may identify more with being international or being a global citizen than being a U.S. citizen. Broadening the definition of international student to global student would also increase the participant pool.

Another way to expand the study would be to conduct more document analysis using website information from institutions across the country. Participants in the current study came largely from the state of California. Analysis of program information found on university websites would give a broader sense of the types of programs that exist nationally and add to the findings of the current study. Furthermore, comparisons might be made across institution types (e.g., private, public) or by international student enrollment. The latter would be useful in understanding how leadership programs may be scaled up for campuses with larger international student populations or scaled down for campuses with smaller populations. On a broader level, further research into how leadership development programs might impact international student retention and satisfaction with their university experience would also inform best practices for international student support.

Conclusion

Globalization has spurred the internationalization of higher education (Altbach & Knight, 2007), which is defined as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2003, p. 2). While there are numerous strategies by which campus internationalization can take place, the most visible and widely used approach is student mobility (Soler et al., 2022), or the movement of students across national borders. According to the annual Open Doors

Report (IIE, 2023), student mobility has brought approximately one million international students to study in the U.S. each year for the past decade. The economic impact of international students on U.S. campuses is undeniable, with NAFSA (n.d.) estimating that international students supported more than 368,000 jobs in the U.S. and contributed over $40 billion to the U.S. economy in 2022-23. However, the value of international students to U.S. campuses should not be about financial benefit alone. International students bring with them a diversity of experiences and perspectives that enrich classroom discussions, spark new innovations, and broaden one's worldview. Developing a global or intercultural mindset is an often-listed outcome of internationalization (Green, 2012, 2013; Hammer, 2012; Hudzik, 2011; Merrill, 2011). Yet, the mere presence of international students on campus does not guarantee global or intercultural experiences. Intercultural learning requires intentional interventions and opportunities to interact in meaningful ways with people of different backgrounds (Deardorff, 2009; Glass, 2012; Hammer, 2012; Harvey, 2017; Krajewski, 2011; Otten, 2003; Yershova et al., 2000).

Leadership development programs that include intercultural learning in their training curricula can foster intercultural development on campus, particularly if the program is open to both international and domestic students (Collier et al., 2017). Not only can these types of programs create a supportive community for international students (soft belonging), but they can also inspire international student engagement in the larger campus community. International student engagement contributes to campus diversity and inclusion initiatives, encourages intercultural interactions, and fosters a sense of hard belonging, where international students' voices and actions help shape the culture of the institution.

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Appendix A

Message Board Posting

Subject: Research on Student Leadership & the International Student Experience

Dear NAFSA Colleagues,

I am conducting research on **Intercultural Learning in Student Leadership Development Programs and the International Student Experience** for my doctoral program. If you develop leadership programs for international students, I invite you to participate in my study by: (1) completing this confidential online survey for program administrators; and/or (2) inviting your international students to participate in a student survey (here's an email template to forward to them).

Happy to share my findings with you, and thank you in advance for your support!

Warm regards,

Keri Toma
Doctoral Candidate
Ed.D. Educational Leadership Program
Lurie College of Education
San José State University
keri.toma@sjsu.edu

Appendix B

Initial Email and Flier

Email to Program Administrators: Invitation to Participate
Subject: Research on Student Leadership & the International Student Experience

Hello!

Do you run or help facilitate leadership development programs for international students? This could include training programs for international orientation leaders or Peer Mentors.
Are you curious about what these programs look like at other institutions? I am too! This is a humble request for your participation in my research.

My name is Keri Toma, and I am a doctoral candidate in the Educational Leadership program at San José State University. For my dissertation, I am conducting research on **Intercultural Learning in Student Leadership Development Programs and the International Student Experience**. My study aims to better understand: (1) the characteristics of leadership programs designed with international students in mind; (2) the program administrator's perspective on the contributions of such programs to the international student experience; and (3) how leadership programs are experienced by international students.

I invite you to participate in my research in the following ways:

- **Complete this confidential online survey for program administrators (10-15 minutes in length)**. There is an option at the end of the survey to upload program materials (e.g., curriculum or syllabus) via a separate link. There is also an invitation at the end of the survey to participate in an optional online interview with the researcher regarding your leadership program. A copy of the consent notice may be found here. Deadline: October 15, 2023
- **Invite your international students to participate in a confidential online survey (10-15 minutes in length)**. This survey is different from the program administrator survey listed above. Information regarding the international student survey is posted below and can be forwarded to your students via email. Deadline: October 15, 2023
- **Share this email with colleagues** who facilitate leadership development for international students. If this message has been misdirected, please share it with someone in your organization who is responsible for these types or programs. If you know of colleagues who run these types of programs, please forward this message on to them as well.

Thank you in advance for your support!

Warm regards,

Keri Toma
Doctoral Candidate
Ed.D. Educational Leadership Program
Lurie College of Education
San José State University
keri.toma@sjsu.edu

Please forward the following information to international student participants in leadership development programs.

Email Subject: Research on Student Leadership & the International Student Experience

Are you an international student participating in a leadership development program? Perhaps you're an orientation leader, Peer Mentor, or you're participating in a Global Leadership program.

Hi! I'm Keri Toma, and I am a doctoral candidate in the Educational Leadership program at San José State University. **I would love to hear more about your experience** as an international student in a leadership program**, and request your participation in my research.**

Please take this short online survey to share your thoughts with me. The survey is confidential, and should only take about 10-15 minutes to complete. Your input will help me better understand how leadership programs are experienced by international students, which can, in turn, help staff like me build better programs in the future. The deadline to complete the survey is October 15, 2023.

More information about the study may be found in this Survey Consent Notification or you can always email me at keri.toma@sjsu.edu

Thank you in advance for your support!

Warm regards,

Keri Toma
Doctoral Candidate
Ed.D. Educational Leadership Program
Lurie College of Education
San José State University

RESEARCH STUDY ON

INTERCULTURAL LEARNING, STUDENT LEADERSHIP DEVELOPMENT & THE INTERNATIONAL STUDENT EXPERIENCE

PURPOSE

This research study aims to better understand:

- the **characteristics of leadership development** programs for international students;
- the contributions of such programs on the **international student experience** from the perspective of program administrators;
- how these leadership programs are experienced by international students.

HOW TO PARTICIPATE

Complete an online survey.

- takes 10-15 minutes to complete
- confidential

INTERNATIONAL STUDENT SURVEY

PROGRAM ADMINISTRATOR (STAFF) SURVEY

ELIGIBILITY

International Students

- Current F-1/J-1 student OR recent graduate of a U.S. university or community college
- Current OR recent participant in a leadership program

Program Administrators (Staff)

- Currently working at a U.S. Higher Education Institution
- Currently involved in (or have recently been involved in) administering a leadership development program for international students. (Program may include some U.S. students as well).

RESEARCHER

Keri Toma
Doctoral Candidate
Ed.D. Educational Leadership Program
San José State university
keri.toma@sjsu.edu

IRB# 23-242
Date of Approval: 07/17/2023

Appendix C

Administrator Survey

You are invited to participate in a research study on student leadership development programs, intercultural learning, and the international student experience. The overarching goals of the study are to better understand the common characteristics of international student leadership development programs, and better understand the extent to which these programs contribute to the overall international student experience.

There are two qualifications to participate in the Administrator portion of the study. Administrator Survey Respondents should:

1. Be currently working at a U.S. higher education institution
2. Be currently involved in (or have recently been involved in) administering a leadership development program for international students. The program may include participants who are U.S. citizens, but the program should have been designed with international students in mind.

Study Title: Intercultural Learning in Student Leadership Development Programs and the International Student Experience

Faculty Advisor: Dr. Arnold Danzig, Faculty in the Department of Educational Leadership in the Lurie College of Education at San José State University. arnold.danzig@sjsu.edu

Researcher: Keri Toma, Doctoral Candidate, Department of Educational Leadership in the Lurie College of Education at San José State University. keri.toma@sjsu.edu 808-222-4340 (cell)

Purpose of the Study: The purpose of this study is threefold. (1) The study aims to better understand the characteristics of leadership development programs designed with international students in mind. (2) The study seeks to understand the program administrator's perspective on the contributions of such programs to the international student experience. (3) The study seeks to better understand how leadership programs are experienced by international students.

To conduct this study, the researcher will take a mixed methods approach, surveying and interviewing both leadership program administrators and international students who are currently participating in or have recently completed a leadership program. The initial phase will consist of two web-based surveys: one for administrators and one for international students. Survey participants will be invited to participate in phase two of the study--interviews with the researcher.

Procedure and time required:
Should you agree to participate in this study, you will be asked to complete an internet-based survey, which should take approximately 10-15 minutes to complete.
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 there is no likelihood of experiencing possible discomfort. Additionally, survey respondents have the right to withdraw from the study at any time.
- There are no direct benefits to those who participate in the study.

Compensation: None

Confidentiality
The records of this study will be kept confidential and private. In any report or presentation that the researcher may publish, there will be no identifying information provided. The researcher will store records 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 may refuse to participate in this study or withdraw at any point without any negative effect on your relations with San José State University or the California State University system.
- You have the right to skip any questions that you do not wish to answer.
- This consent form is not a contract. Rather, it is a written explanation of what will happen during the study, should you choose to participate.
- You will not waive any rights should you decide to participate, and there is no penalty for stopping participation at any point.

Questions or Problems
Please feel free to ask questions at any point during this study. The researcher conducting this study is Keri Toma, who can be reached at keri.toma@sjsu.edu or 808-222-4340 (cell). You may also contact the researcher's dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu.

Complaints about the research may be directed to the Interim Director of the Educational Leadership Doctoral Program, Dr. Ferdie Rivera (ferdinand.rivera@sjsu.edu).

For questions about participants' rights or if you feel that you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research and Innovation, at irb@sjsu.edu or 408-924-2479.

Q1. Consent
If you agree to participate in this research study, please confirm below before proceeding to the rest of the survey.

Do you agree to participate in this study?
◯ I have read the consent form and I agree to participate in this study.
◯ I do not wish to participate in this study.

↳ If *agree*: Thank you for your participation in this short survey for international student leadership development program administrators. The results of this survey will help guide the research project and contribute to the researcher obtaining their degree, while also contributing to research and practice in the field of international education. Please complete this survey by XX.

↳ If *do not agree*: Thank you for your time and consideration.

Q2. Eligibility

Q2A. Are you currently employed at a higher education institution in the U.S.?
◯ Yes
◯ No

Q2B. Are you currently involved in or have recently (within one academic year) been involved in a leadership development program for international students? This could mean designing, implementing, and/or facilitating the program. The program may include participants who are U.S. citizens, but the program should have been designed with international students in mind.
◯ Yes
◯ No

↳ If *no*: Unfortunately, this study requires that you currently be working with (or have recently worked with) an international student leadership development program. Thank you for your time and consideration.

Part 1: Institutional Information

Q3. In which state is your institution located? (Drop down menu with state abbreviations)

Q4. Which type of institution do you currently work at?
(Community College, Master's College or University, Doctoral University)

Q5. What is the approximate total number of students enrolled in your institution (graduate and undergraduate combined)?
(Less than 5,000; 5,000-15,000; 15,000-30,000; more than 30,000)

Q6. What is the approximate total number of fully matriculated international students (graduate and undergraduate) enrolled at your institution?
(Less than 500; 500-1,500; 1,500-3,000; 3,000-5,000; 5,000-7,000; more than 7,000)

Part 2: Leadership Development Program Information

In this section, please identify one international student leadership development program that you would like to share about. All responses in this section should relate to that one program. Should you have an additional leadership program that you would like to share about, you are welcome to submit multiple surveys.

International student leadership development programs might be stand-alone programs or embedded into other programs. For example, a stand-alone orientation leader training program or a Peer Mentor training program that is embedded into the larger Mentorship program.

Q7. Which office or department sponsors the leadership development program?

Q8. How long has this particular program been offered?
(less than a year; for 1-3 years; for 3-5 years; more than 5 years)

Q9. What is the total number of training hours? Include synchronous and asynchronous hours.

Q10. What is the length/duration of the program? (in days, weeks, or semesters)

Q11. How frequently does the training occur, and at what duration? (e.g., once a week for 2 hours, twice a month for 2 hours each meeting, etc.)

Q12. In general, how many students participate in each iteration of the leadership program?

Q13. In general, what percentage of those participants are international students?

Q14. In general, what are the top 3 countries of origin of the international students in the program?

Q15. What is the mode of instruction?
(online, in-person, hybrid: 50-50 online & in-person, hybrid: mostly online, hybrid: mostly in-person)

Q16. If online or hybrid, which platform(s) or applications do you use? (e.g., Canvas, Google Classroom, Zoom, etc.)

Q17. What are the learning outcomes of the program?

Q18. What topics or modules are covered in the training? (e.g., tone setting, leadership styles, intercultural communication, etc.)

Q18A. If training includes leadership styles, which leadership styles are introduced?

Q19. What aspects of intercultural learning are covered in the program?

Q20. Please list any intercultural frameworks, if any, that were used in the design of the program

Q21. Please list any intercultural frameworks, if any, that are introduced to students in the program

Q22. Please list the types of intercultural activities used in the program.
(table with type e.g., simulation, and space to include specific name if known e.g., Barnga)
Q23. What is your role in the leadership program? Please check all that apply.
(program design, program assessment, trainer)

↳ If *trainer* is selected:
Q23A. To what extent do you serve as trainer?
[100%; 80-99%; 60-79%; 40-59%; 20-39%; 0-19%]

Q24. Are there other staff, faculty, or guest speakers who help facilitate the training?
◯ Yes
◯ No

↳ If *Yes*:
Q24A. Which departments do these facilitators represent? And/or which topics do they present on?

Part 3: Administrator Perspective

Q25. Do you feel that participation in this leadership program has helped international students feel a stronger sense of belonging?

◯ Yes
◯ No

↳ If *yes*: In what ways does this leadership program help international students feel a stronger sense of belonging?
↳ If *no*: Why do you feel that the program doesn't contribute to international students' sense of belonging?

To what extent do you agree or disagree with the following statements:
Q26. The knowledge and skills gained by participating in this leadership program will help international students in their future careers.

(strongly disagree, disagree, neutral, agree, strongly agree)

Q27. Participation in this leadership program increases international students' self-confidence.

(strongly disagree, disagree, neutral, agree, strongly agree)

Q28. Participation in this leadership program motivates international students to seek other leadership opportunities (e.g., leadership roles in student organizations, student council, etc.).

(strongly disagree, disagree, neutral, agree, strongly agree)

Q29. From your perspective as program administrator, how does participating in this leadership program benefit (or not benefit) international students?

Q30. From your perspective, what is the importance of intercultural learning (if any) in leadership development for international students?

Part 4: Option to Share Training Curriculum and Invitation to Interview

Q31. Option to Upload your Training Curriculum: Would you be willing to share your training plan (syllabus or curriculum) with the researcher? You may redact any identifying information (e.g., school name, instructor name, etc.) if you wish. You may upload your document here or via this separate link, should you wish to keep your document separate from your survey response.

Q32. Invitation to Interview: The researcher intends to interview a few program administrators. The interview would take approximately 45-60 minutes and would be recorded. 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.

Thank you for taking the time to complete this survey! Your participation in this study is greatly appreciated and will help guide the researcher's study.

Appendix D

Student Survey

You are invited to participate in a research study on student leadership development programs, intercultural learning, and the international student experience. The overarching goals of the study are to better understand the common characteristics of international student leadership development programs, and to better understand the extent to which these programs contribute to the overall international student experience.

Please read through the following information before agreeing to participate in the study.

Eligibility
Eligible participants must

- be currently studying at a U.S. higher education institution OR have recently graduated (fall 2022 or spring/summer 2023 graduates) from a U.S. higher education institution

AND

- be currently participating in a leadership development program OR have recently participated in a leadership program during the academic years 2021-22 or 2022-23

Study Title: Intercultural Learning in Student Leadership Development Programs and the International Student Experience

Faculty Advisor: Dr. Arnold Danzig, Faculty in the Department of Educational Leadership in the Lurie College of Education at San José State University. arnold.danzig@sjsu.edu

Researcher: Keri Toma, Doctoral Candidate, Department of Educational Leadership in the Lurie College of Education at San José State University. keri.toma@sjsu.edu 808-222-4340 (cell)

Purpose of the Study: The purpose of this study is threefold. (1) The study aims to better understand the characteristics of leadership development programs designed with international students in mind. (2) The study seeks to understand the program administrator's perspective on the contributions of such programs to the international student experience. (3) The study seeks to better understand how leadership programs are experienced by international students.

To conduct this study, the researcher will take a mixed methods approach, surveying and interviewing both leadership program administrators and international students who are currently participating in or have recently completed a leadership program. The initial phase will consist of two web-based surveys: one for administrators and one for international

students. Survey participants will be invited to participate in phase two of the study--interviews with the researcher.

Procedure and time required:
Should you agree to participate in this study, you will be asked to complete an internet-based survey, which should take approximately 10-15 minutes to complete.

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 there is no likelihood of experiencing possible discomfort. Additionally, survey respondents have the right to withdraw from the study at any time.
- There are no direct benefits to those who participate in the study.

Compensation: None

Confidentiality
The records of this study will be kept confidential and private. In any report or presentation that the researcher may publish, there will be no identifying information provided. The researcher will store records 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 may refuse to participate in this study or withdraw at any point without any negative effect on your relations with San José State University or the California State University system.
- You have the right to skip any questions that you do not wish to answer.
- This consent form is not a contract. Rather, it is a written explanation of what will happen during the study, should you choose to participate.
- You will not waive any rights should you decide to participate, and there is no penalty for stopping participation at any point.

Questions or Problems
Please feel free to ask questions at any point during this study. The researcher conducting this study is Keri Toma, who can be reached at keri.toma@sjsu.edu or 808-222-4340 (cell). You may also contact the researcher's dissertation advisor, Dr. Arnold Danzig at arnold.danzig@sjsu.edu.

Complaints about the research may be directed to the Interim Director of the Educational Leadership Doctoral Program, Dr. Ferdie Rivera (ferdinand.rivera@sjsu.edu).

For questions about participants' rights or if you feel that you have been harmed in any way by your participation in this study, please contact Dr. Mohamed Abousalem, Vice President for Research and Innovation, at irb@sjsu.edu or 408-924-2479.

Q1. Consent
If you agree to participate in this research study, please confirm below before proceeding to the rest of the survey.

Do you agree to participate in this study?
◯ I have read the consent form and I agree to participate in this study.
◯ I do not wish to participate in this study.

↳ If *agree*: Thank you for your participation in this short survey for international student participants in leadership development programs. The results of this survey will help guide the research project and contribute to the researcher obtaining their degree, while also contributing to research and practice in the field of international education. Please complete this survey by XX.

↳ If *do not agree*: Thank you for your time and consideration.

Q2. Eligibility

Q2A. Are you an international student on an F-1 or J-1 visa currently enrolled at a higher education institution in the U.S.?
◯ Yes
◯ No

Q2B. Are you currently participating in or have recently participated (within one academic year) in a leadership development program for international students? The program may include participants who are U.S. citizens, but the program should have been designed with international students in mind.
◯ Yes
◯ No

↳ If *no* to either Q2A or Q2B: Unfortunately, this study requires that you be an international student who is currently be enrolled in (or have recently graduated from) a U.S. higher education institution AND be participating (or have recently participated in) a student leadership program. Thank you for your time and consideration.

Part 1: Leadership Development Program Information
International student leadership development programs might be stand-alone programs (e.g., orientation leader training) or embedded into other programs. An example of an embedded

program would be Peer Mentor training program that is part of the larger Mentorship program.

Q3. Which office or department sponsors the leadership development program?

Q4. Who participates in the program?

[all international students; more international (60%), with some U.S. students (40% or less); 50% international, 50% U.S.; more U.S. students (60%) than international students (40% or less)]

Q5. How long is the program?

[less than a day, less than a week (1-4 days), 1 week (5 days), 2 weeks, 3 weeks, 4 weeks, 5 weeks, 6 weeks, 7 weeks, 8 weeks, 9 weeks, 10 weeks (1 quarter), 11 weeks, 12 weeks, 13 weeks, 14 weeks, 15 weeks, 16 weeks (1 semester), 2 semesters, more than 2 semesters]

Q6. How frequently does the training occur, and at what duration? (e.g., once a week for 2 hours, twice a month for 2 hours each meeting, etc.)

Q7. What is the mode of instruction?
(online, in-person, hybrid: 50-50 online & in-person, hybrid: mostly online, hybrid: mostly in-person)

Q8. What topics are covered in the program? Please select all that apply.

[leadership styles, conflict management, communication styles, how to lead activities, how to facilitate discussions, presentation skills, listening skills, campus resources, event planning, marketing/branding, emotional intelligence, budgeting, goal setting, time management]

Q9. Please list any additional topics that are part of the leadership program, but not included in the list above.

Q10. If leadership styles are introduced in the program, please list the styles that are introduced.

Q11. Which of the following intercultural/cross-cultural activities or topics are covered in the program?

[intercultural frameworks or theory; building self-awareness (e.g., self-reflection, identity wheels); building sensitivity toward people from other cultures; learning about other cultures' leadership styles; individualism vs collectivism; power distance; M-Time/P-Time; high/low context; non-verbal communication; role of silence; uncertainty avoidance; activities that build observational skills (e.g., OSEE,

DAE/DIE tools); deep listening/listening for understanding; suspending judgment (not jumping to conclusions); activities that look at different cultural perspectives]

Q12. Please list any additional intercultural topics that are part of the leadership program, but not included in the list above.

Part 2: International Student Experience

Q13. Why did you decide to participate in this leadership program?

Q14. What knowledge and skills do you feel you gained from participating in this leadership experience?

Q15. What intercultural or cross-cultural knowledge or skills do you feel you have gained (if any) from participating in this program? In other words, what did you learn in this program that may help you better interact with people from other cultures?

Q16. How do you anticipate using your intercultural skills in the future?

Q17. Do you feel that participation in this leadership program has helped you feel a stronger sense of belonging?

◯ Yes
◯ No

↳ If *yes*: In what way did this leadership program help you feel a stronger sense of belonging?
↳ If *no*: Why do you feel that the program didn't contribute to your sense of belonging?

To what extent do you agree or disagree with the following statements:
Q18. The knowledge and skills gained by participating in this leadership program will help me in my future career.

(strongly disagree, disagree, neutral, agree, strongly agree)

Q19. Participation in this leadership program has increased my self-confidence.

(strongly disagree, disagree, neutral, agree, strongly agree)

Q20. Participation in this leadership program has motivated me to seek other leadership opportunities (e.g., leadership roles in student organizations, student council, etc.).

(strongly disagree, disagree, neutral, agree, strongly agree)

Part 3: Demographic Information

Q21. In which state is your institution located? (Drop down menu with state abbreviations)

Q22. What is the name of your institution? (optional)

Q23. What is your degree level?
(undergraduate, graduate, doctoral)

Q24. What is your major?

Q25. Where is your home country?

Q26. How long have you lived in the U.S.?
(less than a year; 1 year, 2 years, 3 years, 4 years, 5 or more years)

Part 4: Option to Share Training Curriculum and Invitation to Interview

Invitation to Interview: The researcher intends to interview a few international students. The interview would take approximately 45-60 minutes and would be recorded. 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.

Thank you for taking the time to complete this survey! Your participation in this study is greatly appreciated and will help guide the researcher's study.

Appendix E

Interview Protocol

Interviewee Name:			
Interview Date:		Interview Time:	

Part 1: Welcome, Introductions, Consent

A. ***Thank you & Introduction***
Thank you so much for speaking with me today. As you know from my introductory email, my name is Keri Toma, and I am the International Programs Manager with International Student and Scholar Services at San José State University. I am also a doctoral candidate in the Educational Leadership Program at San José State University, and I am conducting this research for my dissertation.

B. ***Explanation of the Research***
I want to start off by reminding you a bit about the project and explain what we will be doing here today. My research is on the inclusion of intercultural learning in student leadership development programs designed with international students in mind. The overarching goals of the study are to better understand the common characteristics of international student leadership development programs, and better understand the extent to which these programs contribute to the overall international student experience.

The study consists of surveys and interviews with program administrators like yourself and with international students. Thank you for completing the survey and volunteering to speak with me today. I anticipate our meeting will take between 45 to 60 minutes to complete.

C. ***Informed Consent***
Before we get started, I wanted to assure you that your participation in this study will remain confidential. I will use pseudonyms in my findings, and I will not reveal any information that might reveal your identity or that of your institution.

As mentioned in the introductory email, I will be recording and later transcribing this interview to assist me in my data collection. Although Zoom automatically records both video and audio, I will be using only the audio file and transcription from today's meeting. Do I have your permission to record?

Do you have any questions for me before we start?

Recording begins once consent is obtained.

Part 2: Participant Background Information
Q1: How long have you been in the field of international education, and more specifically, how long have you been working with international students?

Q2: How long have you been involved in student leadership development programs?

Q3: Tell me a bit about your experience with intercultural learning. When did you become interested or involved in intercultural learning?

Part 3: Leadership Development Program Information
Please share a bit about your leadership development program.

Q4: How many students typically participate?

Q5: Who typically participates in the program?
- Are they mainly international students or do you have U.S. students as well?
- Which countries do your program participants tend to come from?
- Are they largely undergraduate or graduate students or are they a mixed group?

Q6: What are the motivations for these students to participate in your program?
- Is it voluntary or mandatory?
- Are students paid or do they receive credit for attending?

Q7: What are the goals of the program?

Q8: How long is the program, and how often does the program meet?

Q8: What is the mode of instruction? Online, in-person, or hybrid?

Q9: What kinds of topics/modules do you cover, and what types of activities do you do?

Q10: What is your involvement in the program like?
- Were you involved in the program design?
- Do you facilitate any of the training sessions?
- Is it just you or are there other staff or faculty who also help with the program?

Q11: What role does intercultural learning, if at all, have in your program?
- Are there any specific frameworks that you use or introduce to the students?

- Are there specific knowledge or skill areas that you include? For example, culture-general or culture-specific knowledge; listening for understanding; withholding judgment; or learning how to observe, analyze, and evaluate.

Q12: Before we wrap up, is there anything else that you would like to share regarding the leadership program?

Part 5: Thank you, Next Steps, and Wrap Up
Thank you so much for your time today and your willingness to share about your leadership program!

Once the audio recording and transcripts are ready, I will be reviewing them for accuracy. I will share the transcripts with you to verify accuracy, and I may reach out with clarification or follow up questions via email.

Again, your information will remain confidential, and I will not use any identifying information in my final report.

Please feel free to reach out to me should you have any questions or concerns.

Appendix F

Interview Summary Chart

Interviewee	Institutional Type (Carnegie Classification)	Region	Program Duration	Frequency of Training	Ave. No. of Participants	Int'l Students	U.S. Students	Undergraduate Students	Graduate Students	Int'l Scholars or Alumni
1	Large Public, 4 year or above	East Coast	Weekend Seminar	1 weekend + optional coaching sessions after program + annual reunion	25	Yes	Yes	Yes	Yes	No
2	Medium Private, 4 year or above	West Coast	1 semester	1st Week is Daily, then moves to weekly	20-25	Yes	No	Yes	No	No
3	Large Public, 4 year or above	West Coast	1 academic year	self-paced	80+	Yes	Yes	Yes	Yes	No
4	Large Public, 4 year or above	West Coast	1 academic year	longer onboarding training, followed by 2 shorter meetings each quarter	20-30	Yes	No	Yes	Yes	No
5	Large Public, 4 year or above	West Coast	1 academic year	onboarding & initial training followed by weekly meetings, decreasing throughout the year	18-23	Yes	Yes	Yes	No	Yes

Interviewee	Student Incentive to Participate	Program Learning Outcomes or Goals	Leadership Topics	Intercultural Topics
1	Prestige (selective process, students must be nominated); free program; developing intercultural & leadership skills; access to network of program alumni; program alumni are recommended for campus leadership opportunities (e.g., orientation leaders, mentors, etc.)	Compare & contrast one's own culture with others'; Recognize culture as a part of identity, shaped by lived experience; Effective communication across culture, identity, & language Identify diverse leadership styles across cultures & understand leadership identities	teambuilding identifying strengths defining leader/leadership SMART goals active listening alumni experiences	cultural dimensions self-reflection multilingual experience building empathy social identities understanding difference cultural analogies learning about other cultures
2	Some receive a stipend Some receive course credit	Understanding identity Reflective learning Conflict resolution skills Hospitality skills Relationship building	teambuilding conflict resolution hospitality identifying strengths presentation skills restorative justice relationship building what it means to be a leader	social identities self-reflection communication culture shock cultural analogies
3	Co-curricular credit	Understanding Global Context Teamwork & Cross-Cultural Collaboration Self-reflection	topics can vary as students select which programs/events they attend	intercultural communication cultural dimensions self-reflection topics can vary as students select which programs/events they attend
4	Stipend	Use their own cultural background, experience, and knowledge to support the larger community	project proposals program/event planning teambuilding public speaking organization skills SMART goals active listening	social identities communication self-reflection intergroup dialogue
5	Some receive a stipend Some receive course credit Some are volunteers (unpaid)	Develop leadership, intercultural, and professional skills Create events and programs to support the larger international community	teambuilding public speaking effective presentations event planning SMART goals workshop planning event facilitation event proposal budgeting	inclusive language social identities intercultural communication cultural competency cultural humility relation to current events (Black Lives Matter, Asian Hate) self-reflection

Interviewee	Career-related Topics	Other Topics	Assessment	Campus Partners Involved
1	Post-program letters of recommendation, description of program for resumes, mentoring/coaching	wellness onboarding (program logistics, expectations) community agreement	pre & post assessment 1:1 meetings	Student Union University Extension
2	--	onboarding knowing campus resources	not discussed during interview	Housing Wellness Center Student Support Services Admissions Restorative Justice Center
3	topics can vary as students select which programs/events they attend; learning outcomes derived from career competencies	topics can vary as students select which programs/events they attend onboarding (program logistics)	pre & post assessment	Study Abroad International House Colleges
4	no career-specific topics currently, but planning on future collaboration with the career center	onboarding (program logistics, office structure)	post assessment 1:1 meetings	Potential future collaboration with the Career Center
5	resume reviews cover letter reviews mock interviews transferrable skills	onboarding (setting expectations, training logistics) self-care stress management	pre & post assessment 1:1 meetings	Cross-Cultural Center Diversity & Inclusion Office Career Center Student Wellness Center LGBT Resource Center Center for Student Leadership Counseling Center Writing & Communication Center

Interviewee	Administrator Goals	Administrator Perspective of Program Impact on Int'l Student
1	Bring a diverse group of students together to develop intercultural and leadership skills; developing a global network. Create a sense of belonging and voice for international students.	Meaningful experience for all participants, both US and International. Development of intercultural and leadership skills, transferable beyond the program.
2	Develop necessary knowledge & skills required to do the job, but also gain confidence in what they do.	International students feel seen, valued for their contributions to the community
3	Create a global community; leverage existing resources & cross-campus collaborations	Contributes to global community
4	Meeting international student needs (larger population) & support international community. Leaders develop transferrable skills. Sense of community amongst international students.	Meeting international student needs (larger population) & support international community. Leaders develop transferrable skills. Sense of community amongst international students.
5	Student ownership Development of leadership skills Team building & creating lasting memories Identifying individual needs & working on skill development	Personal & professional growth Challenging themselves & finding success

Appendix G

IRB Approval

Attachments:

- Student-consent-6.14.23.docx.pdf
- Administrator-consent-7.15.23.docx.pdf
- Standard Consent-6.14.23.docx.pdf
- SJSU IRB: Protocol Submission Approved – 23-242.pdf

Institutional Review Board
Office of Research
Division of Research and Innovation

SJSU IRB: Protocol Submission Approved – 23-242

07/17/2023

Dear Keri Toma,

Your IRB submission has been approved by the San José State University Institutional Review Board. Please keep this letter for your records and note any conditions of approval and investigator responsibilities that apply to your research. If you have any questions, please do not hesitate to contact our office.

Study Title: Intercultural Learning, Student Leadership Development, and the International Student Experience

IRB Protocol ID Number: 23-242

SJSU Principal Investigator: Dr. Arnold Danzig

Primary Student Investigator: Keri Toma

Review Type: Exempt 2ii

Date of Approval: 07/17/2023

Submission Type: Initial

Special Conditions (applicable if checked):

(X) Waiver of signed consent approved

( ) Waiver of some or all elements of informed consent approved

( ) Risk determination for device:

( ) Other:

IRB Contact Information:
Alena Filip
Human Protections Analyst
Office of Research – Human Subjects Institutional Review Board
alena.filip@sjsu.edu

IRB Chair:
Dr. Areum Jensen

Institutional Official:
Dr. Richard Mocarski
Associate Vice President of Research

Primary Investigator Responsibilities:

- Any significant changes to the research must be submitted for review and approval prior to the implementation of the changes via a modification request.
- Incident 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.
- Comply with an SJSU IRB or Institutional Official (IO) decision to suspend or withdraw approval for the study.
- Ensure that any other compliance-related approvals are fulfilled:

Human subjects research that also includes biological materials derived from humans may require approval from the Institutional Biosafety Committee (IBC).

Human subjects research that also includes animals must be approved by the Institutional Animal Care and Use Committee (IACUC).

Human subjects research that involves certain information and technologies that will be transferred internationally may be subject export control regulations.

Financial conflicts of interest may need to be disclosed to the Office of Research.

Approval Limitations:

- Although your study has been approved by the IRB, both the IRB and the Institutional Official (IO) for SJSU has the right to audit any approved study and withdraw approval.
- This approval is no longer valid once the SJSU PI is no longer affiliated with SJSU, unless the study is re-assigned to an SJSU-affiliated PI via a modification request.
- SJSU investigators may list external personnel on their applications. However, the SJSU IRB does not assume responsibility for the compliance of external personnel. Instead external personnel should contact their IRB, either to coordinate a reliance agreement with the SJSU IRB as the IRB of record or to have their IRB conduct a separate review for their activities. External personnel who do not have the support of an external IRB and have not established a contract with SJSU should not receive access to individually identifying information about subjects. SJSU investigators are encouraged to be judicious about who they add as part of the study personnel, as responsibility for compliance rests with the SJSU PI in the event that external personnel do not have the support of an outside IRB.

IRB Mentor Login: https://www.axiommentor.com/login/shibLogin.cfm?i=sjsu

Appendix H

Code List

Administrator Challenges
- Enrollment
- Financial/Budget
- Political
- Resistance to change
- Staff turnover
- Getting others to understand
- Lack of communication

Administrator Experience
- Residential Life
- Conflict Resolution/Restorative Justice
- Degree in language or culture
- Experiential Learning
- From small town
- Hosted/welcomed international students
- Influence of family
- Influence of friends
- Interest in culture
- Interest in global/international
- Interest in social justice
- Involvement in club or organization
- Language learning
- Language teaching
- Lived abroad
- Mentor or well-respected colleague
- Sent students abroad
- Studied intercultural learning
- Intergroup Dialogue

Administrator Feelings
- Dissatisfaction
- Hopes and dreams
- Sense of pride
- Concerns/fears
- Feels supported
- Satisfaction

Administrator Goals
- Overall

- Program goals

Administrator Going Beyond
- Job or volunteer Opportunities
- Networking/connections
- Checking in on students
- Letters of reference

Administrator Perspective
- Benefit to student
- Gained confidence
- Gained experience or developed skills
- Program makes an impact on students
- Students excited/interested in program
- Contribute to sense of community
- Importance of intercultural learning

Administrator Values
- Intentionality
- Student growth
- Student-centered

COVID

Campus Internationalization

Campus Partners/Collaborators
- Complementary Skills
- Competing/duplication of efforts

Concepts of Leadership

Cultural Community wealth

Learning Objectives
- Communication
- DEI
    - Implicit bias
    - Inclusive practices
    - Microaggressions
    - Responsible by-stander
- Event planning
- Intercultural
    - Analyze, evaluate, interpret
    - Awareness of others/difference
    - Cultural values/dimensions
    - Empathy/cultural sensitivity
    - Frameworks
    - Meaning making/perceptions
    - Self-reflection

- Social/cultural identities
- Leadership skills
- Professional development
- Resource knowledge
- Self confidence
- Understanding global contexts
- Advocacy
- Conflict resolution
- Interpersonal skills
    - Collaborate
    - Teamwork

Program Content

- Assessment
    - 1:1 meetings
- Career/Professional Development
    - Counseling skills
    - Customer Service
- DEI
    - Implicit bias
    - Inclusive language
    - Social justice
- Event Planning
- Global Awareness/Engagement
- Intercultural Learning Activities
    - Describe, analyze, evaluate
    - Cultural analogies
    - Cultural cooking/cultural foods
    - Cultural sharing activities
    - Simulation
    - Skit
- Intercultural frameworks
    - Cultural dimensions/values
    - Perceptions
- Intercultural Topics
    - assumptions/perceptions
    - Culture shock
    - Empathy, cultural sensitivity
    - Multilingual or language use
    - Nonverbal communication
    - social/cultural identities
    - Understanding others/cultural difference

- Interpersonal Skills
    - Gratitude and acknowledgement
    - Team building
    - Informal team building
- Leadership
    - Defining leader or leadership
    - Goal setting
    - Active listening
    - Adapting leadership to different cultural contexts
    - Conflict management
    - Facilitation
    - Improv
    - Leadership styles
    - Leading with empathy
    - Public speaking/presentations
    - Strengths and weaknesses
    - Stress management
    - Time management
    - Marketing
    - Office work
    - Preparation
    - Program logistics
    - Setting expectations
    - Reflective learning
    - Resource knowledge
    - Self-efficacy
    - Student support
    - Technology
    - Understanding international students
    - Wellness
- Communication
    - General communication
    - Elevator pitch
    - Intercultural communication

Program Design & Assessment

- DEI considerations
- Experiential learning
- Homework
- Intercultural considerations
- Involving student leaders to run the program
- Physical setting

- Always room for improvement
- coaching/mentoring
- Creating positive affective environment
- Flexibility; individualized plan
- Incorporating student feedback
- Intentional
- Program sustainability
- Student-centered

Program Goals

- DEI
- Gain confidence
- Global engagement or internationalization
- Student leader as a resource
- Understand international student challenges
- Communication skills
- Community building
- Connecting US and international
- International student advocacy
- Intercultural skills
- Leadership skills
- Personal growth
- Professional growth
- Student empowerment
- Transferable skills
- Value of international students
- Work collaboratives
- Sense of belonging
    - Administrator Perspective
    - Student perspective
- Access to network
- Acknowledgement
- Co-curricular credit
- Course credit
- paid/stipend
- Prestige
- Scholarship
- Student empowerment
- Students beyond the program
- Leadership beyond the program
- Student self-worth

Appendix I

Summary Chart

Program Goal	Learning Objectives	Program Content
Diversity, Equity, and Inclusion Increase awareness and knowledge about DEI issues. Create a more inclusive campus community.	**Diversity, Equity, and Inclusion** -Engage & lead discussions on topics related to DEI & Social Justice -Describe how one can create a more inclusive community -Identify & analyze implicit bias & employ strategies to reduce implicit bias -Identify & microaggressions & employ strategies to reduce microaggressions -Be a responsible bystander	**DEI & Social Justice Topics** -DEI & Social Justice vocabulary & concepts -Inclusive language use -Current events (e.g., Black Lives Matter, Asian Hate) -U.N. Sustainable Development Goals -Intergroup dialogue **DEI & Social Justice Activities** -Danger of a Single Story (TED Talk by Chimamanda Ngozi Adichie) -Students create and deliver a workshop or presentation on a DEI or Social Justice topic
Global Engagement Understand global context and create a global community.	**Global Context** -Demonstrate understanding of global systems -Demonstrate understanding of how actions have future local & global implications **Global Community/Network** -Connect to a global community -Interact with people from other cultures	**Global Topics** -U.N. Sustainable Development Goals **Global Engagement Activities** -Cultural sharing activities -Program participants include both U.S. & International Students -Reflection/connection to local and global issues

Intercultural Learning Deepen understanding of oneself and others. Gain knowledge and skills to navigate difference. Become more interculturally aware.	**Intercultural Learning** *Intercultural learning outcomes are organized by Deardorff's (2006) Pyramid Model of Intercultural Competence.* **Requisite Attitudes** (*respect, openness, curiosity & discovery*) **Knowledge & Comprehension** (*cultural self-awareness, deep understanding & knowledge of culture; culture-specific information; sociolinguistic awareness*) -Understand and articulate one's identity -Demonstrate self-awareness -Identify cultural differences -Compare & contrast cultures -Identify, describe, and practice intercultural concepts -Recognize that culture is shaped by our lived experiences -Understand how one makes meaning of the world is a matter of perception **Skills** (*listen, observe, & interpret; analyze, evaluate, & relate*) -Utilize strategies for withholding judgment -Critically examine assumptions, perspectives, behaviors & narratives **Desired Internal Outcome** (*adaptability, flexibility, ethnorelative view, empathy)* -Engage & empathize with multiple worldviews -Value diversity of community & cultures **Desired External Outcome** (*behaving & communicating effectively & appropriately*) -Employ strategies for communicating and interacting with someone who is different from yourself	**Intercultural Topics** -Intercultural communication -Social identities -Self-reflection -Building empathy -Cultural humility -Culture shock -Intergroup dialogue -Multilingual experiences -Understanding difference -Stereotypes -Neurodiversity -Intercultural sensitivity -Withholding judgment **Intercultural Frameworks** -Cultural dimensions (e.g., Hofstede; Meyer, 2014) -Intercultural praxis -Communication styles, including non-verbal (e.g., proxemics, eye contact, silence) -Deardorff's (2006) Models of Intercultural Competence **Intercultural Activities** -Cultural analogies (e.g., cultural iceberg) -Culture sharing activities that draw on students' lived experience (e.g., Culture Clash Skit; Story Circles; Culture poems; My Home Country) -Simulations (e.g., BaFa BaFa, Barnga) -Identity exploration/sharing (e.g., Cultural artifact/chest; Identity Wheels; Personal Pyramid) -Observation & interpretation (e.g., DIE/DAE, OSEE) -Cultural exploration (e.g., cultural cooking class)

Leadership Development Develop knowledge and skills that will aid students in becoming more effective leaders in general and in their specific role.	**Leadership Development** -Identify one's own leadership strenghts & weaknesses -Develop public speaking & presentation skills -Lead or facilitate activities or events -Identify leadership styles and skills -Gain hands-on leadership experience -Develop interpersonal skills, including teamwork, collaboration, and relationship building **Understanding Specific Leadership Role & Responsibilities** -Serve as a peer resource -Develop activity, event, or project plans	**Leadership Topics** -Active listening -Communication (general) -Defining leader & leadership -Budgeting -Goal setting & SMART goals -Leadership styles -Cultural impact on leadership -Workshop or event facilitation -Leading with empathy -Public speaking & presentation skills -Time management -Problem solving **Specific Leadership Role Topics** -Program, project, workshop, or event planning, including preparing project or event proposals -Customer Service, Hospitality **Leadership Frameworks** -Leader-Member Exchange (LMX) -Coaching -StrengthsQuest/Clifton Strengths -Servant Leadership -Values-based Leadership **Interpersonal Leadership Topics** -Conflict management/resolution -Restorative justice -Teambuilding -Establishing community guidelines -Soft counseling -Hospitality/Customer Service **Leadership Activities** -Icebreakers -Presentations, peer teaching activities -Improv -Letter to yourself (personal reflection & aspiration) -Silent appreciations (gratitude & teambuilding) -Strength finder

Personal & Professional Development Develop transferable skills, applicable to future careers. Ability to communicate knowledge, skills, and experience to future employers.	**Professional Development** -Learn technical skills -Gain professional skills **Personal Development** -Develop confidence; believe in themselves and their ideas **Reflective Learning** -Assess & articulate personal skills & abilities -Learn from past experiences & feedback to gain new insights and understanding	**Career & Prof. Dev. Support During the Program** -Time management -Career counseling -Cover letter & résumé reviews -Mentoring/coaching by staff -Mock interviews -Working styles -Elevator pitch -Email etiquette -Customer service skills -Transferable skills (identifying & showcasing) **Career & Prof. Dev. Support Beyond the Program** -Description of program to include in résumé -Letters of Recommendation -Connecting students with alumni -Mentoring/coaching by staff

Supporting the International Community Understand, communicate, and address the needs of the international community.	**Resource Knowledge Development** -Increase knowledge of on- and off-campus resources to better support students **Community Support & Advocacy** -Create programs to support the international community -Advocate for the needs of the international community	**Resource Topics** -Presentations from campus partners (see list below) -How to use technological platforms (e.g., Canvas, PeopleSoft Student Center) **Campus Partners** *Involved in program design & implementation and/or brought in to present on resources & services they provide the campus.* -Admissions -Diversity, Equity, Inclusion Office -Housing & International House -Multicultural Center -Restorative Justice -Study Abroad Office -Student Affairs -Student Union -Student Wellness, Counseling & Psychological Services -Tutoring/Academic support **Community Support & Advocacy** -Community agreements/guidelines -ISS Staff/program staff as resources -Responding to student questions -Understanding the international student experience -Addressing international student needs (includes making staff aware of challenges/issues/needs that arise) -Peer mentorship (formal & informal) **Program/Role-Specific Knowledge** -Program logistics -ISS office (introduce staff & office structure) -Setting expectations for program or role -Review learning outcomes -Front desk support/office work -Marketing, social media content creation -Event/project/program proposal

	**Wellness was not listed as a program goal or learning outcome. However, it was mentioned multiple times in the interviews and administrator surveys. While not explicitly a stated goal or learning outcome, it could potentially fall under "personal growth", "preparing for their role", or "supporting the international community". In order to support others, leaders must first be able to support/take care of themselves.*	**Wellness Topics*** -Self-care -Stress management -General wellness -Life balance -Mindfulness **Wellness Activities*** -Guest presentations -Analyzing whole-self well-being & identifying areas of imbalance (e.g., Full Plate) -Establishing a self-care routine -Ourdoor activities (e.g., picnic, sports) -Grounding moments to center & calm oneself

Assessment
Although assessment was not addressed in the survey, it came up naturally in four of the five interviews. Below are the types of assessment that emerged in this study. **Pre- & Post-Assessments (measuring student development)** -Surveys, including reflection questions -Informal assessment e.g., *Letter to Myself* as a means of reflecting on pre-program self, perhaps including personal goals. At the end of the program, letters are returned to the students so that students can reflect on growth. -One program used interviews (for program selection) as a means of collecting some pre-program assessment data. **Program Evaluation** Programs included some type of program evaluation, whether formal/informal, stand-alone or embedded into post-assessment. Program administrators regularly incorporate student feedback into their program design & assessment, making adjustments and improvements on a regular basis. **One-on-One Meetings with Staff** These happened at various times throughout the program. Some met in the beginning, some in the middle, some at the end. Some programs met multiple times (e.g., once at the beginning, once at the end).