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Institutional diffusion and implementation of internationalization in higher education: A case study of G University

Yiwei Qiu
University of the Pacific

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INSTITUTIONAL DIFFUSION AND IMPLEMENTATION OF INTERNATIONALIZATION
IN HIGHER EDUCATION: A CASE STUDY OF G UNIVERSITY

by

Yiwei QIU

A Dissertation Submitted to the

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Yiwei QIU

APPROVED BY:

Dissertation Advisor: Lynn Beck Brallier, Ph.D.

Committee Member: Tony Serna, Ed.D.

Committee Member: Jie Lu, Ph.D.

Interim Dean of Benard School of Education: Linda Webster, Ph.D.

Dean of Graduate School: Thomas H. Naehr, Ph.D.

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Yiwei QIU

DEDICATION

This study is dedicated to the hard-working college and university professionals who devote their time and energy to making institutions of higher education internationally diverse, and therefore, more responsive to the demands of a globalized economy and populace.

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First and foremost, I would like to acknowledge the love and support of my family through this process. My wife, Chenqing Cai, and my son, Zach QIU, were paramount to the completion of this milestone. Thank you for your tremendous support and inspiration and for the moral support, sacrifice, and time spent with me throughout this entire journey. I know for certain that I could not have achieved as much without you. I am fortunate to have your generous love. I love you two very much. Also, to my extended family and friends, thank you for your support and encouragement from the beginning to the end. I would like to extend special gratitude to my closest mentor and friend, Professor Zhou Guomo, who encouraged me from the start of my dissertation work and stood with me steadfast until my research was complete.

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Institutional Diffusion and Implementation of Internationalization in Higher Education: A Case Study of G University

Abstract

by Yiwei QIU

University of the Pacific
2018

This study sought to provide relevant data and insights that could validate the usefulness of a blended theoretical model of internationalization based on a modified model of van Dijk and Meijer's internationalization cube with Rogers' diffusion of innovation theory with the long term of goal of generating a universally applicable theoretical model to help guide other higher education institutions toward successful internationalization. The blended theoretical framework adapted in this study was used to review G University's (GU) policy, support, and implementation dimensions regarding internationalization and illustrate how internationalization at GU fits into the blended theoretical framework. It was also used to identify how key factors facilitate the institutional diffusion and implementation of internationalization at GU.

This study employed a qualitative instrumental case study methodology. Qualitative data were collected from organizational documents, interviews, and field observations and analyzed through the lens of the blended theoretical framework. The findings indicate that GU is located on position five of a possible eight positions on the modified van Dijk and Meijer internationalization cube incorporated with Rogers' diffusion of innovation theory with the following characteristics: priority policy, ad-hoc support, and random implementation toward internationalization. It was concluded that advancing GU's position on the internationalization cube would require adjustments to GU's policy, support, and implementation dimensions.

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Chapter 1. Introduction

Today is a time of great interest in and concern about internationalization of higher education institutions (HEIs). Hudzik (2015) stated that internationalization is now high on the priority list for universities around the world. Arabkheradmand et al. (2015) affirmed that without internationalization, educational institutions in the 21st century would gradually erode because of lack of integration with the unified educational world. This is especially true when internationalization is considered as a means for achieving the general mission of the institution and the wider strategic aims of education, research, and service, and not as an end in itself (Brandenburg & de Wit, 2011; Hudzik, 2011; Knight, 1999b). Therefore, research and practices in the field of internationalization of higher education are proceeding at an ever-increasing pace. An examination of this rapidly growing phenomenon is at the heart of the current study that focused on comprehending the process of internationalization at G University (GU).

Background

Higher education internationalization is not a homogenous concept (Hudzik, 2015). Defining it is a delicate and complex task that involves understanding the dynamics of its development within institutions (Burriss, 2006). While the root of internationalization of higher education can be traced back thousands of years to higher-learning idea centers, which provided the movement of people in search of new ideas and the movement of ideas to influence people in new places (Hudzik, 2015), the contemporary manifestations have evolved to become multifaceted (Altbach & Knight, 2007; Brandenburg & de Wit, 2011; de Wit, 2002, 2010; Egron-Polak, 2011; Knight, 2004, 2011; O'Malley, 2015; Qiang, 2003; Rumbley, 2007). Higher education internationalization is defined by Knight (2004) as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (p. 11). This definition sheds light on two features: one is that

internationalization is intended to touch all higher education missions (teaching, research, and service); the second is the explicit preference for the integration of internationalization into existing institutional missions, rather than for it to be seen as something apart from or in addition to what HEIs do (Hudzik, 2015). Due to the complexity of internationalization, prior research has resulted in numerous ways to understand higher education internationalization conceptually, including its definitions, motivations, strategies, approaches, models, barriers, challenges, processes, and outcomes.

In practice, the internationalization phenomena at the institutional level manifests in a variety of clusters and engagements, such as: (1) institutional demography management (e.g., international student recruitment, recruitment of foreign academic and administrative staff, visiting scholars, lectures, and delegations); (2) mobility initiatives (e.g., exchange and mobility programs, study abroad programs, internships, service learning research projects, and practicums); (3) curriculum and pedagogical change (e.g., foreign language and culture, cross-culture communication and intercultural competency, and extracurricular and student initiated activities); (4) transnational engagement (e.g., collaboration and partnerships with foreign institutions; dual, double, and joint degrees; multi-site joint degrees, articulation agreements, twinning, franchising, branch campuses, satellite offices, and gateways); and (5) campus culture, ethos, and symbolic action (e.g., an international ethos and engaged leadership) (Altbach & Knight, 2007; de Wit, 2010; Hawawini, 2011).

Taken together, the internationalization phenomena become all-encompassing and are increasingly being integrated into all aspects of academia, albeit to uneven degrees (Egron-Polak, 2012; Hudzik, 2011; O'Malley, 2015; Qiang, 2003). Along with the notable proliferation of international initiatives, the literature signals the need for describing why and how internationalization unfolds successfully at the institutional level. This study joins previous

studies of internationalization at the institutional level. Using a theoretical framework drawn from van Dijk & Meijer's (1997) internationalization cube and Rogers' (2003) diffusion of innovation theory, it examined the diffusion and implementation of internationalization at one Midwestern university.

Statement of the Problem

The literature in the field of HEI internationalization (Aigner, Nelson, & Stimpfl, 1992; Altbach, 2008; de Wit, 2002; Francis, 1993; Harari, 1989; Knight, 2004; Mestenhauser, 2002; Urquiola-Audas, 1991) shows that more emphasis has been placed on conceptual issues and fragmented activities of internationalization, while less attention has been paid to in-depth qualitative studies focused on the application of conventional theoretical frameworks to guide the internationalization process at the institutional level (O'Malley, 2015). Even fewer studies have looked at why and how internationalization is taking place and how to orchestrate internationalization efforts to systematically link the various components to diffuse and implement internationalization efficiently at the institutional level (Burriss, 2006; Johnsen-Smith, 2014). This has led to a limited understanding of the efforts of HEIs to make their internationalization process sustainable. Internationalization is an intricate process, as it encompasses many connected components, such as policies, curricula, stakeholders, and various programs. Therefore, to fully understand HEIs' efforts to sustain their internationalization process, all of its components must be examined (Iuspa, 2010), there must be a deliberate plan for internationalization and it must be identified.

As HEIs strive to keep up with globalization, the tendency to engage in a short-term vision and quick fixes, rather than develop a systemic approach (Mestenhauser, 2002) indirectly maintains the gap between the rhetoric and reality of internationalization. It remains confusing and controversial to illustrate how internationalization, as an abstract vision, an organizing

paradigm, and a value system of HEIs, touches the ground, so to speak, and plays out at an institution. We cannot say that we have grasped the essence of internationalization if all we know about it is *how it is one*. We also must know *how it is many*, not a many that consists of several international programs and initiatives as a collection, but as an organized many. If international programs and initiatives were not organically related, then internationalization as a whole, as one institutional phenomenon, would not exist. Each are independent, in part, and have their own structures and features, but they are not absolutely independent and separate. They are connected by policies, communications, budgets, and people by what we call a “traffic pattern,” which is demonstrated in the blended theoretical model of this study modified from the internationalization cube model (van Dijk & Meijer, 1997) and diffusion of innovation theory (Rogers, 2003).

Because they are connected, the partial function that each performs contributes its share to the success of the whole internationalization process. Otherwise, internationalization would not be sustainable. Many HEIs make the commitment to internationalize; however, it is much less clear to what extent theoretical frameworks have been applied to the process of whole internationalization (Taylor, 2004) and the connection of each of its parts in an orderly arrangement. There are only a handful of case studies that provide evidence-based models to understand this process as a whole (Johnsen-Smith, 2014). Obviously, this somewhat sporadic non-cumulative research is not sufficient to acquire solid knowledge to develop and implement internationalization at HEIs. Policy makers need additional information and effective strategies that serve to forecast, plan, and further institutional internationalization with greater certainty in order to avoid invalid efforts (Burriss, 2006).

Purpose of the Study

The overall purpose of this study was to illuminate how the dynamics of internationalization occur within GU and to provide a blended theoretical framework to comprehend, guide, and facilitate the institutional diffusion and implementation of internationalization in a deliberate, efficient, and effective way.

Research Questions

This instrumental case study was based on three research questions:

1. How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers' (2003) diffusion of innovation theory?
2. In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?
3. In what ways does internationalization at GU provide relevant data and insights that evaluate the usefulness of the blended theoretical model with the long term of goal of generating a more universally applicable theoretical model of internationalization to guide other HEIs toward successful and coherent internationalization?

Significance of the Study

This study has both theoretical/analytical and pragmatic significance. From a theoretical/analytic point of view, this study explored the use of a modified model of the van Dijk and Meijer's (1997) internationalization cube. By applying Rogers' (2003) diffusion of innovation theory to analyze the implementation dimension of the modified internationalization cube, this study adds a new lens to the theoretical body of literature on the internationalization process of HEIs. This blended theoretical model aims to provide a way, not only to understand

the factors relevant to the institutional diffusion and implementation of internationalization, but also to understand how the formulation, organization, and implementation of international programs and initiatives influence the dynamics of the internationalization process as a whole. This study provides a fundamental point of reference for future considerations of theoretical models to guide the study of institutional internationalization.

Internationalization suggests that there exists an integrative process of international efforts (Green & Olson, 2003) throughout the institution rather than just fragmented activities (Burris, 2006); however, its expression and realization is not easy to understand. This study highlights a way to unscramble and facilitate the diffusion and implementation of internationalization through specific international programs and initiatives. The analytic lens provided by Rogers' (2003) diffusion of innovation theory enriches the current literature by offering a new perspective to comprehend, assess, and advance the implementation of internationalization as it unfolds in various, smaller international programs. This evidence-based model also provides a path to forecast the possible degree of institutional diffusion and implementation of international programs, which could help foster comprehensive internationalization on campus.

From a pragmatic point of view, this study helps GU's leadership, faculty, and staff acquire a deeper understanding of the internationalization process by offering rich information drawn from data collection. GU stakeholders should be able to: 1) determine its position on the modified internationalization cube; 2) identify any gaps between the university's internationalization goals and its practices; 3) explore a proper way to formulate and implement international programs; and 4) develop strategies to integrate appropriate policy, support, and implementation dimensions in a balanced fashion. Such insight could impact policy making and

resource allocation dedicated to internationalization and enlighten decision makers to generate plans to ensure that internationalization pitfalls are avoided, and that best practices are pursued.

Furthermore, in comparison to previous research, this study provides rare insight into the various decisions included in implementing internationalization strategies and their implications. Knowledge gained from this study could serve as a helpful source of information and research framework for institutions that pursue similar internationalization goals. In sum, the overall significance of this study is the development of a theoretical framework to better understand how the process of internationalization can be analyzed, deliberately organized, implemented across the organization, and eventually advanced successfully via multiple international initiatives and programs working together in an integrative manner.

Definition of Key Terms

The following operational definitions were used throughout this study:

Diffusion: Diffusion is “the process by which an innovation is communicated through certain channels over time among the members of a social system” (Rogers, 1995, p. 35). In this study, diffusion means the process and mechanisms by which international programs spread.

Implementation: Van Dijk and Meijer (1997) refer to the implementation dimension as “a way or manner in which international programs are managed” (p. 159) within a HEI.

Implementation of international programs: For this study, the implementation dimension in the modified internationalization cube means the way in which international programs are initiated and managed at the institutional level and characterized as random or deliberate.

Innovation: The definition of innovation employed in this study is “the introduction of a new idea, method, or device” (White & Glickman, 2007, p. 97). For the purposes of this study, innovation includes an idea, process, policy, program, or practice that is perceived

as new by individuals in an organization. The focus in this study was on innovative internationalization practices of HEIs.

Institutional policy: A plan or course of action of an institution intended to influence and determine decisions, actions, and other matters. It shows the importance attached to institutional aims and categorized is characterized in this study as marginal or priority.

Institutional support: Institutional support refers to organizational structure, funding, human resources, institution-wide services, campus culture provided for international activities, and is characterized in this study as ad hoc or sustainable.

International programs: International programs can be seen as one of the international policy instruments or, more generally, as one of the ways international policy is actually translated into action (Knight, 2004). It implies specific, formally organized activities involved with some of type of international personnel, location, or study (Arum & van de Water, 1992).

Internationalization: Internationalization, as defined by Hudzik (2011), is commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.

Internationalization cube: This is a three-dimensional model of the institutionalization of internationalization activities that characterizes institutional behavior through an analysis of institutional policy, support, and implementation (van Dijk & Meijer, 1997).

University culture: University culture is conceptualized as the organization's territories, history, characteristics, core values, and relationship to the broader socio-political system in which it exists today.

Guiding Theoretical Framework

While the majority of researchers have chosen to focus on individual success factors of internationalization in HEIs, such as internationalization policy, strategies, approaches, practices, leadership, and structures, a few also point out that it is worth using a conceptual framework to reflect on the dynamics of internationalization (Davies, 1992; van Dijk & Meijer, 1997). The blended theoretical framework for this study (see Figure 1 and Table 1) was based on a modified version of the dimensional internationalization cube model (van Dijk & Meijer, 1997) supplemented by Rogers' (2003) diffusion of innovation theory. After a review of existing organization models, the internationalization cube model was chosen because of its comprehensive process approach and inclusiveness of internationalization dimensions. Diffusion of innovation theory was utilized in this study as a complimentary framework.

Research shows that there is a relationship among the three dimensions of policy, support, and implementation of international programs (Burriss, 2006; Iuspa, 2010; van Dijk & Meijer, 1997). In this regard, this study is focused on not only the characteristics of the innovation of internationalization as it plays out in different international programs, but also the external conditions that may affect their adoption, diffusion, and implementation (e.g., policy, leadership, available resources, etc.). It is the interactions of factors in an institution that influences whether international programs grow, decline, or remain stable, and consequently, diffuse and implement internationalization institutionally. However, under the same external condition of policy and support at an institution, it is also significant to identify characteristics influencing the diffusion and implementation of specific international programs. Thus, a modified internationalization cube model supported by diffusion of innovation theory establishes a theoretical framework that is well suited for this instrumental case study as it assists in understanding how to deliberately arrange and implement specific international programs in a

systematic fashion and how the combination of policy, support, and implementation working together influences the internationalization process as a whole at an institution. Further details regarding the theoretical framework is elaborated in Chapter 2.

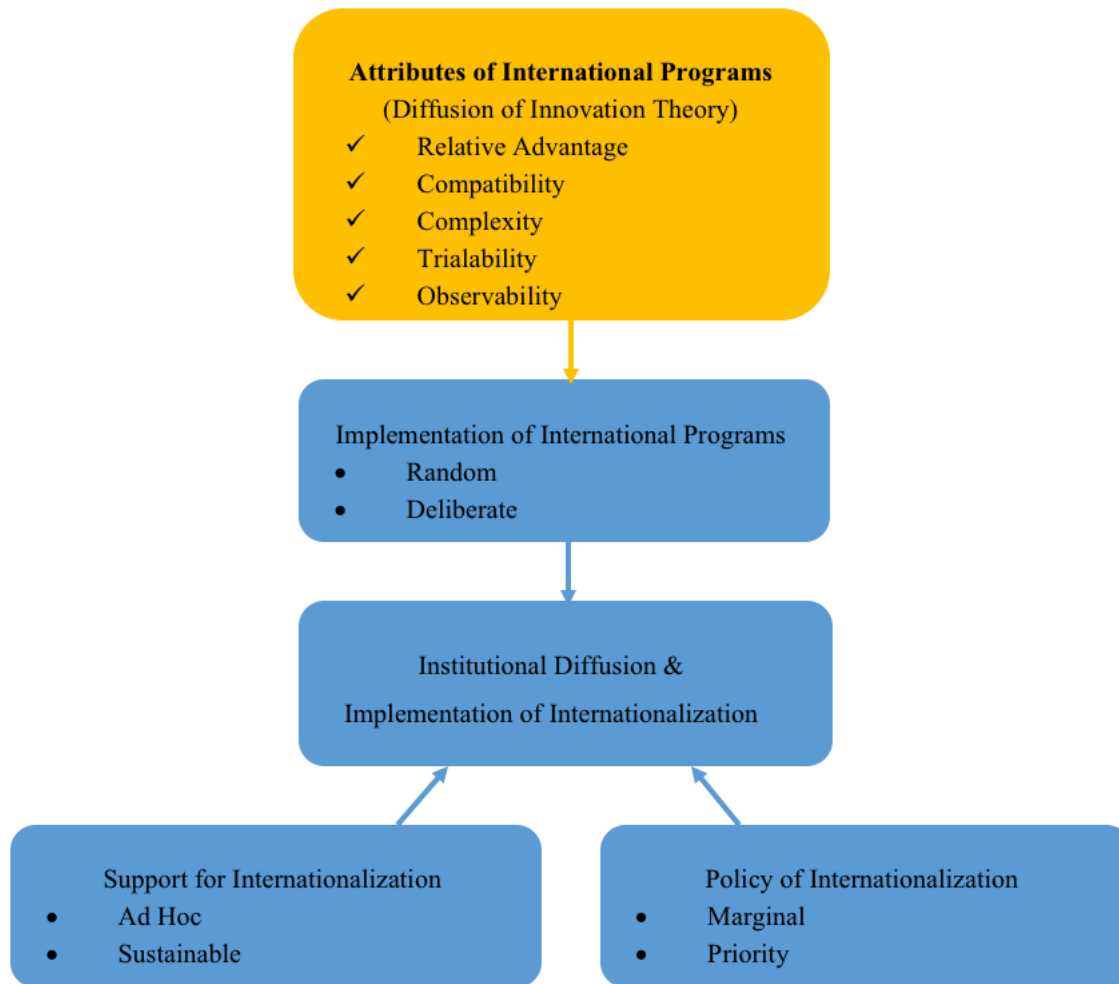


Figure 1. Blended theoretical model.

Table 1. Modified Model of Internationalization Cube

Position	A Policy of Internationalization	B Support for Internationalization	C Implementation of International Programs
1	Marginal	Ad hoc	Random
2	Marginal	Ad hoc	Deliberate
3	Marginal	Sustainable	Random
4	Marginal	Sustainable	Deliberate
5	Priority	Ad hoc	Random
6	Priority	Ad hoc	Deliberate
7	Priority	Sustainable	Random
8	Priority	Sustainable	Deliberate

Methodology Overview

An instrumental case study design was employed in this study because such design explores the process, meaning, and understanding of social phenomenon, things, and their interrelations within natural contexts (Baxter & Jack, 2008; Creswell, 2002; Patton, 1990) through an in-depth, holistic investigation of organizational processes, conundrums, and dilemmas (Feagin, Orum, & Sjoberg, 1991) that is bound within the context of a single-site setting (Merriam, 1998; Yin, 2009). This study provides a multidimensional snapshot of internationalization at GU employing qualitative methods that gather great details from the following data sources: documents, interviews, field observations, and notes. The research methodology is explained in greater detail in Chapter 3.

Limitations

As with any research study, there are some limitations to address. First, the study was limited to the analysis of the internationalization process at GU which constrains the opportunity for generalization of this process to other institutions. Second, it was limited to the departments, sectors, administrators, faculty, and students who engage in internationalization at GU. Clearly there are forces, variables, and elements outside of the proposed framework. Those elements include the external environment, particular partners and faculty, institutional culture, and institutional type; but information relevant to these and other unanticipated forces, influences, and changes outside of the structured framework were not analyzed in this study. Third, the international programs and initiatives were defined in this study by describing the most significant indicators of internationalization at the institution studied. The international programs and initiatives were also limited to the most important indicators of internationalization per Hawawini (2011), Hudzik (2015), and Knight (2004). Fourth, my personal background and experience, which includes leading internationalization at a Chinese university, along with studying abroad, lends itself to a pro-internationalization bias. I advocate that it is beneficial to integrate an international dimension into the teaching, research, and service functions of a higher institution. This bias may have influenced the fundamental standpoint brought into this research. Fifth and finally, my position as a cultural outsider researching an institution in a nation outside of my country of origin can carry limitations (Cherry, 2000). Although the United States is not my country of origin, I have a dual lens as an outsider and as an insider as I visit the country often and lived in the United States as a graduate student for a few years. I am aware that the American-Chinese lens through which I conducted this study potentially impacted the way I interpreted the internationalization context and experiences at GU. My dual lens is, arguably, beneficial due to the unique, fresh outsider/insider perspective that I brought into this study.

Basic Assumptions

This study was conducted based on the following assumptions of the researcher.

1. Internationalization is considered a critical issue and was in process at GU.
2. Internationalization can be understood through the analysis of institutional policy, support, and implementation processes (Burriss, 2006).
3. The key international programs and initiatives selected for analysis in this study represent the strongest components that indicate the efforts toward internationalization at HEIs in general, and at GU in particular.
4. The need exists to diffuse and implement internationalization institutionally at GU.
5. The representatives of the studied institution are accurate and truthful in their responses.

Organization of the Study

This study is organized into five chapters. Chapter 1 introduced the research problem, research questions, theoretical framework, and significance of the study. The assumptions and limitations of this case study were also elucidated. Chapter 2 presents a review of the related literature dealing with institutional diffusion and implementation of internationalization in higher education. The three main areas of the reviewed literature are: (1) key concepts of institutional internationalization, including its definition, motivations, rationales, barriers, and challenges; (2) key practices of institutional internationalization, including academic programs and activities, organizational strategies, and approaches; and (3) theoretical models of institutional internationalization, including the internationalization cube model and diffusion of innovation. Chapter 3 delineates the research design, methodology, and protocols of the study. An analysis of the data and a discussion of the findings are presented in Chapter 4. Chapter 5 contains the summary, implications, conclusions, and recommendations of the study.

Chapter 2. Literature Review

This chapter is composed of three parts. The first part begins with the key concepts of institutional internationalization, including the evolution of internationalization definitions, the complex array of its motivations and rationales, and the barriers and challenges emanating from within HEIs. This is by a discussion in the second part on the key practices of institutional internationalization, which includes academic programs and activities and organizational strategies and approaches. The current theoretical models for understanding the process of internationalization at HEIs, especially the relevant theoretical frameworks adapted for the current study, are included in the third part. It elaborates how the frameworks have evolved and been adapted, and why the combination of van Dijk and Meijer's (1997) internationalization cube model and Rogers' (2003) diffusion of innovation theory were chosen and modified for this study. Collectively, this literature review highlights those topics most germane to the objectives of this study: to explain the status and process of internationalization, especially, how to orchestrate the relevant elements in order to deliberately foster future institutional diffusion and implementation of internationalization at GU.

Internationalization of Higher Education Institutions

The world of higher education is changing globally and becoming more interdependent; thus, the world in which higher education plays a significant role in educating an informed social citizen is changing. Pressed by competitive notions of "world class" education and by student demands that their education include opportunities to compete in a global economy and act on their civic and ethical commitments in an interdependent and diverse world, universities are striving to be more internationalized (Knight, 2003; Qiang, 2003). Despite widespread consensus in the literature that universities have always been regarded as inherently international institutions (Altbach & Knight, 2007; de Wit, 2002; Harari, 1989; Hudzik, 2011; Knight,

2003; Taylor, 2004; van der Wende, 2001), the sheer scale and scope of internationalization in the present era; that is, “the breath of clientele served, the outcomes intended, and a reshaping of institutional ethos” (Hudzik, 2011, p. 7), distinguishes current initiatives from the past. Over the last two decades, internationalization of higher education has moved from the fringe of institutional interests to the very core of its mission. Internationalization is recognized in the Global Survey of Internationalization (Egron-Polak, 2011) as no longer being a luxury, and rather as an essential part of all university reforms. This has also been referred to as “the mainstreaming of internationalization” (De Wit, 2011a, p. 242). Meanwhile, many new components are added to its multidimensional body, moving from: simple exchange of students and faculty to the big business of recruitment and joint research, from credit articulation to joint education programs and overseas campuses, and from activities impacting on a limited elite group to a mass phenomenon. Taken together, the literature signals that internationalization has come of age as an area of policy, practice, and research in the field of higher education (Knight, 2011).

Given the pivotal role of internationalization in higher education, papers and research on this phenomenon abound. This part of the literature offers a critical reflection on the changing concept, motivations, strategies, approaches, programs and challenges of internationalization. It begins with a clarification of the interrelation between globalization and internationalization and lays a foundation for the better understanding of internationalization.

Key Concepts of Institutional Internationalization

Globalization: Defining the foundational phenomenon. The terms globalization and internationalization are often confused because they are phenomena brought about by the same social dynamics. They are, however, different in terms of scale and intensity and “exhibit opposite and contradictory tendencies” (Gacel-Ávila, 2005, p. 124). Globalization or “the flow

of technology, economy, knowledge, people, values, and ideas...across borders” (Knight, 2003, p. 3) is perceived as an unprecedented social process that influences education both positively and negatively (Knight, 2006b). HEIs are responding to globalization and to their subsequent role to prepare students to become global citizens in today’s diverse world through the process of internationalization (O’Malley, 2015). In this way, globalization is viewed as an inescapable, unalterable, external factor and catalyst, while internationalization is construed as an internal and proactive response to globalization, one that involves many choices (Altbach, 2004; Altbach & Knight, 2007; Arimoto, Huang, & Yokoyama, 2005; Knight, 2004; Lennart & Monne, 2010). When institutions respond to globalization, internationalization is viewed as a way for HEIs to react by implementing a process that fits their individual interests and needs (Kreber, 2009; Johnsen-Smith, 2014).

Definition of internationalization of higher education institutions.

Internationalization of higher education is not a homogeneous concept (Hudzik, 2015); it has suffered from a vagueness of meaning (Yelland, 2000); overuse, due to an increased interest in it; as well as misuse, due to a multiplicity of meanings to which it has been assigned (Knight, 1999a). Some of the definitions are based on the strategic components of internationalization, which emphasize understanding the aspects of higher education to be internationalized; while others highlight its processes, which underscores the idea that internationalization is an ongoing effort for organizational change. This distinction reflects the shift in definitional terminology from the 1980s when internationalization was principally regarded as a set of programs and activities to the 1990s when it began to be understood as a process (Knight, 2004).

Over the last few decades, the definition of the term has evolved. In the late 1980s to early 1990s, component-oriented definitions of internationalization were associated with specific international programs and activities and defined at the institutional level. The definition

proposed by Arum and van de Water (1992) is an example of this approach. They defined internationalization as “the multiple activities, programs, and services that fall within international studies, international educational exchange, and technical cooperation” (Arum & van de Water, 1992, p. 202). In the mid to late 1990s, a process or organizational approach was first introduced by some researchers (Ellingboe, 1998; Knight, 1994, 1997, 1999a, 2004, 2006b; Knight & de Wit, 1995). Knight (1994) illustrated that internationalization was a process that needed to be integrated and sustainable at the institutional level. Internationalization was defined as the “process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994, p. 7). This definition created controversy because it was limited in its aim and lacked a wider goal. It also limited the focus to institutional strategies and policies and excluded policy at the national level (van der Wende, 1997). Researchers increasingly posited that internationalization was not a goal in itself, but was rather a means to an end, with the end goal ultimately being to improve the quality of education and research (Brandenburg & de Wit, 2011; de Wit, 2011b; Hudzik, 2015; O’Malley, 2015; Qiang, 2003; van der Wende, 1997). In response to these arguments, Van der Wende (1997) proposed a broader definition of internationalization that included “any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets” (pp. 18-19).

Given the number of definitions and interpretations, internationalization needs to have parameters if it is going to move forward. The challenge of developing a definition is the need for it to be generic enough to apply to many different countries, cultures, and educational systems. What is also critical is that the international dimension relates to all aspects of education and the role that it plays in society. Taking these concerns into account, Knight (2004) later updated her definition of internationalization to: “the process of integrating an international,

intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). This definition sheds light on two features: one is that internationalization is intended to touch all higher education missions (teaching, research, and service); the second is the explicit preference for the integration of internationalization into existing institutional missions, rather than for it to be seen as something apart from or in addition to what HEIs do (Hudzik, 2015). These two striking features of the definition set the foundation and important groundwork for 21st century evolving notions of internationalization, especially “comprehensive internationalization (CI)” (Hudzik, 2011, p. 6), which is a relatively new but commonly agreed upon term to respond to the greater complexity and dimensions associated with internationalization. The concept of CI is based on Knight’s (2004) working definition (LeBeau, 2017) and is defined as “commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education” (Hudzik, 2011, p. 6).

Hudzik’s (2011) definition was fitting for the context of this research study as it encompasses the teaching, research, and service missions of HEIs. It is meant not only to call attention to the disparity between concept and actions, but also to flag the important changes in scale, scope, and inter-connected behaviors that a 21st century global environment is pressing upon higher education internationalization. This definition also implies a robust orchestration of HEI internationalization efforts to systematically link the various components across the institution. Meanwhile, the emergence of CI as a concept begins to identify an approach and set of strategies responsive to changing higher education and 21st century environments. It is a label that serves as an umbrella for all of the possible dimensions of internationalization that can be employed by an institution and by academic departments and programs (LeBeau, 2017). Consequently, Hudzik’s (2011) definition provides the most effective description of the

internationalization phenomenon and appropriately covers the most essential elements for the context and objectives of this research study. Other definitions of such a broad scope of the phenomenon risk marginalizing some aspect(s) of this complex process.

Motivations and rationales for institutional internationalization. An examination of the motivations and rationales for internationalizing the higher education sector is a complex task. Though motivations and rationales are not quite the same concepts, they are related and often used interchangeably. They help to explain, understand, or justify the reasons for actions (Hudzik, 2015). Individuals may agree with rationales as to why internationalization should be advanced without taking action, which can lay the intellectual foundation for the motivation to follow through (Hudzik, 2015). In this review, the motivations and rationales for institutional internationalization are regarded as interrelated and interchangeable. Traditionally, the motivations and rationales driving internationalization have been categorized as political, economic, academic, and social/cultural (Bostrom, 2007; Childress, 2010; de Wit, 1995, 2002; Knight, 2004, 2006b; Knight & de Wit, 1997, 1999; van der Wende, 1996). In the past several years, much has been written about the changes in the motivations and rationales both within and between these four categories (de Wit, 2000, 2002; van Vught, van der Wende, & Westerheijden, 2002). These generic categories provide a useful framework to analyze motivations and rationales both on the national and institutional levels; however, the significant changes in the nature and priority within each category need to be highlighted. For brevity's sake, this literature review concentrates primarily on the analysis of the emerging, important motivations and rationales driving internationalization at the institutional level.

The motivations and rationales driving internationalization are not mutually exclusive; rather, they are interrelated (de Wit, 2002; Knight, 2004, 1999b). They vary from institution to institution and shift in emphasis over time. This shift depends on internal organizational

dynamics as well as environmental factors (Hudzik, 2015; Knight, 1999b). Significant world events in the 20th century such as World War I and II and the Cold War became instrumental motivators for political and higher education leaders alike to pursue internationalization efforts in tertiary education (O'Malley, 2015). Education and internationalization became avenues for both improving the image of a country, peace, mutual understanding, and for casting a country's policies in a favorable light (Alladin, 1992; Knight & de Wit, 1995). After the Cold War, an emphasis-change from a political to an economic rationale became the dominant motivational force to internationalize higher education (de Wit, 1999, 2002; Knight, 1999b, 2004; Knight & de Wit, 1995). There is a growing trend to view education in terms of an export commodity, rather than as a politically advantageous and benevolent endeavor (O' Carroll, 2012).

At the institutional level, the economic motivation to internationalize is becoming more prevalent as well. University entrepreneurialism is more dominant because of increased pressure to secure alternative forms of income in the face of heavily reduced higher education budgets (O'Malley, 2015). While the economic motivation to internationalize higher education is growing in strength, the cultural and social motivations and rationales appear to be of diminished importance and have received a relative lack of attention in the literature (Childress, 2009; de Wit & Knight, 1999; Knight, 2004). It could arguably be attributed to their intangible benefits, as the attainment of intercultural competence is difficult to measure (Childress, 2010; Deardorff, 2012). Even so, since internationalization is an intrinsic component of the academic mission of universities (O'Malley, 2015), institutions continue to emphasize social and cultural rationales as reasons to internationalize. These include the enhancement of students' and faculty's cross-cultural knowledge and skills (Childress, 2010). Many observers contend that by making the commitment to prepare students to be global citizens, HEIs could ensure they achieve what is

most meaningful and important in their internationalization efforts (Brandenburg & de Wit, 2011).

Recently, Hudzik (2015) elaborated on the institutional motivations driving toward internationalization in a 21st century context placing them into four primary categories. He refers to these as the core mission driver, the customer service driver, the social responsibility driver, and the globalization driver, covering virtually all aspects of most institutional missions (Hudzik, 2015). His exposition provides a different lens to understand motivations and rationales from the preceding demonstration in the literature.

All in all, which motivations and rationales an HEI decides to follow depend on the respective institution's history, resources, and stakeholder influences (Knight, 1994). A final point to emphasize is that, in spite of the complexity of individual rationales or a set of motivations, it is of fundamental importance for an institution to be very clear in articulating its motivations and rationales for internationalization, given that policies, programs, strategies, and outcomes are all linked and guided by explicit and implicit rationales (Knight, 2004).

Barriers and challenges to institutional internationalization. While internationalization is strongly-supported rhetorically in contemporary HEIs, significant barriers and challenges to its institutionalization continue to exist (Childress, 2009; Hudzik, 2015). Some of the barriers and challenges are typical of any organizational change and some are particularly germane to internationalization (Hudzik, 2015). Most often, barriers to successful implementation are caused by funding, available resources (Green, 2003; Hser, 2005), standardization, quality, and equivalency in educational outcomes across different institutional types, delivery methods, and geographic locations (Alles, 2013). Also important in either impeding or supporting internationalization are institutional structures and cultures when an international initiative is implemented (Bonfiglio, 1999). These statements are verified by the

IAU Fourth Global Survey of Internationalization of Higher Education (Eggen-Polak & Hudson, 2014), which queried a global sample of institutions regarding internal and external barriers to internationalization and identified 12 internal barriers and eight external barriers. Of the internal barriers, insufficient financial resources, limited experience/expertise of faculty, inflexible curricula, and bureaucratic impediments are among the top four. Of the external barriers, limited public funding, language barriers, difficulties in recognizing qualifications (from other countries), and visa restrictions on incoming students/staff and outbound student/staff are among the top four.

The reality of the loosely coupled internal structures and shared governance of institutional features of higher education present significant barriers to internationalization as well (Hudzik, 2015; Knight, 2006b; Weick, 1991). These include bureaucratic rules and regulations out of sync with cross-border, cross-cultural, and non-domestic activity; the absence of leadership; insufficient resources; institutional silos impeding collaboration; disconnection from key processes, such as budget planning, and so forth (Hudzik, 2015; Knight, 2006b). Internationalization as a process of institutional transformation requires coalition building and some degree of coordination for clarity of purpose and direction; however, the normal structure of the university does not lend itself to sweeping reform or centralized coordination (Aigner et al., 1992; Saat, 2007).

In addition, internationalization itself has its own hurdles and challenges, including costs and competition for scarce resources and time, attitudes and personal discomfort with the notion of cultural and social differences, uncertainty avoidance, and the practical stage of preparing the grounds for the implementation of the internationalization process (Arabkheradmand et al., 2015; Hudzik, 2015). Furthermore, internationalization is increasingly viewed as “the white knight of higher education” (Brandenburg & de Wit, 2011, p. 2), for it is claimed to be the last stand for

humanistic ideas against the world of pure economic benefits allegedly represented by the term globalization. Effectively, this attitude exacerbates the devaluation of internationalization and the inflation of defensive measures. As a result, it poses a risk and creates a danger and barrier of self-depreciation and also makes internationalization unable to translate into improved quality or high standards (Knight, 2011). At the heart of these arguments lies a critical problem: as internationalization gains moral weight, observers become less focused on questioning or monitoring internationalization's effectiveness and essential nature, which ultimately is to improve the quality of education and research (Brandenburg & de Wit, 2011).

Organizational and structural barriers are powerful in their own right, but particularly so if combined with behavior and attitude barriers to organizational change for internationalization (Hudzik, 2015). The behavioral, motivational, and attitudinal barriers at the levels of individuals, departments, and the institution as a whole also exert a powerful influence on the implementation of internationalization. These sources of barriers to internationalization are many. One categorization by Hudzik (2015) included: uncertainty without proof and fear of results; low tolerance for change and ambiguity; not being first; top-down is at odds with loosely coupled structures; the drag of mature enterprise; internationalization is "their" job, not mine; opposition and hostility from faculty and academic units, etcetera.

Given the barriers and challenges, leading researchers in the field of international education have increasingly called for a more reflective, iterative, and balanced approach to internationalization and also stressed the need for monitoring and evaluating internationalization initiatives. They also note the necessity to determine appropriate measures to track the progress and quality of the different elements and strategies of internationalization (Altbach, 2008; Knight, 2004, 2011; Robson, 2011). Knight (2009) also encouraged the international higher education community to remain vigilant to potentially negative and unexpected consequences,

because the twists and turns along the road to internationalization can lead to unanticipated spin-offs and dire implications.

The current study is a qualitative research study focused on gaining insight from individuals directly involved in the internationalization process at GU. Stakeholders from up and down the institutional hierarchy were interviewed to better understand their assumptions and perceptions of the internationalization phenomenon, especially the particular international programs at GU. In the process, insight was gained on how internationalization is unfolding at the institution. Such knowledge is a valuable addition to the literature as a scholarly contribution that provides greater understanding on common barriers and challenges to internationalization. Learning more about the institutional diffusion and implementation of internationalization with exploratory, explanatory, and predictive ways in this study will help to ensure that barriers and pitfalls in the process of internationalization are reduced and best practices are pursued.

Understanding the concepts of internationalization, recognizing its motivations and rationales, and dealing with its barriers to organizational change are essential to moving from concept to action toward internationalization. The following section explores the key practices of internationalization at the institutional level.

Key practices of institutional internationalization. There are few university presidents, vice-chancellors, or rectors who don't espouse the importance of internationalization, yet many fail to exert effective leadership for action to bring internationalization from concept to reality (Hudzik, 2015). Researchers in the field of international higher education have explored how the internationalization of higher education has manifested itself on university campuses. They have generally classified key ingredients to practice on institutional internationalization on two levels: (1) operational, tactical, or academic programs and activities; and (2) institutional, macro, or organizational strategies (Aigner et al., 1992; Altbach, 2008; de Wit, 2002; Francis,

1993; Harari, 1989; Hudzik, 2015; Knight, 1994, 2004; Mestenhauser, 2002; Norfleet & Wilcox, 1992; Paige, 2005; Scott, 1992).

Academic programs and activities. Researchers in the field of international higher education noted that, irrespective of contextual differences within and between countries, nearly all HEIs worldwide are engaged in international programs and activities and are seeking to expand them (O'Malley, 2015). Institutional-level programs and activities can be seen as one of the policy instruments or, more generally, as one of the ways policy is actually translated into action (Knight, 2004). Traditionally, internationalization at the institutional level has often been thought of as a series of different programs or activities. The most significant elements in this category are: internationalized curriculum, including foreign languages; study abroad programs; international students; international scholars; international links; and partnering with other universities (Afonso, 1990; Aigner et al., 1992; Altbach, 2008; Burriss, 2006; de Wit, 2002; Francis, 1993; Harari, 1989; Knight, 1994; Krane, 1994; Mestenhauser, 2002; Paige, 2005; Scott, 1998; Urquiola-Audas, 1991). The significance of these studies lies in demonstrating the multifaceted nature of internationalization, and the connections among the curriculum, faculty, students, administrators, and staff.

According to Knight (2004), these programs and activities naturally fall into two different streams. One stream includes internationalization activities that occur on the home campus and the other stream relates to those activities that happen abroad or, in other words, across borders. The term internationalization at home (IaH) has been developed to bring attention to those aspects of internationalization that happen on a home campus, namely, the intercultural and international dimensions in the teaching and learning process, extracurricular activities, and the relationships with local cultural and ethnic community groups (Nilsson, 1999; Wachter, 2003). According to Knight (2006b), IaH includes the following concepts and practices: (1) concepts

related to educational curriculum and academic programs, which include creating new academic programs with international themes; incorporating international, cultural, and global aspects into existing academic courses and programs; allocating time to activities such learning foreign languages and undertaking regional studies; and establishing joint-degree programs and other similar cooperative projects; (2) teaching and learning processes, which include engaging international students and those with international academic experiences, using international, as well as local, scholars and lecturers; and creating a context suitable for the growth of both foreign and domestic students; (3) extra-curricular activities, which include establishing communities, such as student clubs, running on- and off-campus events with international/intercultural themes, and interacting with cultural and ethnic groups; (4) establishing contact and interacting with domestic cultural and ethnic groups, which include sending international students on academic/scientific missions and studies with such ethnic groups and involving representative of such groups in the teaching and learning processes of an institution; and (5) various types of research and scholarly activities, which include joint international projects, hosting international seminars and conferences, undertaking research activities with international scholars, and allowing the mobility of scholars and students to and from the home country.

The emergence of the concept of IaH has coincided with, perhaps as a way to counteract, the increased emphasis on student mobility as expressed in new national and regional mobility programs and the growing interest in cross-border education, which is used to describe internationalization abroad. Most prominent scholars in the field of internationalization have concluded that internationalization abroad refers to education that happens outside the borders of a country (Arabkheradmand et al., 2015). Bousquet (2010) broke down internationalization abroad into four main parts: (1) movement of people, which refers to study abroad, faculty

exchange, and international internships; (2) movement of programs, which refers to joint-degree programs, international partnerships, and credits/degrees earned abroad; (3) movement of providers, which refers to physical presence in other countries by means of overseas campuses, branch campuses, or franchise campuses; and (4) international projects, which refers to capacity building, development aid, and academic linkages. Naidoo (2006) believed that the mobility of students comprises the biggest share of international higher education cross-border practices.

According to Hawawini (2011), international programs and activities can be organized into seven clusters of activities (see Figure 2). These include individual faculty initiatives, the management of institutional demography; mobility initiatives; curricular and pedagogical change; transnational engagement; network building; and campus culture, ethos, and symbolic action.

Cluster 1 - Individual Faculty Initiatives

- Research collaboration
- Teaching and curriculum development
- Academic program leadership
- Sanctioning authority

Cluster 2 - Management of Institutional Demography

- International student recruitment
- Recruitment of foreign academic and administrative staff
- Visiting scholar and lectures
- Short courses, conferences, and visiting delegations
- Summer sessions, extension programs, and language acquisition programs

Cluster 3 - Mobility Initiatives

- Exchange and mobility programs
- Study abroad programs, internships, service learning
- Research projects and practicums

Cluster 4 - Curricular and Pedagogical Change

- Incremental curricular change
- Foreign language and culture
- Cross-culture communication and inter-culture competency
- New pedagogical and learning technologies
- Extra-curricular and student-initiated activities

Cluster 5 - Transnational Engagement

- Collaboration and partnerships with foreign institutions
- Dual, double, and joint degrees
- Multi-site joint degrees
- Articulation agreements, twinning, franchising
- Research intensive partnerships
- Strategic alliances
- Branch campuses, satellite offices, and gateways

Cluster 6 - Network Building

- Academic and scholarly networks
- Consortia
- Alumni networks

Cluster 7 - Campus Culture, Ethos, and Symbolic Action

- An international ethos: Changing campus culture
- Engaged leadership

Figure 2. Clusters and modes of engagement (Hawawini, 2011).

From a systems analysis perspective, Hudzik (2015) provided an input-output-outcome model to understand international programs and activities that emphasizes controlling resource expenditures (inputs), achieving greater efficiency from work and activities (outputs), and assessing whether desirable results and goals (outcome) are being achieved (see Table 2).

Table 2. Dimensions for Assessing CI: Hudzik's (2015) Systems Model

Core Institutional Mission	Sample Input Indicators	Sample Output Indicators	Sample Outcome Indicators
Discovery	Institutional research expenditures per faculty member in support of international, global, or comparative research. Or, external research dollars for such studies, etc.	Publications, patents, incidence of citation, grants, and contracts from external sources from international activity.	Enhanced institutional reputation, awards, commercial applications income, economic development of communities or regions, community problem-solving, etc.
Learning	Number and diversity of study abroad options; extent of on-campus curriculum that incorporates global, comparative, or international content; institutional financial support for such courses or study; number of faculty with relevant expertise.	Number and diversity of students studying abroad; enrollments in courses with global, comparative, or international content; curricular integration of international content, number of faculty delivering this content.	Impacts on student learning, knowledge gain, attitudes, beliefs, life skills, careers, etc.
Engagement	Money, people, and other resources applied to community or international development problem-solving and engagement.	Numbers of projects, locations, and people abroad involved. Problem-solving domestically that incorporates methods and learning from other societies and cultures.	Impacts on people's well-being and condition: economic, health, income, nutrition, safety and security, access, etc.

In review, there are rapidly growing bodies of research and literature in the areas of internationalization activities and programs. The origin of the international programs and initiatives chosen for this study are based on relevant research. The international programs

examined for the implementation dimension of this study were subjectively identified and selected and include internationalized curricula including foreign languages, study abroad programs, international students, international scholars, joint-education programs, and overseas branch operations.

Organizational strategies and approaches. In addition to academic programs and activities, the literature highlights organizational strategies as another way internationalization has manifested on campus. Researchers in the field of international higher education (Aigner et al., 1992; Altbach, 2008; de Wit, 2002; Francis, 1993; Harari, 1989; Knight, 1994; Mestenhauser, 2002; Norfleet & Wilcox, 1992; Paige, 2005; Scott, 1992; Urquiola-Audas, 1991) listed the following as the most significant organizational factors: leadership from the organization (including mission statements, strategic plans, institutional commitment and ethos, and policies, among others); faculty and staff development and involvement; and support (from budget and resource allocation to structures to sustain internationalization). Organizational strategies for internationalization help ensure that an international dimension is institutionalized into the university fabric (Knight, 1997). The strategies and approaches are, however, generic enough to merit serious consideration as to how appropriate they are to achieve an institution's stated purpose and goals for internationalization (Iuspa, 2010; O'Malley, 2015).

Internationalization strategy. Strategy in the practice of internationalization is the very first step that has to be identified. The majority of HEIs with established and outstanding records have well-defined internationalization strategies (Arabkheradmand et al., 2015). The term internationalization strategy is deliberately used to go beyond the idea of internationalization activities (Knight, 2004). The notion of a more planned and integrated approach is implied in the use of the word strategy (Knight, 2004). It identifies the long-term aim toward which the institution aligns all of its educational programs and activities (Arabkheradmand et al., 2015).

De Wit and Knight initiated the term *internationalization strategies* to describe initiatives at institutions that aim to incorporate international dimensions into regular functions and governing systems (as cited in De Wit, 2002). Knight (2004) developed a comprehensive framework to categorize internationalization organizational strategies at HEIs, including: (1) governance, (2) operations, (3) support services, and (4) human resources development. Knight (2006b) later categorized various actors and their roles in internationalization. Each component has a detailed list of internationalization initiatives (Knight, 2004) (see Table 3).

Table 3. Institutional-Level Program and Organization Strategies

Program Strategies		Organization Strategies	
Academic programs	• Student exchange programs	Governance	• Expressed commitment by senior leaders
	• Foreign language study		• Active involvement of faculty and staff
	• Internationalized curricula		• Articulated rationale and goals for internationalization
	• Area or thematic studies		• Recognition of international dimension in institutional mission statements, planning, and policy documents
	• Work/study abroad		
	• International student		
	• Teaching/learning process		
	• Joint/double-degree programs		
	• Cross-cultural training		
	• Faculty/staff mobility programs		
Research and scholarly collaboration	• Visiting lectures and scholars	Operations	
	• Link between academic programs and other strategies		
	• Area and theme centers		• Integrated into institution-wide and department/college-level planning, budgeting, and quality review systems
	• Joint research projects		• Appropriate organizational structures systems (formal and informal) for communication, liaison, and coordination
	• International conferences and seminars		• Balance between centralized and decentralized promotion and management of internationalization
	• Published articles and papers		• Adequate financial support and resource allocation systems
	• International research agreements		
	• Research exchange programs		

External Relations: Domestic and Cross-border	<u>Domestic:</u> <ul style="list-style-type: none"> • Community-based partnerships with nongovernment organization groups or public/private sector groups • Community service and intercultural project work 	Services	<ul style="list-style-type: none"> • Support from institution-wide services units, i.e., student housing, registration, fund-raising, alumni, information technology • Involvement of academic support units, i.e., library, teaching and learning, curriculum development, faculty and staff training • Student support services for incoming and outgoing students, i.e., orientation programs, counseling, cross-cultural training, visa advice
Extracurricular	<u>Cross-border:</u> <ul style="list-style-type: none"> • International development assistance projects • Cross-border delivery of education programs (commercial and noncommercial) • International linkages, partnership, and networks • Contract-based training and research programs and services • Alumni-abroad programs • Student clubs and associations • International and intercultural campus events • Liaison with community-based cultural and ethnic group • Peer support groups and programs 	Human Resources	<ul style="list-style-type: none"> • Recruitment and selection procedures that recognize international expertise • Reward and promotion policies to reinforce faculty and staff contributions • Faculty and staff professional development activities • Support for international assignments and sabbaticals

With the development of internationalization and the many other changes discussed previously, seven organizational models of internationalization have been developed based on

De Wit and Knight's identified strategies (De Wit, 2002). De Wit (2002) listed these seven organizational models:

1. Neave's (1992) model, a paradigmatic approach for administering international co-operation;
2. Rudzki's (1998) model, a programmatic approach to internationalization strategies with four dimensions defined;
3. Davies' (1992) model, emphasizing organizational strategies;
4. Van Dijk and Meijer's (1997) model, an extension of Davies' (1992) model distinguishing different processes of development;
5. Van der Wende's (1996) Netherlands Organization for Internationalization in Education (NUFFIC) model, a process approach;
6. Knight's (1993) internationalization circle; and
7. De Wit's (2002) modified version of the internationalization circle.

These internationalization strategies and organizational models provide a theoretical foundation for internationalization measurement and assessment.

Hudzik (2015) discussed internationalization strategy through the lens of culture. He stated that the macro and strategic level concerns the institution as a whole and that success depend on the extent of collective understanding of internationalization, as well as support for it. Building a broadly supportive institutional culture, one that views internationalization as an institutional priority, is critical. He further stated that leadership messaging, institutional mission and vision, strategic and budget planning, fund-raising, reviews of institutional policies and procedures, as well as institutional moments of change, are the main elements that should be included in strategic plans (Hudzik, 2015).

For the current study, the organizational strategies of internationalization at HEIs can be understood to set forth the three dimensions of internationalization: policy, support, and implementation, and show how these three dimensions and their inclusive components are organized into a whole. Based on previous research and the available resources at GU, the components of policy studied were mission statement, personnel policies, faculty experience, admissions catalogs, promotion and publicity, and the components of the support dimension examined were organizational structure and culture, budget, human resources, and services.

Internationalization approach. The notion of approach is introduced to describe the manner in which internationalization is being conceptualized and implemented (Knight, 2004). Definitions used by various authors reflect their approach to internationalization of higher education; however, Knight (2004) warned, “an approach is different from a definition” (p. 18). She explained that sharing the same definition of internationalization does not imply that the implementation of internationalization would be the same. This would be dependent upon priorities, culture, history, politics, and resources of the country or institution that was trying to internationalize (Knight, 2004). Knight (2004) stated that: “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (p. 18).

Meanwhile, an approach is not fixed. Approaches change during different periods of development. The purpose of developing a framework is to help institutions and policymakers reflect on the dominant features of their current approach to internationalization and to consider what approach they would like to adopt in the future. It is a useful and revealing exercise to analyze whether the dominant approach being used is consistent and complementary to the rationales and values driving the efforts to internationalize. Knight and de Wit (1997) together, and in individual works (de Wit, 2002; Knight, 2004), provided a typology of four different,

although not necessarily exclusive, approaches to internationalization: (1) activity and program, which regards the international dimension of higher education as a series of activities and programs, such as study abroad and student exchange, that are not necessarily coordinated with each other; (2) competency, which is concerned with the human element of the academic community—students, faculty, and staff—and focuses on the development of their skills, knowledge, and values; and (3) process, which emphasizes the integration of an international/intercultural dimension in the curriculum, as well as the policies that run an institution (Knight, 2004) and integrates an international dimension in all functions of the institution, and according to de Wit (2002), is the most comprehensive of the four; and (4) rationale, which defines internationalization in terms of its purpose or intended outcomes (de Wit, 2002) and includes mutual understanding among nations, national security, peace, and economic competitiveness.

Some literature emphasizes the internationalization approach in terms of management, by saying that institutions use either top-down or bottom-up approaches (Bang, 2013; Hudzik, 2015). The top-down approach helps remove the bureaucratic obstacles by showing the top tiers as having full confidence in the necessity, benefits, and practicality of internationalization. The top-down approach can lay a solid foundation because internationalization is supported by leaders (Arabkheradmand et al., 2015; Watabe, 2010). However, the approach of bottom-up support and preparation needs to be worked on for the sake of sustainable development.

The mixed approach (program and process approaches combined) that the current study employs provides valuable insight for examining the various international programs (implementation dimension) and strategies (policy and support dimensions) employed at GU. Furthermore, a spectrum for each dimension (marginal or priority for policy, ad hoc or sustainable for support, or random or deliberate for implementation) helps to uncover the ways

they are measured and displayed institutionally. With this understanding, the third part of this literature review examines how scholars have attempted to understand, measure, organize, and lead internationalization.

Theoretical Models of Institutional Internationalization

The present study combines a modified version of van Dijk and Meijer's (1997) internationalization cube and Rogers' (2003) diffusion of innovation theory as the blended theoretical model to analyze the actions and elements for institutional internationalization in a deliberate sequence and structure. In this section, theoretical models for institutional internationalization are summarized, followed by an in-depth review of the internationalization cube. The cube serves as a preliminary assessment tool to understand where HEIs may find themselves. It also allows for developing an integrative and interactive strategy toward deliberate and efficient institutional diffusion and implementation of internationalization. The subsequent part of this section covers diffusion of innovation theory, which serves as the subordinate model within the implementation dimension of the modified internationalization cube. It is applied to understand and analyze in-depth the way in which the international programs and activities are organized and implemented. Finally, a discussion of how the literature informs this study's blended theoretical framework and analysis is included.

Models of internationalization. The field of internationalization at HEIs is relatively fledgling; however, several noteworthy attempts have been made to create models of organizational strategies that represent the internationalization process, including Davies (1995), Knight (1994), Neave (1992), Rudzki (1998), Rumbley (2007), van der Wende (1996) and van Dijk and Meijer (1997). The models describe and prescribe the institutional internationalization using different lenses. The theoretical modeling of Neave (1992) and Rudzki (1998) present a paradigmatic model for servicing and administering international cooperation and activities (de

Wit, 2002; Iuspa, 2010). This model has inherent shortcomings due to its lack of practical application, self-evidence, and subjective choice of international activities approaches (de Wit, 2002; Iuspa, 2010; Rudzki, 1998).

The next three models of internationalization: van der Wende's (1996) model, Knight's (1994) formative internationalization cycle, and Rumbley's (2007) delta cycle for internationalization, represent processes (rather than organizations) to strategizing and assessing the output of internationalization (Iuspa, 2010). These consider the internationalization process through various phases in sequence (Childress, 2009; Knight, 1994) or as a continuous cycle (Rumbley, 2007). These three models provide useful lenses to understand why and how internationalization develops in the institution as a whole, but they ignore that internationalization is a means for achieving the general mission of the institution and the wider strategic aims for education, research, and service, and is not as an end in itself (Brandenburg & de Wit, 2011; Hudzik, 2011; Knight, 1999b). Furthermore, they also ignore that internationalization at HEIs is more likely to achieve institutional diffusion and implementation by embedding specific international programs and activities into institutional practice. De Wit (2002) asserted that the process approaches to internationalization have emphasized the concepts of integration and coordination and have de-emphasized the fragmented-activities approach. He suggested that this perspective ignores that a good internationalization process is an orderly arrangement of parts with a certain amount of independence.

The other two theoretical models of internationalization, Davies's (1995) two-dimensional internationalization model and van Dijk and Meijer's (1997) internationalization cube, differ from the preceding models in that they adopted an organizational approach and enable HEIs to assess their organizational efforts by considering various dimensions of the internationalization process. Davies (1992) centered his model "on the need for universities to

develop a framework for their internal activities in response to changes in the external environment” (de Wit, 2002, p. 129), which was greatly influenced by Keller’s (1983) work, *Academic Strategy*. He developed a two-dimensional theoretical framework viewed through organizational policies, defined as the importance attached to internationalization aims, and organizational design, defined as explicit procedures and systematic manner international activities are managed.

Van Dijk and Meijer’s (1997) model is actually an extension of Davies’ (1992) model. Davies’ model only considered the design (ad hoc or systematic) of the organizational dimension, but not the way in which it was managed (at central level, within the faculty, or interactive). They, therefore, proposed an internationalization cube model with eight cells reflecting three dimensions (see Table 4).

Table 4. Van Dijk and Meijer’s (1997) Internationalization Cube

Cell	Policy	Support	Implementation
1	Marginal	One-sided	Ad hoc
2	Marginal	One-sided	Systematic
3	Marginal	Interactive	Ad hoc
4	Marginal	Interactive	Systematic
5	Priority	One-sided	Ad hoc
6	Priority	One-sided	Systematic
7	Priority	Interactive	Ad hoc
8	Priority	Interactive	Systematic

Van Dijk and Meijer’s (1997) internationalization cube presented the following three dimensions and specific levels associate with each dimension. Policy could be either priority or

marginal. Support could be either interactive (support provided with interaction between central, faculty, and departmental levels) or unilateral/one-sided (support provided at the central or peripheral level), and implementation could either structural/systematic or ad hoc.

Van Dijk and Meijer (1997) developed this model for the analysis of the internal processes of decision making, organization, and implementation of internationalization in HEIs, as well as the relationship between these processes and the results of internationalization. Meanwhile, they emphasized that the cube was not intended to be normative. Institutions did not have to move from cell 1 to cell 8. It merely was an instrument to analyze and assess the status quo of institutional internationalization and to help explain the development of internationalization where there was an active international strategy.

According to (van Dijk & Meijer, 1997), three different routes to achieve internationalization were identified for HEIs through the lens of the internationalization cube:

1. Route 1-2-6-8 indicates a thoughtful approach and a well-structured organizational culture, defined as “slow starters.” Interaction develops through an orderly expansion of activities.
2. Route 1-5-6-8 indicates strong international commitment and an organized institutional culture, defined as “organized leaders.”
3. Route 1-5-7-8 indicates a quick response to external developments, a great variety of activities at different levels, and a high level of commitment, which is organized in a more systematic way only at a later stage, defined as “entrepreneurial institutions.” In this route, support services lag behind new developments.

Van Dijk and Meijer (1997) stated that these routes to a higher level of internationalization would not always be completed. The process could get stuck or even reverse

direction. Institutions could decide to maintain internationalization at a certain level or decide to abstain from any non-marginal activity.

The internationalization cube, which works as the base analytic framework for this study, was modified to better review the current position of institutional internationalization. It helps to understand how the dimensions and relevant factors impact internationalization advancement in a synergistic and integrative way. In addition, in order to more fully explore the implementation dimension of the cube model, the diffusion of innovation theory applied as a subordinate theoretical model, is reviewed.

Diffusion of Innovation

A search of dissertations using Pacific ProQuest (2018) over the past 20 years resulted in only a few studies in which diffusion, innovation, internationalization, and higher education intersected. Despite the rhetoric, the proliferation of international initiatives, and the prosperity of internationalization, there has been little theoretical research that links the issues of internationalization, higher education, and diffusion or dissemination, institutionally. This section of the literature review investigates studies that examine and provide insight into educational innovation, adoption, and diffusion. It particularly targets literature that applies diffusion of innovation theory into an educational context.

Diffusion of innovation theory. Everett M. Rogers first shed light on the Diffusion of Innovation theory in 1962. Although the terms “diffusion” and “innovation” are often found together as “diffusion of innovation,” they are actually two distinct aspects of a construct and so should be considered both independently and together (DeRousie, 2014).

Definitions for innovation are complex. Many researchers who are studying innovation fail to provide even a working definition of this phenomenon (Baldrige & Burnham, 1975; Lounsbury, 2001; Pankratz, Hallfors, & Cho, 2002; Panzano & Roth, 2006). Rogers (2003)

provided an instructive general definition: “an innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (p. 12). This definition suggests an important point, that the newness of the “idea, practice, or object” is not objectively measured, but is based on the perception of the adopter (DeRousie, 2014; Nohria & Gulati, 1996).

However, an innovation is also broadly considered to be just something “new” to a situation, individual, or organization, rather than the perception of newness (Delaney, Jarley, & Fiorito, 1996; Mohr, 1969). The definition of innovation employed in this study is “the introduction of a new idea, method, or device” (White & Glickman, 2007, p. 97). For the purposes of this study, innovation includes an idea, process, policy, program, or practice that is perceived as new by individuals in an organization.

The focus in this study was on innovative internationalization practices of HEIs. Although recent organizational research has proposed a significant relationship between innovation and internationalization (Bartlett & Ghoshal, 1989; Franko, 1989; Morrison, 1990; Porter, 1986, 1990), previous organizational studies have not focused much attention on the relationship between innovation and internationalization. They have investigated the issue separately (Park & Albanese, 1991).

In most of the organizational research, institutions of higher education are categorized as organizations with open systems (Burriss, 2006). Daft (2001) stated that “an open system must interact with the environment to survive; it both consumes resources and exports resources to the environment” (p. 9). Change is a palpable phenomenon in an open system. Change can be broadly defined but in the context of organizational change it can be defined as “any consciously directed project or initiative that seeks to improve business [institutional] performance” (Redwood, Goldwasser, & Street, 1999, p. 5). Internationalization is viewed as a systemic change in higher education, a change that is both broad—affecting departments, schools, and

activities across the institution—and deep, expressed in institutional culture, values, policies, and practices (Agnew & VanBalkom, 2009; Green, 2002). As aforementioned, Hudzik (2011) defined internationalization as “commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education” (p. 6). Internationalization introduces something new (i.e., the international dimension) into the institution, and change needs to occur at the three levels of teaching, research and service for it to be effective. From this perspective, international programs and initiatives are considered innovations because they are perceived as new educational practices by the institutional stakeholders. Exploring innovation literature and diffusion of innovation theory is helpful in exploring the phenomena and developing best practices around internationalization.

Rogers (2003) defined diffusion as “the process in which an innovation is communicated through certain channels over time among the members of a social system” (p. 5). In terms of Rogers’ definition, the idea of “spread” suggests a consideration of mechanisms both for diffusion and for exploring the penetration of an innovation. The idea of a “social system” suggests that diffusion is considered to be limited to a defined population or at least to a population that researchers can define. Some authors mentioned or quoted Rogers’ definition, but then provided a secondary definition, such as “diffusion connotes the socially mediated spread of some practice within a population” (Strang & Meyer, 1993, p. 487) or “the spread of abstract ideas and concepts, technical information, and actual practices within a social system, where the spread denoted flow or movement from a source to an adopter, typically communication and influence” (Wejnert, 2002, p. 287). Furthermore, it is critical to note how adoption and implementation fit in the process of innovation diffusion. In the process of implementation of internationalization through specific international programs, adoption is the first step.

In this study, diffusion means the process and mechanisms by which international programs and innovations spread. The key contribution that Rogers has made has been in putting together disparate research into a model of diffusion that can be used to study a particular innovation process. A central concept in Rogers' (2003) diffusion of innovation theory was that individuals in a system enter into the decision-making process at different points in time. It is a special communication process where the overall purpose is to share information in a way that helps individuals reduce uncertainty about the advantages and disadvantages of the innovation (van Melle, 2005). The overall purpose is to share information in a way that increase the rate of individual adoption of an innovation. Many of the research studies reviewed focused on how the innovation and adoption processes occur in an academic environment (Abrahams, 2010; Baltaci-Goktalay & Ocak, 2006; Butler & Sellbom, 2002). These studies support Rogers' (1995) rate of adoption theory that contended that diffusion is a process that occurs over time, starting out more slowly before accelerating and eventually peaking before a decline (Baltaci-Goktalay & Ocak, 2006).

The research also outlined many factors, such as attributes of the innovation, adopter's traits, and organizational and economic variables that might impact the pace of adoption and diffusion of a particular innovation and must be analyzed to better understand its associated adoption rate (Butler & Sellbom, 2002). By examining these factors and the interaction between them, a better understanding might be gained of how variables can impact if and how quickly an innovation may be adopted within an organization. However, a majority of the studies were retrospective in nature, concentrating only on the adoption of an innovation with no focus on implementation or post-adoption behavior. These studies were primarily quantitative, employing survey and questionnaire data, and consumers/users were reported to highly rate the effects and influences of innovation attributes. Almost all studies explored multiple attributes, with a high

proportion of studies considering only one innovation, mostly in an organizational context (Kapoor, Dwivedi, & Williams, 2014).

Studies of innovation attributes. Research within the domain of classical diffusion of innovation theory suggests that characteristics specific to an innovation may provide a basis for explaining differences that facilitate its adoption, diffusion, and implementation (Hazen, Wu, Sankar, & Jones-Farmer, 2011). Rogers (2003) discussed the importance of understanding attributes of innovations and believed that understanding attributes could provide a great deal of insight into both why some innovations spread while others did not, and why some innovations spread more quickly than others. Fliegel and Kivlin (1966) also pointed out that: “Failure to take into account similarities and differences among innovations makes it problematical at best to generalize from the known determinants of adoption of a given innovation to a second or third innovation” (p. 236). The attributes of innovations as perceived by individuals help to explain different rates of adoption and implementation of an innovation. Rogers categorized five innovation attributes by how they are perceived:

- Relative advantage, which Rogers (2003) defined as “the degree to which an innovation is perceived as being better than the idea it supersedes” (p. 229). Advantage could be gained from an economic or from a status perspective and could be thought of as a measure of the difference between the expected benefits of an innovation and the costs of implementing it.
- Compatibility, which is “the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters” (Rogers, 2003, p. 240). Compatibility could apply to organizational culture, social norms, or organizational goals.

- Complexity, which is “the degree to which an innovation is perceived as relatively difficult to understand and use” (Rogers, 2003, p. 257) by the potential adopter.
- Trialability, which could be understood as the “degree to which an innovation may be experimented with on a limited basis” (Rogers, 2003, p. 258).
- Observability, which is “the degree to which the results of an innovation are visible to others” (Rogers, 2003, p. 258).

Regarding the rate of adoption, Rogers (2003) indicated that those innovations that were perceived by individuals as having “greater relative advantage, compatibility, trialability, and observability and less complexity would be adopted more rapidly than other innovations.” (p. 16). Although all of these characteristics are important in explaining rate of adoption, research has shown that the first two—relative advantage and compatibility—are the most important. Similarly, a very common trend observed among many studies in this field demonstrates that relative advantage, complexity, and compatibility were the only three innovation attributes that are consistently related to both adoption and use behavior. Thus, most studies chose to eliminate trialability and observability from Rogers’ attribute-set of five innovation attributes (Kapoor et al., 2014). In addition to the aforementioned five characteristics, “reinvention,” which was defined as “the degree to which an innovation is changed or modified by a user in the process of adoption and implementation” (Rogers, 2003, p. 18), is the final point to take into consideration. Rogers (2003) found that an “innovation diffuses more rapidly when it could be re-invented and that its adoption was more likely to be sustained” (p. 217).

Theoretical Model Analysis

The present study used a modified version of van Dijk and Meijer’s (1997) internationalization cube as the base model to understand the process of internationalization institutionally (via policy, support and implementation dimensions), while using Rogers’ (2003)

diffusion of innovation theory as the subordinate model to identify characteristics that influence the diffusion and implementation of international programs. Through the modified blending model, the study tried to understand how the combination of policy, support, and implementation of international programs working together influences the process of institutional internationalization.

Van Dijk and Meijer's (1997) three-dimensional internationalization cube was selected for several reasons. This study was based on Burriss' (2006) and Iuspa's (2010) work on their studies of HEIs. Thus, this theoretical model has been shown to enhance the link between theory and practice and to help understand the internationalization process in HEIs. The cube offers a means of measuring the formal, paper commitment of institutions against the proactive commitment found in concrete operating structures (de Wit, 2002), and also gives a more in-depth picture of the internationalization efforts within an institution by focusing on its policy, support, and implementation dimensions (Iuspa, 2010). This model's three dimensions embody the organizational framework of analysis (such as the governance, operations, services, and human resources) and reinforces the complexity and interrelations of processes that constitute institution-wide internationalization efforts (Iuspa, 2010). This model conveys a combination of organizational and process approaches to understand, plan, and facilitate the internationalization process at HEIs, which aligns with the purpose of this study. However, the assumption that external factors are already manifested in the institution's current policies, support, and implementation dimensions can be seen as a deficiency of this modified theoretical model.

The subordinate theoretical framework, diffusion of innovation theory, was selected because it provides a way to understand and analyze institutional diffusion and implementation of specific international programs, and to explain why different international programs might diffuse at different paces. The theory, grounded in the discipline of sociology, is among the most

widely used research paradigms to investigate the spread of innovation (Brancheau & Wetherbe, 1990; Premkumar, Ramamurthy, & Nilakanta, 1994). If we assume that the aim of institutional strategies for internationalization is to introduce something new (i.e., the international dimension) into the institution, then accordingly, this theory is relevant to the diffusion of international programs that construct the implementation dimension of this study.

In sum, the blended theoretical model represents a framework for understanding, analyzing, and facilitating diffusion and implementation of internationalization at GU. It can be applied to HEIs, not only at the review phase to gain insight of their resources and how they contribute to internationalization, but also to provide a lens to develop an internationalization plan deliberately from the dual approaches of process and organization. Thus, this framework has the potential to guide HEIs to work in an integrative manner to eventually propel the diffusion and implementation of internationalization institutionally.

Chapter Summary

This chapter presented select relevant literature on the key elements of internationalization and related theoretical models. It began with the key concepts of internationalization within HEIs, looking in particular to its definitions, motivations and rationales, and barriers and challenges, followed by its key practices, including academic programs and activities, and strategies and approaches. This chapter concluded with the main theoretical models of internationalization and clearly demonstrated the relevancy of describing internationalization efforts within a blended theoretical framework for analysis of internationalization efforts at GU and beyond.

Chapter 3. Methodology

This study aimed to develop an understanding of institutional policy, support, and implementation of international programs that characterize internationalization advancement at GU. The theoretical framework for this study was blended from a modified version of van Dijk and Meijer's (1997) internationalization cube model and Rogers' (2003) diffusion of innovation theory. This blended theoretical framework served to describe how the various dimensions influenced the internationalization process in an integrative way and to demonstrate how HEIs might use the model to review, outline, plan, and advance its future internationalization deliberately, effectively, and efficiently.

This chapter covers the selected mode of inquiry and rationale, research design, participant selection, as well as the processed of data collection and analysis. Limitations, the researcher's role and bias, and issues related to trustworthiness are also explicated. The overall purpose of this instrumental case study was to utilize a blended theoretical framework to describe, interpret, and explore one way to diffuse and implement internationalization on campus.

The following research questions comprised the core of the study:

1. How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers' (2003) diffusion of innovation theory?
2. In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?
3. In what ways does internationalization at GU provide relevant data and insights that evaluate the usefulness of the blended theoretical model with the long term of

goal of generating a more universally applicable theoretical model of internationalization to guide other HEIs toward successful and coherent internationalization?

Research Design

Johnson and Christensen (2004) defined research design as the outline, plan, or strategy guiding the answering of a research question. In other words, the research design presents the framework for gathering and analyzing data linking it to the research question. Based on the purpose of this study, to review and comprehend the process of internationalization at GU, especially to analyze and explore a deliberate way to facilitate its diffusion and implementation, an instrumental case study methodology with a qualitative mode of inquiry was the option chosen for this study. It was an ideal method for dissecting and gaining a deep understanding of the diffusion and implementation process of internationalization at GU. These processes were explored from the perspective of senior leaders, faculty, and administrative support staff who were in positions involved in the process of institutional internationalization efforts.

Rationale for qualitative methods. This study employed qualitative research methods to address its research questions and describe the internationalization dynamics at GU.

“Qualitative research is conducted because a problem or issue needs to be explored” (Creswell, 2007, p. 39), understood, and examined in a complex, in-depth, detailed and holistic way (Creswell, 2007; Merriam, 2009; Patton, 2002). Qualitative research is often the best choice if one is trying to understand perspectives of participants in natural contexts or settings (Creswell, 2002, 2007, 2009; Patton, 1990).

Qualitative research methods were used for this study because of the following prominent characteristics. First, internationalization at GU was studied as it occurred naturally, without manipulation or control of behavior or settings and without any externally imposed constraints (McMillan & Schumacher, 2010). Second, I sought to know how and why internationalization at

GU occurred and was diffused and implemented by developing a complex picture of the phenomena, looking for the processes by which internationalization took place, and not just the outcomes or products (Maxwell, 2005). Third, qualitative methodology allowed me to gather data by myself directly from sources. This included examining documents, observing behavior, and interviewing participants, rather than using other observers or quantitative measuring techniques. Fourth, central to qualitative research is the belief that nothing is trivial or unimportant for rich descriptions about the studied phenomena, internationalization at GU. The qualitative method can produce a wealth of detailed and sufficiently complex information to capture the true meaning of the case (Patton, 2002).

In review, qualitative research was ideal for this study because it provided a tool to explore the processes, meaning, and understanding of internationalization at GU, particularly from the participants' and researchers' perspectives (Creswell, 2002; Merriam, 1998, 2009; Patton, 1990). The nature of the qualitative research process as an inductive, recursive, reflective, and interactive process (Creswell, 2007), not only helps to uncover researchers' personal beliefs and biases that potentially influence the study (Lincoln & Guba, 1985; Marshall & Rossman, 2006; Patton, 2002), but also enables the researcher to take steps to address these beliefs and biases responsibility. Further, it allows the researcher to provide rich, in-depth descriptions of the particular phenomenon being studied.

Rationale for case study. I chose case study as a research method because I needed to develop a holistic understanding of the internationalization process within a single setting, or case, at GU. Yin (2009) described case study research as a flexible form of inquiry best suited for studying a particular phenomenon within its natural context. This method enabled me to explore a bounded system over time, through selective sampling strategies and multiple methods of data collection, providing a rich, systematic understanding of the topic and its process and

puzzles (Creswell, 2007; McMillan & Schumacher, 2010; Merriam, 2009; Mertens, 2010; Feagin et al., 1991).

In addition, case study is an appropriate strategy of inquiry when a unit of analysis does not have clear boundaries between a phenomenon and its context. Yin (1994) stated that “you would use the case study method because you deliberately want to cover contextual conditions—believing that they might be highly pertinent to your phenomenon of study” (p. 13). Hence, a case study was the most applicable strategy of inquiry for this research as the contextual conditions in this study were factors that affect the phenomenon of internationalization within a localized space and time.

Additional strengths of a case study include the ability to understand the situation and meaning for those involved (Merriam, 1998) and to use “a full variety of evidence - documents, artifacts, interviews, and observations” (Yin, 2009, p. 11). Its interest is in the process, rather than in the outcome, in context rather than in a specific variable, and in discovery rather than confirmation (Merriam, 1998). Because of these strengths, a case study is a particularly appealing design for applied fields of study such as education. The processes, problems, and programs in the education field can be examined to bring about understanding that, in turn, can affect practice (Merriam, 2009). The present case study engaged in a systematic method for assessing the dynamics of internationalization at GU using a theoretically-based framework to discover practical strategies and approaches to facilitating institutional diffusion and implementation of internationalization and improving the efficiency of practice.

Lastly, due to the unpredictable nature of fieldwork and human interaction, researchers cannot anticipate how a case study will unfold. As such, the realities that “each unit of analysis would call for a slightly different research design and data collection strategy” (Yin, 1994, p. 23), along with the ability to focus on issues as they progressively emerged from the case study,

appealed to me as I approached this qualitative study. Taken together, the main qualities of a case study aligned well with the needs of this study and provided an efficient method to explore and answer the research questions.

Participant Selection

The purposeful sampling strategy involves choosing small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest and who can articulate lived experiences to the research issues (Creswell, 2007; McMillan & Schumacher, 2010). In my purposeful sampling strategy, I engaged in a two-phase process: institutional selection and individual selection. This process is described below.

Institutional selection: GU. The study was conducted at GU based on criteria and purposeful sampling strategy. According to the literature, a purposeful sampling strategy aims to select information-rich cases that yield insights and in-depth understanding about the research problem and phenomena the researcher is investigating, rather than making empirical generalizations (Creswell, 2007; McMillan & Schumacher, 2010; Patton, 2002) and is guided by the conceptual question of the study and not the need for representativeness (Miles & Huberman, 1994).

GU is a liberal arts college located in Midwest United States founded in the late 1800s with the intent to provide a distinctive, Christ-centered college education for men and women. The college's first president used the motto "education for character" to describe the college's purpose (GU, 2018a). Its mission 120 years later—empowering students for lives of character and service—echoes that purpose. In the 2017-2018 academic year, the college served more than 1,800 students with 90 full-time and 60 part-time faculty and administrators. In addition, GU offers nearly 60 undergraduate programs and nine graduate programs. The major academic

disciplines include education, engineering, business, music, and digital media. Recently, GU was ranked in the top 20 for Best Christian Colleges and Universities in the United States.

Internationalization at GU is still fledgling, although many faculty, staff, and students have participated in some kind of international activity, such as study abroad and service for more than 50 years. However, in 2013, GU determined to take on internationalization as a high priority to boost its educational profile. It has been making great effort on this matter since then. In the 2017-2018 academic year, about 60 of the 1,800 students are international students who are seeking degrees or are in a university pathways program, which is a one-year non-credit program aimed at preparing international students for university-level education in the U.S. These students come from 23 nations on five continents. It is also important to point out that nearly 50 undergraduate students participate in study-abroad programs or service-abroad programs. The college offers over 10 study/service-abroad opportunities in 11 countries. A more complete description of the institution along with a review of the institutions' historical commitment to internationalization and an analysis of the vision, mission, strategic policy, planning, and goals, as well as the according practices, are presented in the case study findings.

The selection of GU for this study was deemed as an atypical case for internationalization due to its location, history, culture, and traits. Selection of this institution for an instrumental case study was based on the following criteria:

- Its engagement in collaborative endeavors to launch and enhance international programs on campus indicated that internationalization was considered a critical issue.
- The phenomenon studied was an important issue that has been identified and highlighted by GU's leadership.
- The stakeholders who implemented the initiatives were still employed at the institution. This included senior administrators, faculty, and staff.

- The size of the institution made it possible to study institutional internationalization.
- It was willing to participate in and support the study, which made for easy access for fieldwork and data collection.

Although there were comparative disadvantages of the institution for internationalization, such as remote location, small size, insufficient financial resources, and Christian culture, these, in some ways, increased the value of this study because the institution could be an inspiring example for higher education practitioners at similar institutions. All of these attributes informed that GU well met the site selection criteria (Creswell, 2007; Krathwohl, 2009; McMillan & Schumacher, 2010; Stake, 1995).

Individual participant selection. The selection of individual participants for this study was guided by the criteria that interviewees were employed at GU as senior administrators, faculty, or staff and were directly involved or interested in taking part in the decision making and implementation of internationalization plans. The senior administrators were those who are or who had been members of the university-wide councils or committees for international matters. The faculty were directors of university-wide international education or research centers, academic department chairs, or faculty members teaching internationalized courses and foreign language, and those interested in expanding the international curriculum. The staff members were in managerial positions for international affairs. Students were not included as participants because the purpose of this study was aimed at capturing the perspectives of institutional actors most directly involved in decision making and implementation.

As an outsider, it was difficult for me to determine who had rich information for this study at this private university. Therefore, the purpose of the study and the criteria for selecting individual participants were presented to an intermediary, the Vice President for Alumni and International Affairs at GU, and he provided a list of potential participants and introduced me to

each participant. In this way, the first-round recruitment of participants for this study was achieved by referral sampling. Subsequently, participants used social networks to contact people who could potentially participate in or contribute to my study. Thus, snowball sampling ideally served to find and recruit participants who may not have been accessible through my targeted personal communication.

Participants included two senior-level administrators, the President and the Vice President for Alumni and International Affairs; two mid-level administrators, the Director of International Student Admissions and Director of the Pathways Program; two department chairs; three academics; and staff. To maintain the highest level of anonymity in this study, interviewees' names, actual titles, and roles are not disclosed.

Research Protocols

Data collection methods. The main methods of data collection for this study entailed a matrix of information sources: formal interviews, document analysis, and partial participant observation. My intent was to convey through this matrix the depth and multiple forms of data collection, thus inferring the complexity of this case.

Interviews. Interviews are considered the most fundamental data sources in case studies (Krathwohl, 2009; Mertens, 2010; Yin, 2009), and are important in understanding feelings, thoughts and intentions, individual meanings, and perceptions and accounts of historical events and behaviors (Merriam, 1998). The first step in the interview process is identifying through purposeful sampling interviewees with information (Patton, 2002) germane to the purpose of the study (Krueger & Casey, 2009).

Because much of the research in this study dealt with recent historical accounts, personal perceptions, leadership attributes, and process narratives, interviews were a critical part of the information gathering process. The interviews adhered to a one-on-one, in-depth, semi-

structured interview protocol with a “mix of more and less structured questions” (Merriam, 1998, p. 73). The interview protocol closely aligned with the dimensions and factors identified in the blended theoretical framework, but also contained open-ended questions to discover information falling outside of the framework. By following a prepared interview protocol (see Appendix A), I had a list of questions and topics to cover during the interview while leaving room for open-ended discussion of topics related to institutional internationalization. Thus, I was able to follow topical trajectories in the conversation that strayed from the protocol (Creswell, 2007; Merriam, 1998). This process enabled the viewpoints of participants to be uncovered which brought about new insights on the topic. General topics covered in the interview protocol concentrated on interviewees’ understanding of university policy of internationalization and their role and support for internationalization, as well as their perceptions of the implementation of international programs.

Almost all of the interviews were conducted via Skype except for one conducted on location in China. They were recorded to ensure that they were properly preserved for analysis. Interviewees were given important details regarding the purpose and procedures of the study prior to the interview via email, including information about Institutional Review Board review and strategies to protect participants’ confidentiality. In addition, interviewees were sent an interview request letter (see Appendix B) and asked to sign the Consent to Participate in a Research study form at the beginning of the interview (see Appendix C).

The first-round of formal interviews lasted about 60 minutes each with some being shorter or longer depending on the availability of the interviewees. As noted, with the participants’ signed permission, all interviews were recorded. Soon after each interview, I took reflective notes on the interviewee’s responses to the questions, any observed non-verbal communication “to describe what I saw, heard, felt” (Cherry, 2000, p. 67), and my initial

thoughts and interpretation of the interviews. In addition, two weeks after the first-round of formal interviews, I conducted second-round formal oral or written interviews in an attempt to collect more subtle, pertinent, and detailed information about significant issues that were missed in the first-round. I also took detailed field notes during some pilot interviews on location at GU to add contextual insight and points of interpretation (Merriam, 2009). Finally, I left my contact details with the participants and made it clear that I could be contacted in the event that they had follow-up questions for me or additional information to share following the interview.

Creswell (2009) believed that interviews have four basic limitations. They are indirect and filtered through an individual's perceptions. Individuals may be influenced by the researcher's presence, and some people may not be able to accurately articulate their thoughts, feelings, or accurately account events. To account for the limitations of the interview method and to provide additional information, document analysis and observation were also employed.

Document analysis. Documents as described by Patton (1990) “refers to a wide range of written, visual and physical material relevant to the study in hand” (p. 112) such as public documents (e.g., university catalogs, brochures, website pages, institutional strategic planning documents, annual reports, accreditation reports, proposals, official memos, minutes, records, archival material), audiovisual materials, and personal letters. Documents have the value, not only to provide a direct, behind-the-scenes look at program processes and how they came into being, but also as a stimulus for paths of inquiry that can be pursued only through direct observation and interviewing (Patton, 2002). Document analysis or review also has the advantages of presenting to the researcher a historical context of the phenomenon being studied (Iuspa, 2010). Patton (1990) recommended verifying the authenticity and accuracy of documents prior to engaging in any document analysis and stressed that “it is the investigator's responsibility to determine as much as possible about the document, its origins and reason for

being written, its author and the context in which it was written” (Patton, 1990, p. 121). A similar recommendation was also made by Merriam (2009) who stated that the researcher needs to ask whether the document “contains information or insights relevant to the research question and whether it can be acquired in a reasonably practical yet systemic manner” (p. 124). Guba and Lincoln (1981) asserted that even if the documents are meager and seem uninformative, they can inform the researcher on something about the context, value placed on the topic, and possibly, resources and support mechanisms (or lack thereof). This can be enlightening and provide insight to support the rich, thick descriptive component of this qualitative research study.

The main challenge of this method is finding the relevant documents and then gaining the access and permission to use them. The strategy in this study was to access all possible documents (see Appendix D) related to international programs, the general education curricula, university pathways program, faculty policy handbooks, student handbooks, documents outlining budget allocations, strategic and divisional plans, and general institutional data. Documents were obtained by request from a number of individuals who participated in interviews as well as from the centralized web portal. After acquisition, documents containing information not applicable to the study were discarded. In summary, document analysis is a process used to collect supplementary data to identify evidence of internationalization at the studied institution and make it possible to accurately describe the institutional internationalization narrative.

Field observations. Field observation, defined by Yin (2009) as a “physical or cultural artifact - a technological device, a tool or instrument, a work of art or some other physical evidence” (p. 113), has the value of permitting the researcher to understand a program or treatment to an extent not entirely possible using only the insights of others obtained through interviews (Patton, 2002). Similar to document analysis notes, field observations serve as supplemental and contextual data to substantiate other data sources (Yin, 2009).

I spent an academic year 2015-2016 at GU for observation as a guest scholar. In the process of observation, I took field notes. These notes served as supplemental and contextual data to substantiate other data sources (Yin, 2009). Observations focused primarily on physical artifacts and services culture. Physical artifacts included various international structures on campus such as buildings (university pathways center settings and international student recruitment and service departments), signs, international flags and other observable objects that have important symbolic meaning and purpose (Bolman & Deal, 2008). Observations of culture included reviewing international student events held on campus (e.g., weekly movie nights; Christmas celebrations; the homecoming parade; international students' excursions; international students' orientation; international students' graduation ceremony). Also observed were people's interactions (e.g., GU faculty and staff and their interaction with students), student traffic within offices, and the actual services or activities that international and going-abroad students availed in the given setting. Partial participation observation in the field at GU allowed me to unobtrusively and systematically obtain data and interact socially with informants.

Data collection and analysis procedures. Data collection involved placing information into four distinct categories: (1) profile of institution; (2) policy of internationalization; (3) support for internationalization; and (4) implementation of international programs (including the perception of international program through the five attributes of innovation from diffusion of innovation theory). The first category was included to provide an overall picture of the institution, the others align directly with the three dimensions of the internationalization cube model. Detailed descriptions of each category are provided in the subsequent sections.

Profile of the institution. A profile of the institution was created to describe the institution and establish context in order to situate the findings. It includes an overview of the internationalization movement at GU, the rationale and motivation for making this initiative one

of the top priorities, and the major barriers and challenges to diffuse and implement internationalization institutionally at GU. The primary sources of data collection for the institution's profile came from review of institutional documents, such as the institution's mission statement, strategic planning documents, website, and student handbook, among others. The secondary source of data collection for the profile consisted of semi-structured interviews with selected participants.

Policy of internationalization. The policy dimension of the internationalization cube as defined by van Dijk and Meijer (1997) refers to the importance attached to internationalization aims within an institution that are visible and explicitly mentioned in documents. These documents should serve both as internal guiding points to administrators, faculty, and students and as affirmation of the university's values to external stakeholders (Burriss, 2006; Iuspa, 2010). The policy dimension can be considered to be priority (high importance attached to the internationalization aims within the institution shown by explicit mention and/or attention or commitment to global, international, multicultural mission/goals in university documents, magazines, webpage, etc.), or marginal (low attention or importance given to the internationalization aims within the institution shown by no indication and/or attention or explicit commitment to global, international, or multicultural commitment in university documents, magazines, webpage, etc.).

The primary sources of data collection for this dimension came from review of institutional documents, such as the institution's mission statement, millennium strategic planning documents, the institution's international policy papers, admissions materials, website, campus publications, and faculty tenure and promotion manual, among others (see Appendix D). For this dimension, documents were studied, recorded, and tabulated according to their prominence, frequency, level of distribution, and significance on internationalization (Burriss,

2006; Iuspa, 2010). I then employed a policy analysis model based on the blended theoretical model (see Figure 1 and Table 5).

Table 5. Sample Policy Analysis Model

Components	Criteria		Indicators
	Marginal = M	Priority = P	
Mission Statement	P	Mention of global, international, multicultural mission/goals, commitment to diversity	
	M	No indication of global, international or multicultural commitment	
Personnel Policies / Faculty Bios Experience	P	Strong emphasis on global/international	
	M	No mention/guidelines of global dimension	
Admissions Catalogs	P	Strong international component	
	M	Little/no global content	
Promotion and Publicity	P	Written materials describing international education opportunities for faculty, staff, and students	
	M	No written materials describing international education opportunities for faculty, staff, and students	

Policy is illustrated by the institutional characteristics and position in one of the cells of the modified internationalization cube based on (Burriss, 2006):

- Inclusion of internationalization in institutional mission statement;
- Existence of institutional strategic plan;
- Inclusion of internationalization in strategic plan;
- Inclusion in web page;
- Inclusion in recruiting materials; and

- Mention in press releases - frequency of inclusion in university public relations materials inclusion in alumni releases.

Related institutional policies that factored into the policy analysis included (Burriss, 2006):

- Consideration in faculty tenure and promotion;
- International faculty travel;
- Mention of international experience and language expertise in hiring/employment/publications; and
- Promotion of study/service abroad and well-defined policies.

These criteria were assessed through document analysis for GU and included (Burriss, 2006) :

- University mission and philosophy statements;
- Web pages;
- Strategic plans/goals;
- University public relations and annual reports;
- Planning process and agendas; and
- University catalogs.

For the dimension of policy, quotations from the document analysis were characterized, categorized, and tabulated based upon prominence, frequency, level of distribution, and significance.

The secondary source of data collection for the policy dimension consisted of semi-structured interviews with senior leaders of GU, the Director of International Admissions, and chairs and deans of departments and schools who offered some type of international activities and whose leadership influences university policy.

Support for internationalization. The support dimension refers to the provision of a management structure and services (including institutional department support, campus culture,

and academic support) to implement the strategy, as well as the provision of a funding model and human resources support. This support is labeled either ad hoc (no clear indication or presence or plan of organizational structure, budget, human resources, campus culture, curricular, and services toward internationalization), a kind of support that refers to and is also referred to as a “one time” allocation of resources based on temporary needs, or sustainable (clear indication or presence or plan of organizational structure, budget, human resources, campus culture, curricular, and services toward internationalization), support that is also referred to as a constant or stable replenishing as a part of the institutional resource planning and priority-setting process (Hudzik, 2015).

The primary sources of data for the support dimension were semi-structured interviews with the senior leaders of GU and with the Director of International Admissions and University Pathways program. In addition, chairs and deans of the departments and schools that offered some type of international activities and who have some level of responsibility in providing support were also interviewed.

The secondary source of data came from a review of institutional data, such as existing resources and sources of revenue (institutional funds, students fees, and grants/contracts) connected to internationalization; human resource support for international dimensions; supports for a culture for internationalization (leadership, library resources, faculty and staff development support, etc.); and consistent organizational structure that links manageable steps forward in the pursuit of internationalization efforts. These data were analyzed employing a support analysis model based on the blended theoretical model (see Figure 1 and Table 6).

Table 6. Sample Support Analysis Model

Components	Criteria	Indicators
	Ad Hoc = A	
	Sustainable = S	
Organizational Structure	S	Governance and control Chain of command Authority and responsibility Balance between centralized and decentralized promotion and management of internationalization Line and staff authority Departmentalization and job specialization
	A	Inconsistent/lacking indicators above
Budget	S	Adequate and constant funding allocation and support systems Integrated into institutional-wide and department/college level budgeting system
	A	Inconsistent/lacking indicators above
Human Resources	S	Adequate and constant human resources support system A cabinet-level administrative position for internationalization International faculty Inclusion of international efforts/expertise for tenure, hiring, and rewarding decisions Faculty and staff professional development activities
	A	Inconsistent/lacking indicators above
Services	S	Support from institution-wide service units (i.e., student housing, registrar, fundraising, alumni, information technology) Involvement of academic support units (i.e., library, teaching and learning, curriculum development, faculty and staff global training, research services) Engaged leadership and a campus culture welcoming to international people and efforts
	A	Inconsistent/lacking indicators above

The first source for analysis of institutional support was based on interviews and observations of faculty and administrative staff using the following questions for data collection.

1. Are there adequate non-academic personnel with background, skills, ability to support internationalization (Burriss, 2006)?
2. How is international grantsmanship encouraged (Burriss, 2006)? Are there any rewards for international efforts?
3. What support is given to the management of internationalization? And at what level of reporting does this occur (Burriss, 2006)?
4. Are financial systems, policies, and practices consistent with internationalization goals (Burriss, 2006) ?
5. Is there institutional culture for internationalization and tie in to resources through strategic inclusion?
6. Does internationalization tap into existing institutional resources, which include faculty, staff, programs, and activities?
7. Does GU diversify the revenue stream for internationalization which requires creativity in accessing and blending resources from several sources?

It is important to note that all funding information was only based on responses from participants, observations by the researcher, and document analysis. GU did not permit an examination of budgets in detail and, therefore, evidence of whether international programs and units exist and how they were sustained support was examined through observation and interviewing.

Implementation of internationalization. Van Dijk and Meijer (1997) referred to the implementation dimension as “a way or manner on which international programs are managed” (p. 159) within an HEI. Internationalization, as van Dijk and Meijer (1997) explained, can be established in a top-down (centralized) or bottom-up (decentralized) manner. However, in this study, the implementation dimension is more about how to initiate and organize international

programs than manage internationalization as a whole. Thus, the implementation dimension is modified to the following two parameters: deliberate (the introduction and/or management of international programs in a systematic manner by their characteristics viewed by the institution and following explicit and precise procedures) or random (the introduction and/or management of international programs as they occur without reference to established procedures). According to Paige (2005), “if the university has a governance structure and review mechanism for internationalization, the possibilities are greater that the process will succeed” (p. 108).

The primary sources for data collection for this dimension came from a review of institutional documents describing organizational charts, policies, and established procedures toward internationalization. The secondary sources of data were semi-structured interviews with the senior leaders of GU, the Director of International Admissions, the Director of the Pathways program, and chairs and deans of departments and schools that take part in some type of international programs. An additional analytical framework, drawn from diffusion of innovation theory was also used to code data related to the implementation dimension (see Tables 7 and 8).

Table 7. Sample Implementation Analysis Model

Components	Criteria	Indicators
Innovative characteristic pre-evaluation of international programs	Deliberate = Explicit evaluation, plan and organization, guidelines, and procedures of specific international initiatives developed in an orderly or systematic fashion	Internationalized curriculum Study abroad programs International students
Explicit procedures developed in an orderly or systematic fashion	Random = No explicit evaluation, plan and organization, guidelines, and procedures of specific international initiatives developed in an orderly or systematic fashion	International scholars Joint education program Branch operation abroad

Table 8. Diffusion of Innovation International Programs Characteristics Analysis Model

Components	Characteristics Scale					Overall Scale
	TR	OB	CP	CX	RA	Easy to run
Internationalized curriculum						
Study abroad programs						
International students						
International scholars						
Joint education program						
Branch operation abroad						

Note. Trialability = TR, Observability = OB, Compatibility = CP, Complexity = CX, Relative Advantage = RA. Scale: 1 = Not likely; 2 = Slightly likely; 3 = Neutral; 4 = Likely; 5 = Very likely.

Interviews and observations were based upon the introduction and management of international programs, which started with assessing and reviewing characteristics of an innovation (refer to international programs for this study) identified and constructed by Rogers' (2003) diffusion of innovation theory as follows:

1. How would you understand and assess the five innovative characteristics of international programs at GU?
2. How would you assess the process for developing the policies and procedures for international activities and programs at GU?
3. What specific practices and procedures are in place that confirm that international programs are planned and organized deliberately?
4. Do precise explicit procedures developed in an ordered systematic fashion exist (Burris, 2006)?
5. How does GU introduce a new international program, and how is it diffused and implemented afterwards?

Trustworthiness

Ensuring trustworthiness of data is an important part of qualitative research. Lincoln and Guba argued that trustworthiness is established when findings reflect as closely as possible the meanings as described by the participants (as cited in Lietz, Langer, & Furman, 2006). Several methods were employed to maximize accurate representation of participants' perspectives in the study (Stake, 1995). Methods of trustworthiness such as triangulating data, pseudonyms, and researcher reflexivity were employed to address credibility, transferability, and confirmability (Lincoln & Guba, 1985). Meanwhile, the reliability of this study was supported by careful attention to the study's conceptualization and the way in which the data were collected, analyzed, and interpreted (Merriam, 1998).

Since the researcher is the "primary instrument of data collection and analysis in qualitative studies" (Merriam, 1998, p. 203), the utilization of multiple sources of data collection and analysis enhanced credibility of the case conclusions through the confirmation of emerging data (Iuspa, 2010). The present study triangulated data (Bogdan & Biklen, 1992; Cherry, 2000; Hesse-Biber & Leavy, 2011; Krathwohl, 2009; Merriam, 1998, 2009; Mertens, 2010; Stake, 1995; Yin, 2009) by comparing the data collected from multiple sources, such as field observations, documents analysis, in-depth interviews, and the institutional reporting component of this study. By triangulating information, an objective representation of the data was demonstrated (Marshall & Rossman, 2006). Conducting member checks reduced misinformation and distortions introduced by the researcher or informants (Lincoln & Guba, 1985; Merriam, 1998; Tracy, 2010). Prolonged engagement and persistent observation in the field included building trust with participants and learning the culture (Creswell, 2009; McMillan & Schumacher, 2010). Peer debriefing (Lincoln & Guba, 1985) was also used. All of these were ways in which credibility was established. In addition, clarifying my position,

assumptions, and biases that impact the inquiry from the outset of the study increased credibility (Merriam, 1998). I commented on my past experiences, pre-determined knowledge of the topic, biases, beliefs, and orientation to the internationalization position and process at GU.

Researcher's Role and Biases

In a qualitative study, researchers are the primary instrument of inquiry. Therefore, it is essential to identify the researcher's past experiences, values, assumptions, biases, motives, and purposes before conducting the study (Hesse-Biber & Leavy, 2011; Merriam, 2009; Mertens, 2010; Stake, 1995). I recognize that my role as the primary investigator is limited in that I am a human instrument. In this study, I served as the primary instrument for collecting and analyzing data, and thus, I designed the interview questions, created the observation protocol, and obtained, analyzed, and synthesized all necessary documents (Merriam, 2009; Mertens, 2010). As a field observer, I sought to obtain insider information while maintaining some outside perspective (Yin, 2009). In doing so, I made my presence known to the participants, but did not attempt to disrupt or alter any environments or situations encountered (Merriam, 2009; Mertens, 2010). Therefore, it was important to recognize what my personal motives, experiences, biases, and subjectivity might bring to the analysis (LeCompte, 2000; Merriam, 2009; Stake, 1995).

First, my personal goals for this study revert back to when I began my career as a higher education faculty member and administrator in China. My deep-rooted interest in internationalization of higher education has never ceased and continues to spur me on to understand the mechanisms to diffuse and implement internationalization institutionally. My personal background and experience, which includes leading internationalization at a Chinese university, along with studying abroad, lends itself to a pro-internationalization bias. I believe it is beneficial to integrate an international dimension into the teaching, research, and service functions of an HEI. This bias may influence the fundamental standpoint taken into this

research. By acknowledging my bias, however, my personal connection enhanced this instrumental case study. The researcher considered “critical subjectivity,” which means that my experience is not eliminated, but kept in check (Maxwell, 2005, p. 38). Maxwell (2005) noted that even the most “...admirable scholars within the scholarly community...do not split their work from their lives. They seem to take both too seriously to allow such dissociation, and they want to use each for the enrichment of the other” (p. 38). To further support this point Maxwell (2005) posited that: “Separating your research from other aspects of your life cuts you off from a major source of insights, hypotheses, and validity checks” (p. 38).

To ensure bias did not overly influence data analysis, I was prudent not to interject my opinion on internationalization during the processes of data collection and analysis as much as possible. In addition, the activity of comparing participant responses and codes controlled potential biases held by the researcher and any potential misinterpretations across the data collected. Furthermore, this study allowed for an interactive process, one that was authentic and encouraged reflection and rapport between the researcher and the participants (Merriam, 2009; Mertens, 2010). By listening carefully, being a good communicator, and being sensitive to the feedback of the participants, I was able to maintain a level of reflexivity and ultimately generate reasonable and meaningful conclusions.

Chapter Summary

This chapter introduced and justified the case study approach used in the study. The qualitative approach of the study involved the sample case and participant selection process. It also described in detail data collection process, including interviews, documents analysis, and field observations, as well as the data analysis process. Important issues of validity, reliability, researcher’s role and bias were also discussed.

Chapter 4. Findings

This chapter examines GU's pursuit of its internationalization and, specifically, the ways data assist in answering the following research questions:

1. How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers' (2003) diffusion of innovation theory?
2. In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?
3. In what ways does internationalization at GU provide relevant data and insights that evaluate the usefulness of the blended theoretical model with the long term of goal of generating a more universally applicable theoretical model of internationalization to guide other HEIs toward successful and coherent internationalization?

The findings are presented as thematic categories that emerged from data collected through nine oral and written interviews, 26 document analyses that were reviewed from over 40 documents collected, and 18 field observations.

Prior to presenting the findings as they relate to and inform the research questions, I present an overview of the internationalization movement at GU, using data from interviews, document analysis, and observations. I begin with a general history of internationalization at this institution and then focus on two themes that emerged from the data to partly answer research question 2: the motivations and rationales for making this initiative one of GU's top priorities and the major barriers and challenges to diffusing and implementing internationalization institutionally.

As noted above, the blended theoretical framework was used in subsequent sections to analyze the data and, in the process, respond to the research questions and ultimate purpose that guided this study. It is important to note that I will begin by discussing part of the data in relationship to research question 2. That is, I will describe and discuss the motivations and rationales and then the barriers and challenges as factors that partly facilitate and/or impede institutional diffusion and implementation of internationalization at GU. The discussion of these factors lays the groundwork for me to then address research question 1 and the remaining data for research question 2. In this chapter, I will allude to ways the data inform research question 3, but I will reserve that discussion for Chapter 5 when I synthesize findings and discuss the implications of this research and the usefulness of its findings for future study, policy, and practice.

Understanding GU's Internationalization: An Overview

In its early days, GU was established under distinctive Christian influences, which included the mandate, given by Christ himself, to make disciples of all nations. Thus, the early impetus for contacting other peoples and cultures stemmed from the desire to spread the Christian faith. In 1924, for example, when an alumnus physician arrived in Peking to serve with a medical college, a student reporting the news observed: "In this way, the influence of our institution for God and Righteousness is being extended from year to year to the far corners of the earth" (*GU Strategic Plan*, 2016, p. 5).

Unsurprisingly then, GU's nascent internationalization began when GU alumni became missionaries in different countries. At the time, however, internationalization was fairly one-dimensional and referred mostly to one-way mobility; GU students and faculty travelling to other countries as missionaries. Over time, higher education began to focus more intently on globalization and internationalization. At GU, this trend manifested itself in a desire to bring the

world to GU so that students could interact and understand others and develop cultural awareness. This meant bringing international scholars and students to the GU campus. Along with the desire to spread the Christian faith, the desire to recruit international students was also linked to the search for tuition dollars in higher education in general, and also at GU.

Internationalization efforts at GU have grown over the past few decades. Various international initiatives and programs have been developed to bring international students to study at GU, to send GU students to study/serve abroad, and to build credit articulation programs with overseas institutions. The institution has also increased its commitment to have a presence in Asia and South America and to increase the number of international students on campus. As the current President of GU noted in his interview:

The commitment to internationalization was really made through the last three presidents. President Smith [pseudonym] was particularly interested in internationalization of Africa. President Jones [pseudonym] began China initiatives, and then, under the [current] presidency, GU diversified its focus to even more countries, which added to the diversity of GU's campus.

A walk through the GU campus provided evidence of strategies being used to provide a global perspective. Numerous bulletin boards on campus display information about world cultures, global events, study-abroad opportunities, and global service learning and internships. The Japanese art gallery in the GU library and the Chinese art displays in an administrative building on campus further demonstrate the university's interest in world cultures. The University Pathways intensive English language program is also part of the university's global outreach. It is a one-year non-credit program aimed at increasing the English language skills of international students and providing them with academic and cultural information to be successful in U.S. university-level education, at both the undergraduate and graduate levels. Meanwhile, the diversity of the students and faculty is celebrated in formal and informal ways. For instance, international students and visiting scholars enjoy a university-sponsored welcome

dinner, and the University Pathways graduation ceremony is heralded and promoted as an important event on the campus. Faculty, students, administrators, and alumni support many of the multicultural co-curricular events.

For a century and a quarter, generations of GU graduates have been involved in some form of Christian ministry across the United States and around the world. Moreover, it has forged a history of innovation and academic excellence, faith and learning, worship and hope. As people today are more globally aware, interconnected, and technologically driven than ever before, the current president of GU, stated:

New channels for salt and light continue to emerge; we are compelled to explore them. New opportunities, many of them international, cross our path; we are compelled to expand our reach and embrace them. Upcoming celebrations of GU's 125th anniversary have prompted us to consider how we can effectively extend the benefits of this rich heritage to future generations of students and expand our reach to even broader audiences.

In order to embrace the world, and expand its reach to serve graduate and undergraduate students on campus, online, and abroad, he further shared about the decision to change the institution's name from G College to GU by referring to the 2016 Strategic Plan (*GU Strategic Plan*, 2016, p. 1):

After much prayer, consultation, and careful thought, we are convinced that G College will more effectively extend its heritage and expand its reach if its name more accurately reflects our work today and the work we are poised to embrace tomorrow. At first glance and upon first hearing, G College recalls our clear footprint in history as an innovative institution that integrates faith with learning. At first glance and upon first hearing, "University" clarifies our expansion with strong graduate programs and a growing global reach.

The shift from "college" to "university" was applauded by another senior administrator who shared in an interview that:

GU clearly identified as "university" rather than "college" as "college" translates into something of lesser value than "university" in today's global conversation. GU benefits from the clarity with international conversations, and immediately assures concerned prospective international students of its qualifications and reach.

In many ways, GU encompasses a “virtual” community that reaches far beyond campus and across the world to connect students with faculty and other students. Learning takes place on campus, online, and across the world in places like Rwanda, Costa Rica, Israel, and Uganda. In recent years, these have also served as host sites for GU to offer its brand of Christian, comprehensive, life-transforming education. For example, during January’s “Interterm in Israel,” students made the county their classroom, exploring geography, archeology and Biblical texts in Jerusalem, Galilee, Caesarea, and other sites.

The 21st century is seeing a larger vision of internationalization emerging at GU with a more disciplined articulation of internationally relevant motivations and rationales, barriers and challenges, and more aggressive development of internationally supportive policies, support mechanisms, and international initiative and programs.

Motivations and rationales for internationalization. Motivations and rationales for internationalization at GU were identified through document analysis and the responses to the interview question: What are the major motivations and ultimate goals of internationalization at your university? This section discusses three motivations and rationales for integrating international dimensions into teaching, research, and service. These are:

1. Expanding GU’s influence on a broader international audience;
2. Enhancing the quality of teaching and learning; and
3. Diversifying revenue sources.

Expanding influence on a broader international audience. This investigation identified a number of motivations for internationalization at GU. Of these, expanding its influence on a broader audience appears to be primary. Indeed, this impulse to internationalize naturally flows from GU’s heritage steeped in the education- and missionary-minded church from which it originated. As a senior faculty member stated in an interview:

Outreach was a key component of any Christian organization. If GU aims to empower students for the 21st century and offer them a transforming education, it must provide them with knowledge and opportunities that go way beyond their limited cultural boundaries. It must move them from their small towns, from the mid-west mentality, from the U.S. perspective, and make them citizens of the world.

GU marked its 125th anniversary in 2017, and generations of its graduates have been involved in some form of Christian ministry across the United States and around the world. The impetus to expand and formalize this outreach is a key motivator for the institution's internationalization efforts. As the current President noted in the President's Welcome of 2016 (*GU Strategic Plan*, 2016, p. 1):

For a century and a quarter, we have forged a history of innovation and academic excellence, faith and learning, worship and hope. Upcoming celebrations of this remarkable story have prompted us to consider how we can effectively extend the benefits of this rich heritage to future generations of students and expand our reach to even broader audiences.

The President emphasized that the GU agenda to extend its heritage and expand its reach was necessarily ambitious and particularly challenging against the backdrop of this fast-changing world where people are more globally aware, interconnected, and technologically driven than ever before.

Some of the interviewees echoed the President's ideas and identified the motivation to internationalize as "sharing the Gospel," a desire to spread the "good news" to all peoples. A GU administrator exemplified this view by stating in an interview that:

GU's internationalization was learning about and accepting other nationalities, their cultures, and their way of doing things and learning how to compromise and work together for everyone's benefit. It was about spreading the Word so that all may be one in Him.

Thus, it seems, that a primary motivation to internationalize is rooted in the faith-based mission of GU.

Enhancing quality of teaching and learning. The second pressing motivation for GU's internationalization is related to educational goals, notably to ensure students gain global

awareness, to enhance educational quality, and to expand students' intercultural expertise. Indeed, some critical documents and all of the interviewees recognized strengthening the international awareness of students and improving the quality of teaching as a strong (if not the strongest) motivation to internationalize. Thus, GU is committed to cultivating innovation and agility by “emphasizing learning beyond the classroom by enhancing the educational experience with service learning, mission trips, international experiences, chapel and worship activities, athletics and major-focused internships that help students develop their minds, bodies and spirits” (*GU Strategic Plan*, 2016, p. 7). In addition, the institution has developed a plan to develop new academic programs, facilitate shorter degree completion times, emphasize learning beyond the classroom, deliver a transformational first year experience for students, and increase its international reach.

Several interviewees acknowledged the need to internationalize and to be active in the international arena and asserted that international initiatives would make GU's future brighter and benefit students and faculty members. As one department chair noted:

GU was to deliver a quality higher educational experience to its students within the broader multi-cultural context, not only of our society but of the world. Its mission was not to have a parochial education that was locked into a particular culture but very wide and open-ended education that opened the world to our students.

A senior administrative officer, in turn, affirmed:

Internationalization of GU dramatically improved the educational milieu and broadened the recruiting market. Students with an international perspective of any intensity should be expected to be better empowered and aware to effectively serve in their workplace and community after college. The wake-up experience of seeing and knowing the international landscape seemed to cause students to move from extrinsic motivation to learn to intrinsic motivation. Research showed that students who traveled abroad retained and graduated at a much higher level than those who did not.

These ideas were echoed by a faculty member who remarked that: “It was significant for GU to maintain and to foster or to enhance international cooperation so that it could educate good global citizens and promote democracy worldwide.”

Interviewees also noted the importance of increasing the diversity of students and faculty in order to expand faculty and student perspectives (Green & Olson, 2003). One faculty member emphasized this point: “The faculty was very much strengthened when it built cooperation on a worldwide level. It gave you perspectives for solving problems by having access to people from different countries who speak other languages and having access to other publications.” Another senior faculty member stressed the impact of internationalization on students’ thinking:

Internationalization at GU meant opening up the minds and hearts of its students to the wide differences of cultures and beliefs of the people in our world today. It meant that we made effort not only to present this information in theory, but also to provide opportunities for the students to experience living and working in different cultures first-hand. It meant that all faculty members include information in their courses about how different cultures might approach certain subject matter. An international campus would encourage professors and students to do research on different aspects of global impact in their own lives.

One department chair praised internationalization at GU as “it enabled GU to expand and diversify its student base which affected not only those international students who were having an experience in America. It also affected American students as they learned to interact with students from other cultures.” All of these reasons motivated GU to internationalize, and as a result, to enhance the quality of teaching and learning.

Diversifying revenue generation. Revenue generation was another one of the prominent motivators for GU’s internationalization efforts. In this, it was consistent with literature that highlighted a growing trend in the international higher education arena, with government and university leaders increasingly viewing education in terms of an export commodity (O’Carroll, 2012). Tuition and fees from international students are obvious attractions to many institutions (Hudzik, 2015).

Before elaborating further on this significant motivating factor, a brief review of the historical context behind GU’s various sources for income is merited. One interviewee noted that for nearly all of GU’s existence, GU had been self-sufficient and relied mostly upon

internally generated income (tuition generated each year). However, as a GU senior faculty noted, “In the past few years GU had been suffering an economic set-back.” In light of this challenge, she explained that: “In the last six years the top administration [president and some members of his cabinet] realized that the sustainability of the school depended on reaching out to a different population, i.e., international students, to generate new revenue.”

With this economic motivation as a key influence in GU’s directive to internationalize, the institution developed a number of lofty goals outlined in GU’s internationalization strategic plan, including increasing the number of international students. GU, and many institutions worldwide have followed the simple logic that, “the more foreign students there are paying high tuition fees, the higher the economic return” (de Wit, 2002, p. 91). Interviewees for this study were not very candid about the impact the economic climate and its own financial status had on GU’s approach and goals for internationalization; however, they recognized that the bleak economic context was a major factor that compelled GU to pursue opportunities to generate much-needed revenue. All participants for this study expressed some understanding of the motivation to generate funds from institutional internationalization, even though they did not emphasize this rationale partly due to self-esteem and partly due to a belief that might consider money-making as something ignoble as compared to education. One academic noted, however:

I believe in the monetary aspect as well. We understood that international education was big business, and students from other countries would pay dollars to come to American universities. Well, that was fortunate for us. Our mission was furthered by the monetary possibilities of having students come and pay for an education.

Most interviewees recognized this motivation, but in vague ways. They, for instance, described this motivation to expand the number of international students as “the need to enroll more students since the university was struggling to find students to fill their classrooms,” and “to broaden the recruiting market.” Only one noted openly, “Most of our evaluation of international programs was based on income generated.” The notion that internationalization is

driven, at least in part, by the need for revenue finds support from the reality that in evaluations of internationalization efforts at GU, financial impact was always the main measure to assess the achievement of international projects. For instance, annual/periodic revenue and cost are used as the primary index to assess the achievement of international student recruitment.

In summary, GU's commitment to missionary work continues to have an impact on GU's decisions and motivations to internationalize. Moreover, GU's motivations to internationalize tend to cluster around desired educational outcomes and revenue generation. Even though categorizing motivations suggests a certain degree of separateness and individuality among them, these categories are interconnected and cross-feeding (Hudzik, 2015). Institutional internationalization is better viewed as part of a cause-and-effect chain (perhaps a matrix) of motivations, challenges, approaches, and purposes. To move beyond motivations and rationales to action, and then to results, it is also important to identify and reduce barriers and challenges to internationalization.

Barriers and challenges to internationalization. GU's barriers and challenges to internationalization were identified through the analysis of responses to the two interview questions: 1) What do you think has been your university's significant barriers with respect to the internationalization process? 2) In your opinion, what are the challenges to internationalization at GU? This section is dedicated to discussing the barriers and challenges GU faced in the process of integrating an international focus into university structures and functions.

Cultural traits as barriers. For the purpose of this study, university culture was conceptualized as the organization's territories, history, characteristics, core values, and relationship to the broader socio-political system in which it exists today. Cultural traits as obstacles inhibiting internationalization at GU include a deep-rooted and strict Christian culture,

a lack of self-confidence about branding, a remote geographic location, and a wait-and-see attitude toward internationalization. As noted above, GU's history and culture provided an impetus to internationalization. Interestingly, the same history and related cultural traits created some internal barriers to internationalization in the form of behavioral and attitudinal barriers at the level of individuals, departments, and within the institution as a whole. Some of these were rooted in some faculty and student lifestyle regulations. For instance, GU encourages a healthy campus by prohibiting smoking, drinking, and using illegal drugs. These prohibitions in some instances are very different from those of international students' home countries. Similarly, GU only recruits those scholars and administrative personnel whose lifestyles align with GU's traditional values and Christian spirit.

The demand for a particular lifestyle has presented challenges to diversifying GU's international faculty and students. The current President noted in his interview:

I think we are rumbling with the behavior of international students on campus. You know if you are used to your home community of drinking alcohol and smoking, then how do you manage that in a campus community that does not favor smoking or drinking alcohol. Some of those behavior issues lead to resistance.

A senior administrator agreed, noting that attracting international students and faculty "is not easy because of GU's tradition and culture."

Furthermore, internationalization implies a transformation of people's behavior and attitude. A fundamental attitudinal barrier to behavioral change at GU is that of responsibility displacement, or the attitude that "internationalization is their job, not mine." A senior faculty member explained this barrier: "We need everyone buying into the fact that if we have international students, changes must be made in all the different aspects of the school - housing, support services, curricula, billing, financial aid, scholarship opportunities, etc." She continued, "but they are not in place at the same time." She then described the consequences of not having everyone on campus recognize his or her role in supporting internationalization: "If we do not

convince everyone on campus that this is the way to go, that the future of our university depends on this, it won't happen." An administrator stated that: "Our Vice President personally likes to call internationalization 'disruptive innovation.' We are moving at a rapid pace, and when you do that, it can make change uncomfortable. People fear change, most people are afraid of how it might look."

In addition to the internal cultural and attitudinal barriers, interviewees also identified some external barriers. Geographic location, for instance, is an important barrier and challenge to internationalization of GU. The rural environment and small campus in the Midwest United States were mentioned by many. A senior faculty member commented, "We believe our location is also an impediment to growth. GU is a very small, rural community. This does not attract students used to living and studying in large cities." The current President agreed, noting, "International students can feel isolated unless they quickly make American friends, or buy cars in their second year of study as we are in a rural area."

Another obstacle is weak branding of GU in the global arena. The perceived lack of a global reputation has brought challenges to the recruitment and retention of international students, especially those from Asian cultures which cherish rankings and big names. Many students who graduate from the University Pathways program prefer to choose big name universities for their degree programs of study. This is one of the frustrations GU has faced. This lack of a strong reputation for internationalization also causes faculty and administrators to feel diffident about promoting GU to a global population and building collaboration with global partners.

Besides GU's location and branding, the political macro-environment is also adversely impacting institutional approaches to internationalization. Some of the interviewees mentioned

that the administration under President Trump was problematic for GU's future internationalization. The current President commented:

President Trump seems to be unwelcoming of everybody in terms of how he wants to build the wall with Mexico and wants only American students. Also, visa restrictions on inbound student/staff and U.S. visa processes are frustrations of internationalization.

A senior faculty member expressed similar concerns:

President Trump has a negative impact on internationalization of universities/colleges. There is a clear division in our citizens - those that embraced the "America first" slogan to mean we don't need to like, be nice to, accommodate foreigners in our nation, or even accept Americans who are people of color. Then we have those that see diversity of the population and international efforts as essential for the future of our nation. So far, the college constituents (former students, alumni, special donors, members of the Board of Trustees) have been in favor of the internationalizing efforts on campus. Yet, many of them are firm Trump supporters, so, I don't know how they will respond in the next few years to internationalizing efforts. The attitude of those who supported Trump's "America first" slogan is detrimental to internationalizing anything.

In sum, cultural challenges to GU's internationalization include internal policies and actions, such as the Christian-based lifestyle regulations, attitudinal barriers to organizational change, as well as external challenges, such as GU's remote location, weak branding, and American policy.

Governance and structural barriers. For this study, governance is concerned with the structures, procedures, and communications for decision making, accountability, control, administration, communication, and codes of conduct for internationalization. It is expressed through legislation, structure, policies, regulation by-laws, and informal norms. Three barriers and challenges to internationalization have been identified in the areas of governance. These are decision making protocols, structure, and communication.

An issue that affects internationalization at GU and most other HEIs is the lack of independence and authority of the leadership to make and implement decisions. Thus, internationalization efforts become immersed in bureaucracy. At GU, there are many governing

bodies, such as the Board of Trustees, President's Cabinet, President's Council, Dean's Council, and many faculty committees in governance. Such a system restricts individual leaders' options to address the challenges of an evolving environment. At GU, decision making structures are further complicated by a diffusion of authority across different entities. One frustration expressed by a senior administrator was the lack of control over the decision making and hiring of academic personnel to support internationalization. This statement was supported by interviews and observations suggesting that the non-academic leadership and staff at GU felt they had very little control in the area of academic support personnel and that there were many student and faculty mobility issues that required professional academic expertise, including hiring of language faculty, but they had little support from the academic units.

Besides the challenge of a less than ideal decision-making structure, the lack of clear or supportive regulatory frameworks at GU also limit leadership's capacity to implement internationalization effectively and efficiently. Expectations of leadership and authority are often not as clearly defined in HEIs as they are in other organizations (Hudzik, 2015), and leaders are often in a position where they must persuade rather than mandate change. Such an organizational reality can present significant challenges to rapid innovation. Instead, changes such as internationalization require coalition building and some degree of coordination for clarity of purpose and direction (Hudzik, 2015). In the view of participants in this research, GU, like most HEIs, has the drawbacks of a loosely coupled organization (Weick, 1991). For example, a faculty member noted that:

A barrier to successful internationalization of the student body was the reality that the international students, already unfamiliar with U.S. colleges and customs, had to work with multiple offices such as housing, student success, records, and others without a clear coherence and coordination among them.

The current President contrasted the coordinated support students received in the University Pathways program with the support provided to international students in the

traditional undergraduate program, as he expressed the need for a coordinator of service in order to fully implement internationalization:

With our University Pathways program, we have [Liz] (pseudonym). She is very motherly to the students. She cares very deeply about international students. It is a big culture shock, when they leave University Pathways for the main campus, where there are fewer support structures. So, at times students kind of fall between the gaps.

A senior administrative officer also described an additional implementation administrative challenge: “Our greatest area of challenge has been in adapting new admissions and marketing situations globally...combined with getting approval [for] credit articulation in a timely manner within GU.” Credit articulation, a significant element of internationalizing curricula, means a curriculum is approved and recognized by two different units in one institution or between different institutions. One administrator noted:

An obstacle to internationalization is the rigidity of the academic curriculum, posing difficulties for students from outside GU to find comparable courses that will transfer and apply towards their degrees. Even different units/schools’ credit articulation at some levels could cause barriers for increasing the retention rate of international student at GU, such as grades and credit transfers, class registration timelines, payment timelines.

A final obstacle and challenge for internationalization at GU within this category is an observable lack of clear and effective communication channels. Butler (2016) argued that campus leaders have the freedom to be directive on many issues, but that there is some risk in taking advantage of this freedom because when faculty and staff are left out of decision making, their support is often lacking. The lack of effective communication influenced how internationalization was framed on campus at GU. For example, a faculty member stated that: “One of the barriers is we have not had any conversations with the administration as far as the study abroad program is concerned. I think that this is a big gap of communication.” He added that: “Communication is not always smooth between different offices.” Another senior department chair also noted: “We don’t always communicate those international programs with high possibilities for success to the campus community. The senior leaders could give a higher

profile to international programs so that the entire campus is more engaged in the internationalization efforts.” An administrative support staff added, “The more our office and our internationalization goals here on campus can reach out to and communicate with our partners, the more we will have that acceptance and welcome on campus.” A senior faculty member also expressed her worries about communication: “If we don’t convince everyone on campus that this is the way to go, that the future of our university depends on the internationalization, it won’t happen.”

Human resource barriers. The third major barrier mentioned by the interviewees was a limitation of human resources to serve internationalization. At GU, one issue is the lack of international and intercultural background of faculty and administrative support staff, and also the “lack of faculty interest and involvement in internationalization” (Knight, 2005, p. 75). Without sufficient numbers of qualified individuals, GU’s faculty and administrative support staff are working extra hours. An administrator stated that, “GU needs to hire more staff to support student services,” and a senior faculty expressed concern that few human resources were dedicated to international efforts. Another administrator agreed, noting that: “The biggest challenge is not having enough manpower to accomplish all the positive changes and projects we would like to have in place at this very moment.” A faculty member made a similar claim: “We need to hire more personnel for study abroad programs, also we need more faculty members in the language department to teach, but there are no faculty positions open at the moment.”

In part, the insufficiencies at GU in relation to internationalization are linked to the lack of enough faculty and staff to work in this area, as well as the insufficient knowledge and skills of existing faculty and staff. Also concerning, are the disinterest and reluctance on the part of some of the faculty at GU to attempt to meet the educational needs of their international students. A senior administrative officer mentioned that there were faculty who resisted

internationalization, especially because of the challenges of teaching students struggling with language issues in the classroom. An administrator agreed:

GU students and faculty do express some resistance to international activities on campus. This resistance can arise from concerns by faculty as well as by academic units that they do not have the experience and skills necessary to engage internationally in a quality manner or in international subject matter.

In sum, when human resources are either insufficient or when personnel have negative perceptions on internationalization, these issues become a barrier to the process. More details about human resources will be addressed under the support dimension analysis in the next section.

Financial barriers. Many campuses face the challenge of insufficient funding, and the success of every academic innovation hinges on the availability of adequate resources. At many institutions, insufficient funding for faculty engagement in internationalization is exacerbated by the marginal status of international activities and programs on most campuses (Green & Olson, 2008). Internationalization becomes real and legitimate when the institution devotes human and financial resources to achieving expressed goals. Similar to institutions worldwide, conditions of financial distress or constraint at GU were viewed as a significant barrier to internationalization.

A department chair stated that dollars were always tight for internationalization:

The challenges are financial certainly because to define internationalization properly means dollars, and that is a big challenge. So right now, the challenge is that the program is largely self-supporting, meaning that the students are required to bring dollars with them. Then those dollars can be used to further student recruitment and to give student support services to those students. One of our challenges is to find external sources of funding for internationalization efforts.

Another administrator also noted that:

A significant barrier to internationalization of GU would be the lack of American students going to study abroad. Whether that lack is related to finances or to interest is unknown. Normally students willingly participate in cultural activities produced for the entire campus, so perhaps the reluctance is due to the financial hurdle American students could be facing if they study abroad, and GU does not invest money to support study abroad program.

Another administrator echoed, “One of the challenges is lack of finances in study abroad programs to support students to go.”

In addition, several participants commented about the different priorities and interests that take away the financial support for internationalization efforts at GU. As one senior faculty stated: “Resources are limited at the college. As a result, money is limited for any endeavor within the college, and internationalization efforts have not gained the priority yet.” The funding challenge to address institutional internationalization will be further described under the support dimension analysis in the next section.

In summary, the major obstacles facing internationalization at GU fall into four categories: cultural traits, organizational governance and structure, human resources, and finances. Individuals also mentioned a few additional barriers including language difficulties of international students and the challenges of infusing internationalization into all aspects of campus life.

GU’s Position on the van Dijk and Meijer (1997) Internationalization Cube

This section analyzes GU’s policy, support, and implementation decisions around internationalization and their impact on its institutional diffusion and implementation. Findings reported here assist in answering the following research questions:

1. How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers’ (2003) diffusion of innovation theory?
2. In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?

GU's policy on internationalization. Van Dijk and Meijer (1997) defined policy as the importance attached to the internationalization aims of an institution and noted that these aims that can be either priority or marginal. To assess an organization's policy dimension, Davies (1992) recommended looking at organizational documents, such as mission statements, strategy plans, admissions documents, personnel policies, and promotion and publicity, as they can provide evidence on where the university stands on internationalization (Iuspa, 2010).

The mission statement is the first artifact of institutional support (Boggs & Irwin, 2007; Harder, 2011; Henrickson, 2010; Knight, 1993). As with any organization, the mission statement provides the basis for strategic planning (Piazza, 2015). GU's mission statement asserts that GU "empowers students for lives of character and service through a transforming Christ-centered education in the liberal arts, sciences, and professional studies" (*GU Strategic Plan*, 2016, p. 3). An analysis of this mission statement reveals a lack of attention to internationalization. GU's mission statement emphasizes providing a transformational Christ-centered education, developing the whole person, inspiring students to embrace God's call, but it does not make relevant its international purpose or "include the importance of preparing students for 'global citizenry'" (Heyl, 2007, p. 23).

In contrast, some paragraphs regarding core values and GU student learning outcomes suggest something of an international ethos. Student learning outcomes include "engage culture and demonstrate cultural awareness" as well as "recognize and articulate the essential features of a Christian worldview" (*GU Student Handbook*, 2017, p. 16). Among the six core values of GU education, two reflect an international ethos. These are the values placed on being "an open-minded and welcoming community" and "global awareness" (*GU Student Handbook*, 2017, p. 14). To explain the core value of "an open-minded welcoming community," the handbook stresses that, in cultivating an environment that welcomes diversity of opinion and tradition, GU

promotes open-mindedness and authentic actions of hospitality among its students, faculty, and staff. This emphasis is aligned with the essence of internationalization in higher education, which can be defined as the “process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution” (Knight, 1994, p. 7). In terms of “global awareness,” GU challenges students and faculty to demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions. In addition, GU stresses to its community the need for reaching out to other cultures and nations in order to address the world’s problems. These provide an ethos to guiding GU’s international initiatives.

To further understand GU’s internationalization policy statements, it is relevant to point out that, at the time of this study, GU was undergoing a rebirth of its internationalization ethos. GU’s “Transition to University Strategic Plan” published on Christmas Day of 2014 explicitly incorporates “international” as one of the university’s strategic themes. Presidential speeches, school-generated videos, and documents feature prominent references to internationalization. In particular, GU puts emphasis on extending its heritage and expanding its reach, and several articles and videos accenting the significance of internationalization are prominently positioned in GU media. The current President, in the introduction to the “Transition to University Strategic Plan” (2016, p. 1), wrote:

People today are more globally aware, interconnected, and technologically driven than ever before. New channels for salt and light continue to emerge; we are compelled to explore them. New opportunities, many of them international, cross our path; we are compelled to expand our reach and embrace them.

In the same document, Dr. Rodriguez (pseudonym), the former University Provost, argued that the new curricula would meet the world’s great needs and help the students learn, experience, and influence the process of globalization. Dr. Newton (pseudonym), the university Vice President for Alumni and International affairs, affirmed the institution’s ambitions on

internationalization and multiculturalism that included drawing more international students to campus and sending more students overseas to learn and share the gospel. These remarks marked an awakening, signaling a willingness of GU to advance its internationalization process. Furthermore, they demonstrate a commitment from the upper university administration toward internationalization, setting the background for the strategic plan initiative.

The university catalog suggests that GU is finding ways to support internationalization through a liberal arts education. At GU, students must complete not only a major, but also a general education curriculum. Required courses expose students to multiple views and perspectives that enable them to respond with maturity to the complexities of the contemporary world and its cultural, religious, and ideological diversity. As part of the general education program, GU offers more than 15 cross cultural courses during the academic year and at least three foreign language courses each semester. All students must complete a cross cultural course or experience and a foreign language course in order to develop global awareness.

A variety of documents suggest that GU has a strong stated commitment to internationalization. Table 9 provides an overview of all documents reviewed. Using classifications suggested by van Dijk and Meijer (1997), I note whether this commitment is marginal (M) or priority (P) as evidenced by the documents.

Table 9. Policy Analysis Model Summary

Documents	Priority = P Marginal = M	Evidence
Mission Statement	M	No indication of global, international, or multicultural commitment. GU's mission is to empower students for lives of character and service through a transforming Christ-centered education in the liberal arts, sciences, and professional studies.
Transition to University Strategic Plan, 2016	P	Explicit mention of international education. Today, global reach for GU necessarily involves expanding its influence to broader audiences - undergraduate and graduate - on an international platform.
Core Values	P	Global awareness included as a core value. GU challenges students and faculty to demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions. In addition, GU stresses to its community the need for reaching out to other cultures and nations in order to address the world's problems.
Students Learning Outcomes	P	Engage culture and be creative: Demonstrate cultural awareness. Describe the essential components of culture, the challenges and opportunities of cultural interaction, and distinctive contributions of Western civilization. Demonstrate knowledge of at least one other culture. (Knowledge)
GU's Catalog	P	Explicit mention of multicultural diversity. GU has a historic but ever-increasing commitment to multicultural education. All students must complete a cross cultural requirement in order to graduate. Mentions the Office of Multicultural Affairs and the Office of Cross Cultural & International Programs.
Admissions Package	P	Explicit mention of students from around the globe. Explicit mention of study abroad opportunities and world outreach missions for students.
International student Admission Viewbook	P	Prominent mention of multicultural and international campus. Mentions Pathways program. Mentions international students' scholarships. Mentions Asian foods. Mentions international clubs and organizations.
Students Activities	P	Numerous announcements of multicultural and global events, such as Chinese New Year Eve.
GU Publications	M	RECORD and VISTA mentions international activities occasionally.
GU's Website (Main Portal)	P	Explicit links to Chinese students, Español, and Pathways programs (English and culture immersion program).
GU International Funding	P	Fulbright funding for international scholars; International student scholarships.

Personnel Policies/ Faculty Bios	P/M	Strong emphasis on global/international dimension for tenure, hiring, rewarding decision = P
		No mention/guidelines of international dimension for tenure, hiring, rewarding decision = M

Knight (2003b) stated that, “It is interesting to look at the way in which definitions can shape policy and how practice can influence definitions and policy” (p. 1). Interviews with the GU senior administrative officer, faculty, and staff reflect this interaction between policy and practice. When asked how they would define internationalization, participants tended to mention two themes: efforts to recruit and educate international students and emphasizing multiple cultures and practices across campus and in the curricula. Internationalization as a process influencing the organization as a whole was rarely mentioned. For example, the current President defined internationalization as “sending and receiving international students, developing cross cultural curricula, experiencing different worldviews.” An administrative support staff narrowed the definition, defining internationalization as “being intentional about inclusion and acceptance of international students.” A senior faculty member explained it more from the cultural perspective as “opening up the minds and hearts of our students to the wide differences of cultures and beliefs of the people in our world today.” Another administrator offered a similar view, stating that: “Internationalization is learning about and accepting other nationalities, their cultures, their way of doing things and learning how to compromise and work together for everyone’s benefit.” Interestingly, a senior faculty understood it in a different way, stating that “internationalization is to increase multifaceted ties between GU community and students from the other cultures, which begins with developing a well-balanced international program from the vision of GU’s administration and administrations from other universities.” And a senior administrative officer stated that: “Internationalization means building access and

processes to send and receive students to and from international destinations for the purpose of study and cultural enrichment.”

Only two interviewees indicated that internationalization was a process in an organization. One administrator said that on an operational level, internationalization could be defined as the procedures, ways, and manners of doing things. And one faculty member stated that: “Internationalization dramatically changes the world view of both involved students and faculty as well as those who they associate with. It changes the way we look at the world and each other and assured a brighter and more secure future.”

Interviews with GU’s senior administrative officers, faculty, and staff revealed a consistency in defining internationalization in relations to GU’s core values, catalog, and student learning outcomes. At the same time, a question was presented as to how the internationalization fits within GU’s mission and agenda, and how GU’s mission statement supports their definition of internationalization. Surprisingly, all of the interviewees’ responses demonstrated that they believed there was consistency between internationalization and GU’s current mission statement, even though the “world” or “international” was not mentioned in the mission statement. In particular, the current President indicated that:

The mission statement is broad and inclusive - to prepare students for lives of character and service. It does not differentiate students by race, nationality or gender. Our strategic plan calls for increased internationalization, and our student learning outcomes include the need to consider other worldviews.

A senior administrative officer had a similar comment:

Students with an international perspective of any intensity should be expected to be better empowered and aware to effectively serve in their workplace and community after college. The wake-up experience of seeing or knowing the international landscape seems to cause students to move from extrinsic motivation to learn to intrinsic motivation.

A senior faculty member also stated that:

Internationalization is important to the GU’s mission as a Christian organization. Outreach is a key component of any Christian organization. If we aim to “empower”

students for the 21st century and offer them a “transforming” education, we must provide them with knowledge and opportunities that go way beyond their limited cultural boundaries. We must move them from their small towns, from the Midwest mentality, from the U.S. perspective, and make them citizens of the world.

When queried about personnel policies toward internationalization, such as to hiring, annual evaluation, rewarding decision, tenure and promotion, and/or facilitating faculty and staff professional development for international activities, respondents indicated that there was little focused directly on internationalization and offered no idea about the rewards to international efforts. Other evidence confirmed this. For example, a review of the *GU Employee Handbook* (2016) does not mention international work or activities as a requirement for hiring, promotion, and tenure. Instead, its broad language leaves it up to the departments, colleges, and schools, to determine if international work is relevant to the achievement in the area of service. The current President expressed his regret that GU had no rewards in place for international efforts, but also noted that the institution tries to give additional support to faculty who present at international conferences. Conversations with deans and faculties confirmed that international activities or efforts are not required as a part of the tenure and promotion process. A senior faculty stated, “I do not believe international efforts are part of the tenure and promotion process.” A senior faculty member also affirmed: “I haven’t heard of any ‘rewards’ for international efforts. If a faculty member goes abroad it is due to a sabbatical that he or she proposed. They are not given additional funds.” This was echoed by another senior faculty member:

I don’t think there are specific programs that are making funds available exclusively for international teaching and things of that nature. There are grants that are competitive in nature, where the faculty members can propose any number of different ideas and if they propose an international idea and it was accepted, it will get funded, but not as an umbrella of an international program. There are no funding efforts by the university that lead to encouraging faculty to engage international activities. I don’t think there are any funding researches, or programs of that nature which I am aware of.

Only one senior administrative officer, however, responded differently, and said that there existed an informal favoritism in the review and tenure process for faculty who traveled abroad to teach.

In summary, vital documents including the mission statement, strategic plan, core values, catalog, admission viewbooks, website, publications, reports on internationalization, students learning outcome descriptions, and interviews with institutional leadership, key academic and administrative administrators, faculty, and staff, all lead to the conclusion that internationalization is generally a priority at GU in terms of the policy dimension in the modified internationalization cube. Also, it indicates that policy, and the way it interacts with practice, are among the key factors that seem to encourage diffusion and implementation of internationalization at GU.

GU's support for internationalization. The second factor in the successful diffusion and implementation of any internationalization strategy is the allocation of the necessary resources and support (Jooste, 2012). In the case of innovation in higher education, support includes the provision for a management structure and services including institutional academic and department support, leadership, and campus culture to implement strategy, as well as the provision of a funding model and human resources. This support can be either ad hoc or a one-time allocation of resources, or sustainable with a clear indication or presence or plan that supports constant/stable replenishing.

The current President realizes that despite strong institutional policy statements and willingness to internationalize, there is long way to go to ensure adequate commitments and resources. He stated, "We have made a good start, but have much more to do to support that rhetoric with resources." Table 10, using concepts from the modified internationalization cube,

displays the analysis of GU's support for innovation, including sample evidence to support the conclusion. A more detailed discussion of the components follows.

Table 10. Support Analysis Model Summary

Components	Indicators	Ad Hoc = A Sustainable = S	Evidence
Organizational Structure	<ul style="list-style-type: none"> • Governance and control. • Chain of command. • Authority and responsibility. • Balance between centralized and decentralized promotion and management of internationalization. • Line and staff authority. • Departmentalization and job specialization. 	A/S	No clear indication or presence of coordination to monitor, identify incompatibilities, and look for new opportunities to advance the internationalization vision based on GU's existing preferences and practices for organization, leadership and authority.
Budget	<ul style="list-style-type: none"> • Adequate and constant funding allocation and support system. 	A	No clear indication or presence of incorporating internationalization as one of the institution's priorities with adequate and constant funding allocation and support system.
	<ul style="list-style-type: none"> • Integrated into institutional-wide and department/college level strategic planning and budgeting system. 	A	No clear indication or presence of integration into institutional and sub-levels strategic planning and annual budget planning.
Human Resources	<ul style="list-style-type: none"> • Adequate and constant human resources support system. 	A	No clear indication or presence of adequate and constant human resources support system for internationalization.
	<ul style="list-style-type: none"> • A cabinet-level administrative position for internationalization. 	S	Yes. Vice President for Alumni & International Affairs.
	<ul style="list-style-type: none"> • International faculty. 	S	Yes. Clear presence of recruiting international faculty annually.

	<ul style="list-style-type: none"> Faculty and staff professional development for international activities. 	A	No clear indication and presence of any constant commitment the institution to make to further educate and develop its existing faculty and staff for international activities through professional development opportunities.
Services	<ul style="list-style-type: none"> Support from institution-wide service units (i.e., student housing, registrar, visa advice, orientation programs, cross-cultural training, fund-raising, alumni, information technology). 	S	Clear indication and presence of sustaining to offer housing, IT for international students and guests, providing specialized admission and registrar for international students, occasionally fund-raising and alumni donation for visiting abroad.
	<ul style="list-style-type: none"> Involvement of academic support units (i.e., library, teaching and learning, curriculum development, faculty and staff global training, research services). 	S/A	Clear indication and presence of library, learning center, and foreign language courses to support international students, but insufficient foreign language to support American students, and no clear presence support for faculty and staff global training and research.
	<ul style="list-style-type: none"> Engaged leadership and an international welcoming campus culture. 	S/A	Clear indication and presence of engaged leadership by frequent senior leadership messaging to both internal and external stakeholders on the importance of internationalization for GU and its future, and trying to build resource collaborations throughout the institution, but with a vague indication of welcoming campus culture.

Organizational structure. Basic concepts of organizational structure provide a framework for vertical control and horizontal coordination of the organization (Lunenburg & Ornstein, 2008). Structure is central to achieving performance goals within organizations. The

following discussion of organizational structure at GU provides background for a more thorough analysis of support for internationalization.

In terms of general governance and control at GU, the Board of Trustees wholly owns the institution and is the final authority on all policy and significant operational decisions. The field observations and interviews suggest that at GU, chain of command is “unity of command,” which means that a subordinate is accountable to only one person, the person from whom he or she receives authority and responsibility, rather than “the scalar principle,” which means authority and responsibility should flow in a direct line vertically from top management to the lowest level (Lunenburg & Ornstein, 2008). According to the current President as he presented in his interview:

The President made the decision to appoint a Vice-President (VP) for International Affairs and has gradually added to the staff in his area. The VP is responsible for operations directly linked to internationalization which include recruiting international students, promoting study abroad opportunities and short-term mission trips, and overseeing the University Pathways program.

Thus, an important component of the structural support at GU includes having one office through which all international activities are funneled, and most broad internationalization decisions are made. The director of this office reports directly to the president. Each of the subjects interviewed specifically referenced the top-level leaders as providing the direction for the internationalization activities. The leaders referenced were executive leaders at GU including the President and Vice Presidents. Additionally, participants also referred to the governing board and suggested they have authority for internationalization. The Board of Trustees provides campus-wide leadership in key areas (e.g., for undergraduate programs, information technology), and these provide sufficient precedent for establishing a central leadership model for internationalization, which means that senior leadership retains most of the authority, depending on subordinates to implement decisions only.

A senior administrative officer explained who made decisions about the internationalization strategies at GU: “Most of the internationalization decision occurred between the President, the VP for Admissions, the VP for Student Development, and the VP for International Affairs.” What he said was echoed by others. One faculty member commented: “I believe that the leader making GU’s internationalization decisions would be [the current] President who works with a very competent leadership team including Dr. [Newton] and Dr. [Rodriguez], both of whom place high value on internationalization.” This was affirmed by most of the interviewees. For instance, one participant said:

If any strategic internationalization decisions were made or implemented, they were done so by a small number of people and they remain in the hands of a small number of people, especially the VP for International Affairs. Usually decisions [at GU] have been made by the top administrators.

However, even though decision making was mostly centralized, departmentalization at GU also required coordination on various internationalization activities. One administrator, for example, expressed that while major decisions were made at the top, “I think that the decisions about implementation of specific international initiatives are made at different layers.” Indeed, the different aspects of internationalization at GU seem to be scattered among several offices. The most prominent of these are the office of VP of Alumni and International Affairs, University Pathways, the World Outreach & Missions Department, the Office of Multicultural Affairs, the Office of Cross Cultural & International Programs, and the Office of Diversity & Inclusion. Each of these offices oversees and serves different components of internationalization.

Interviewees agreed that the current management structure at GU and the complex relationships with various institutional governing bodies offered only a vague sense of who is responsible for what and crippled the efficiency of management. Also, they indicated that this organizational structure was easily immersed in heavy bureaucracy and restricts leaders’ options

to address the challenges of an evolving environment for internationalization. As one administrator explained:

I believe that with our leaders on campus who are travelling abroad and maintaining global contacts, are willing to put funds on those international programs, and value them. However, there are also the other people who are afraid and don't understand the positive effect from the strategic decisions on internationalization movement, so they place their need for control over anything else and, thus, inhibit decisions to propel internationalization.

One faculty member added:

I believe that most of the working actions were made by [the current] President, Dr. [Newton], and other senior administrators. Other decisions were maybe done in smaller committee. But the problem was people on campus were normally unaware of what was happening made outside by different committees or administrative bodies. We have to find ways to communicate and work on the decisions as a community.

In sum, a favorable organizational structure for internationalization at GU is not yet in place. It appears to be centralized in appearance, but in essence, is decentralized.

Conversations with the interviewees and field observation indicated little by way of coordination and productive collaboration among various departments to monitor and identify incompatibilities and look for new opportunities to provide a sustainable support for internationalization at GU.

Budget. Besides organizational structure, another factor with momentous effect on institutional internationalization is the budget. Conversations with the interviewees, information from financial reports, and field observation demonstrate a high level of agreement that there is limited funding for internationalization. GU leaders admitted that they might not be as thoroughly supportive of internationalization because foreign language classes, study abroad, and international studies were very expensive. All participants also reiterated that supporting internationalization was expensive and that insufficient internal funding was the number-one internal barrier to advancement of internationalization at GU.

Regardless of the centrality one may assign to internationalization, it must compete with other core institutional functions and missions for scarce resources. Internationalization, compared with the other core institutional missions, is still in the margins at GU. Thus, international issues are not always addressed centrally in overall institutional budget planning and, especially as part of budget planning at the department level. So far, GU has not included internationalization among their strategic budget planning priorities except for some crucial international initiatives, such as the international student program, and department chairs have not been expected to focus a portion of their budget on their units' internationalization goals. Although the current President recognized the strong commitments GU had made to internationalization, there was still a gap in optimal conditions for internationalization. He regretfully stated:

GU has made a good start but has much more to do. Our budget is tight for internationalization, but international recruitment, University Pathways, and study abroad are line items in our budget. We try our best to offer financial aid packages for international students and have been working with student loan companies to try to secure loan funding for students who need additional financial support.

I received a similar message when I talked to a senior administrative officer. His explanation was as follows:

Given the state of the economy and competing interests, we have been awarded disproportionately higher resources than many other areas. However, to reach our goals of increasing [international enrollment] to 30%, we will need a great deal more resources, especially funding. The burden is constantly on our growth performance to justify adding more resources.

Two senior faculty members had negative comments on financial support for internationalization. One noted:

I do not believe this is done too well. Resources are limited at the college. As a result, money is limited for any endeavor within the college. Few financial resources are dedicated to international efforts. Dr. [Newton] had been given enough money to travel to different countries, to hire recruiting agents, etc. If we do not recruit a large number of international students as a result of his work, the funds will dry up immediately. Recruitment of larger number of students is essential, and this is not happening right now.

Another one had a similar response:

Dollars are always tight. Funding is always in scarce supply. If there are more dollars, then it is possible to fund the international program more adequately and hire more people for that program. However, it is part of a growth trajectory. It began with a smaller program and the program is growing, it is receiving more funding now than it did 10 years ago.

These statements were echoed by a staff member who offered a succinct summary of collective views: “There is an opportunity for improvement in terms of financial support for internationalization at GU.”

To illustrate the lack of funding in particular international programs, there was for example, no budget to internationalize the curriculum. One senior faculty member provided this clear statement:

Internationalizing the curriculum is just a nice phrase faculty throw around the campus. Our foreign language department, a key component to internationalizing the curriculum and providing a new world view for the students, has been cut down in all kinds of ways. The encouragement for the growth of the foreign language studies is without any success. If it wasn't one thing, it was another; but money was the main problem.

Meanwhile, only about 50 GU students spent time abroad for missionary, learning, and service annually. The reason for the relatively low number of GU students who have academic experience abroad was explained by a faculty member: “There is extremely little support from the institution for study abroad happen, by that I mean the office of outreach missions and other endeavors don't receive enough dollar support on campus.” To date, there are no scholarships for study abroad programs, and according to one administrator interviewed, the program cost was one of the most important barriers among GU's students:

We have a study abroad program that is excellent. Students who have participated have benefited greatly and extol the excellence of the program and opportunities presented to them. This is excellent. However, only a few students can take advantage of these opportunities due to the additional costs usually involved. GU needs to invest more finance for them and for the faculty to travel abroad and gain more global experience.

Likewise, the funding for the effort of faculty members' study/research abroad is also very limited. One faculty member stated: "GU only pays 50% of the expenses, and faculty himself/herself has to pay another 50% which makes the international exchange for academics a luxury."

Scholarships for international students seem to be an exception to the pattern of scarce funding for internationalization. Two administrators noted that GU offered scholarships and low-cost loans to international students to encourage their success and participation in activities for more U.S. cultural literacy. An administrative director shared: "Over the two years I have seen increased financial support with international students, but the increase of finances also stands in correlation with international student numbers." In conclusion, the funding for internationalization at GU is insufficient in general, but the finances to support international students' recruitment and services seems on the path of growth.

Human resources. Another area of support that was reviewed was the adequacy of human resources to support internationalization. There were differing perspectives on the level of human resource support. Two senior administrators claimed that such support has been high. One, for instance, said that, "GU has invested in personnel to support internationalization, and human resources have been added incrementally to these areas as the need to support increasing student recruiting and support load has revealed." This statement was supported by a second administrator:

The VP, Dr. [Newton], has a team of hard-working individuals who are working together to bring international students here, to ease their cultural adjustment through loving them, to send American students abroad, and to teach American students to think "beyond."

These views were echoed by a staff member who stated that: "Special personnel are allocated to handle international students' recruitment, life, academic success, and dorm living."

On the negative side, some of the interviewees had a very different voice on the sufficiency of human resources invested in internationalization. One senior faculty member and one administrator felt that staffing was too low. The senior faculty member lamented that:

Few human resources are dedicated to international efforts. Two people are full-time in the Office of International Affairs: Vice President, Dr. [Newton], and [Ruby Schmidt] (pseudonym), as the international recruiter. The International Advisor for students is still a part-time position. The person in this position only works 25 hours a week. The position actually requires a full-time person.

A junior administrator agreed: “GU needs to improve its human resource support for internationalization.” In addition to the interviews, field observations also demonstrated that there were no designated faculty or staff responsible for international affairs in the schools and departments. The relative insufficiency of human resources at GU was, in the eyes of participants, an important hindrance.

Fortunately, GU has been making efforts and progress in hiring international faculty and staff. The current President stated:

We have made serious attempts to internationalize our faculty and hire more diverse and female faculty. Out of 65 faculty, we have faculty from Belarus, China, Korea, Pacific Islands, Canada, Mexico, and senior officials from Dominican Republic, England, and Ireland. We advertise in places to ensure, as far as possible, we have a diverse pool of candidates.

A senior administrative officer had a similar response to international faculty and staff, noting that the university was engaging in “very aggressive and consistent and focused efforts on deliberately internationalizing our faculty ranks...starting with the President, who is international.” In addition, most of faculty interviewed agreed that great care was taken with hiring to ensure a diverse faculty and staff, that efforts had been made to hire more international professors, and that GU recognized that this was a benefit to the institution. Only two faculty respondents emphasized that there was still a lot of room for improvement on diversifying faculty and staff at GU. One, for instance, suggested that, “GU should hire more people from diverse pools of society, not just from the graduates or associates of GU itself.” In sum,

participants at GU in general found human resources for internationalization to be inadequate. That said, the hiring of international faculty was getting more attention and emphasis.

Services. The term “services” used here is in a broad sense, covering engaged leadership at the top, an internationalization-friendly and welcoming campus culture, institution-wide service units (e.g., student housing, registrar, visa advice, orientation, cross-cultural training, fundraising, alumni, information technology), and academic support (e.g., library, teaching and learning, curriculum development, faculty and staff global training, research services). Internationalization requires a thoughtful process, leadership, strategic investments, and broad engagement of the campus community (Green & Olson, 2008).

The commitment to internationalization by institutional leadership was evident at GU. The current President was named by most respondents as the person whose vision and support have been the impetus behind all of the work that was, and is, undertaken to advance internationalization on campus. A senior administrative officer explained the President’s role: “He is the first and foremost champion of internationalization at GU, and interestingly, he has personally lived his commitment to the importance of international experiences.” Besides the engaged leadership from the current President, GU’s leadership realigned the top international position from Vice President for Students Affairs to Vice President for Alumni and International Affairs a few years ago. This landmark step signaled a new era in global leadership at GU and recognition of the significance of internationalization to the future of GU.

In addition to an engaged leadership, successful internationalization requires an institutional driving culture for internationalization. Investigated documents, such as the *GU Student Handbook* (2017) and *GU Employee Handbook* (2017), clearly indicate that GU recognizes and welcomes each person as a key part of the larger group, a group that loves, respects, and supports its members. While the community advocates certain standards for its

members, it also values each individual's identity and strives for openness regarding each one's background and experiences. In cultivating an environment that welcomes diversity of opinion and tradition, GU promotes open-mindedness and authentic actions of hospitality among its students, faculty, and staff. GU expects and promotes an understanding of service as an important form of leadership and a desire to experience the joy of serving others.

Meanwhile, GU has a historic, but ever-increasing commitment to multicultural education. One of GU's goals is to create an academic community persistently and increasingly marked by ethnic diversity among students, faculty, and staff. It seeks to foster positive relationships among all groups on campus. For example, the Office of Diversity and Inclusion has begun to develop programs and services necessary to create a climate that values and celebrates multiculturalism. Through facilitating the advancement of multicultural and cross-cultural awareness and communication, it helps constituents appreciate the rich cultural heritage of diverse ethnic populations. The Outreach and Missions office at GU exists to create and promote valuable learning and service opportunities locally and around the world; crossing cultures and raising awareness about global and local issues.

Conversations with interviewees demonstrate that GU has an exceptional commitment to internationalization from senior leadership, but also illustrates some of the counter-forces or challenges to internationalizing across campus. All interviews reflect this tension, summarized in the words of one administrator:

Offices not involved directly in international office saw the internationalization in a different perspective. They didn't understand the sacrifices, values, and the need of shaken agitation of how they needed to change the words they spoke about that, decisions they made about that and how this would have an effect on internalization process. So, those of us related to international initiatives needed to push or change the larger community to change their decisions, behaviors, expressions, conversations that were closing down the international efforts rather than increasing them.

As champions and supporters to institutional internationalization, we had to insure ultimate decisions to be made or those modifications to be made to alleviate the challenges to the development of internalization. Our department was doing that, but rest

of the campus was not because of the fear, challenges it created, and cultural barriers it created, or its current value.

There was still something not good at GU for internationalization. Due to its Wesleyan tradition¹, there was a strong movement, community, holding back to this tradition, and if engaging people from other cultures were not going to line up with this, it immediately began to exclude people who were not in that framework.

A senior faculty member also lamented about the campus culture to support internationalization:

The problem is that “internationalizing” the campus now lands on Vice President Dr. [Newton]’s shoulders and not on everyone’s shoulders. No college-wide policies and support were established to accommodate internationalization, especially the international students or help them to adapt to the new community. All efforts to make the students feel comfortable fell on the director and faculty of the English language program. No one in the administration ever took part in these trips or activities. We joke that the program, now called University Pathways, was the adopted, unwanted child of the institution. We got “pats on the head” every now and then for “a job well done,” but were usually just ignored. Few, if any, administrators had set foot in the University Pathways Center, the area in which the program is housed.

Once the University Pathways students moved on to the traditional undergraduate program, somehow it was expected that the UP director and faculty would continue meeting their needs. There was some protest, but to be honest, the director and [Liz] (pseudonym), the administrative assistant and instructor of the program, carry most of the load of meeting these students’ needs. Interestingly, the college’s Student Body Association has done more to integrate the international students than the administrators have. Under another UP director, they established a Chinese Student Organization to provide a venue for the Chinese students’ voices. Other Chinese students have actually run for office to be members of the Student Body Association and have won these positions. Again, the students seem to be more welcoming than others on campus. We haven’t prepared or trained the parents, relatives, children for the importance of having these people in our lives, of the benefits of interacting with people with different points of view, etc.

Regardless of these negative statements about the campus culture and service to institutional internationalization, she also recognized the commitment GU made to support internationalization, especially to the international student program, by stating:

Certain policy decisions have been taken to help the international students. GU allows dorms to stay open during breaks and allows international students to move into the dorms earlier than other students due to travel needs, etc. Tutoring programs have been set up to help them continue their studies based on their English needs. Academic coaching has been established to help those internationals who are struggling. International faculty members have been hired to teach in the Engineering/Physics program, a program in which the majority of our international Chinese students are

¹ In the GU sense of the term, the Wesleyan tradition is associated with Methodism, finding its initial focus in John Wesley.

interested. Recently, policy has been established to admit international students with different credentials than the typical U.S. student. This will help us reach out to other students who do not live in cultures that follow the usual practices of U.S. schools. The dining commons has made an effort to provide tasty Asian food to please the Chinese students. They have not made this effort for any of the other international students we have on campus, such as the Latin American students.

Some administrators acknowledged that GU was working to support internationalization in many ways, although limited in scope. One administrator said:

We were working quickly to freshen up some of our systems to better support the international student. We recently signed on with Flywire for processing international student payments, which would reduce wire transfer costs and fees for the student and the institution.

A senior faculty member also noted that: “More and more faculty members at GU are buying into the importance of providing students with global knowledge and different world-views; this will contribute to internationalizing the campus becoming a reality.”

In addition to preparing students to be global citizens, some at GU also recognized the benefits of an internationalized curriculum for attracting international students and their retention rate, as one senior administrative officer and academic stated:

The important initiatives GU has been making to achieve internationalization larger goals are adding international curriculum and majors to international populations, such as the engineering program, business program MBA, and agri-business, digital media, etc.

Unfortunately, the services to international scholars are not as broad and mature as they are for international students. For instance, GU does not have the appropriate U.S. visa (J-1, also called the America visiting scholar visa) designation granting permission to invite international scholars to campus, which becomes the most critical barrier to a diverse faculty population.

In sum, the documents, observations, and interviews reveal that services for institutional internationalization have not been integrative and sustainable as of yet. The challenges related to unfavorable campus culture and lack of involvement of academic support units imply that the overall commitment at an institutional level is an existing issue, like many other institutions in

the U.S., notwithstanding GU's engaged leadership and internationalization achievements. All in all, support for internationalization at GU can generally be described as ad hoc, rather than sustainable, due to some significant gaps in areas like organizational structural, strategic inclusiveness, budgeting, human resources, and service issues. Notwithstanding the deficiency, successful initiatives to secure grant monies to support international goals, generous alumni giving earmarks for international visits, faculty participation in international courses, international student recruitment, and institutional investment in internationalization are evidence of the evolution of elements that will lead to a more sustainable approach to supporting internationalization of the institution.

GU's implementation of internationalization. Van Dijk and Meijer (1997) referred to the implementation dimension as “a way or manner in which international programs are managed” (p. 159) within an HEI. For this study, the implementation dimension in the modified internationalization cube means the way in which international programs are initiated and managed at the institutional level and characterized as random or deliberate. It focuses on how HEIs translate institutional vision into practice and how they arrive at decisions to align resources and determine methods to operate their stated strategic goals (Burriss, 2006). Rogers' (2003) diffusion of innovation theory, in turn, serves as a theoretical and practical framework to help understand international programs' innovative characteristics, and how these characteristics impact their diffusion and implementation institution-wide. The levels within this third dimension are differentiated and typified by a range from deliberate (the introduction and/or management of international programs in a systematic manner or with strategic pre-evaluation following explicit and precise procedures) or random (the introduction and/or management of international programs as they occur without reference to established procedures, or with natural opportunity-based procedures). The staging of implementation starts from the macro-level of

introducing and sequencing international programs deliberately or randomly, followed by micro-level managing and advancing of each particular international program deliberately or randomly. The analysis of implementation in this study focused more on the macro-level than the micro-level. Data collected suggest that there is not a clearly measured and careful approach to internationalization at GU. A review of implementation at GU is summarized in Table 11, followed by a detailed analysis in the next two sections: perceived innovative attributes of international programs at GU and implementation of international programs.

Table 11. Implementation Analysis Model Summary

Components		Indicators	Evidence
Innovative characteristics pre-evaluation of international programs		Internationalized curriculum	No/Random
		Study abroad programs	No/Random
		International students	No/Random
		International scholars	No/Random
		Joint education program	No/Random
		Branch operation abroad	No/Random
Explicit procedures developed in an orderly or systematic fashion		Macro	Random/Deliberate
	Micro	Internationalized curriculum	Deliberate/Random
		Study abroad programs	Deliberate
		International students	Deliberate/Random
		International scholars	Deliberate/Random
		Joint education program	Random
		Overseas branch campus	Random

A comparative analysis of the innovative attributes of international programs. The implementation dimension in the modified internationalization cube includes a phase to pre-evaluate the innovative attributes of each international program. Prior to the actual planning of internationalization, this phase involves HEIs analyzing the external and internal contexts and reviewing the innovative attributes of international programs, which includes relative advantage, compatibility, complexity, trialability, and observability. The results of analysis from this phase provide solid ground for the institutional diffusion and implementation of internationalization. Great detail on the five specific attributes that Rogers (2003) combines from the diffusion of innovation literature was provided in Chapter 2, but in this section, the focus is on how the five innovation attributes of relative advantage, compatibility, complexity, trialability, and observability are manifested in each of the six international programs considered in this study. Not every attribute is salient for every program, so I focus only on those that are of particular note for each program.

Relative advantage. The primary idea of relative advantage is that the innovation has benefits above and beyond the previous policy, program, or technology (DeRousie, 2014). In this study, relative advantage refers to the degree in which constituents at GU perceive an international program to be more beneficial to GU than others, and how much incremental benefit is gained from adopting the program. The degree of relative advantage might be expressed in terms of program performance and attributes, social prestige/institutional benefits, or economic profitability. Interview results suggest that the effort to recruit, enroll, and educate international students is the one with the most readily apparent relative advantage. This is might be due, in part, to the higher education admissions climate that has changed dramatically in the last few decades. Competition between universities has increased exponentially, most

institutions function in a global market rather than in a national, state, or regional one, and students are applying to more and more colleges and universities each year (Hoover, 2010).

Developing international student education is one institutional response to this climate. In reflecting on their decision to promote international student education, the current President noted:

One of my top strategies in terms of our strategic plan is that increasing diversity with both international students and domestically on our campus. I am looking forward to the time when 10-20% of students come from a range of different countries around the world.

In a competitive environment, GU is looking for every advantage in attracting international students. Diversifying the student body and generating new income are the clear advantages of this program at GU. Interviewees believe that greater numbers of international students on campus mean that an institution and its faculty and students can benefit from the diverse cultures; that their presence enhances teaching, research, and service; and that the institutional profile improves. Another advantage of international student education is that it is relatively inexpensive to adopt, and it generates new income for the institution. The cost may be somewhat higher if an institution needs to change to a more holistic and international admissions process—a requirement of global promotion—but the cost is not prohibitively high and can be offset by the benefits of increased numbers of applicants and their higher tuition fees.

Following recruitment of international students, the study abroad program is considered by most of the interviewees to be the second area to provide a relative advantage for internationalization at GU. However, in the eyes of top administrators, joint education programs with overseas partners also have relative advantages. A senior administrative officer stated:

First, in an increasingly globally competitive higher education marketplace, this program can provide unprecedented access to new people and places. Students in countries that have not previously had access to high-quality higher education, particularly from accredited U.S. colleges and universities, can now sign up and learn in their own country and university/college. This brand awareness and expansion of access is in large part a

reflection of the ability of the program to reach hundreds of thousands of students. The ability to scale up in an unprecedented way is a clear advantage of joint education program. Second, the adoption of joint education program has also broadened the access to recruit international students because it allows institutions and individual faculty members to deliver courses in different places where they are able to explore opportunity to promote their institution to the students. But I have to mention at the same time that there is one transparent primary disadvantage of joint education programs, their cost and consistent academic standards.

In the cases of internationalized curriculum, international scholars, and branch operation abroad, all the interviewees agreed that branch operation abroad was a program with the lowest relative advantage.

Compatibility. The compatibility of innovation deals with whether it is consistent with the values of an institution (DeRousie, 2014). In this study, compatibility refers to the degree to which an international program is perceived as being consistent with existing values, past experiences, and needs of potential adopters at GU. The international student education and study abroad programs are the least controversial of the international programs considered in this study and the ones most consistent with GU's existing values, past experiences, and needs.

According to a senior faculty member:

Study abroad programs have been very successful at GU. Students who have participated have benefited greatly and extol the excellence of the program and opportunities presented to them. Regarding international student education, we started the push with the Pathways program; now the students are welcome by traditional campus and professors. Both of them are consistent with GU's existing values.

Additionally, international scholars and the joint education program are ranked right after international students and study abroad programs with respect to compatibility. These two programs are seen as highly compatible with GU's culture and future needs of institutional internationalization.

An internationalized curriculum can be seen both as highly compatible with an institution's culture, and also fundamentally in opposition to it. The administrators interviewed agreed that this was very similar to study abroad program, which references their institutional

commitment to global awareness. They pointed to internationalized curricula as indicative of a holistic and global process that emphasizes culture appreciation learning rather than offering a single-minded education. At the opposite end of the spectrum, the faculty members interviewed complained that “It was not easy to run; administration and faculty would be reluctant.”

Complexity. Complexity addresses the ability of those internal and external to an institution to understand the real and likely impact that an innovation has had or could have (DeRousie, 2014). In this study, complexity refers to an international program’s level of conceptual and technical depth. Complexity is also the degree to which an international program is perceived as relatively difficult to understand and use. In the view of most administrators interviewed, branch operation abroad is the most complex of the international programs. However, surprisingly, the implementation of an internationalized curriculum was also considered very complicated at GU. One senior faculty member shared that:

Internationalizing the curriculum was just a set of nice words people threw around our campus. Our foreign language department, a key component to internationalizing the curriculum and providing a new world view for the students, has been cut down in all kinds of ways. When I was the director of the Language, Literature, and Culture Department, I tried to encourage the growth of the foreign language studies without any success. I even tried to have Mandarin taught as a language but was met with obstacles at every step. If it wasn’t one thing, it was another.

Another faculty member complained that GU did not support French language taught online even though it is a valuable international language that is spoken in many different countries.

It may be challenging to design and create an effective study abroad program, as well as support a pertinent international scholar program, but these two programs overall are not particularly complex at GU. They are comparatively easy to understand and to implement, as there are certain procedures to follow and lead to successful implementation, and consequently, there is little to note in terms of the attribute of complexity. Providing study abroad for all

interested students and offering international scholar opportunities to potential candidates are very straightforward, and they have received a great deal of attention and welcome at GU.

International students on the whole are very interesting to look at when considering their complexity at GU. On one hand, qualifying students do not need to wade through a complex process to be enrolled and studies on campus as domestic students do at GU. However, when looking into the actual policies in more depth, they become extremely complicated at GU. For example, the Pathways program doesn't require strict standardized qualifications to enroll international students, but traditional programs, including undergraduate and graduate degree programs, require certain qualifications. Some programs cover the full cost of attendance including tuition and fees, room and board, and even books and other required supplies without any scholarships; others only cover part of the full cost with certain scholarships. GU must make a number of decisions about how to design and implement policies for international student education, each of which can have a profound impact on how it is executed and who qualifies.

Trialability. Trialability refers to the opportunity that an institution's stakeholders have to experiment or use an innovation on a limited basis. In this study, trialability refers to whether or not an international program is easy to be tried before being launched in order to reduce uncertainty in program performance at GU. Respondents indicated that one of the advantages of internationalized curricula was that courses were somewhat easy to try out. Faculty interested in creating and delivering an internationalized course didn't need much more than a topic and some technical knowledge or support.

Many believed that bringing international students to campus was also easy to try out at GU. It started the push with the Pathways program, and now international students are welcomed by traditional campus and professors. It is, therefore, somewhat surprising that bringing international scholars to campus was considered as a program with a low trialability at

GU. Normally, it is straightforward to understand how bringing international scholars to campus works, however, there is no way to experiment with this program due to the fact that GU doesn't have the appropriate U.S. visa designation granting permission to invite international scholars to campus. Further, the cost of hosting an international scholar may place added financial stress on the institution's budget.

Many institutions that have developed joint education programs did so on what they said was a "trial" basis as they determined whether the program would work for their institutions; others promoted joint education programs for only some majors or some partners at first. However, it is not a simple matter to implement a joint education program, so trialability for this international program was likely somewhat low at GU as one senior faculty member explained:

GU looked into developing joint programs with two universities in China, for example. There were so many areas that needed to be ironed out and that required an incredible amount of time from the international team that was already overworked. These were in terms of examining course syllabi at the partner institution and comparing them to GU's syllabi to decide if the classes were compatible or similar skills were being taught. The strength of the partners programs was also considered. For example, how respected was the partner institution in its own country. In the end, after all this work was done and the partnership approved, nothing came of it because no students on the Chinese side of things chose to take the risk to participate. I believe we became reluctant to try again.

While some institutions have adopted branch operation abroad on a limited basis, offering a few classes, starting in a country with the funding and human resources investment for a year for example, it is difficult to implement on a trial basis as it is a large investment of personnel, time, and financial resources. In this study, I did not collect any data on the trialability of this program at GU as it is not yet on the university's agenda.

Observability. Observability refers to how visible the innovation is as it is being used. It has also been characterized as the ability to communicate information about the innovation. In this study, observability refers to the degree in which the results or outcomes of an international program can be seen and how effectively they are communicated to potential adopters at GU. As

I mentioned in the complexity section above, one of the barriers to diffusion and implementation of a branch operation abroad is the difficulty in predicting the impact on internationalization success. From an observability standpoint, it is difficult for GU to wait to see whether adoption of this program would have a positive or negative impact. The observability challenges of a branch operation in other countries would be that only those who are directly affected by the program (mostly on site in another country) have the chance to observe it. Similarly, it is also difficult to observe the actual impact or learning outcomes of diffusion and implementation of internationalized curriculum, international scholars, and joint education programs. Some participants have questioned whether these programs actually provide greater access to further internationalization or whether they are just a way to demonstrate the commitment to internationalization. This is particularly important when considering whether or not these programs can succeed, since rigorous academic standards and scholarship are the baseline at GU. However, the respondents' reaction to the observability of international students and study abroad programs was favorable. They agreed that these two programs had received a great deal of attention at GU and there were proponents in large and vocal numbers, with few detractors.

Overall, I compared the five innovative attributes across six international programs. Looking across all six international programs, there appears to be a lack of clarity in the evaluation of their innovative characteristics; thus, it is difficult to accurately predict how they affect adoption, diffusion, and implementation. This is not surprising given the different types of international programs included and their respective attributes, especially having interviewed only a small sample of stakeholders at GU. However, the analysis of five innovative characteristics of international programs provides a new approach to understanding how international programs are considered and compared for the introduction and advancement of

internationalization at GU. Based on the interviews, a summary of the level of five innovative characteristics of international programs at GU is presented in Table 12.

Table 12. Diffusion of Innovation International Programs Characteristics Analysis

Components	Characteristics Scale					Overall Scale
	TR	OB	CP	CX	RA	Easy to run
Internationalized curriculum	3.6	3.6	4.2	2.6	3.8	2.52
Study abroad programs	4.8	4.6	5.0	2.8	4.4	3.20
International students	4.8	4.6	4.8	3.2	4.6	3.12
International scholars	4.0	4.2	4.4	3.2	4.4	2.76
Joint education program	4.0	3.8	3.8	2.8	3.4	2.44
Branch operation abroad	2.6	2.8	2.8	3.8	3.2	1.52

Note. Trialability = TR, Observability = OB, Compatibility = CP, Complexity = CX, Relative Advantage = RA. Scale: 1 = Not likely; 2 = Slightly likely; 3 = Neutral; 4 = Likely; 5 = Very likely.

The scales in the table tell us that the study abroad programs and international students are relatively easy to run at GU and the branch operation abroad is the least easy to implement, while internationalized curriculum, international scholars, and joint education programs are generally viewed as positive enough to merit to try for further internationalization. This conclusion was affirmed by the current President: “International student recruitment is the highest priority and sending students outbound is the second priority.” A senior administrative officer and all the other interviewees provided sound and clear support on his affirmation, saying: “Pathways Program (International Students for Language) and study abroad are the priorities that are almost likely to succeed.”

Implementation analysis.

Macro-level implementation through strategic implementation. Macro-level implementation is the domain that represents the staging or introducing and sequencing of international programs deliberately or randomly at the institutional level. The process of internationalization at GU started with a comprehensive understanding of internationalization. The institution then began a process to implement this vision. At the time that decision was made to begin and foster the internationalization of GU, no clear structure existed that could implement the vision effectively. The current President decided to begin the process by appointing a senior position, the Vice President for Alumni and International Affairs, in 2015. Since then, GU seems to have jumped into signature projects or activities with weak strategic decision, which was made to focus on framework issues and to revise relevant policies and procedures to ensure collective leadership, decision making, and endorsement of internationalization priorities and strategies. The current President stated:

In terms of policies, we play catch up all the time. We confront issues of internationalization as they come. We then have to realize that there are procedure challenges that we need to address. The way we can move forward with internationalization is to look at policies and procedures other institutions have developed so that we can get resources so that we can learn from the best practices of other institutions.

Establishing a foundation through policy frameworks and governance structures, has mainstreamed internationalization across GU's central structure, academic faculties, and administrative units and provided the underpinning for the growth of international programs and projects. Field observations suggest that the core mechanism to mainstream internationalization is that the leaders of GU set the direction, and key faculty and staff followed the leaders and provided their respective work to move initiatives forward. Nonetheless, initial introduction and development of international programs at GU still rests mainly on intuition and jump-in

opportunities rather than on a careful strategic pre-evaluation of them. As one senior administrative officer stated:

The international programs were both generated by immediate needs and as a result of study and conference/workshops attendance combined with conversations with other professionals and professional networks that drove our responsive and strategic policies, procedures for international programs at GU. The process at first seemed ad-hoc, but in fact added structural priorities quickly through study, conference attendance, travel and trial and error. Most of our evaluation is based up \$ income, engagement by students, retention, and recruitment.

A senior faculty member concurred:

GU is very innovative, and they are willing to try something and have a pilot to see how well something will work. The implementation of international programs is more a pilot model, and then after the pilot maybe will be duplicated in another model or format. So, I believe that they could have a more level of strategic way to be successful with it.

One department director added:

There is no systematic or academically carefully studied way of statistical assessment. When it happens, usually it happens in a more intuitive and diffused way. It doesn't mean it's few and far between; it actually means that it can happen by anyone taking in an initiative by raising a question and then starts the whole process.

All interviewees presented a somewhat similar view. GU randomly introduced and managed international programs. Engagement in analysis of external and internal contexts before international programs were operationally defined and implemented did not occur in any demonstrable way. All, in one way or another, suggested that the challenging roll-out of internationalization could be linked to the random and fragmented manner of the original process.

In its actual day-to-day implementation, GU's organizational structure works from both top-down and bottom-up manners and employs a hub-and-spoke model. Central responsibility for internationalization is under the Vice President for Alumni and International Affairs. This position is essentially "the hub" of the process. Once decisions are made, they are linked to one or more of the "spokes" directly affected by the decision. One senior administrative officer explained:

Most of the decisions occurred between President, VP for Admissions and VP for Student Development and VP for International Relations. We decided many things including purchase and renovation of a building to be used as an ESL learning center, adding tutoring support, studying and changing our food menus etc. Once the decisions were made, VP for Alumni and International Relations would be responsible to make them happen with the support from different lines on campus.

An administrator said that: “The goal and vision at GU is set from the upper most leadership and pushed down to the appropriate departments.” Another administrator added that: “The push for internationalization, while a priority expressed by the President, is mainly coming from one office, the Office of Alumni and International Affairs led by Dr. [Newton].” A senior faculty member reinforced that “in one way it is top-down procedure: the university administrators meet and make decisions in reference to international programs and activities. Afterwards, when the programs are launched, it becomes a bottom-up procedure.” She continued:

At that point, offices are forced to work through new problems and difficulties without much support from the top leadership. For example, when we started the UP program in 2011, the housing office was forced to place each Chinese student with an American roommate. This caused them innumerable problems because the Chinese students came late into the housing placement process and dorm rooms and roommate assignments were already in place. The housing office then had to call American students to see if they were willing to change roommates and willing to accept an international student as a roommate. This created all kinds of headaches for that department alone!

No matter if the communication is top-down or bottom-up, internationalization is driven, delivered, and diffused by administrators, faculty, staff, and students who, as a minimum, need to have an interest in and understand the importance of international engagement. One frustration expressed by most of the interviewees was the poor diffusion and implementation of internationalization among GU’s population. One administrator noted, “We are in the midst of some growing pains right now in that we are doing a lot to communicate upward to our leadership and the rest of the campus. We are still in the learning phases.” Another had a

similar comment: “We are still in a process of publicizing what internationalization means to the whole campus.”

A senior faculty member was quite direct in expressing concerns about faculty involvement in internationalization:

The “internationalizing” process is implemented in the larger campus in a superficial way, basically through “get to know the culture” activities. Although some international programs themselves are strong, few faculty members are involved in international projects. A few faculty members have taken their sabbaticals in foreign countries, but their experiences have not filtered into the curriculum or their teaching. They have had positive experiences and may encourage students to travel and make commitments to work overseas, but that is it.

This statement was supported by another faculty member who lamented:

People concerned with internationalization things are still outsiders. I believe that there can be a framework that can be inclusive of all layers and all levels. If we can increase adaptive collaborative communication, and we will have effective changes for internationalization. Some people are excluded in that Wesleyan tradition kind of framework.

Fortunately, the institutional leadership has been aware of this problem and is trying to solve it and improve the situation. According to the current President:

Internationalization is achieved in a number of ways, mostly through talking about the value of internationalization, how it enriches the campus community, and then having multiple opportunities for people to experience internationalization through hosting international guests, hosting visiting students’ partnerships to help us move forward with our strategic plan. Most prominently it is constantly reaffirming the value of internationalization, making sure that it is always part of upcoming strategic plan.

A senior administrative officer further clarified:

We have deliberately added international faculty, send faculty on international trips and faculty are now teaching, advising and inviting international students into their homes. We also offered conversational Mandarin on campus for students and faculty, and we have had five international scholars live on campus in the last three years.

Nonetheless, most faculty members experience internationalization on campus through international students in their classes. As limited as this is, some responded positively to this, while others groaned. As one senior faculty member stated:

Faculty are very open to having international students in their classes and are supportive of helping them in a number of ways. However, sometimes it is difficult for them to pay attention to the special needs of international students given their other duties.

The other faculty member interviewed gave a similar explanation:

Those who are warm, welcoming, and excited to have interactions with international students believe these students bring an added world-view to class discussions and will go out of their way to help the students succeed in the class, while the “groaners” expect having these students in class means they will have to work individually with these students to help them get through the classes, and they may also fear the students will demand special treatment.

Overall, the implementation on a macro-level is in a random manner at GU. The introduction, development, and management of international programs occur more with natural opportunity than through pre-evaluation or reference to explicit procedures. The further diffusion and implementation of internationalization at GU needs sustainable support by deliberate plans and dedicated teams, including faculty members and schools, administrators and staff. Besides the comprehensive understanding of implementing internationalization at GU analyzed above, it is also important to comprehend the implementation of some of the particular international programs that have been most influential on the road to internationalization.

Micro-level implementation: Program-based implementation. Micro-level implementation represents the procedures developed in a deliberate or random fashion for managing and advancing each particular international program (Burriss, 2006). Data analysis revealed that different international programs had different approaches to implementing processes. In general, GU has processes and guidelines in place for international students (visa applications and optional practical training), study abroad, and internationalizing the curriculum, but the institution has not yet developed processes for attracting international scholars, joint education programs, and overseas operation programs. For example, no approval policy on international education agreements is available to set clear guidelines for units initiating international activities at GU.

Due to the current status of internationalization at GU and the maturity of particular international programs, in this section, international students, study abroad, and internationalized curriculum are discussed in detail. International scholars, joint education programs, and the overseas branch operation programs are as important, but are not analyzed because of their fledgling status and incomplete procedures yet to be fully developed at GU.

International students. GU generally views international student recruitment in terms of financial gain. At the same time, several interviewees argued that the motivation also stemmed from the need for a more multicultural student body and increasing the international fabric of GU through the diversity they contributed to classroom discussions and campus culture. Regardless of the debates over motives, international student recruitment was viewed as a key and integral part of GU's internationalization.

Even though it is valued, the recruitment of international students at GU is more of a one-sided effort left to the Office of Vice President for Alumni and International Affairs (OAIA) than a university-wide endeavor. The OAIA manages the growth of international-student numbers in such a way that this diversity is enhanced. This office guides a number of top-down procedures for developing the policies and strategies for the international student program. For example, normally, the President's Cabinet has a meeting where recruitment of international students is discussed. The general principle underlying the selection of international students is academic excellence. The OAIA, in collaboration with the Office of Admissions, the Office for Student Development, and particular schools, formulate admissions criteria for international students in accordance with the general principle described above. Then the Vice President for Alumni and International Affairs goes to China, India, or Brazil to make contact with people in those countries who are interested in forming partnerships with GU. After he returns, international recruitment staff contact students the partners have identified. In the meantime, changes are

made to admission requirements hurdles that may cause problems for the students applying from overseas (e.g., not requiring ACT or SAT scores). Finally, a few students arrive on campus.

At this point work with them becomes a bottom-up procedure. Once the students arrive on campus, decisions are made to ensure they are welcome; changes in dormitory policies, talks with the dining commons personnel, establishment of social/cultural events to please the students, and so on, are facilitated. The broader university community is continuously informed about and exposed to the cultural diversity of international students. This is promoted through the frequent celebration of different international cultures.

In the last seven years, senior administration has realized that the sustainability of the school depends on reaching out to a different population, that is, international students. In order to do so, a “niche” was established by former President Dr. Jones [pseudonym] in the form of an intensive English language program, the Pathways program. This program is primarily focused on English language learning. Unfortunately, the Pathways program was, in many ways, both the beginning and the end of the internationalizing efforts for some time. No college-wide policies were established to accommodate the international students or help them to adapt to their new community. All efforts to make the students feel comfortable fell on the director and faculty of the Pathways program. Once the Pathways students move on to the traditional undergraduate program, it is often expected that the Pathways director and faculty will continue meeting their needs, and the director, administrative assistant, and instructor of the program have lived up to these expectations, carrying most of the load.

To date, the international student program is considered a success given its rapid growth and build-out in a short period of time. As the Vice President for Alumni and International Affairs enumerated, “It would be hard to achieve a better result in last five-year period beginning with its first ESL class.” Although the institutional target of having 30% of its student body

represented by international students is yet to be achieved, the administrators and faculty believe that the current 4% do have a major impact on the development of a global learning environment on campus. With a diverse student body from 23 countries, the road towards international student education is well on its way and the end goal appears achievable. The current President, however, stated with caution that:

It will likely be slower than I would like it to be. Internationalization is not a flick of a switch suddenly you do not have any international students and then you have a 100. GU gradually has to build up, so it knows how to change. We have to live with the value of internationalization rather than quick gain.

Regarding the social networks for international students, GU has an Office of Diversity and Inclusion that develops programs and services necessary to create a climate that values and celebrates multiculturalism. It also seeks to support the ethnic student population and encourage them to utilize GU's resources in order to prepare them to succeed by furthering their life goals and thus enhance their overall growth and development.

In summary, the implementation of the recruitment and education of international students at GU follows a systematic process throughout the admissions and enrollment process. After students are enrolled, there are some structures that were created through policy decisions by the Vice President for Alumni and International Affairs and the Vice President for Students Affairs. Other support structures, however, seemed to have evolved over time.

Study abroad. Study abroad is an historic strength of GU and a central component of GU's international portfolio. Just as efforts are underway to increase the number of international students studying at GU; likewise, GU aims to increase the number of GU students spending a year, semester, or summer abroad. Students can choose to study around the world through programs offered by the Council of Christian Colleges and Universities and Students International. GU has also established some of its own study abroad programs. Outreach and

Missions is the department that provides students with international learning and service opportunities; the director explained:

[World] Outreach and Missions is the same as Study Abroad. I handle the two functions in unison. I send students for missions and study abroad in the same trips and same missions and they are combined at GU. I am the director of all travel outside of the country through the Outreach and Missions office at GU.

The director reports to the VP of Alumni and International Affairs directly. She and the academic advisers at GU devote time to support students who study abroad. They developed exemplary advising materials both online and in the form of handouts for students. Most departmental offices have small libraries of advising and program materials. To date, GU has not committed resources for a designated study abroad office, but the assistance is provided on how to apply for a passport, program selection, and pre- and post-trip activities, as the director stated: “I have helped in participated in building partnerships with Mexico and other countries. I have promoted programs for students to travel with agencies to attend programs with different countries. I help with travel preparations, cultural, and translation needs.”

In brief, the implementation of study abroad programs generally grew out of extensive and careful analysis of context by the World Outreach and Missions department. This unit, by all accounts, plans and implements its actions deliberately. As discussed in an earlier section on resources, limitations of this program appear to be the result of a lack of funding for more robust support, and not due to implementation failures.

Internationalized curriculum. Incorporating a global perspective into the GU curriculum is slowly being recognized as an important component to the internationalization process. There is a careful approach to governance of all academic issues at GU. In terms of the curriculum and academic life, the faculty maintains great authority and works interactively with the administration; internationalization of curriculum is no exception. There is no evidence of a “top-down” approach to the implementation of internationalized curriculum except for the

Pathways program. The faculty works in collaboration to create interdisciplinary global curricula.

The Pathways program, a one-year, non-credit program is the most internationalized of all of GU's offerings. Highly structured, this curriculum was developed in a top-down manner. In addition to the UP program, GU offers foreign language courses, such as Spanish, French, and sometimes Mandarin during a January inter-term class. Besides the foreign language requirement, all students must complete a cross cultural course or experience for their graduation. In addition, GU offers international content in courses like Cultural Awareness in the Classroom (EDU 202) and Cross Culture Studies in Literature (ENG 246), and many more courses with international content. The cross-cultural designation for a course is made by the Director of Cross Cultural and International Programs in conjunction with the Inter-School Academic Affairs Counsel (ISAAC). There exist policies that allow for exemptions to the cross-cultural requirement for students who have lived abroad for significant periods of time. The authority to grant such exemptions is held by the Director of Cross Cultural and International Programs (*GU Student Handbook*, 2017).

There is a definite understanding on the part of institutional leadership that internationalization of the curriculum is central to forming a more internationalized institution and that responsibility lies within the faculty. Internationalization of the curriculum is driven on multiple fronts within academic departments and faculty members with leadership and support from the Office of Academic Affairs. Undergraduate education is responsible for the lower-division courses while the different schools and departments focus on the upper-division courses tied to the students' majors. The Office of Diversity and Inclusion at GU maintains a database of multicultural and cross-cultural training and education materials and resource persons who are available to make presentations pertaining to the language, culture, history, or current issues of

different cultures. In short, implementation of international curricula does not depend on administrative decree. Rather, it is about encouraging and expecting faculty to bring global learning themes into classes.

With regard to the three international programs discussed in the above sections, the data suggest that the micro-level implementation of international programs, such as recruitment and education of international students, study abroad programs, and international curricula, for the most part, has been orderly and structured with a focus on stated goals. However, its management is more like a single event rather than a process. Most of the international programs involve only some subsections, not the institution as a whole, and on one activity rather than on all aspects of the university. As one staff member iterated:

The process of publicizing internationalization on campus is not in a centralized way. It is still from the perspective of solving specific problems, at the same time each time you solve a problem and then a connected office will adopt a certain way of doing things. The communication among the limited number of faculty members still focus on specific issue, specific academic issue or cultural issue.

Chapter Summary

To conclude, the research findings include evidence that GU shows a growing commitment to internationalization, with evidence reflected in the strategic plan, archival documents, and interviews. Nonetheless, administrators, faculty, and staff at GU acknowledge various challenges in the internationalization journey related to limited resources and faculty commitment. The next chapter provides a summary of the findings, implications of this study, as well as recommendations for GU's future internationalization and further research.

Chapter 5. Discussion and Recommendations

This chapter presents a discussion including interpretation, implications, and recommendations based on the data collected and analyzed in this instrumental case study of GU's internationalization process. Among other things, it:

1. Provides a summary of the findings to probe research question 1: How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers' (2003) diffusion of innovation theory?
2. Discusses the implications of this study as they relate to research question 2: In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?
3. Examines possibilities in relationship to research question 3: In what ways does internationalization at GU provide relevant data and insights that evaluate the usefulness of the blended theoretical model with the long term of goal of generating a more universally applicable theoretical model of internationalization to guide other HEIs toward successful and coherent internationalization?

The chapter concludes with recommendation for GU's future internationalization and further research.

The internationalization of HEIs has moved to the top of the agenda in many colleges and universities (NAFSA: Association of International Educators, 2011; National Association of State Universities and Land-Grant Colleges, 2007). An in-depth comprehension of what internationalization entails is pivotal for institution-wide diffusion, implementation, and

sustainable development. This study was designed to examine how these processes worked in one, small institution in the Midwest United States.

Using an instrumental case study methodology with a qualitative mode of inquiry, I sought to present a glimpse of GU's internationalization process by answering three research questions. The first question looked at policy, support, and implementation for internationalization at GU. Research question 1 was answered by reviewing institutional documents, field observations, and data from interviews with senior leadership, faculty members, and staff. The second question expanded this examination of GU's internationalization process by looking at how particular key factors influence and facilitate the institutional diffusion and implementation at GU. These key factors include motivations and rationales, barriers and challenges, institutional policies, support (organizational structure, budget, human resources, and services), implementation (macro-/strategic institutional implementation, micro-/operational or programmatic implementation), and represent indicators that can be ranked to determine the degree to which internationalization is infused throughout the institution. The last question was designed to understand whether the use of the blended theoretical framework developed for this study can be useful for institutions that pursue similar internationalization goals. The study sought to present a holistic organizational assessment and enhance the understanding of the interactions of factors in an institution that influence whether international programs grow, decline, or remain stable, and consequently diffuse and implement internationalization institutionally as a whole.

Summary of Findings

GU's position on the modified van Dijk and Meijer internationalization cube. The analysis of GU's policy, support, and implementation dimensions places GU in position 5 (priority in policy, ad hoc in support, and random in implementation) of the modified

internationalization cube (see Table 13). It must be noted that the current positioning represents only a snapshot of the institution at the time of the present study. The institution's commitment toward internationalization has been present since GU was establishment, yet for many years, internationalization has not been at the very top of the agenda. It appears that GU's internationalization is becoming reinvigorated with the strategic plan, *Extending Our Heritage, Expanding Our Reach* (2016).

Policy. The policy dimension concerns the importance attached to institutional pursuits and can be categorized as marginal or as a priority. The range of policy at GU was examined to determine the scope, focus, and explicitness of institutional policy related to internationalization. At GU, the commitment to internationalization is explicit and tangible with respect to senior leadership. It is evident in the language of the university's strategic plan and core values description. In these statements, diversity is celebrated, education abroad is encouraged, and international students are seen as an important intellectual population. The leadership, as well as other internal and external constituents, embrace an international ethos. Internationalization is generally seen to be a priority at GU in terms of the policy dimension even though it is not mentioned explicitly in the mission statement. The stated commitments to internationalization have not yet been matched by an array of policies to support it, but the institution is slowly developing supportive policies.

Support. The support dimension is related to how institutions design their organizational structure to create sound leadership and campus culture and to how they systematize and allocate finances, human resources, and services in support of internationalization activities. Support is classified as either ad hoc or sustainable for the purpose of this study. An institution may exhibit some characteristics of a sustainable approach, as well as present ad hoc elements. Despite evidence of both types of support systems within a given institution, it typically is classified

based on how the overall support is expressed and organized in relation to the level of internationalization engagement.

GU is classified as ad hoc in the dimension of support for internationalization. This is due to the fact that there seems to be a gap in the support available for international programs despite priority policy on internationalization. Although GU possesses engaged leadership, a welcoming campus culture for internationals, dedicated resources to international programs, and favorable organizational structure, funding and human resources are not always adequate. Specific needs for additional support in areas such as non-academic personnel and funding to provide for and respond to student mobility, faculty international experiences, development of international curricula, and challenges in the area of support of international students, are examples of inadequacies in resources and services.

When the reality of investing resources in internationalization occurs, there often arises a contradiction between actual support allocated and the strong commitment expressed at the policy level at GU. There is strong internal competition for resources and finance, and this reality often creates irregular and sporadic gaps in institutional support. This ad-hoc, occasional support can be considered a hindering factor of internationalization (Childress, 2009) at GU.

Implementation. The implementation dimension refers to the way international programs are initiated and managed at the institutional level for this study. The vertical dimension refers to whether implementation is occurring on the macro-level (institutional and strategic) or on a micro-level (day to day and programmatic). The horizontal dimension refers to whether implementation is random or deliberate/systematic. An institution may exhibit some characteristic of a deliberate approach, as well as present random elements. Despite evidence of both types of implementation within a given institution, it is classified based on how the overall implementation and management is expressed.

GU can be categorized as random in the overall macro-dimension of implementation for internationalization. No strategic pre-evaluation or measured and explicit approaches to introduce various international programs in a deliberate way were evident. The international programs surfaced with few or no processes in place and mostly occurred through taking advantage of natural opportunity-based situations. However, GU shows a deliberate/systematic approach more than a random/ad hoc one in the micro-level implementation of some particular programs. Although international programs originally surfaced with few or no processes in place, the on-the-go learning process has led to carefully drafted processes and offices that manage the programs (especially international students and study abroad programs).

Decision making and control over the implementation of international programs remains at the central level. This is greatly ameliorated by the collaborative leadership style of the President. The President maintains an open and supportive stance on internationalization and encourages faculty, administrators, and students who seek to participate in or influence the development of international programs at the institution. Additionally, the Vice President of Alumni and International Affairs also works and communicates cooperatively with different departments, schools, and staff. Both of them are champions for internationalization, providing a clear policy of where the institution is going, as well as gathering support for implementation processes.

To conclude, this study argues that if an institution's internationalization policy is considered a priority, and deliberately implements and provides sustainable support, the institution is on track to be highly internationalized. When GU's internationalization effort is evaluated using a modified internationalization cube and diffusion of innovation theory, it appears that GU is not yet fully committed to the process. Support for internationalization is not

yet adequate and implementation on the macro- (institutional) level is random. As Table 13 demonstrates, GU would likely place somewhere around position 5 on the model.

Table 13. GU's Placement on the Modified Model of Internationalization Cube

Position	A Policy of Internationalization	B Support for Internationalization	C Implementation of International Programs
1	Marginal	Ad hoc	Random
2	Marginal	Ad hoc	Deliberate
3	Marginal	Sustainable	Random
4	Marginal	Sustainable	Deliberate
5	Priority	Ad hoc	Random
6	Priority	Ad hoc	Deliberate
7	Priority	Sustainable	Random
8	Priority	Sustainable	Deliberate

Implications of the Study

Research question 2 asked: In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU? It also explored the relative importance of each dimension identified in the theoretical model. The hope is that GU can utilize the study findings to determine where they have strategic gaps as they attempt to diffuse and implement internationalization throughout the institution. This study provides insight into GU's motivations and challenges around internationalization, and assists GU to review its policy decisions, support provisions, and implementation approaches. In this section, the answers to research question 2 are summarized and discussed.

The modified internationalization cube with diffusion of innovation theory model used in this study provides a way of thinking about the interrelation of various parts of a system. While some factors may influence institutional internationalization more than others, it is the cumulative effect of a number of factors working independently and together that has driven GU's institutional internationalization forward. Also, while some factors can be easily identified and documented, such as barriers, policies, and support, other factors, such as institutional culture, are essentially invisible and internal. Yet both work in conjunction with each other to influence institutional internationalization.

In this next section, I first describe how individual factors influence the diffusion and implementation of internationalization institute-wide. Then using Yin's (2009) technique of explanation building, I describe how a combination of factors led to the development of institutional internationalization.

Key factor 1. Motivations and rationales. The motivations and rationales driving internationalization vary from institution to institution. Differing and competing motivations and rationales contribute to both the complexity of the international dimension of education and the substantial contributions that internationalization makes. In spite of the complexity of individual rationales or a set of motivations, it is of fundamental importance for an institution to be very clear in articulating its motivations for internationalization, as policies, programs, strategies, and outcomes are all linked and guided by explicit and even implicit rationales (Knight, 2004). A clear understanding of motivation also collectively encourages a comprehensive and strategic institutional approach to internationalization and encourages a wide range of actions that must involve all institutional missions (Hudzik, 2015). Three main motivations drive GU's internationalization: expanding GU's influence on a broader audience, enhancing the quality of

teaching and learning, and diversifying its revenue. To a large degree, these influence the priority actions of the institution and influence policies and resource allocations.

Key factor 2. Barriers and challenges. This study noted that multiple factors made internationalization at GU increasingly difficult. These include the institution's cultural traits, governance and administrative structures, and inadequate human and financial resources. Specifically, the institution's Christian culture, rural location, the lack of clear communication channels, and scarce budget and human resources are the most critical barriers inhibiting internationalization at GU. Institution-wide internationalization requires GU to address the barriers and challenges on both the organizational and individual levels. As Childress' (2009) research suggests, successful implementation only begins with the strategic plan and getting action underway; the real work is in the on-going confrontation of expected and unexpected barriers to achieving results. Recognizing and dealing with barriers and challenges to organizational change are essential to moving from concept to action to results with respect to institutional diffusion and implementation of internationalization.

Key factor 3. Policy. The study findings suggest that policy is the most well-developed dimension and factor in determining overall advancement of internationalization at GU. This is largely due to the priority GU placed on internationalization. Policy serves not only as internal guiding points to administrators, faculty, and students, but also affirms the university's values to external stakeholders (Burriss, 2006; Iuspa, 2010).

As important as policy is in efforts to internationalize GU, it is most likely not enough to accomplish the goal if GU's current mission statement doesn't expand itself to manifest a coherent commitment to internationalization. A clear and articulated GU mission statement including the importance of international education will "create a stronger foundation for operationalizing this commitment and intent" (Childress, 2009, p. 304). It will endorse an

organizational ethos that champions internationalization at all university levels, from admissions recruitment pamphlets to human resources practices, while reinforcing its sustainability.

Otherwise, as one senior faculty member said:

I have seen some small changes towards internationalization, but not as strong as needed. It is my belief that there is no strong policy at GU for its internationalization efforts, and the internationalizing efforts at GU are limited to a few key participants and diffusion has been limited.

An additional strategy to diffuse and implement internationalization institution-wide, would be to alter the ways that the institution supports and equips faculty and administrators. If strong emphasis on global/international work and/or scholarship becomes an important criterion for hiring, tenure, and promotion at GU, foundations for institutional diffusion and implementation will be pervasive and profound. Therefore, strategic use of wise policies matters.

Evidence of GU's stated policies and commitments can be seen in the University's strategic plan, core values, and catalog. That said, there is still much work to be done if internationalization is to become institutionalized. For example, the lack of focus on internationalization in the mission statement needs to be fixed in the future. Regardless, GU has established at least a rudimentary, but solid foundation for a systematic evolution toward becoming a more internationalized institution of higher education.

Key factor 4. Support. GU has clear gaps in support for internationalization despite its stated commitment to internationalizing its campus. GU should endeavor to close these gaps in order to sustain programs. This will require a sound organizational structure, sufficient funding, human resources, and advocates in the ranks of both administration and faculty. GU also needs to address the threat of competition for resources by linking support for internationalization to broader institutional goals, such as recruitment and retention. GU can move toward greater and more pervasive internationalization by carefully planning for adequate and sustainable support

for its internationalization efforts knowing that inadequate and ad-hoc support is a threat to the viability of internationalization.

Key factor 4.1. Organizational structure. For further internationalization, GU has to ensure that there is a proper organizational structure in place to support all international initiatives. Whatever the primary model, a key objective is to balance the substance and politics of centralization and decentralization (Morris, 2009). As GU intensifies its international activities and as the external environment changes, the need for coordination of internationalization initiatives across campus becomes increasingly evident. Childress (2009) suggested that with support and infrastructure “internationalization may become more fully integrated into an institution’s activities and ethos” (p. 302). Furthermore, a dedicated office responsible for the monitoring of the internationalization process is also a key component in making sure that internationalization efforts are sustained (Iuspa, 2010).

As discussed in Chapter 4, the OAIA manages a combination of international programs and services. For an internationalization-friendly organizational structure, the hybrid model (combination of centralized, mainly top-down and decentralized, mainly bottom-up) will give flexibility to grow and add international activities and services as needs arise for campus internationalization at GU. One of the huge advantages of this model is that it guarantees growth (Mullen, 2011). The findings and implications of this study clearly call for a more reflective examination of the historical context, current status, and future of university governance at GU.

Key factor 4.2. Budget. Funding for internationalization is one of those critical drivers that can ensure success or failure through strategic planning. HEIs vary widely in how they approach their budget planning and allocation priority setting (Hudzik, 2015). It is difficult to imagine the successful adoption of institutional internationalization in an institution whose budgeting models do not allow for much innovation. To date, GU still needs to “top-slice” their

available budget to allocate financial resources to internationalization, and international-student fees are levied to fund recruitment activities, international travel, and pathway programs. Other activities, such as attending an international conference, are funded on a case by case basis. Such limited financial support has impeded administrators and staff from fully implementing internationalization across the institution. Thus, it is essential for GU's leaders to secure alternative forms of funding in order to support international efforts without drawing from other needs on campus. The concern is, if resources are not found, the quality of international programs will be the first thing to suffer (Reisz, 2012; von Prondzynski, 2013).

Although the OAIA is responsible for multiple functions, it has no independent or dedicated revenue sources; thus, it can expand internationalization only by draining resources from other parts of the university. Indeed, all of its functions are supported only through general university operating funds. If GU adopts a hybrid model with a combination of revenue sources, it can enable institutional internationalization to develop and grow by expanding or improving international programs and services. In other words, with direct streams of revenue, the issue of balancing allocations of operating money for the OAIA versus other departments is placated. If OAIA does not have streams of income, the decision of whether to add personnel, for example, would have to be vetted by senior administrators against the other competing needs of the university.

In light of the described limited financial resources available to GU, the opportunity to develop income-generating international programs was seen as a viable and profitable option that GU decided to pursue in an aggressive manner. However, challenges, such as limited financial resources and capacity issues for serving the other international programs, were some of the noted obstacles GU faced in its efforts. Thus, the importance of having a long-range vision and strategic view, but cutting or trimming projects and budget needs into manageable pieces needs

to be emphasized. In addition, a diversified and multi-sourced revenue strategy is essential to GU. GU needs to increase funding for international programming through a portfolio of contract, grant, and endowment.

Key factor 4.3. Human resources. Accomplishing internationalization cannot be achieved through the sole efforts of an individual or office (Hser, 2005). Adequate faculty and administrative engagement drive successful internationalization. Such engagement encompasses teaching, research, service, leadership, and advising. In order to diffuse and implement internationalization across GU, more human resources for internationalization needs to be allocated, and faculty and administrators need additional support and guidance to become fully engaged. Moreover, the resistance of faculty and staff at GU must be addressed internally (e.g., through professional development programs) and externally (e.g., through recognition of employees' international experience and language competency as professional merit). Otherwise, institutional internationalization at GU can't be achieved when the campus community doesn't have opportunity to acquire knowledge of international practices (Coryell, Durodoye, Wright, Pate, & Nguyen, 2012) and reach a shared understanding (Morris, 2009) of international goals.

Key factor 4.4. Services. Services in this study includes engaged leadership; a welcoming campus culture for international students, faculty and staff; and involvement of and support from academic and institution-wide supportive units. GU's current leadership's explicit commitment to internationalization provides a solid foundation to advance organizational change. However, leaders at GU have not managed to convince the campus community as a whole that internationalization is a positive goal. One senior faculty member shared: "In my opinion, the only people truly committed to internationalization are [the current] President, VP Dr. [Newton], and his team, no one else."

There is much work to be done before GU can be described as having a culture that is completely committed to internationalization. It is significant for the top leadership to encourage discussions on internationalization among faculty, students, and other administrators by addressing areas of weaknesses within the GU internationalization process. Leaders can influence the culture of their institutions since organizational culture is not static.

Faculty and academic support are other reinforcing factors of internationalization. Typically, when major initiatives or changes are introduced, they must be supported by chairs or deans and by faculty in various academic areas who are responsible for teaching and learning, as well as curriculum development (Mullen, 2011). Results from this study point to one area of needed improvement in GU's internationalization process related to faculty and personnel development. Knight (2004) indicated that consideration should be given to the reward and promotion policies that boost faculty and staff professional development activities, as well as support for international research and sabbaticals. However, surprisingly at GU, international sabbaticals did not bring obvious positive impact to its internationalization. As one senior faculty member stated:

Many faculty go overseas for their sabbatical experiences, yet these people rarely influence or change the attitude on campus towards internationalization. If they were changed by the experience, no one actually knows how. We usually hear about their experiences during a lunch meeting where they give a presentation. That's it! It does not affect the curriculum, the classes they teach, or the campus as a whole.

Although arguably not as important as leadership, organizational culture, or the involvement of academic units, the support from institution-wide service units does influence the development of institutional internationalization initiatives. Eckel and Kezar (2003) wrote that since change initiatives take a long time to develop in HEIs, visible action from institution-wide service units is a way to demonstrate to the community that progress is being made and that the work of many individuals is bringing about results. Key units include student housing, the

registrar, visa advice, orientation programs, cross-cultural training, fundraising, alumni, and information technology. The net effect of focusing these services on the international mission is to remind community members that campus internationalization is expanding and improving, which in turn brings about more support from individuals. This study shows that although the institution-wide service units are prepared to embrace internationalization and diverse cultures, actual human resources are not fully sufficient and qualified to support institutional diffusion and implementation of internationalization efficiently and effectively at GU. In sum, the overall service to institutional internationalization at GU is not sustainable and sufficient, but some of the international programs were adequately and systematically supported, especially the international student education program.

Key factor 5. Implementation. It is challenging to illustrate how internationalization as an organizing paradigm of HEIs plays out in an institution because it involves understanding how many international programs and initiatives form an organized collection. We need to understand the characteristics of each international program since it influences the degree of its adoption and diffusion institution-wide. Comprehensive internationalization is an ambitious undertaking, so much so that it requires manageable steps in building its scale and scope (Hudzik, 2015). The implementation of internationalization, whether deliberate or random, impacts the certainty of institutional internationalization and the possibility of invalid efforts. In general, the implementation of internationalization at GU follows a random approach more than it does a deliberate one. The international initiatives originally surfaced with few or no processes in place, and GU is undertaking an on-the-go learning process.

Key factor 5.1. Pre-evaluation of international programs - Strategic implementation.

In line with Rogers' (2003) diffusion of innovation theory, a variety of factors affect the process of diffusion and implementation of an innovation institutionally. Many of these factors are

encompassed by types of programs (e.g., international student education, study abroad, credit articulation programs, etc.) and by the inherent attributes of the international programs (i.e., complexity, relative advantage, compatibility, etc.). As discussed in Chapter 4 with the example of international student education, it's clear relative advantage over the other international programs at GU motivated its adoption, diffusion, and implementation. In accordance with diffusion of innovation theory, the high degree of relative advantage is likely a direct antecedent to the intention to fully embrace this aspect of internationalization.

To fully understand an institution's efforts to sustain the internationalization process, all of its components must be examined (Iuspa, 2010). The pre-evaluation of each international program lays a solid foundation to make a deliberate plan for internationalization and to diffuse and implement it efficiently and effectively institution-wide. Unfortunately, GU seems to place almost simultaneous attention on all aspects of comprehensive internationalization which dilutes organizational attention, leadership, and resources (Hudzik, 2015). A senior faculty member expressed:

GU prefers to try to start all the "experimental programs" at the same time. One was developing an online program through video programs. Resources were diverted to hiring professional videographers to tape two lessons. It took many man-hours to develop/write the scripts and then tape the lessons. The videos went nowhere. Then GU insisted to develop an online program offering our first level of the UP program online. A person was paid to develop this program. No one signed up for it, so it failed. Then, GU tried to find teachers to teach our program in China. No teachers were found who were willing to move to China. These are just a few of what I called its "hair-brained ideas." Yet, a lot of money went into developing them.

This statement illustrates that it is very hard to succeed in internationalization without a deliberate plan for staged implementation. Such implementation gives a sense of destination and steps and milestones along the way, and it considers how individual actions fit within the larger and longer-range whole. It also means that the circle of necessary allies can be enlarged in manageable steps (Hudzik, 2015).

Key factor 5.2. Implementation approach of international programs - Programmatic implementation. While an educator's intent to adopt an educational innovation is likely focused on the characteristics of the innovation, literature suggests that diffusion of any innovation may be moderated by the environment and culture in which the process is taking place (Rogers, 2003). In addition, the characteristics of adopters, such as self-efficacy and innovativeness, and the academic discipline in which one teaches, also influence adoption of a given innovation (Agarwal & Karahanna, 2000; Burke, James, & Ahmadi, 2009; Igbaria & Iivari, 1995). Furthermore, research has identified characteristics of the diffusion environment, such as management support, that influence adoption, diffusion, and implementation institutionally (Igbaria & Iivari, 1995). For example, some faculty members may intend to internationalize their curricula, attend international conferences, engage in international research, and educate international students, yet a lack of management support or adequate resources and/or funding prevent them from adopting and implementing the program. Factors, such as level of maturity/age of the international program, faculty/administrator motivation to implement the program, and incentive structures for faculty/administrators, may also be relevant to manage and advance each international program in a deliberate or random fashion.

At GU, various areas of international activity are at different stages of readiness. For instance, at the time of this study, GU was engaged in international student education and study abroad programs and was inclined to expand opportunities in them. In contrast, thorough discussions had not taken place over the meaning and implications of internationalizing curricula at home or establishing branch operations overseas.

Conclusions

The modified van Dijk and Meijer (1997) internationalization cube model incorporated with Rogers' (2003) diffusion of innovation theory was used to assess the internationalization

process in terms of policy, support, and implementation at GU. GU's policy suggests that internationalization is a priority. However, its ad-hoc and inconsistent support and the random approaches to implementation suggest that institutional implementation is in its early stages. This mode suggests that decision makers at GU, if they desire to move toward greater diffusion and implementation, might make some adjustments in policy and more dramatic changes in the support and implementation dimensions. GU might also develop a plan to remind its leaders, faculty, administrators, and the other stakeholders on why and how the phenomenon developed and will be developed on campus.

The study identified three main motivations behind GU's endeavors in internationalization. While there was some evidence that participants acknowledged of the intent to enhance the quality of education and research through internationalization, the implementation stage of internationalization efforts demonstrated that generating revenue was more important than academic goals. The mounting challenges for internationalization that GU leaders, faculty, and administrators confront are scarce resources and finances to meet multiple needs. Thus, the hunt for resources to ameliorate the challenges is a core responsibility of GU's leadership. Meanwhile, it is crucial for GU to strategically plan effort and cost in manageable bites and follow a long-term strategic plan of build-up.

Policy for internationalization is the strongest dimension for GU. Data relevant to policy demonstrates clearly that internationalization is priority. To further consolidate its strength in the policy dimension GU might consider integrating international perspectives into its mission statement and articulating international commitment in its goals and vision.

Support for internationalization at GU needs to close gaps and seek to sustain programs via sound organizational structure, adequate human resources, stable and sufficient funding, engaged leadership, and broad-based institutional support. A strategy for sufficient and

sustainable resources and support for its future institutional internationalization lies on three tactics recommended by Hudzik (2015). The first is building the institutional culture of support and its strategic inclusion into key institutional decision making and priority setting processes. The second is tapping into existing institutional resources. The third is recognizing and meeting the need for new money and resources.

Perhaps the most noticeable issue presented by the findings for this study was the need for GU to deliberately implement internationalization by introducing, organizing, and managing international programs with pre-evaluation of the attributes of each program. When engaging internationalization, trying to do everything at once is an unmanageable approach (Hudzik, 2015). Evaluating each program will help to foster internal collaboration and partnership between and among GU's international activities and other key university activities by identifying common goals, program, and resources that can be shared. Staged growth, managed action, and deliberate implementation on the way to institutional internationalization is a long-term commitment, and success is the product of a cumulative set of purposeful steps (Hudzik, 2015).

The most successful outcomes of an internationalization process are the integration, acceptance, and application of the international dimension throughout the institution in its different units and functions. The blended theoretical model adopted in this study implies that priority policy, sustainable support, and deliberate implementation of internationalization are the optimal expression of institution-wide internationalization. All in all, this study and its blended theoretical framework serve as a foundation for future investigation regarding how to effectively facilitate diffusion and implementation of internationalization in HEIs. Such awareness could impact policy making and resource allocation dedicated to internationalization and encourage decision makers to generate an explicit plan to ensure internationalization pitfalls are avoided

and best practices are pursued. The combination of the modified internationalization cube and diffusion of innovation theory adopted in this study provide a rare insight into the various decisions included in implementing internationalization strategies and their implications. Knowledge gained from this study could serve as a helpful source of information and research framework for institutions that pursue similar internationalization goals.

Recommendations

Internationalization at GU was examined using a modified version van Dijk and Meijer's (1997) internationalization cube model incorporated with Rogers' (2003) diffusion of innovation theory. The three-dimensional model exposed some issues, gaps, and needs at the institution as discussed in the preceding sections. These include the challenge of identifying and assessing the innovative characteristics of each international program. The use of the model also revealed some key external factors, such as local, state, and broader environment, that do not fit strongly in the framework.

Recommendations for GU's future internationalization. The findings from this instrumental case study have implications for GU's future practice on internationalization. Specifically, the study provided insight into areas that may require further attention. The theoretical framework provides a structure for presenting three primary categories of recommendations for GU's future internationalization. They are as follows:

Policy.

- Consider international, global or multicultural commitments for inclusion in GU's mission statement to provide the basis for strategic planning and to express institutional support.

- Provide incentives and recognition to participants as a necessary strategy to enhancing campus internationalization. To encourage faculty and students to be engaged in international activities, a system for incentive and recognition is needed.

Support.

- Build a sound organizational structure and governance for internationalization. As far as GU's leadership is concerned, it is crucial to create coherence and synergy among different departments, create multiple campus conversations, remove barriers, provide incentives, share leadership, and use cross-departmental work groups, among other possible partnerships (Hudzik, 2011). Regarding the organizational structure, an institution-wide international office with a designated responsible person in each school is strongly recommended.
- Equip and commit adequate human resources for internationalization.
- Secure a budget and acquire new money for internationalization.
- Foster leadership commitment for internationalization and ameliorate barriers and challenges. For instance, continually widen the circle of participation, and help faculty and administrators develop new skills and knowledge regarding internationalization.
- Build and reinforce a support culture through integration and inclusion of internationalization into strategic planning and prioritize internationalization among institutional strategies.
- Integrate academic and service units into the internationalization process.
- Expand institutional allies and partnerships through mutual benefits.
- Participate in and utilize cross-border, inter-university partnerships and consortia.

Implementation.

- Analyze the external and internal contexts for internationalization. Keep alert to national policy regarding F-1 and J-1 visas and immigration law, as these dramatically impact international student recruiting and opportunities for international scholarship. The importance of contingency plans for these external upheavals need to be attended to.
- Identify the need, purpose, and benefits of internationalization.
- Improve the systematic assessment of the characteristics of international programs and initiatives in manageable parts.
- Identify the priorities and strategies to introduce and implement different international programs and initiatives.
- Manage barriers and cost by scaling implementation and staging development.
- Integrate internationalization into teaching, research, and service.
- Develop a planning-doing-assessing-improving cycle to guide the process of internationalization.

Recommendations for further research. This study was designed to advance the understanding of the internationalization process within HEIs. Looking at the process by combining a modified version of the internationalization cube model (van Dijk & Meijer, 1997) and diffusion of innovation theory (Roger, 2003), the study sought to understand how to deliberately introduce and arrange particular international programs and initiatives, and diffuse and implement them institutionally, in a systematic fashion. Meanwhile, it also sought to understand how the combination of policy, support, and implementation together influence the internationalization process as a whole. Some topics for further research suggested by the present study include:

- The use of the blended theoretical framework by future researchers could lead to improvement of the theoretical model for internationalization.
- Although this study identified some of the factors that influence diffusion and implementation institutionally, there is no comprehensive listing of the factors that may affect these various stages of diffusion and implementation. Neither is there a comprehensive framework that outlines the relationships between steps in the diffusion process. The constructs and relationships theorized in this study propose a general framework for future research to identify theory-based factors that may affect the process.
- Validation of and advancements within the blended theoretical framework will require both exploratory and confirmatory research. In order to comprehensively investigate the innovative characteristics of each international program, I recommend that future research employ a variety of approaches that span the entire research methods continuum. For example, additional factors that may affect institution-wide diffusion and implementation of internationalization could be identified. This may entail the use of qualitative methods, such as content analysis, structured and unstructured interviews, and case studies. Then, relevance of each factor and the proposed moderators could be tested via quantitative means, which may call for experimental research or survey methods research. Finally, comprehensive research efforts can work to validate and refine the blended theoretical framework in its entirety.
- To further facilitate institution-wide internationalization based on this model, it is suggested that future research understand to what extent synergy exists among the various international initiatives and programs on campus and what communication channels exist and how well they are working.

- The identification of what opportunities exist in the local environment to enhance internationalization efforts, and to what extent the university takes advantage of these opportunities also deserves further study.
- As stated in the proceeding section, further research needs to be conducted to examine the effectiveness of internationalization on the impact on teaching, learning, research, and services. For example, what are the outcomes of faculty international engagement? How does faculty engagement impact teaching and research? This question is critical because more and more literature encourages faculty involvement and states that faculty are the front runners for global learning.

Final Remarks

This study began with my own curiosity as an international educator about how international educators map campus internationalization and orchestrate all the components to partially serve the mission of HEIs. This curiosity was further inspired by a trend of growing global connection. This case study was designed to illuminate how the dynamics of internationalization occur within GU and to provide a blended theoretical framework to comprehend, evaluate, and facilitate institutional diffusion and implementation of internationalization in a deliberate, efficient, and effective way. The research findings confirmed the effectiveness of the modified version van Dijk and Meijer's (1997) internationalization cube with Rogers' (2003) diffusion of innovation theory in planning campus internationalization in terms of the policy, support, and implementation dimensions, but it simultaneously reflected the same challenge regarding assessment of the different components as discussed in the literature.

I am greatly indebted to GU leaders and the other research participants who supported this study from the beginning to the end. Their devotion to and experiences of international

education are truly admirable. Their openness, honesty, and collegiality provided invaluable data for this analysis and contributed to the field of internationalization. GU is fortunate to have those leaders, faculty, and staff to fundamentally improve educational quality and integrate international perspectives into teaching, learning, research, and service.

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APPENDIX A: INTERVIEW PROTOCOL

Date:

Place:

Time of Interview:

Interviewer:

Interviewee name, title, and division:

Research Questions

1. How does internationalization at GU relate and fit into the blended theoretical framework that is built on the modified dimensional internationalization cube model (van Dijk & Meijer, 1997) and Rogers' (2003) diffusion of innovation theory?
2. In what ways do the key factors, especially as suggested by the theoretical models guiding this study, facilitate the institutional diffusion and implementation of internationalization at GU?
3. In what ways does internationalization at GU provide relevant data and insights that evaluate the usefulness of the blended theoretical model with the long term of goal of generating a more universally applicable theoretical model of internationalization to guide other HEIs toward successful and coherent internationalization?

Opening Statement

I want to first thank you for taking time from your schedule to meet with me. The next hour and ½ will be invaluable to my doctoral thesis work and to more deeply understand the process, diffusion and implementing of internationalization at GU. Please know that a pseudonym will be used in lieu of your real name and the name of your department. A consent form will be provided and reviewed in a few minutes and only with your permission will a tape recorder be used during this focus group in order to accurately capture your input. You may stop or exit the focus group at any time for any reason.

I would like to briefly discuss my interest in conducting this research. I am interested in learning more about how GU plan, organize, support and implement its internationalization initiative across the whole campus community. The questions I am going to ask are designed to gather detailed information about your experiences with this process. Now, let's review the consent form so that you can sign it before we begin.

Questions for Interviewees

Background:

1. How long have you been at GU/in your current role? What is the nature of your work?
2. Tell me about your experience with internationalization at GU.
3. How has internationalization changed the nature of your work?

Policy of Internationalization:

1. How do you define internationalization? What do you think internationalization means to your college? What are the major motivations and ultimate goals of internationalization at your college?
2. In your opinion, how do you think internationalization fits within your university's mission and agenda? And how does GU's current mission statement support your definition of internationalization?
3. What decisions were made about the internationalization strategies to achieve your university's ultimate goals? How were those decisions made? By whom?
4. In your opinion, to what extent do you consider personnel policies consistent with GU's internationalization process? (personnel policy refers to hiring, annual evaluation, tenure and promotion, facilitating research abroad, etc.).

Support of Internationalization:

1. In your opinion, how do you view the support given to the management of the internationalization process?
2. In which ways, do GU financial systems, human resources, organizational structure, and services support GU's internationalization goals?
3. How are specific international initiatives supported in the respective of finance and human resources? How are faculty rewarded for their international efforts? (Such as international grantsmanship, study/internship abroad participation, research, etc.)

Implementation of International Programs:

1. How would you assess the process for developing the policies and procedures for international activities and programs at GU? (dealing with the planning, evaluation and assessment of the internationalization process – seen in outcomes of outcomes of international projects, programs and activities; or by the attributes of international projects, programs and activities?) Has your institution considered possible models for restructuring and creating international programs? Have you been involved in the process? If so, how?
2. How about the level of below five innovative characteristics of international programs?

Components	Characteristics Scale					Overall Scale
	TR	OB	CP	CX	RA	Easy to run
Internationalized curriculum						
Study abroad programs						
International students						
International scholars						
Joint Education Program						
Branch operation abroad						

P.S.: Trialability = TR; Observability = OB; Compatibility = CP; Complexity = CX; Relative Advantage = RA. Scale: 1 = Not likely; 2 = Slightly likely; 3 = Neutral; 4 = Likely; 5 = Very likely.

3. How would you describe the progress of your university's internationalization plan from the beginning until now: excellent, good, satisfactory, not so good? Give examples of what you mean.

4. Please list the important initiatives your university has been making to achieve its larger goals? Which international programs/activities do you think are the highest priorities? Why? Which international programs/activities do you think are the most possible to succeed? Why?
5. What do you think has been your university's the significant successes and barriers with respect to the internationalization process? Could you give me specific examples of what you mean?

Additional Information:

1. In your opinion, what are the challenges or opportunities to internationalization at GU?
2. Is there anything that I've missed that you would like to comment upon regarding the internationalization of your university?

Thank you for taking the time to take this interview.

Your input is extremely important and greatly appreciated.

Further Questions for Interviewees

Date:

Place:

Time of Interview:

Interviewer:

Interviewee name, title, and division:

1. What are the strengths and weaknesses at GU for internationalization? What are the future opportunities for it?
2. Would you attribute the increase in the number of international students due to a strategic priority?
3. How would you assess the process for developing the policies and procedures for international activities and programs at GU? (dealing with the planning, evaluation and assessment of the international process – seen in outcomes of international projects, programs and activities?)
4. How is internationalization implemented across the larger campus community? Please share a specific experience or example that illustrates how the larger campus community has received internationalization.
5. How do faculty members experience internationalization on campus? What members of the larger campus community contribute to internationalization?
6. Explain what is still needed to fully/better implement internationalization on campus.
7. What does the future hold for internationalization at GU?
8. How is interest in internationalization sustained at GU?
9. How is resistance to GU's international activities expressed?

APPENDIX B: INTERVIEW REQUEST LETTER

Phone Script/Email Text for Interview Subject Solicitation

Yiwei QIU
Educational Administration and Leadership
University of the Pacific
Cell: [REDACTED] & E-mail: [REDACTED]

Date

Dear [name]:

My name is Yiwei QIU and I am a graduate student at the University of the Pacific, pursuing a Doctoral degree in the Gladys L. Benerd School of Education. I would like to request an interview with you for research I am conducting as part of my doctoral dissertation. I am conducting a study of institutional diffusion and implementation of internationalization in higher education, using GU as the site for a qualitative case study.

Due to globalization of a society and economy, the discourse about internationalizing higher education has been evolving. Internationalization had been perceived as a peripheral activity in higher education institutions; however, now it has become an essential institutional agenda. It is getting more significant and imperative to understand how to diffuse and implement internationalization institutionally on a particular campus effectively and efficiently.

You have been selected for inclusion in this project due the nature of your employment responsibilities at GU and your involvement in the planning, support, and implementation of international initiatives and programs.

All interviews for this project will take place between April and August 2017. I anticipate the interview to last approximately 60 minutes. Your participation in the interviews is voluntary and confidential.

The interview will include approximately 15 questions. Some sample questions include:

- How do you define internationalization? What do you think internationalization means to your university? What are the major motivations and ultimate goals of internationalization at your university?
- In which ways, do GU financial systems, human resources, organizational structure, and services support GU's internationalization goals?
- How are faculty rewarded for their international efforts? (Such as international grantsmanship, study/internship abroad participation, research, etc.)
- How would you assess the process for developing the policies and procedures for international activities and programs at GU?
- Please list the important initiatives your university has been making to achieve its larger goals? Which international programs/activities do you think are the highest priorities? Why?
- Which international programs/activities do you think are the most possible to succeed? Why?

If you agree to participate, please reply to this message or phone ([REDACTED]) so we can then schedule a time and location on the GU campus or via Skype that is most convenient for you. If it works for you, I am happy to meet in your office or on Skype.

If you have any questions, please feel free to contact me.

Thank you for your time.

Yiwei QIU
[REDACTED]

APPENDIX C: INFORMED CONSENT

Institutional Diffusion and Implementation of Internationalization in Higher Education: A Case Study of G University

You are invited to participate in a research study which will involve a qualitative case study of internationalization of GU. My name is Yiwei QIU, and I am a graduate student at the University of the Pacific, Department of Educational Administration and Leadership. You were selected as a possible participant in this study because of your work on the internationalization committee or at a department/center with international characteristics.

The purpose of this research is to understand the internationalization process at GU, especially its institutional diffusion and implementation. If you decide to participate, you will be asked to do the following things:

You will be asked to answer the questions regarding internationalization of your university. An interview will be one-on-one, about 60-90 minutes and tape-recorded with your permission.

Your participation in this study will last around one month.

There are some possible risks involved for participants. These are the identifications. There are some benefits to this research, particularly that you will be treated with \$20 gift card.

If you have any questions about the research at any time, please call me at [REDACTED], or Dr. Lynn Beck, my adviser at [REDACTED]. If you have any questions about your rights as a participant in a research project please call the Research & Graduate Studies Office, University of the Pacific, (209) 946-7716. In the event of a research-related injury, please contact your regular medical provider and bill through your normal insurance carrier, then contact the Office of Research & Graduate Studies.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Measures to insure your confidentiality are: only the researcher will have access to your name, which will be kept in a locked drawer; no names will be used in any report of this study, only codes or pseudonyms making it difficult to identify you. The data obtained will be maintained in a safe, locked location and will be destroyed after a period of three years after the study is completed.

Your participation is entirely voluntary and your decision whether or not to participate will involve no penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form, and that you are not waiving any legal claims, rights or remedies.

You will be offered a copy of this signed form to keep.

Signature

Date

APPENDIX D: DOCUMENTS REVIEWED

The collected documents for this study are listed below. Specific websites and the exact names of documents are not revealed to protect the confidentiality of the college in this study.

- *University Catalog 2017/2016/2015*
- Mission statement
- Strategic planning documents on internationalization 2015 and 2016
- Two evaluation reports on international exchange activities or internationalization
- Institutional strategic planning documents 2014, 2015 and 2016
- Website
- Brochures on international student recruitment
- Brochures on international student exchange
- Brochures on study/service/internship abroad
- Policies on faculty and administrative staff hiring, promotion and tenure, and annual assessment
- *GU Employee Handbook 2017/2016/2015*
- *GU Student Handbook 2017/2016/2015*
- *Magazines*