

A Comparative Case Study of Internationalization Networks in the
Intensive English Programs of Michigan Public Universities

by

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ABSTRACT

The purpose of this study is to explore how internationalization is formed and operationalized in the Intensive English Programs (IEPs) at three Michigan higher education institutions. Drawing from Latour's (2005) actor-network theory, this study examined the human and non-human actors involved in constructions of internationalization, which was defined as relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003). As an entry point into the study, I focused on the director of the programs and their mission statements, a written articulation of beliefs, as suggested by Childress (2007; 2009).

To explore these potential networks, I utilized Comparative Case Study (Bartlett and Vavrus, 2016), which allowed for more unbounded cases; Actor-Network Theory (Latour, 1999; Latour, 2005) which allowed for agency among non-human actors that also coexist, transform, translate or modify meaning; and relational network analysis methods (Herz et al. 2014; Heath et al. 2009; Clarke 2005), which helped to explore and make sense of complex relational data. This was in the effort to construct an understanding of the "processual, built activities, performed by the actants out of which they are composed" (Crawford, 2004, p. 1). I mapped actors within each site who were performing their local and contingent processes of internationalization.

The results indicate the formation of complex and far reaching webs of actors and activities that accomplish a form of internationalization that is highly localized. While each program under investigation responded to similar pressures, such as funding shortfalls via student enrollment declines, the responses and networks that were created

from these constraints were wildly different. Indeed, the study found these programs engaged in international activities that enrolled various external actors, from campus departments to local community groups. In engaging in relational connections that moved beyond their primary instructional purpose, English language instruction and cultural acclimatization, the IEPs in this study were able to 1) contribute to the internationalization of university departmental curricula, 2) serve their communities in dynamic and impactful ways and 3) develop their own sense of internationalization in a university setting.

DEDICATION

This dissertation would not have been possible without the support of my loving spouse, Jessica. Thank you, sweetie. This one is for you.

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CHAPTER 1

INTRODUCTION

Often the first thing that comes to mind when attempting to describe an organization or other complex social system is a metaphor based on natural ecosystems. This makes sense considering the inherent complexity found in biological systems – with vast links between organisms and processes throughout. These complexities seem to render themselves knowable in relationship with instances of human culture and experiences. Individuals likely experience these ecological metaphors and similes often in their lives. As an example, Griffiths (2000) said of language preservation, “when a language dies, a leaf falls from the tree of the human mind” (p. 221). The utility of these sorts of metaphors have been embraced and relatively well developed in science literature – supporting, at least, rudimentary comparisons between these natural ecosystems and organizational ecosystems (Husar, 1994; Raymond et al., 2013). A collaboration between an agricultural scientist, an evolutionary biologist, and a marketing and management scholar explored the similarities between biological and organizational ecosystems writing that:

Species and organizations are similar, in that both groups are made up of actors and are linked to other groups within a common ecosystem. Linkages are created by flows of resources and information. Within both kinds of ecosystems, the ways in which resources and information flow vary according to the outcome of the interaction (mutually or unilaterally beneficial or antagonistic) (Mars et al., 2012, p. 277)

The authors above described biological ecosystems as a cascade of interactions between organisms, environments and other interactions, creating “a set of intertwined networks of relationships” (p. 272). This idea of exploring intertwined networks through an ecological thinking has also permeated organizational theory and educational policy. Weaver-Hightower (2008) used policy as ecology to explore “the regularities and irregularities of any policy, its process, its texts, its reception, and its degree of implementation” specifically to understand the relationship between actors in terms of competition, cooperation, predation and symbiosis (p. 153). These have also been extended to organizational theory where some have used ecological arguments to explain the growth, learning and death of organizations (Carroll, 1984; Levitt & March, 1988).

Here, I have explored internationalization¹ at three intensive English programs (IEPs) at public universities within the state of Michigan. The study is predicated on the idea that internationalization is multiple and enabled by specific institutional and relational characteristics. That is, in the delivery of English language instruction and other support services, IEPs produce heretofore unexplored implementations of internationalization due to their unique relations within a broader ecosystem.

While the metaphor of a social structure or other complex system as an ecosystem may feel cliché, it doesn’t prohibit the utility of the comparison. Rather the scale and complexity of the comparisons are more apt now as variety within organizations have expanded in the 21st century. Consider an ecosystem in a larger biosphere (e.g., forest,

¹ Internationalization and other terminology used in this study is defined in-text where appropriate, and more thoroughly in the sections that follow. Here internationalization is defined as a relational process that defines and delivers “international, intercultural, or global elements into the purpose, function and delivery of postsecondary education” (Knight, 2003). A definition of key terms can also be in Appendix I.

tundra, etc.) as 1) a discernable system that interacts with external elements (e.g., flowing waters or highly mobile animals) and 2) containing layers upon layers of internal systems (e.g., insects, plants, fungus and other microbiota). The language program internationalizations explored in this study are located within such an ecology. Each program operates within a potential range of system difference at each university, more specifically in the relations between potential external elements (e.g., accreditors, professional organizations, university partners) and internal systems (e.g., program members, mission statements, budgets). The programs may be forests, but *different* forests on different continents. Indeed, these programs are contingent on an unlimited number of ecological factors that could impact function and performance of each intensive English program.

It is from these complex relations that this study seeks to explore program specific internationalizations. As I will argue below, these Intensive English Programs have emerged from a long chain of historically and socially constructed notions about globalization and internationalization in education. It is in this environment that programs have also developed locally contingent instances of internationalization.

First, I will consider globalization. The extended metaphor of a natural ecosystem and its various structures and connections, fits a definition of globalization as an “extension of social relations across world-space . . . a relational process . . . not a state of being or a given condition” (James, 2012, p. 762). Examples include global events like climate change, viral outbreaks and poverty which in a certain light can all be viewed as an issue within the larger interconnected ecosystem of the world. World leaders,

academics and other interested parties regularly underscore the interconnectedness of these issues, in order to prompt the collective action needed to address them.

With a multitude of common global attributes (climate, education, medicine, etc.) and uneven implementation and configuration of the systems surrounding them, it's no wonder that globalization can also be defined as a "clash between the fragmentation of states (and the state system) and the progress of economic, cultural, and political integration" (Hoffman, 2002, p. 104). The clash described by Hoffman is explored elsewhere using the plural form 'globalizations' (de Sousa Santos, 2006; Therborn, 2000). This and other literature dealing with globalization address the complexity of issues that make it impossible to designate global integrations as broadly good or malignant, or even as a singular entity. The clash between people and ideologies – through both internal layers and external environments pulls sharply at the threads of certainty. This is where a simple ecological metaphor continues to fray, one in which the proposed multi-layered often ambiguous systems become necessary. The flexible, relational process outlined by James (2012) welcomes different layers of globalization, in which globalization isn't overwhelmingly an economic situation (O'Rourke & Williamson, 2002) or strategic imperialism (Veltmeyer, 2005) but rather, potentially layered with both and more.

Globalization is not the primary focus of this research but an important segue in this introduction because it is often considered in the same conceptual spaces as internationalization in education, which is the broad focus of this project. That is a globalization composed of "social relations across world-space" (James, 2012, p. 762)

and educational internationalization as an integration of, and engagement with, this definition of globalization.

How then might we consider the internationalization in an ecological understanding of university education? Broadly speaking the basic functions of a university have always been teaching and research in some regard (Fischer-Appelt, 1984). The purpose of these functions in the US have changed significantly over time, from institutions that focused on teaching religious reflection and social training for largely white, largely Protestant, largely wealthy groups of young males (Thelin, 2013) to being responsible for rendering all manner of students employable and performing research that betters society (and is also financially prosperous) (Cantwell & Kauppinen, 2014). Within the mandates of teaching and research, there are any number of perspectives on the best ways to accomplish this. In line with the globalizations outlined above, the concept of internationalization often acknowledges the globalized environments surrounding institutions, faculty and students, and seeks to help them, as Dean and Ritzer (2011) wrote, live in such a world. However, like the fractured globalizations offered above, the answer of how this is best achieved likely depends on who is asked. Internationalization in higher education describes several policies and activities taken up by some institutional actor, that consequently collide with the actions of another. Examples of this include migration of successful scholars and graduates from the institutions of developing nations to those in the West (Gerber, 2005; Johnson & Hirt, 2014); participation in study abroad by students (NAFSA, 2018), or emphasis on internationalization of the curriculum (Leask, 2015).

Unfortunately for the administration, faculty, and staff of universities, the “what and how of internationalization” is neither universally settled nor clearly defined. In fact, the definition of internationalization has changed significantly in the last 35 years and continues to change, as have the rationale and approaches for university engagement in internationalization efforts. This change will be outlined more extensively in the chapters that follow. Internationalization, as it has become widely known in higher education, evolved from being “commonly defined at the institutional level and in terms of a set of activities” to a broadened field-wide priority (Smart, 2006, p. 352). This definitional transformation coincided with the rise in prominence of international connections, initiatives and student movements that started in the 1980s (Smart, 2006). To address these realities, Knight offered a working definition to reflect the focal changes by proposing that internationalization “at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (2003, p. 2). The emphasis should be on the perpetual nature of the process, as internationalization is not a specific state to be achieved. (Brennan & Dellow, 2013; Knight, 1994)

Knight’s definition for internationalization research is broad enough to be utilized in international, national and institutional efforts. However, as the unifying definition expanded internationalization efforts from institutional specific initiatives into a more comprehensive, sector-wide endeavor, it was left open to broad interpretations as to what that involved. Knight (2015) lamented more than a decade later, that internationalization was “now used to describe anything and everything remotely linked to [the] worldwide, intercultural, global, or international” (p. 14). Perhaps in an attempt to situate

internationalization in more formalized structures, Altbach defined it as “specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to support student or faculty exchanges, encourage collaborative research overseas, set up joint teaching programs in other countries or a myriad of other initiatives” (2007, p. 123). This definition paved the way for an inclusion of elements that could be assessed to the internationalization efforts of institutions. In the section that follows, I will outline the background of the study. This will begin to explore the ways that universities have grappled with these predetermined realities of internationalizing campuses and introduce the notion of “internationalizations” like those provided above.

Background of the Study

For many higher education institutions (hereafter, HEIs), an important step toward the integration of international dimensions into the organization involves assessing how they might fit into their existing programs of teaching and research. For example, a teaching-focused liberal arts college is less likely to start a research focused university-industry international collaboration than a large research-intensive flagship university. This self-reflective focus has materialized within institutions in several ways. In recent years, institutions like the University of Michigan and University of Tulsa have accomplished this by developing special working groups within the scope of their regional accreditation processes in order to address internationalization (The University of Tulsa, n.d.; University of Michigan, 2010). As Childress (2009) underscored in a study of Association of International Education Administrators (AIEA) member institutions, any reflective efforts are best accompanied by some form of written internationalization

plan (e.g., Institutional Strategic Plans, Unit Plans, Mission Statements). In this vein - less than a decade ago - the American Council on Education (ACE) commissioned a panel on global engagement that embraced both a definition for internationalization as well as six areas in which colleges and universities could implement and sustain such efforts. Both the definition and areas of focus developed by ACE's newly formed Center for Internationalization and Global Engagement (CIGE) aligned nicely with those mentioned above. The CIGE "Model for Comprehensive Internationalization" included specific ways to deploy international dimensions into "the purpose, functions or delivery of postsecondary education" (Knight, 2003, p. 2). In it they suggested actions for various areas of an institution, ranging from written commitments to internationalization and specific curricular inclusions or modifications to faculty policies and flows of domestic and international students (Helms et al., 2017). This range of policies and programs offered by CIGE also comfortably aligns with the definition provided by Altbach and the focus on written plans by Childress. They were explicit in the types of relations – programs and policies – that would encourage internationalization.

Rationale for Flows of Students

One specific element commonly associated with internationalization that is unavoidable in this study is student mobility. At its core, student mobility is simply the movement of students across national borders for educational purposes (Banks & Bhandari, 2012). However, the flow of students is only the most basic aspect of student mobility, which is also broken down to include incoming international students, outgoing domestic students (e.g., study abroad programs, international degree seekers), development of credit transfer policies and ongoing support for the various flows of

students (Helms et al., 2017; Junor & Usher, 2008; Paige et al., 2009). As a result of these elements, student mobility is understandably referred to as the most visible aspect of internationalization. That is to say, the result of student mobility is obvious, given international student's presence on campus and domestic students departing for study abroad experiences. The intensive English programs at the focus of this study represent both incoming international students and an ongoing program that supports them.

While the institutional focus on international student flows suggests keen interest in maintaining or increasing international student mobility, many reasons seem to characterize international students as a resource or asset for the university. Here I will focus on three rationales broadly represented in the literature. The first is rather idealistic. For some, the mere presence of international students on a university campus is a catalyst for internationalization. Some optimistic research suggests that international students can potentially become agents or ambassadors of internationalization (Urban & Palmer, 2013), though this is unlikely to happen without purposeful institutional intervention (Knight, 2015). Others point to ways faculty can leverage the presence of international students in classes, to the benefit of the institution and other students (Croese, 2011). The underlying theme is that simply by existing in educational spaces international students benefit the institution in some way. The second common rationale is predicated on political, institutional and student sensitivity to rankings (Hazelkorn, 2016; Kim & Bastedo, 2012). This becomes salient for institutions as more ranking methodologies begin to consider the quantity of international students, via international-to-domestic student ratios, as an element of institutional ranking (World University Rankings 2016-2017 methodology, 2016). This may motivate further marketing aimed at increasing

international student numbers, in addition to the overall movement toward other quantifiable or assessed outcomes for internationalization efforts in similar ways as other ranking categories (e.g., research outputs or teacher-student ratios) (Cattaneo et al., 2016).

Finally, the financial motivation for internationalizing via student mobility of international students cannot be overstated. This is especially significant considering the rates of declining state funding, which have decreased on average by 15.3% since the Great Recession (Carlson & Laderman, 2017). In 2012, the global pool of students travelling outside of their home country for higher education study passed a record of more than 4.5 million students, accounting for growth rates well over 8% annually (OECD, 2014). In the US, the number of international students surpassed 1 million for the first time in 2015 (Open Doors Report, 2017). These students are, by some recent projections, estimated to have an annual economic impact of more than 35 billion dollars (Witherell, 2016). Some research indicates that not all institutions can realize net profit tuition from every category of international students (Cantwell, 2015), nevertheless the trend of increased numbers of international students and the larger share of tuition they pay may indicate why internationalization efforts have become a priority at many U.S. HEIs. The above rationale may provide a window into institutional motivations to orient toward international students; however, it does not necessarily translate into support services for this increasing flow of students.

International Student Supports

At most universities, ongoing support programs for students are a common fixture. Both domestic and international students are offered some combination of

academic and social supports. For international students, support services can involve connections related to common issues that they face, such as acculturating to university environments (Glass & Westmont, 2014; Rienties et al., 2011; Senerchia, 2015). Other studies highlight issues related to language proficiency (Benzie, 2010; Johnson, 1988; Wongtrirat, 2010) and international student experiences with social, cultural, linguistic, and financial problems (Sherry et al., 2010). While the satisfaction of international students can be high in some cases, Zhou and Cole (2017) found that they faced more instances of negative cross-racial interactions and higher instances of loneliness.

From an institutional perspective, other research has found that in some cases international student support services lacked the intellectual capital within the institution to procure resources away from heavy research or reputational activities (Forbes-Mewett & Nyland, 2013). This single case led to experiences of international students enrolling in a reputationally superior school only to find limited student services. IEPs are also often discussed in the literature in similar ways; however, this is more likely due to the lack of financial autonomy (Eaton, 2008) or their positions as neoliberal capital generators (Chun, 2009).

These reasons begin to explain why institutions may offer programs like IEPs and why such programs might exhibit significant variety and in some cases face problems in delivery. The diverse set of rationale to internationalize – from idealistic asset perspectives to financial motivations – largely get placed at the feet of institutions to implement and rationalize. However, when programs are explored, the existing research ranges from the analysis of student support services and the response to institutional orientations. This represents not only a large gap in the literature, but room to

operationalize the generative potential in IEPs as they create their own internationalization effort.

Statement of the Problem

The university-based intensive English program (IEP) is one type of program that falls within many areas of commonly accepted frameworks of internationalization, often specifically under the auspices of ongoing student support within the student mobility arena. Typically nestled in international programs or other academic support programs, IEPs have historically been tasked with rapidly improving the English ability of international students who don't meet minimum university language proficiency scores, in order that they may successfully matriculate into the university (Hamrick, 2012).

While the primary function of these programs may be obvious, there are several other ways in which IEPs meet the social and academic needs of their international student populations. The basis for these additional roles has been detailed through various professional standards in the English language education field, or TESOL (Bitterlin, 2003), as well as in English program accreditation guidelines. For instance, one specialized accreditation agency – the Commission on English Language Program Accreditation (CEA) – employs several student services standards which are designed to provide “an optimal learning environment” for international students (Commission on English Language Program Accreditation, 2014, p. 27). Included in their number are standards that mandate acclimatizing pre-arrival & ongoing orientation services as well as in-depth personal and academic counseling and/or advising. As the CIGE model defined ongoing and support programs for international students, an IEP would be one of

many university “academic and social support structures and programs [that] facilitate international students’ full integration into campus life” (CIGE Model for Comprehensive Internationalization, 2017, para. 6).

Intensive English programs occupy a unique space in university settings in that they have a direct international goal, like an International Programs office might, and direct teaching responsibilities, like more disciplinary departments might. This combination may be found in international focused departmental programs, but due to the ongoing support-oriented purpose of an IEP – they have a fairly unique in the structure within a university setting. This duality, more than anything, make IEPs a unique location for studying internationalization. That is to say, they have they ability to touch on elements traditionally considered in internationalization in diverse organizational units, from curricular and pedagogical implementation to administrative commitments and student supports.

In 2015, more than 10% (108,443 students) of US-based international students were studying in more than 500 IEPs on university campuses (Institute of International Education, 2016b; ‘Intensive English USA 2015’, 2015). As a comparison, only 1.6 percent of all U.S. students (325,339 students) studied abroad during the same time period (NAFSA, 2018). As we can see from the chart below, save for some significant declines following the terrorist attacks on September 11th, 2001 and more moderate declines since the Great Recession, the enrollment trend for IEPs has increased significantly over the last 16 years.

Intensive English Program International Students by Year

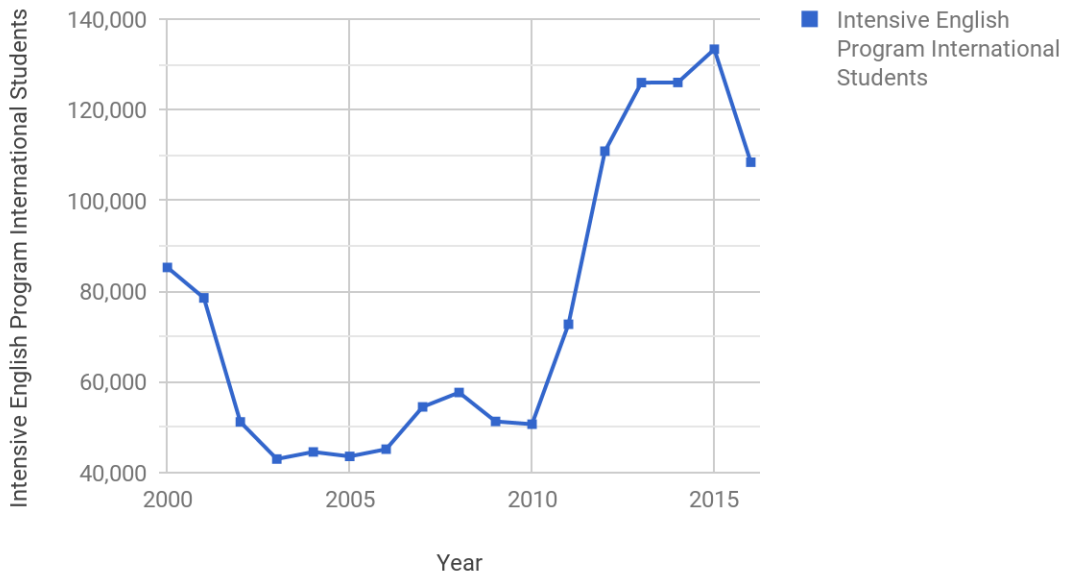


Figure 1. Intensive English Program Enrollment by Year

While these data alone may justify exploration of an IEP in relation to internationalization efforts, there are other issues that make this an important endeavor. In the section that follows, I will outline the problematic lack of internationalization research concerning IEPs. I will also highlight the importance of developing methods that can interrogate the limitless potential variation of internationalization in local contexts.

Lack of Research

It would seem increasingly important to explore the roles that IEPs play in the internationalizing of post-secondary education, due to 1) a growing research emphasis on institutional internationalization efforts, 2) significant and rising IEP student populations and 3) a unique international student facing programmatic focus. However, these programs are not often studied outside of the fields of second language acquisition and

English language education, and hardly ever in their functions within HEIs. There are a number of studies that utilize language instruction in relation to internationalization, which include elements linking it to US students studying abroad, English-as-medium of instruction in foreign universities, and English language support integration in US higher education curricula. Even a cursory search of the literature in the databases ERIC and Academic Search Premier revealed fewer than 100 peer-reviewed publications, most focused on second language learning and instructional methods. When higher education was substituted with internationalization (or internationalisation), no results were found. While this may seem to prove the lack of research on IEPs, there was no dearth of research when the same search was conducted in ProQuest Dissertations & Theses. The database revealed over 900 doctoral dissertations on the same combination of topics. When narrowed with internationalization, it revealed only 21 results - none of them published before 2002. These dissertations in most cases tangentially mentioned IEPs, and were primarily concerned with internationalization in comprehensive campus initiatives (Ahwireng, 2016; Harris-Sealey, 2017; LeBeau, 2017), state efforts (Bendriss, 2007), the perceptions of campus services (Di Maria, 2012), and their relation to college presidents and faculty (Brennan, 2017; Marina, 2013). However, there were two studies that brushed on the scope of this dissertation.

The first study, Cravencio (2004), explored the ideological shifts in internationalization (broadly, but also through language programming) through international student recruitment at four Midwestern universities. In what the author described as an emergent methodological design, the study used a phenomenon focused case study to explore how international student recruitment and internationalization were

together driven by ideological and institutional forces. The data collection and analysis in the study revolved around interviews and collected documents. From them the author developed three findings that are most pertinent to the study at hand, which were 1) a common definition of internationalization developed across contexts, 2) it developed similarly in spite of unique internal and external forces influencing and supporting internationalization, 3) and the fact that each institution is at a different stage of internationalization. If anything, the Cravencio study shows how complex and non-intuitive internationalization exploration can be across contexts, perhaps only sufficiently explored using appropriately in-depth methods.

In the second study, Haan (2009) looked specifically at the history of language planning and programming at Purdue University and what part it played in the internationalization process of the institution. This was also achieved through a case study design, utilizing similar methods and analysis to that of the previous study. Understandably the findings also resonated with the internal and external forces that engaged with (in this case) language programming that is historically contingent and deeply enmeshed in the growth of internationalization efforts at Purdue. The limited studies on IEP internationalization within academia underscore the need for more research.

Next, I will briefly outline the grey literature from associations and non-governmental organizations (NGOs) (Mahood, Van Eerd, Irvin, 2014). This is important because external relational connections have shown a clear influence on the internationalization efforts at institutions. This is doubly true for IEPs which maintain similar external connections and are also heavily tied to their institutions.

White papers, reports and standards from associations and NGOs also contextualize the lack of information and research into IEPs potential contributions to institutional internationalization efforts. In a comprehensive internationalization document NAFSA, the professional association of international educators, mentions IEPs and their role in the process, but provide advice more than analysis (Hudzik, 2011). The American Council on Education is another such organization that evaluates comprehensive internationalization. Their Center for Internationalization and Global Engagement uses a five-year survey to assess institutions on these measures, noting trends and emerging priorities over time. The assessment outlines the six areas as 1) articulated institutional commitment, 2) administrative structure and staffing, 3) curriculum, co-curriculum, and learning outcomes, 4) faculty policies and practices 5) student mobility and 6) collaboration and partnerships (Helms et al., 2017). Surprisingly the contributions of IEPs have merited only recent additions to the CIGE survey and exploration in their reports despite the long history of diverse contributions by IEPs to institutions. However, the isolated trend identified by ACE in the rise of academic support structures seems to be driven in large part by the growth of more recent for-profit pathways programs. These for-profit partnerships are agreements between universities and private servicers to recruit, train, and teach English and credit bearing courses side-by-side (Redden, 2010). ACE wrote that IEPs and pathways programs are “gaining visibility as a way to smooth International students’ transition to the United States and facilitate academic and social integration” (Helms et al., 2017, p. 3). While accurate, the assertion this statement makes is troubling. On one hand, ACE is justifiably addressing the rise in prominence of university pathways programs. On the other, this recent

inclusion ignores the many contributions that IEPs have made in higher education since the 1940s (Matsuda, 2003) and reveals a glaring gap in the literature between academic publishing and the grey literature that has existed for quite a while.

Local Variation Breeds Various Internationalization Practices

As was mentioned above, and will be clarified below, the definitions of internationalization offered in research have oscillated from too broad to something too specific - and back again. Considering both the Knight and Altbach definitions provided above, I propose a hybrid definition that foregrounds the relational processes that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education. This definition does not limit internationalization to institutional efforts, rather it is open to the relational processes that expand within other settings.

Indeed, while the proposed hybrid definition of internationalization has utility itself, it also points directly to the problem with efforts to research internationalization. While comprehensive guidelines like those from CIGE allow for organizations to implement or begin to study their own internationalization, it is only the beginning. Knight (1994) posited that internationalization efforts were largely contingent on the culture of an organization, though comprehensive frameworks were helpful for assessment purposes. Similarly, Schoorman (1999) concluded in an institutional case study, that internationalization is understood and implemented in diverse ways in various parts of an institution. This leads quite naturally to the assumption that there are aspects of internationalization in local contexts that go unexplored. As problematic as the singular globalization was above, so too would a singular term for a range of actions

implemented by policies and programs in every conceivable institutional configuration. That is, at a single institution, even if a master internationalization plan existed – it may not capture all policy and program elements of internationalization. An IEP for example is an element of ongoing international student orientation, but also has the potential to display localized expressions of other areas of internationalization. For instance, a language program could, as easily as an institution, articulate a programmatic commitment to internationalization or assist in adding global curricular elements to the program objectives of other departments. The problem thus becomes that rather than a single institutional (or state, or national) sense of internationalization, settings could become the site of various ‘internationalizations’. In addition, addressing these internationalizations in research becomes problematic in many instances due to research design. The tendency is to either determine the unit of analysis or bound a specific phenomenon. Both of these decisions, often arrived at from sound training and specific methodological choices, limit the ability to see how these various internationalizations enmesh (or don’t) with one another.

Theoretical Connections Guiding This Study

The focus on locally generated internationalizations proposed by this study, fit snugly in the theory of internationalization cycles as proposed by Knight (1994). Here, Knight proposes that internationalization moves through six phases 1) awareness, 2) commitment, 3) planning, 4) operationalization, 5) review and 6) reinforcement. At the time these elements were largely considered the work of whole institutions, however it’s clear from later definitions of internationalization that Knight is open to the idea at varied

areas of postsecondary education. To address the lack of understanding of IEP internationalization, I focus specifically on the way that these environments of internationalization are operationalized. In the operationalization phase of the internationalization cycle, the focus is on implementation of services and policies while building a supportive culture for internationalization. In line with other work by Knight (1994; 1995), and subsequently Childress (2006; 2007), this specifically foregrounds the role of written plans and mission statements in guiding the implementation of internationalization efforts and their ability to “develop buy-in” or develop a supportive culture among various institutional members” (Childress, 2006, p. 27). The hybrid definition of internationalization which foregrounded relational processes, through programs and policies, is sufficiently explored with a focus on written plans and operationalization of internationalization.

One prominent conceptual-analytical tool that is utilized in this study to explore the diverse relational processes that implement internationalization is Actor-Network Theory (ANT). Originally developed in Science and Technology Studies by Bruno Latour, John Law and Michel Callon, ANT was used to theorize science as “a process of heterogeneous engineering in which the social, technical, conceptual, and textual are puzzled together (or juxtaposed) and transformed (or translated)” (Crawford, 2004, p. 1). This process called for a relational materiality, wherein each of the social, technical, conceptual and textual actors becomes significant only in their relation to each other. John Law and Annemarie Mol used a productive story about the research of Bruno Latour to exemplify this relational materialism:

Bruno Latour describes how Louis Pasteur created a network of bits and pieces in the process of developing, testing, and securing acceptance of the immunisation of cattle against anthrax. Bacteria, cultures, microscopes, laboratories, laboratory assistants, farms and farmers, cows, diseases, vaccines - all of these and many more were assembled together. So the story is one of scientific enterprise. But it also tells about Pasteur "himself". So who, or what, was he? Well, this is complicated. There are many answers. He was a physical body, an organism, a French citizen, a science-politician, a laboratory-scientist, a family member, a failed politician. It depends upon where and how one looks. This, then, is the point: Pasteur "the successful scientist" is an ordered network, a relational effect. And also, under other circumstances, a point in a network (Law & Mol, 1995, p. 277).

As can be seen from this example, the relational actors (human and material) involved in Louis-Pasteur-successful-scientist each built upon the other to develop the network.

Consequently, ANT may view an IEP or internationalization as it would any other concept or organization, an assemblage consisting of constituent actors, both human and non-human, who only in their association can form a network that will continue or decline through time (Fenwick & Edwards, 2012; Toennesen et al., 2006). In this project, we can see several examples of how networks may have begun to materialize from relational connections in the literature – even before data has been collected. For instance, CIGE's version of internationalization is both formed and reinforced by the American Council on Education (e.g., the ACE president who called for a commission, the commission members, etc.) and their various publications. Additionally, this has been

reinforced by more than 100 institutions that have taken the challenge of internationalizing their own practice via ACE's Internationalization Lab. This version of internationalization does this through the Internationalization Lab in ways that "assemble an internationalization leadership team on campus ... articulate institutional goals ... [and] formulate a strategic action plan to take internationalization efforts forward" (American Council on Education, 2018, para. 1). This example clarifies a central ANT concept called translation, which as Latour (1987) described it, is the coming together and connecting that creates a network of coordinated actions and things. Translation is also a process of displacement, of conversion, of establishing identities through "a relation that does not transport causality but induces two mediators into coexisting" (Latour, 2005, p. 108).

As the example above also shows, some university internationalizations have been displaced or converted from their current enactments by a planned relation with the various actors in the ACE internationalization network. However, Latour and others are very clear that in creating networks (or outlining them in a study) they do not become fixed – or homogeneous; in fact, one of the primary analytical tasks of ANT is exploring the processual and performative activities being undertaken by various actors not uncovering a deep fixed truth. What's more, the bounding between any concept, program or organization and the actors around them are fundamentally problematized in ANT. In this regard, Fenwick and Edwards cautioned to maintain ANT as "practices for understanding, not a totalizing theory of the world and its problems ... [rather] ontological acids undermining reductive explanations and pushing us towards engagements with evidence" (Fenwick & Edwards, 2012, p. x).

It is understandable that ANT would problematize the limitations in presupposing a theoretical frame like Knight's Internationalization Cycle. If this study were to fully embrace the theory of Internationalization Cycles, John Law may caution that it would be tantamount to caving to "the overwhelming pressures on academic production [that] render knowing simple, transparent, singular, formulaic" (Law, 1999, p. 11). Therefore, in the drive to understand how these networks thrive, recruit, or organize, a researcher is preoccupied primarily with relational effects. In this project, a study of these relational effects will illuminate not only how IEPs function in relation to internationalization but also how the IEP relational entities develop it themselves. In order to accomplish this, I aim to hold loosely to the concept of operationalization found in Knight's cycle of internationalization that it may help frame and guide the beginnings of the study. That is to say, the exploration of the programs will begin with the implementation of services and policies and building of an internationalization definition as locally defined.

Research Questions

The study of translated internationalization in intensive English programs, beginning with operationalized internationalization and written plans, warrants research questions that interrogate the relational aspects necessary in ANT studies. These questions attempt to reveal not only how internationalization is translated internally and externally (between universities, IEPs, the state and other actors) but also how they came to be formed. As such, this study examines the following research questions related to the IEP constructions of the relational processes related to internationalization.

- 1) How is internationalization formed in the Intensive English Programs at three Michigan higher education institutions?
- 2) How is internationalization operationalized in the Intensive English Programs at three Michigan higher education institutions?

CHAPTER 2

LITERATURE REVIEW

In higher education, international influences are diverse and long-lived. No modern nation has colleges and universities of purely national origin. As an example, American institutions of higher education are largely modeled on British and German universities (Fincher, 1996). At the turn of the 20th century, a cosmopolitan education was favored by many wealthy Americans. This embraced a worldview wherein humanity shares more in common than what divides them. As a result, many students of the time finished their higher education journeys at European institutions (Iriye, 2015). These trends in mobility have extended into modern US higher education as well, though currently reversed. Presently, international enrollment at US institutions stands well over one million students (Witherell, 2016), nearly 2% of all American students are studying abroad (NAFSA, 2018) and foreign-born faculty at US higher education institutions account for anywhere from 8 percent to 42 percent of total faculty depending on discipline (Kim et al., 2012).

The motivation and rationale for incorporating international influences and trends in universities and colleges have ebbed and waned over time, often following seemingly unrelated social, economic or political events. However, this section will outline the ways in which international elements have always been present in some regard in US higher education. While the trajectory of internationalization in US higher education as we know it today can seem quite subtle, there are several theoretical or conceptual constructs that have been utilized to conceptualize efforts by governments (federal and state),

organizations and higher education institutions (HEIs) in their attempts to internationalize higher education. I also will extend these perspectives as I explore the development of internationalization in higher education. The following review of the literature will also outline the movement of globalization of education throughout history, definitions of internationalization, and the nature of English Language Programs.

Globalization and Globalization of Education

The analogy that was described in the first chapter spoke of a global ecology, and the interconnectedness of each element within. The analogy on a grand scale describes globalization, one in which countries and organizations serve as various parts of an ecosystem – intertwined by economic, social or political ecological threads. In studying them, we may consider how integrated and intertwined each element is with the whole. This maps on to a definition of globalization as a condition “in which people share a similar set of practices and values using the same organizational and economic forms, and are aware of themselves living in such a world” (Dean & Ritzer, 2011, p. 599). Of course, this definition makes globalization seem benign or at the very least a gentle order of things. When one biome of this ecosystem is behaving in abnormal or negative ways - say through war or disruptive economic policies - the implicit question becomes, what is the potential for these actions to impact the larger global ecosystem?

For example, when considering the links between economic structures of globalization and global poverty, Harrison and McMillan (2007) found that globalization alleviates poverty in many cases, but trade or global financial integration can also cause great harm to the poor in times of financial crisis. The ability to weather these types of

crises can often depend on geographic proximity to larger economic powers (Hanson, 2007). Therborn (2000) argued that beyond these dominant notions of global competition economics there lingered discourses of the sociocritical reaction to and state inability to reject economic globalization. De Sousa Santos (2006) describes similar tensions, in a globalization that is “a vast social field in which hegemonic or dominant social groups, states, interests and ideologies collide with counter-hegemonic or subordinate social groups, states, interests and ideologies on a world scale” (2006, p. 393). Hence, a deeply complex and divided plural globalizations. What’s more, elements of globalization even traced through history have deeply economic rationale for actions taken and events unfolded.

However, this level of integration and economic tension was not, and is not, the only potential explanation of an ‘order of things’. Indeed, the evolution of education, science, the arts and culture in the United States has also been an inherently international endeavor. Over the course of this nation's history, there were many international influences on national institutions that many would now consider distinctively American. For instance, most state legal systems are based on an amalgamation of primarily English, French and Spanish civil and common law (Dainow, 1966). In a case concerning two confiscated international fishing boats brought before the US Supreme Court, it was concluded that the country was obligated to consider international laws. The majority opinion held that “international law is part of our law, and must be ascertained and administered by the courts of justice of appropriate jurisdiction, as often as questions of right depending upon it are duly presented for their determination” (*The Paquete Habana*, 1900, sec. 700). In that same light, broad American rights allowing for jus

sanguinis (right of blood) and jus soli (right of birthplace) citizenship have often encouraged diverse immigration. Positive contributions of immigrants and children of immigrants to all areas of society have been widely established (Chellaraj et al., 2005; Hirschman, 2013; Vaughn & Salas-Wright, 2017).

Of course, the turn of the twentieth century was marked by the lead up to the first World War. One in which the US was initially determined to maintain neutrality. In doing this the US could maintain trade with warring parties within Europe, as many Americans believed that globalization-styled internationalism “had grown stronger than nationalism, and civilization more enduring than barbarism” (Iriye, 2015, p. 20). That is to say, some Americans did not feel that the war would last so long and that parties would not eventually return to their rational internationalized natures. However, the preservation of economic globalization in light of British blockades to the continent – cutting off trade between the US and Germany – and German U-boat campaigns proved to be a challenging endeavor. The US entered the war in 1917 on the heels of renewed German U-boat attacks that had sunk several American mercantile vessels. The war, however, did not dampen American expectations for an international world. Quite the contrary, as de Wit (2002) noted of this time period, that WWI and the creation of the League of Nations led to a rise in student mobility due to the strong belief that international education would further the cause of peace and global understanding. This was typified in the scholarly definitions of globalization and internationalism for the remainder of the 20th century.

Moving to the cusp of the 21st century, the world began to see globalization, and the increasingly globalized world economy, as beginning to influence the funding sources and organizational structures of university as relating to international communities. One

example of this can be seen through the passage of the trilateral free-trade agreement known as the North American Free Trade Agreement (NAFTA) in 1994 and its impact on Canadian universities. Buchbinder and Rajagopal (1996) position their argument at the intersection of global knowledge and global capital. They made the case that the corporate linkages to the university led to a commodification of knowledge that was further solidified by NAFTA. If education was to become a tradable commodity, the free trade agreements continued a degradation in the values of social protections in Canadian education. Much later, this degradation was confirmed with the US and Mexico realizing gains from NAFTA, but Canada from 1993-2005 suffering a welfare loss of 0.06% (Caliendo & Parro, 2015).

Canadian higher education internationalization scholar Jane Knight (2002) suggested a need for balanced approaches to trade agreements, due to the inherent risks and benefits. Speaking of internationalization activities more specifically, she wrote that efforts in free-trade agreements and the like should underscore the importance of “*nonprofit* [emphasis added] internationalization and to direct resources to the implementation and sustainability of the international dimension of teaching, research, and service” (Knight, 2002, p. 225). Truly this underscores the conflict inherent between economically motivated globalization and the often-national values-based efforts for internationalization found in colleges and universities. Robertson, Bonal and Dale (2002) also point to General Agreements on Trade in Services (GATS) like NAFTA, and the ability of more powerful countries to promote national interests as they relate to the global knowledge economy. However, as the authors surmise the conflict of national and global educational policies that supranational organizations like the World Trade

Organization (WTO) can create may give rise to situations like market failure in which national autonomy is unable to address.

This idea of impacts due to globalized economic factors, and commodification of education in the 80s and 90s, were later theorized as academic capitalism at the turn of the 21st century. Academic capitalism was operationalized as “market-like behaviors of academia to compete for scarce resources desperately needed such as research funds, faculty, and students” (Mendoza, 2012, p. 26). This framework was originally conceptualized by Slaughter and Leslie (1999), and later expanded (Slaughter & Leslie, 2001; Slaughter & Rhoades, 2004) in the hope that academic capitalism could explain more comprehensively the oscillating relationship of universities and the increasingly global market, indicating how 1) organizations and units position themselves, 2) resistance occurs and 3) variance in power within and outside of the organization, market and political economy. This theoretical perspective is suitable for exploring the historical progression of internationalization due to its links to economically oriented globalization.

Not all examples of academic capitalism, as it evolved in higher education, were inherently negatively skewed, as shifts toward markets are generally perceived. Pilar Mendoza (2012) argues that many analyses of the financial behaviors of academia ignore the contextual information of how each university, department or faculty may have differing or even conflicting opinions. He explores a descriptive and embedded single case study of an industry-friendly academic department focused on the work of faculty and the individuals involved in the process. The department of focus is an engineering and science division of a large research institution in the US. The example provided in the case outlines a wide range of progressive attitudes toward industry partnerships,

ranging from 1) faculty and students who indicate that academic freedom can remain intact and benefits of the partnership include access to more resources to 2) industry insiders who appreciate the access to the sheer intellectual capital of the department. Mendoza comes to the conclusion that in order for successful industry-friendly departments to exist they must agree “(a) that most of their research should be funded by unrestrictive grants and (b) that faculty productivity is geared toward publications rather than toward patents and spin-off companies” (2012, p. 45). This understandably situated solution may be difficult to transfer given the realities of corporate needs and the ability of institutions to resist funding stipulations.

The crossroads of internationalized education and globalization that is represented in academic capitalism has fundamentally changed and informed the ways in which US higher education institutions are able to respond to global trends according to their public values or bottom lines. Carnory and Rhoten suggested that globalization has forced “nation-states to focus more on acting as economic growth promoters for their national economies than as protectors of the national identity or a nationalist project” (2002, p. 3). The authors outline the ways in which national education systems can manage international comparison, while increasingly global, with policy solutions that share similarities but in implementation produce very different solutions due to contextual circumstances. Again, this creates another layer of potential globalizations in the implementation of contextually specific solutions.

However, as globalization processes and supranational regulations constrain the behaviors of higher education institutions, many researchers identify the uniform ways in which institutions organize themselves. The process of institutional isomorphism wherein

constraints and environmental factors placed on institutions result in similar structures from one to another can explain some of the similarities between institutions facing globalization. It is widely thought to be “driven primarily by a desire of decision makers to create organizations that conform and/or excel in their practice of social rules, ideals, and practices” (Karlsson, 2007, p. 679). Institutional isomorphism was developed by Paul DiMaggio and Walter Powell (1983) in their piece *The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields*. While they coined the term for this general homogenization among organizations, this term has also been widely used among education and internationalization scholars. For instance, in education, LeTendre, Baker, Akiba, Goesling and Wiseman (2001) found great variation in the ways that teachers from Japan, Germany and the US accomplished their work, but differences between teacher beliefs and teaching practices was actually quite low. This speaks to an institutional isomorphism even in the face of diverse policy realizations, as other aspects of the teacher’s work above was quite diverse. These notions of global institutional isomorphism have been traced in other broad global contexts (Vaira, 2004) and in specific national contexts, like the Chinese university system (Cai, 2010).

Douglass (2005) points to similar paradigms in globalization that influence higher education markets as those mentioned above, such as organizational convergence (institutional isomorphism) and positioning of higher education institutions toward revenue generative markets. This influence of globalization broadly, is not problematic for elite institutions but rather troublesome for what the author calls “second tier” institutions who will be forced to endure the most change. Internationalization in many capacities has largely been a purposeful process of establishing international components

in a university. However, the forced changes that come from globalization, due to declined public resources encourage orientation toward revenue generating elements, be they students or programs. Douglass (2005) argues however, that in the US specifically, countervailing forces like economic wealth, diversity of institution and reputation for quality indicate that American markets are more likely to be an exporter of higher education. This leaves internationalization efforts to become a largely local concern in interactions with a global market for US institutions.

There were two events in the early 2000s that had the largest influence on the internationalization of higher education in the US, the attacks on the World Trade Center and the global economic recession. The terrorist attacks of September 11th, 2001 had wide ranging effects on global flows of people and goods. This was equally true for higher education as some of the perpetrators had arrived in the US on foreign student visas. In the wake of the attacks, there was a crisis of purpose in international education. Cummings (2001) suggested that international education was unprepared at colleges and universities to supply a unified response in order to contextualize the global ramifications of the events. Regardless of their ability to respond to larger philosophical issues related to internationalization, universities were almost immediately saddled with new regulations pertaining to student visa requirements. The USA Patriot Act required, among other things, a full implementation of the Student Exchange Visitor Information System (SEVIS), which implemented comprehensive electronic reporting of registration and enrollment information on foreign students (Urias & Yeakey, 2005). The hurried deployment of SEVIS caused delays in visa issuance and declines in student enrollments not too long after the Patriot Act became law (Bollag, 2004). Several scholars have

indicated that declines immediately following the attacks were a result of changing statutory requirements and potentially negative attitudes toward international students (Lee, 2010; Lee & Rice, 2007; Mueller, 2009).

The global economic recession that took place in 2008 continued to mute international student growth in the decade. The recession was largely seen as a result of risky mortgage lending from the US banking system which led to massive job losses and declining state tax revenues. These financial realities also took a toll on US higher education. State legislative bodies across the US made significant cuts to appropriations to public universities due in large part to those declining tax revenues from the recession.

While budgetary shortfalls were problematic for institutions, their relation to the internationalization of institutions is mixed. Jaquette and Curs (2015), for example, assert that public universities had changed their behavior to solicit out-of-state students as a result of declining state appropriations. The authors found an increasing negative correlation between state appropriation revenue drops and out-of-state freshmen enrollment over the last decade. Their case was made using resource dependence theory. Resource Dependence Theory, as conceptualized by Pfeffer and Salancick (2003) foregrounds the influence of external resources on institutional behavior. These dependencies on external resources also impact the internal power dynamics of an institution, ensuring that certain people or groups within an organization in their function of helping “the organization obtain resources held more power as a result of their critical role in ensuring organizational survival if not success” (Pfeffer & Salancik, 2003, p. xiii). In the case of Jaquette and Curs (2015), this group became out-of-state students. Jaquette and Curs, joined by Posselt, continued to explore the growth in nonresident enrollments

and whether they displace the enrollments of underrepresented minority (URM) students (Jaquette, Curs & Posselt, 2016). They theorized that these trends were largely motivated by declining tuition revenue and desired increases in high-achieving student recruitment. The results indicated declines in low income and URM students proportional to that of the growing nonresident students. In the same year, Bound et al. (2016) concluded that the enrollments of foreign students are much larger at public higher education institutions than at private and were able to provide a degree of insulation from changes in state appropriation.

This focus on out-of-state students, a category in which international students are often included, indicates a tacit globalization and internationalization that is motivated by financial gain rather than explicit institutional goals as outlined by Knight above.

Douglass and Edelstein underscore this lack of explicit goals writing that that while the US is often a beneficiary of quality international talent in education, it “lacks a strategic approach to capitalizing on the global pool of mobile students” (Douglass & Edelstein, 2009, p. 2). That is to say, it is more likely that US HEIs are acting more in response to global impacts than some predetermined goal. To underscore this, the authors outline several areas that relate directly to globalization – most importantly shifting market share as it pertains to student mobility and development of strategic globalization policies. In terms of shifting market share, while the number of international students attending US institutions increased almost 50% from 2008 to 2015 (Institute of International Education, 2016a), this was on the back of a decline in the total US market share from 25% to 20% during 2000 to 2006 (Douglass & Edelstein, 2009). The development of strategic globalization plans would address some for the market share issues as well as

address a number of domestic issues regarding domestic student enrollment. Douglass and Edelstein also suggest that a globalization policy should follow three general goals, 1) “promote higher education as a critical US asset and export”, 2) “view globalization as a reciprocal relationship and build global networks” and 3) “build enrollment and program capacity” (2009, p. 14). It becomes clear when looking at the trends of globalization that it has been impactful on many sectors of national life, none more so than that of education. The shifting and changing nature of globalization makes it as difficult to define as it is for institutions to respond to. In the section that follows, I discuss the literature surrounding one response to globalization – internationalization.

Internationalization of Higher Education Institutions

Internationalization is often considered to be the response to globalization. Whereas globalization represents uncontrollable social, economic and cultural forces, higher education internationalization is often considered the response to those forces (Stromquist, 2007). Of course, as was alluded to above, there has long been an international element, of sorts, in higher education – even before the modern ideas of nation states were established. Norton (1909) pointed to the international pull of famous universities, like the University of Paris or University of Bologna, in as early as the 12th century. These universities, called Stadium Generale, were places “to which students resorted, or were invited, from all countries” (1909, p. 7). Compayré (1893), and historians like him, saw the creation of the University of Cambridge in the 13th century to be a marker of the international nature of European universities. He wrote that Cambridge “show[s] plainly how the displacements and migrations of nomadic

professors or members of religious orders, travelling from one country to another, scattered the seed of science on fresh soil” (Compayré, 1893, p. 68). This represents a proto-student and faculty mobility. However, the loose notion of ‘international education’ that typified pre-nation state Europe was one that simply allowed for people (typically wealthy) from other places to participate in a range of European universities (Stoker, 1933). It wasn’t until the 18th century that the idea of nationality was beginning to be cemented by way of common cultural traits, rather than economic, social or religious ones.

This shift allowed for a burgeoning period of national development in which educational historian Paul Monroe wrote that nations were “working toward the democratic interpretation of nationality and using education as a means” (Monroe, 1932, p. 3). It was at this time that various European models for higher education were being imported to the United States. Early examples include Harvard (1636), the College of William & Mary (1693) and Yale (1701), who were largely modeled on the Oxford and Cambridge systems found in Britain at the time. However, Thelin (2013) noted that while US college founders gained some inspiration from British models, colonial era colleges were “remarkable and complex, a hybrid of legacies, transplants, deliberate plans, and unintended adaptations” (p. 11). While not particularly internationally focused, it was during the late 1780s, that US higher education institutions began to see the arrival of socially or politically connected Latin American students. Francisco de Miranda, Spanish officer and South American advocate for independence from Spain, was considered to be one of the first international students to come to the US. He graduated from Yale

University in 1784 (Bevis & Lucas, 2007). Many of the early international students at the time were politically connected or wealthy.

In 1876, the founding of Johns Hopkins University was the vanguard of a 'German model' of research universities in US higher education (Fincher, 1996). This is a result of the many 'cosmopolitan' professors and students spending time at German institutions (Bonner, 1963; Diehl, 1978). The German university system at that time was interpreted by Americans to be focused on advancing knowledge through research, founded in academic freedom and structured in a way that supported such research (Wolken, 2015). Internationalization of society more broadly during the 19th century, under the guise of internationalism, also found the rise of all manner of non-commercial, international organizations and International Congresses across disciplines in Europe and America. Between 1851 and 1915, more than 17 international education congresses were created continuing the expansions of internationalism in education (Stoker, 1933). However, in higher education, much of the writing in the late 19th century concerning 'internationalism' dealt with how universities might address international components in fields like law, finance, and philanthropy (Crafts, 1908; de Marcoartu, 1876).

It was the push from American peace movements that continued the definition of international education as guided by the notion that its purpose was to promote peace and understanding (Halpern, 1969). Of course, this was largely in the anticipation of, and eventual participation in, wars. One organization that exemplified this in the US was the Institute of International Education (IIE). The IIE was founded in 1919 to promote programs focused on international academic exchange (de Wit, 2002). In the first annual report of the IIE, director Stephen P. Duggan credited the 'Great War' in generating

interest in America concerning international affairs and other nations. He wrote that the goal of the IIE was to gather information, exchange professors, accommodate visiting professors, facilitate student fellowships, and arrange delegations and international visits (*First Annual Report of the Director, 1920; Second Annual Report of the Director, 1921*). However, it was during the 1920s and 1930 when the institute entered its primary role as mediator of internationalization of higher education in America. During this time period, the IIE managed administrative issues related to sponsored students and professors, promoted study abroad by creating literature, and promoted international education in general to the public (Halpern, 1969). The scholarships at the time that were managed by the IIE were thought by some to continue in promoting “international understanding and goodwill, those two phrases which are so inseparable from any scholarship exchange” (Thelander, 1953, p. 463).

The American Council on Education (ACE), another institution that would later influence the internationalization of higher education, was created around the same time as the IIE. The council was established originally as the Emergency Council on Education, and its membership consisted of organizations related to education. Similar to the IIE, the ACE had no specific statutory control over member organizations, but served “rather as a directing and coordinating agency for the activities of a great many associations and groups” (“American Council on Education,” 1939, p. 41). It wasn’t until the beginning of WWII, that ACE began to problematize the isolated nature of American education and wonder about their role in such a conflict. In a paper directed at educators on the topic of international relations, ACE outlined that an educator’s role may be “directing attention to the conditions of a workable world order, based on cooperation,

not force, on consultation, not coercion” (Bradley, 1941, p. 5). The definition of international education that typified this time was “civilizing and humanising of relations between nations in ways that are within the limits of human capacity” (de Wit, 2002, p. 23). As one could see at the time, American educational organizations and universities were struggling with what exactly that meant to them. If anything, the push from both world wars led to an educational yearning for global peace, which continued throughout the early 20th century and into the Cold War.

These sentiments were put to the test in the later part of the 20th century in the form of growing international demand for US higher education by foreign students. The focus moved from cooperation and understanding, to hosting and educating international students. The primary concern at the time, and cause of some alarm, was that institutions were perceived as unprepared for a massive influx of international students. However, these concerns appeared to be largely overblown, as international enrollment figures at the time showed an increase in the proportion of international students on campuses moving from 2.6% in 1980 to only 2.9% in 1990 (Institute of International Education, 2016a). This aligns more closely with the projections from Chishti (1984a) that attempted to tamp down on the rather alarmist estimates at the time that projected proportions of international students along the lines of 10% by 1990. Chishti drew these conclusions using a Box-Jenkins forecasting method, drawing connections between potentially increased enrollments to economic or military partners and rapid economic progress of ‘less developed countries’. Indeed, elsewhere Chishti (1984b) indicated that the economic benefits or costs of international students were negligible enough not to impact decisions about restricting international student flows. He wrote that colleges and universities at the

time should consider all the “educational, cultural, and political costs and benefits involved in education” of international students (Chishti, 1984b, p. 412).

Near the end of the Cold War, some considered the growth of international student populations to be a mixed issue for US higher education. This led to some raising concerns specifically with having a large proportion of international students in graduate programs. However, this concern was split, and related to the ever-present political realities of the Cold War. First, the US increased what became known as ‘scholarship diplomacy’ when it was revealed that the Soviet Union was funding students from the developing world at a rate of 10 to 12 times higher than that of the United States (Woodhall, 1987). Second, there was a common cultural narrative at the time, that institutions were overly dependent on foreign students, which led to policies that helped encourage American students to pursue science and engineering graduate degrees (Rhoades & Smart, 1996). The question then becomes, as internationalization in many cases was a response to globalization - how did the definitions form in higher education?

Definitional Ambiguity of Internationalization

Various global developments over the last 100 years, led by two world wars and the development of global institutions (United Nations [UN], North Atlantic Treaty Organization [NATO], Organisation for Economic Co-operation and Development [OECD], etc.), have guided how the term ‘internationalization’ has developed within society, and by education more specifically. Internationalization has a variety of comprehensive explanations, that vary depending on the context in which they are used. For instance, contemporary understandings in economics and finance use

internationalization synonymously with globalization where both are defined as an interdependence in global markets resulting in “cross-border trade of commodities and services, flow of international capital and wide and rapid spread of technologies” (Shangquan, 2000, p. 1). This is true for fields like healthcare as well, where globalization and internationalization both relate to the circulation of ideas, doctors and medical goods across various transnational contexts (Mittelman & Hanaway, 2012; Nam & An, 2017). As was mentioned above, in higher education, globalization is often viewed as an outside force of economic and cultural conditions. This sees globalization is a force that acts upon higher education demanding a certain response, instead of an internal element of the field (Marginson & van der Wende, 2008). However, the terms globalization and internationalization together offer no inherent clarity to fields that struggle with how expansive the scope and utility of such definitions should be. This naturally leads to an etymological question for higher education, how did the term internationalization become defined and where does it diverge from more widely used definitions of globalization? This will be addressed below.

It wasn't until the early 20th century, that more explicit definitions of the internationalization of US universities became common. As Halpern (1969) wrote this was partly due to the fact that the reputation of “American education was dynamic and experimental” and as a result “foreigners, particularly non-Europeans, came to view America much as Americans viewed Germany in the nineteenth century” (p. 27). The first clues to the development of internationalization in US higher education can be seen as early globalization-like definitions started to transform conversations in other fields. Internationalization at the turn of the 20th century, where internationalism in higher

education was a way for “promoting international understanding [and] ... increasing unity of action and to a growing attitude of confidence in the utilization of the schools in a program of world understanding” (Stoker, 1933, p. v). Which, put simply, was learning what works and implementing it.

It wasn't until the 1960s that comparative education scholars began to fully articulate how internationalization in comparative education was both fundamental to the field yet increasingly independent and disengaged. This ambiguity grew due in large part to the rapid expansion in the comparative education field in response to WWII and the Cold War (Manzon, 2011). Anweiler (1977) highlighted this increasing ambiguity, in his writing on comparative education as largely “limited to comparing and contrasting different national systems of education” (p. 109). Whereas international education, still utilizing the term internationalism, was concerned more with the extent to which one nation learns from, influences/assists, or responds to the educational developments of another. This referred to a whole host of activities: to curriculum content that deals with other countries and societies, with international relations among countries, exchange of students between countries, assistance to other countries for educational development, training of specialists for diplomatic and other international work, cultural relations programs between nations and the general informing of the public of world affairs (Anweiler, 1977, p. 110).

Harari (1972) criticized vague definitions like ‘improving international understanding’ calling instead for “an overarching framework from which to derive criteria for, and means of, globalizing education” (p. 3), by way of curriculum, scholars and students, and cooperation between organizations. A consistent theme of

internationalization definitions in the 1970s, as seen in Harari, was a focus on internationalizing curriculum. The American Association of State Colleges and Universities (1973) convened a conference on the internationalization of curriculum in order to improve curriculum. This was done in an attempt to give each student an appropriate global outlook. Sutton, Ward, Perkins and Ostergren (1974) called for a ‘total view’ of internationalization in education, in which international dimensions should be included in all aspects of US universities, but where the responsibility landed on the university to convince governments and citizens of the value of internationalization.

In the late 1960s and 70s, while there were competing views on what it meant to internationalize, there were also diverse views on reasons that international students would come to the US. The competing notions from international education rationale revolve around a number of what were called ‘push’ and ‘pull’ factors. Which identifies factors in the home country of a student ‘push’ them to travel internationally for higher education, and what factors in the host country ‘pull’ them to a particular destination (Li & Bray, 2007; Mazzarol & Soutar, 2002). Push factors at the time included availability of education in home country and student levels of economic wealth. On the other hand, pull factors included established links between home-host countries and support for international students from the host country (McMahon, 1992). In a multiple regression analysis, McMahon (1992) found that flows of students were driven by students in countries where economies were weaker but heavily involved in the global economy. The push motivations were especially strong for wealthy nations, where McMahon reported there was “weakness in economic strength relative to this stronger subset [the United States], a national interest in education, and a strong level of involvement in the

international economy” (McMahon, 1992, p. 476). This conclusion is only exacerbated by the growing prevalence of economic globalization.

With a continued focus on US higher education, Arum and Van de Water (1992) suggested that the definitional ambiguity that continued into the 1980s and 90s wasn't necessarily discipline specific, and was due in large part to various constituencies seeing “international education from a different perspective, and rarely have they had the need to see it as a whole or totality” (p. 3). These diverse perspectives between definitions at the time were focused on a range of elements like purpose and rationale factors, definitions focused on actors, programs and organizational structures. In a paper for the New England Board of Higher Education, Sven Groennings (1987) wrote that as a result of these various and often conflicting definitions, internationalization efforts were “characteristically piecemeal and competitively uncoordinated” (p. 5). Arum and Van de Water called for an integrated definition that spoke to initiatives that “fall within international studies, international educational exchange and technical cooperation” (Arum & Van de Water, 1992, p. 202). It was around this time that a more comprehensive definition of internationalization started to crystalize.

Jane Knight was integral in continuing to problematize the diverse range of meaning present within internationalization. As was mentioned above, in her earlier writing, Knight (1994) was focused on institutional components and how international dimensions were integrated into the primary functions of a university, both organizational and through developed curricula. This institution focused definition was problematized years later by van der Wende (1997) who suggested internationalization be defined as “any systematic, sustained effort aimed at making higher education (more) responsive to

the requirements and challenges related to the globalisation of societies, economy and labour market” (p. 19). In response, Knight (2004) agreed with a more broadened definition of internationalization settling on the definition of internationalization as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p. 2). This broad-based definition is one of the most commonly used in development of institutional internationalization plans. A common definition enables them to be uniquely assessable, encouraging the development of approaches and frameworks to internationalization. However, there are several ways in which internationalization has come to be conceptualized and assessed in the last several decades.

Approaches, Frameworks and Assessments of Internationalization

In the last 30 years there have been a multitude of attempts at creating frameworks that address the diverse approaches for implementation of internationalization within higher education, which includes establishing and assessing what successful internationalization efforts look like. These have come in a number of forms, many following the internationalization definitions and rationale mentioned above. Approaches vary in specificity, ranging from general characteristics of internationalization to fully fleshed out models or frameworks of internationalization. Assessments also come in many forms, ranging from ranking measures to comprehensive internationalization assessments. This section will outline the various approaches and establish the ways in which internationalization assessments have grown and evolved over time.

Approaches of Internationalization.

There are four primary approaches, as outlined by internationalization scholar Hans de Wit (2002) as 1) activity, 2) rationale, 3) competency, and 4) process approaches. First, the activity approach, naturally, describes internationalization in the ways that it manifests in various activities at higher education institutions. For example, internationalization of curriculum development – or rather incorporating international elements into the curriculum – is one of the most frequently mentioned activities in this approach. De Wit (2002) warns, however, that “most definitions relate to this approach, and most studies on the internationalisation of higher education fall under it” (p. 117). Second, the rationale approach, relates to various purposes or outcomes desired in internationalization efforts. For instance, the goals of the early 20th century institutions for “peace and understanding” as outlined above, would fall under the rationale approach. The development of an institutional culture that values international efforts, called the ethos approach elsewhere (Bendriss, 2007; Knight, 1994; Qiang, 2003), would also fit under the rationale approach. Third, the competency approach deals with the development of skills or knowledge on the part of those within higher education institutions. A clear example of this approach would be the development of intercultural competence (Deardorff, 2006) or communicative competence (Zhou et al., 2008) among various organizational populations. Fourth, the process approach, aligns most with the definition provided by Knight (2004), in that it is focused on integrating international aspects into the primary mission of the institution.

Frameworks of Internationalization.

There are many alternative conceptual frameworks that have been utilized to identify and explain internationalization efforts. The two that have been used more prominently outside of Europe follow a cyclical developmental path, van der Wende's advocated NUFFIC Model for Internationalization of Higher Education and Knight's Internationalization as a Continuous Cycle, which has been repurposed for this study. In 2002, these two developmental frameworks were merged, by de Wit, into what he called Internationalization Circle, Modified Edition.

The NUFFIC Model for Internationalization of Higher Education is a cyclical model that focuses specifically on the curricular or educational development aspects of internationalization (van der Wende, 2007). This model was developed for the Netherlands Organization for International Cooperation in Higher Education and is focused on the processes that institutions implement in their attempts at outreach of curricular elements and institutional impacts – specifically through student mobility, curriculum development, and teacher mobility (Hermsen, 1996; Sowazi, 2017). De Wit (2002) notes that van der Wende later found the model to be too narrow, primarily orienting itself in relation to policy documentation and ignoring other factors. However, this model is driven by specific goals and strategies, which lead to specific sorts of internal implementations, which then again lead to institutional effects, which return to inform goals and strategies. As was mentioned in the various approaches above, this model most likely falls within activity, rationale and process approaches. This model was not considered suitable for this project as it narrowly focuses on only some of the relational components of internationalization.

The second widely used model for internationalization of higher education conceptualizes internationalization as a continuous cycle. This cyclical model, originally proposed and expanded by Knight (1994), follows both activity and process approaches. The internationalization cycle is meant to involve a two-way flow, wherein each phase informs the other. One element of note in the model is the implied sequential nature. Logically, one must start with awareness building among the campus community, in order to move forward with building commitment, planning, operationalization, review and reinforcing (Childress, 2009). However, after a single cycle the model can flow in either direction. The operationalization step in this framework is considered of utility in this study as it may best capture the relational connections in a setting. Additionally, it may illuminate other elements related to these relationships such as commitment and planning. This framework was used extensively by Childress (2009) in her work analyzing written internationalization plans as well as Rumbley (2007) in her dissertation analyzing Spanish university experiences with internationalization.

Finally, Internationalization Circle, Modified Edition is the third conceptual model and is a combination of both previous models. deWit (2002) adds the elements of context implementation, and long-term effects. In doing this, “the context analysis, the implementation phase, and the effect of internationalization on the overall functions of the university have been incorporated” (de Wit, 2002, p. 137). This addresses the criticism found in either model that they ignore internal or external elements that are involved in internationalization efforts. This modified cycle is widely used in other studies as a conceptual framework. LeBeau (2017) uses it to explore comprehensive internationalization processes in a case study of a US university. Another study used the

Internationalization Circle to explore existing policies and motivations for internationalization in Malaysian higher education institutions (Karim & Maarof, 2012). However, the modified edition – while useful in its foregrounding of external components – is unnecessary in this study as actor-network theory introduces them by design.

Assessments of Internationalization.

One way in which internationalization has been assessed is through the American Council on Education’s (ACE) ‘Model for Comprehensive Internationalization’. The ACE Center for Internationalization and Global Engagement (CIGE) created six distinguishing characteristics of internationalization by defining comprehensive internationalization as “a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions” (*CIGE Model for Comprehensive Internationalization*, 2017, para. 1). This assessment of ‘comprehensive internationalization’ uses a five-year survey to assess institutions on processes and institutional commitments to internationalization, reporting trends and emerging priorities over time. The survey outlines the six primary areas as 1) articulated institutional commitment, 2) administrative structure and staffing, 3) curriculum, co-curriculum, and learning outcomes, 4) faculty policies and practices 5) student mobility and 6) collaboration and partnerships (Helms et al., 2017). Each of the six assessed areas on the survey is represented by organizational elements that CIGE encourages institutions to focus on.

Another common method of assessing internationalization in higher education is the use of league tables or academic ranking methodologies. While this manner of international comparison has become quite common, these types of institutional rankings are not always suitable for assessing all factors of institutional quality. When considering internationalization in ranking metrics, it must be noted that not all ranking systems value international elements the same. As internationalization frameworks, approaches, and rationale take broad multi-faceted views on campus internationalization, ranking systems typically look at a few elements. The Times Higher Education World University Rankings (THE), one of the more internationally focused ranking measures, uses a count of international students, international faculty, and scholarly collaboration featuring international co-authors. These variables account for only 7.5% of an institution's total world ranking score (*World University Rankings 2016-2017 methodology*, 2016). Other ranking frameworks track international elements in their ranking data collection process, but do not include the measures in their final ranking determination. The best example of this is the US News and World Report (USNWR), which collects international student numbers at universities, but does not report or include them in the final outcomes.

However, in totality these ranking measures represent very narrow assessment of higher education internationalization. An assessment that encourages institutions to think of student and faculty numbers in efforts to increase international prestige and 'internationalization'. Cantwell and Taylor (2013) point to the emergence of ranking systems combined with Global Research Universities (GRUs) and their combined creation of a highly competitive global education system. They write that in light of that "states also have reformed regulation to create incentives that promote investment in

research, *internationalization* [emphasis added], and university-industry partnerships, as well as established the competition regimes that drive universities to pursue ever more resources with which to generate knowledge” (Cantwell & Taylor, 2013, p. 199). This harkens back to the idea of academic capitalism, wherein universities must best position themselves in relation to scarce resources.

Clearly, the internationalization of higher education has evolved significantly in the last 100 years. Internationalization has changed from vague goals of general peace and understanding among all people, to complex flows and plans related to the massive movements of people and incorporation of ideas. The development of more concrete definitions and conceptual frameworks have contributed to the ability of universities and colleges to make internationalization plans in response to – or in spite of – the forces of globalization. These plans may help safeguard institutional purpose as universities continue down the path of globalization and internationalization into the remainder of the 21st century.

The Construction of Intensive English Programs

As universities in the 1980s were coming to terms with their increasing international enrollments, Barret et al (1982) described the migration of the administrators that created the IEP at the University of Michigan, moving across the U.S. and creating programs at other institutions. He also wrote about the typical organizational orientations that these administrators carried to other university IEPs as “service unit[s] at a college or university and may be placed within an academic department or higher institutional division” (1982, p. 2). In the same book, Richard Daesch reflected on the

roles that IEPs typically take in organizational relationships within their parent institution. That is, most programs define themselves as somewhere in between autonomous to integrated. Programs on the more integrated end of the spectrum are largely subsumed in the budgetary, personnel and policy directives of their larger departments. At the time this text was written, he included these in “departments of English and linguistics, and the divisions of continuing education and international education” (Daesch, 1982, p. 7). While the editor and authors of this text offer various IEP configurations and relational advice for programs and their parent institutions, there are no specific examples of actual financial or resource-based arrangements. This book was clearly designed as a primer on IEPs for a wider academic audience.

In her dissertation, Jacobs (1986) wrote that deans, department heads, and IEP faculty largely felt that IEPs should generate most of their funding and the “investment of institutional resources should be minimal” (p. 200). This empirical study provided a detailed account of the relationships between IEPs and their host institutions. For instance, of all the programs included in the random sample for her study (n=40) only 20% paid their parent institution (from their own revenue) for facilities like classroom and office space. While this ‘contribution’ from the universities could be considered an element of financial support, the study also showed that IEPs contributed to the institutional resources through “increased credit hour or direct, above-cost revenues” (Jacobs, 1986, p. 256). Scholars actively explored these institutional relationships as international student numbers fluctuated but continued to climb overall in the 1980s (*International Student Enrollment Trends, 1948/49-2014/15*, 2015). This idea of surplus resources going to the host institution continued into the future. While this study was

pioneering in that it looked specifically at what programs were doing, the focus on perceptions of administrators and general configurations of IEPs obscured some of the detail available in each situation. The inherent privacy of financial records and an inborn desire to shield ‘what works’ from potential competitors was the unstated policy throughout this decade. In a later example of this, Hill (2019) explored a virtual community of practice for IEPs that revealed many of the programmatic and literature limitations discussed in previous decades. Specifically, he highlighted the competitive nature of student enrollment and the decision by some to hoard knowledge.

The conversation continued to expand in the 1990s, with articles in small special topic journals and wide audience publications. Jack Gantzer (1991), in the journal *College ESL*, detailed the continuing uncertainty in the field as to organizational and budgetary contexts of IEP programs in university settings. The article served as a conversation between colleagues discussing where best a program might be placed within a university and the rationale behind it. The article largely mirrored the logic from the previous decade, indicating that IEPs should be embedded within modern language departments, developmental skill departments, or allowed to exist on their own. Again, this speaks in a small degree to the financial orientations of the program, but the uncertainty and multitude of configurations at different institutions make it more of a conversation of “best practices”, rather than specifics on what is happening.

The same year, in a book called *Management in English Language Teaching*, White et al. (1991) provided general descriptions of configurations of IEPs in the United Kingdom and elsewhere. They wrote that operating a program “requires a systematic approach so that areas of responsibility are clearly delineated and procedures for running

administrative systems are established, understood and used by all.” (White et al., 1991, p. 151) Again, they were not overly prescriptive about how things could be organized, steering instead to a general administrator audience with guidance about possible IEP configurations. Much like Barrett indicated 10 years earlier, programs were essentially described on a range from integrated or autonomous. The financial sections of the text detailed the nature of private institutions that may have to “account with the sponsoring authority to which their surpluses have returned” (1991, p. 224) Again, hinting that the relationship of the IEP is typically regarded as a ‘surplus to the host’ sort of arrangement. Much like the previous administrator handbook discussed, the authors also detail revenues and costs that programs might expect, ranging from fixed cost - like premises and administrative costs - to variable costs - like office supplies and program textbooks. They go on to indicate that typically an IEP “budget will probably be the work of a committee rather than an individual” (1991, p. 321). This shows that at some institutions the IEPs are not powerless actors in the organization, but that some negotiation might be taking place regarding their situations.

The field of TESOL in the mid-1990s started to have a more critical voice when it came to understanding the formations and roles of IEPs and their host institutions. It still had not entailed a large swath of academic publishing on the topic, but there were presentations and conversations coming from the international conferences. Snoke (1994) in the *Intensive English Programs Newsletter*, reported on the IEP special interest section discussions at the most recent TESOL convention. She writes:

“IEP Section discussion group at the Baltimore TESOL Conference was remarkable for its liveliness and its tight focus on issues flowing from a single

source: lack of autonomy and control of resources in a tight money environment. Many institutions use the IEP as a revenue source for other departments and programs. The sense of the meeting was that this tendency has increased over the last few years” (Snoke, 1994, p. 3).

In her short piece, Snoke underscores this lack of budgetary control through the common practice of staffing part-time faculty so that “the parent organization maximizes ‘retained revenues’” (1994, p. 3). While this piece was largely anecdotal, it begins to confirm and extend the trends that were clear in the previous 15 years, that host institutions keep excess resources. What remains unclear is how exactly this arrangement is oriented and how the pre-‘excess’ revenues are determined. The literature surrounding IEP construction already begins to mirror the larger argument in academic capitalism, in that some universities were using their IEPs to orient themselves toward potential resources.

Fredricka Stoller, editor of the IEP newsletter in the previous paragraph, had by the mid-90s become well known in the field for her work with IEP administration and management. In 1994, she co-authored a piece with Mary Ann Christison that started to illuminate why so much of the literature was vague and general in regards to budgets, operations and resources between IEPs and universities. Put plainly, the typical IEP administrator at the time came from a background heavy in English as a Second Language or linguistics but rarely in management or finance. This article, aptly called “Challenges for IEP administrators” was a basic, to-do list of being a successful IEP administrator showing how to navigate the waters of a complex university organizational hierarchy. In this review, this article is the first piece that directly speaks to why the

literature reflects such a general audience, largely due to the qualifications of linguistics and language acquisition competencies for administrative leadership.

The following year, in the piece *Innovation in a Non-Traditional Academic Unit: The Intensive English Program*, Stoller (1995) outlines and extends the work of her dissertation. She explained the impetuses for faculty and administrators to engage in innovations in their programs. Not far from the top of the list were mandates and/or expectations from the parent institution. Then, in 1997 (revised in 2012), Stoller and Christison wrote the most current handbook for IEP administrators, an edited volume, aptly named, *A Handbook for Language Program Administrators*. This text is more detailed than any other handbook that preceded it for several reasons. First, this text has sections that are specifically geared toward IEP administrators giving strategic advice on how to navigate in situations that “reflect the constraints imposed by the institutional or corporate culture within which the language program operates” (Hamrick, 2012, p. 104). Because language program administrators operate in a system in which they have some limited control, they need to pick their battles wisely. In this book the authors offer vignettes as practical examples of the ideas they suggest. Of course, IEP communities and specifically the director-level positions continue to be explored in the literature.

O’Connor (1998) rounded out the decade by providing details regarding how a more robust IEP administrator can operate in three distinct stages of administration. He described the levels as technical, managerial, and institutional in which each is progressively focusing attention more and more outside of the IEP as the program matures. For example, one of the aspects of a director’s role at the institutional level of program maturity is to secure “resources from University (e.g., Permanent space)”

(O'Connor, 1998, p. 98). Again, the variety found in programs limit the utility of these stages due to the multitude of possible configurations. However, this may reveal the growing power of IEPs as they mature and settle in their institutional settings.

The 2000s possessed many challenges in the field for many in English language education, and it is reflected in the literature. After September 11th, enrollments in many IEPs plummeted. This resulted in some programs reevaluating course offerings or even closing their doors. As a result, not much is written in this time period regarding the orientations of IEPs and their host institutions. However, as things started to pick back up in the late 2000s, we see some texts showing programs beginning to recover.

Rice (2007) provides specific case studies of a variety of English language programs that were revitalized. The book outlines in the chapter, *Revitalizing and Strengthening an ESL Program* by Bonfanti and Watkins, how a program can become stronger by strengthening the ties between the IEP and the host institution. This account sits in contrast with the previous, more negative, arrangements between IEPs and universities. In this case, the program was able to revitalize itself after the enrollment declines mentioned above – by paying close attention to the needs of its existing students and that of its host university. For the most part this involved a needs analysis and inter-departmental consultations on the university's campus. While this case was very specific on the revitalization efforts, the exact nature of the financial relationship between the IEP and university was not made clear.

Eaton (2008) begins the critical analysis of IEP relationships in the late 2000s. She documents the plight of language program administrators and pulls from many of the authors included in this literature review. She outlines specific financial plights of IEPs

stating that they are “expected not only to be financially self-sufficient, but also to generate revenue” (2008, p. 8). The resentful notion of IEP as revenue generator is clear even though the details of these “oppressive budgetary arrangement[s]” are not made explicit (2008, p. 9). Chun (2009) continues to critique the elements described above in his efforts to interrogate the neo-liberal discourses present in IEPs through their organization and text materials. He wrote,

Intensive English programs (IEP) are by now a prominent institutional feature at many U.S. public universities. IEPs have mobilized the linguistic resource of EAP [English for Academic Purposes] to construct a specific market for international ESL students. The selling of IEPs worldwide is part of a complex web in which the dynamics of neoliberalist practices are enacted in institutional sites and their discourses. The construction of a privileged space of an IEP, located within for-profit divisions of the larger privileged space of universities in the U.S., and its ensuing use of the language resource of EAP, has led to localized processes of capital accumulation over the last 30 years. (Chun, 2009, p. 113)

Chun (2009) critiques the neoliberal conceptual model of IEP as a capital generator, and the commodification of both the language learning environment and the students themselves. While this doesn’t directly speak to the arrangement of programs in this literature review, it certainly speaks to the motivations behind some of the organizational structures that we’ve seen. That is we get a good look at “excess revenues” when he wrote that universities “benefit from the revenues they collect twice from these international students: the high tuition for the EAP classes in which they may need to enroll and the subsequent higher international tuition fees for their university classes”

(Chun, 2009, p. 114). Of course, this conversation of enrollment and related revenues has continued into the next decade. In a more recent publication, Litzenberg (2020) found that these neoliberal positionings were taking “precedence over pedagogical discourses in certain decision-making processes and impeded the experimentation and exercise of an innovative curriculum” (p. 1). Of course, the influences on innovative curricular outcomes are of direct concern as they relate to many of the elements seen in comprehensive internationalization frameworks.

In his dissertation, Carter Winkle (2011) explored the experiences of faculty members at a university that created a public-private partnership to develop an English language matriculation pathway program. The burden again, especially in this setting falls on the program to be self-sustaining and supply revenue to the host institution. This dissertation outlines an agreement with a private organization that guarantees a certain number of international students (often paying international tuition). These types of agreements stem from the need and desire for additional international student revenues. Similarly, Forbes (2012) starts the section on budgeting in her dissertation by acknowledging that there is a dearth of literature on budgeting for IEPs. However, as she expands on the existing literature, she tacitly acknowledges that IEP administrators must be politically savvy in order to navigate the organizational pitfalls that might hinder their effective management. It becomes clear in the late-2000s to early 2010s, that the resistance to the “cash cow” ideology of many universities has become sharper in its focus.

In the last 35 years, the scholarship illustrates incredible shifts in the composition of IEPs and their place in public universities. As was mentioned in the introduction to this

dissertation, there are relatively few publications that deal directly with the issues of internationalization in relation to IEPs. However, there were Cravcenco (2004) which explored internationalization more broadly at higher education institutions – specifically focusing on the definition, development and comparison across institutions; and Haan 2009 which explored a language program that was historically contingent and enmeshed in the grown of internationalization efforts at an institution.

In the chapter that follows, I will explain the methodology that I have used to explore internationalization in each of these diverse IEP settings by tracing the relational actors within each case. The methods are informed and in line with many of the frameworks and literature in this section, which will also be detailed below.

CHAPTER 3

METHODOLOGY

“You go rummaging around in other people’s lives. You hear rumours and go digging for the painful truth beneath the lovely lies. You believe you have a right to these things. But you don’t. ... When someone tells you a piece of their life, they’re giving you a gift, not granting you your due.” Kvothe in *The Wise Man’s Fear* (Rothfuss, 2011, p. 375)

This method section starts with a quote from a fictional protagonist. In it, he outlines the troubling nature of getting the ‘real truth’ of a situation. Here, the purpose is to provide an image of the potentially intrusive nature of the researcher and the tendency in certain theoretical perspectives to uncover and explore until they get to the objective truth of a matter or at least to claim to have discovered as much. One in which the researcher determines who or what to research and how it will be revealed; he or she goes into the research site, asks deep, probing questions and uncovers the real truth of a situation – as only he or she is capable of doing. However, this level of empirical certainty is unhelpful in this project, as the relations caught up in the development of these understandings of local internationalizations are constructed only in relation – relations that will continue to grow or dissolve after this study has been completed. Furthermore, if the nature of a network is made apparent by the activities of the actors inside of it and the entering of the researcher into relation, then the gift above is an apt description.

In the chapter that follows, I will discuss how I explored intensive English program internationalization by following the work and relational processes of multiple actors. Of course, upfront we know that internationalization frameworks and assessments

do not capture everything; and that there are elements of internationalization within intensive English programs (IEPs) that might go underexplored and continue to be unexplored after this study. As I will expand on below, the researcher – in conducting their research – moves into relation with their research subjects and sites. It is only by being in relation that we can explore these relations. I will also outline this relationality between researcher and site.

Again, as was mentioned in the introduction, the purpose of this study is to explore how internationalization is formed and how internationalization is operationalized in the Intensive English Programs at three Michigan higher education institutions. As such, this study utilized a modified comparative case study approach as methodology. Comparative case study is an approach that allows for the boundaries of a case to extend outside of what would normally be referred to as the phenomenon of focus (Bartlett & Vavrus, 2016). The decision to use comparative case study was informed by its focus on a broad range of social actors and a flexibility that allows for a process-oriented design that moves across culture, context and time.

First, the inclusion of the perspectives of social actors within a study are a strength of comparative case study. By showing how actors come into relation with one another, how they “adopt and develop practices”, one could better trace how those practices “develop in relation to broader political, social, cultural, and economic environments” (Bartlett & Vavrus, 2016, p. 1). For example, the practices focused on in this study are activities of internationalization within IEPs beyond language instruction. It is the relationality between social actors within each program,

contextualized by the literature provided above, that allow for a tracing of both the formation and operationalization of internationalization in each setting.

The choice of a modified comparative case study, as opposed to other forms, was also predicated on the use of a process-oriented approach and a more developed understanding of culture, context and time. The process approach aligns well with ANT as they both embrace an emergent design, allowing for methods, theory and data to change as the study progresses. Maxwell (2013) described the process approach as seeing “the world in terms of people, situations, events, and the processes that connect these; explanation is based on an analysis of how some situations and events influence others” (p. 29). That is to say, that the world moves in processual ways and research concerning it should as well. The notions of culture and context in comparative case study (hereafter, CCS) are neither homogeneous and static, resisting what normative case study research would call bounding a case or phenomenon. CCS posits that due to culture and context this cannot be done. With a focus on a variety of social actor relations, it is impossible to have “static and essentializing notions of culture” (Bartlett and Vavrus, 2016, p. 11) or an autonomous local context unchanged in time. While I will outline this more below, this resistance to bounding carries through Actor-Network Theory (ANT) as well, as cases are made of “uncertain, fragile, controversial and ever-shifting ties” (Latour, 2005, p. 28). The tracing of these ties through relevant actors is a strength of CCS as it is “aimed at exploring the historical and contemporary processes that have produced a sense of shared place, purpose, or identity” (Bartlett & Vavrus, 2017, p. 907). This unbounds the phenomenon from a normative sense of culture, context and time, in terms of where

culture is developed, what context entails and when each of these elements became relevant.

The initial methods used in this study were selected to collect data that would reveal the relational aspects of IEP internationalization and were versatile enough to account for both human and non-human actors. This included archival records (to understand the historically contingent nature of translated internationalizations), as well as contemporary documentation and contemporary interviews (to trace the converging actors within and outside the IEP at play in IEP internationalization). The data collection process was guided using Knight's (1994) internationalization cycles, as was outlined in Chapter 2 (see Appendix I). More specifically, the collection was focused on the operationalization phase, which is the implementation of services and policies surrounding internationalization. The collection also entails a purposeful focus on written plans and mission statements as a guiding conceptual model for the first non-human actor (Childress, 2007; 2009).

This chapter further outlines the research design explaining the divergence between CCS and other forms of case study research, including dealing with the conceptual issues in defining 'a case' within CSS methodology. This will include a description of the study, followed by the collection and analysis of data. The analysis process describes the ways in which I utilized elements of relational analysis and social arena mapping social techniques (Clarke, 2005) to trace the social actors in the study.

Researcher into Relation

As a researcher actively conducting research, I move into relation with my research subjects and sites. I can only begin describing and exploring relations by also coming into and being in relation. The research sites in this study were selected from a diverse range of programs in a state known to be foundational to the beginning of English language programs. However, my connections move beyond what was outlined in the introduction of this study. I am from the state of Michigan. I have family and friends across the state. In one interview, during the small talk of preparation, I learned that one of my participants grew up in the same small town as my mother – and knew my grandparents. I lived and taught for a several years in Japan, developing language abilities and expanding my own intercultural competencies. These experiences influenced my own teaching practices and helped develop a sensitivity toward support for international students in US contexts.

I am also an English language professional who worked in the state for several years. I knew some of my research participants from collegial circles. In my estimation, these intimacies with the larger site and in some ways the state of the field of English language education in the state, made the tracing of relational connections more apparent. It may be similar in ways to how a scholar might prepare for a participant interview by becoming familiar with a topic through reviewing the literature or conducting a pilot study – by bringing themselves into relation with the actors at hand. It is for this reason that ANT scholar Bruno Latour (1999) was hesitant to use the word studying with actors to avoid “replacing [actors] sociology, their metaphysics and their ontology with those of the social scientists who were connecting with them through some research protocol” (p.

20). Which, put another way, encourages researchers to be in relation with a research site in multiple ways in order to explore diverse ways of knowing.

Bringing Social Constructionism into Actor Network Theory

The introduction of this study contemplated a socially generated understanding of distinctly local internationalizations. In terms of theoretical perspectives, this aligns with that of social constructionism which relates the “origin of knowledge and meaning and the nature of reality to processes generated within human relationships” (Gergen & Gergen, 2008, p. 817). That is to say that we can come to know the world through relationships between humans and their relationship with the world. Crotty (1998) further outlined these human relationships in social constructionism as intimately affected by our cultures and various cultural structures. These structures can become layers of sedimentation or layers of interpretation that move us further and further away from “engaging with the world” (Crotty, 1998, p. 59). Furthermore, these generated knowings that we develop from our culture (both sedimented and directly engaged) avoid the static and essentializing notions that may otherwise exist. These resonate with more epistemologically constructivist views suggesting that knowledge is socially constructed. Logically, the social construction of knowledge traces connections between people and the ways in which their networks are involved in this creation of knowledge.

In Actor-Network Theory (ANT) networks are “processual, built activities, performed by the actants out of which they are composed. Each node and link is semiotically derived, making networks local, variable, and contingent” (Crawford, 2004, p. 1). These networks are actors engaged in the doing of something, made significant in

relation to one another. Latour (2003) outlined his own prerequisites in which aligned an ANT network that:

a) has not always been around, b) which is of humble origin, c) which is composed of heterogeneous parts, d) which was never fully under the control of its makers, e) which could have failed to come into existence, f) which now provides occasions as well as obligations, g) which needs for this reason to be protected and maintained if it is to continue to exist (Latour, 2003, pp. 15–16).

Of course, based on Latour's criteria the IEP internationalization that was explored in this study seems to meet, or is open to exploring, all the prerequisites outlined in a socially constructed actor-network. Furthermore, the creation of internationalization at any level in higher education could be puzzled through in the theoretical space linking social constructionism and actor network theory, in that it is generated by social relationships – between employees, written plans, students, policy makers and so on. These relationships point to the utility of each theoretical paradigm.

While social constructionism and actor-network theory seem reasonably aligned, ANT progenitor Bruno Latour has written about his disagreements with some of the ways in which social constructivist epistemologies do not maintain a common ground between the broad spectrum of ontological and epistemological perspectives. He instead calls for a political epistemology that stipulates certain guarantees to enable this civil common ground of dialogue and agreement on reality (Latour, 2003). Hacking (1999) seems to suggest that Latour is deeply troubled by the preponderance of vocal individuals who use social constructivism to “rage against reason” (p. 67). Bruno Latour is, after all, a sociologist who studies science. The study of science may explore the how, and why of

what scientists do, but it need not necessarily question “the truth or applicability of any propositions widely received in the natural sciences” (Hacking, 1999, p. 68). It is within this setting that Latour tentatively embraces social constructionism, by lamenting its inadequacies and attempting to clarify his position within it.

Actor Network Theory, as described above and will be clarified again below, calls for the description of networks composed of actors. In *Prince of Networks*, Harman (2010) described the moves of the progenitor of ANT writing that:

Latour places all human, nonhuman, natural, and artificial objects on the same footing, the analytics and continentals both still dither over how to bridge, deny, or explain way a single gap between humans and the world. While graduate students are usually drilled in a stale dispute between correspondence and coherence theories of truth, Latour locates truth in neither of these models, but in a series of translations between actors (p. 16)

Translation is the key to following these actors. It is a focus on the process of displacement, of conversion, of establishing identities through “a relation that does not transport causality but induces two mediators into coexisting” (Latour, 2005, p. 108). The translation is done by mediators, which are “not some sycophantic eunuch[s] fanning [their] masters with palm-leaves” (Harman, 2010, p 15), but ones that speak, resist, or otherwise act within their abilities. What’s more, it is the expansion of the non-human mediators in translation that can offer an avoidance of the reductive social explanations of situations that “anesthetize the actors” (Latour, 2005, p. 85), rather pushing us into potentially more powerful explanations.

These networks that I seek to explain or describe, in the words of Latour, “happens only once, and at one place” (1993, p. 162). That is to say, that each network is contingent upon the circumstances surrounding them. While some networks have been durable through time, through the mobilization of resources or other such actors, their construction is still contingent upon the circumstances at any given moment. These moments, these phenomena, fit into the flexible methodologies of comparative case study as will be detailed below.

Case Study

Harrison, Birks, Franklin and Mills (2017) wrote that case study research “has evolved to be a pragmatic, flexible research approach, [however] the variation in definition, application, validity, and purposefulness can create a confusing platform for its use” (para. 2). With such an epistemologically diverse range of case study approaches, the selection of comparative case study (CCS) as the chosen research methodology for this dissertation must be explained. Like the amorphous relational elements in ANT, CCS attempts to allow for the exploration of complex phenomenon across time and among internal and external dimensions. Any phenomenon under investigation in CCS, like the internationalization in IEPs, has the potential to move in directions that other types of case study research would attempt to constrain and bound as a definable phenomenon. In this dissertation, a thoroughly bounded sense of internationalization would not be productive. This demarcation in CCS, as developed by Bartlett and Vavrus (2016), is clarified by “a processual stance to re-envision three key concepts in case study research: culture, context, and comparison” (p.8) that are outlined in the sections below. First, I

will describe the methodological origins of case study. This will be followed by a more in-depth explanation of culture, context and comparison in comparative case study.

Methodological Roots of Case Study

There are three theoretical approaches in case study research that have become quite prevalent in educational research (Brown, 2009; Fischer & Green 2018, Hill, 2016). The work of Yin, Stake and Merriam each reflects a different epistemological approach to case study design that has informed the field at large. The influence of each must be addressed in order to contextualize the departures that CCS makes from more normative varieties of case study research.

In the fifth edition of *Case Study Research: Design and Methods*, Robert Yin (2009) takes a theoretically agnostic, post-positivist view of case study research. He considers case study as:

an empirical inquiry that investigates a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident (p. 16).

The onto-epistemological paradigm embraced by this definition is clear from the language that is used. There are a number of reasons why his approach was not suitable for this proposal. For instance, the use of ‘real-world context’ implies quite a bit about the author’s orientation toward social contexts, which is in direct opposition to the idea of context that will be detailed below. Another reason for departure from Yin’s approach to case study is the notion of ‘contemporary phenomenon’. He cautions the reader to avoid “extending back to the ‘dead’ past” where direct observations or participant interviews become impossible (Yin, 2009, p. 24). It is this insistence on ignoring the historical

perspective, which is heavily emphasized in CCS, and reliance on variable designs, including the use of specific ‘data points’ and ‘evidence’ that differentiate Yin from the perspectives used in this proposal.

Robert Stake (1995) in *The Art of Case Study Research* defines case study in an interpretivist light as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi). While this approach aligns with many of the tenets of CCS, namely its rejection of post-positivist alignments and openness to emergent designs, there are other elements that differentiate it. Bartlett and Vavrus point to two factors that they aim to extend beyond Stake’s form of case study in CCS, namely limiting generalizability and bounded systems. First, in generalizability, like many case study researchers, Stake asserts that his case study approach is to understand the case at hand, rather than to generalize. However, if generalization is simply “inference that leverages information and insights from the social facts that researchers measure—through statistics, interviews, participant observation, archival research, and the like – to help explain broader collections of social phenomena that they do not measure”, could we not utilize findings to inform broader phenomenon (Steinberg, 2015, p. 156)? This expanded notion of generalization – used in qualitative research as transferability (Lincoln & Guba, 1985) – offers a study’s potential to “be valuable across a variety of contexts or situations” (Tracy, 2010). This becomes especially salient in CCS wherein the cultures and contexts involved in the studies are interconnected by shared social actors. In the case of this study, surely IEPs within internationalization efforts in Michigan would allow for inference that explains internationalization in other similarly homologous IEPs in other state contexts.

Second, the boundedness in a case is a departure between CCS and Stake. Bartlett and Vavrus posit that boundaries are “made by social actors, including by researchers, whose demarcations can often seem quite arbitrary” (Bartlett & Vavrus, 2016, p. 34). Whereas Stake outlines a case that “is a noun, a thing, an entity; it is seldom a verb, a participle, a functioning” encouraging readers to focus on the concrete as the focus of defining a case (Stake, 2013, p. 1). This definition becomes problematic in this study for two reasons, 1) the researcher is the one that is determining these boundaries, not the social actors in the context and 2) while the IEP would fit this definition, their relation to internationalization efforts most likely fall within and without what would be a traditionally demarcated boundary in case study research.

Sharan Merriam (1998) in *Qualitative Research and Case Study Applications in Education* makes similar moves in emphasizing the boundedness of cases. In fact, she wrote that her original definition of case study as “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (Merriam, 1998, p. 27) was inadequate since it was missing the most defining characteristic of case study research, bounded cases. While this is one reason this proposal departs from Merriam’s version of case study, the concept of holistic description is another. Broadly, holistic descriptions prompt a researcher to identify complex interactions in a study (Creswell, 2012). This study aims to reflect the idea that researchers are broadly tasked with creating accounts of complex interactions, however as defined in traditional case study research holism comes into conflict with CCS’s notions of culture and context. Bartlett and Vavrus (2016) take issue with the use of holism across case study research and with Merriam more specifically. If interpretivist ideations of holism reduce context and extraneous scales,

and is “blind to historical, social, and economic trends” (Bartlett & Vavrus, 2016, p. 37) then surely it is not suitable for the study at hand.

Culture, Context and Comparison in the Context of Comparative Case Study

Comparative case study troubles historical notions of culture wherein culture is seen as homogeneous and static. Rather, it points to culture(s) as productive, ever-changing processes that are socially negotiated between constantly shifting groups of people. The implications of this view of culture on the processual nature of CCS are diverse. First, it further problematizes the normative case study notion of a thoroughly “bounded” group or case, that is suggested in other case study research designs (Merriam, 1998; Stake, 2013; Yin, 2009). Second, as the authors note, it justifies examining “processes of sense-making as they develop over time, in distinct settings, in relation to systems of power and inequality, and in increasingly interconnected conversation with actors who do not sit physically within the circle drawn around the traditional case” (Bartlett & Vavrus, 2016, pp. 10–11). In this study, the notion of culture as outlined above is not only displayed in the distinct settings of various organizational actors but also in part of the definition of internationalization as integrating various dimensions into the purpose, functions or delivery of postsecondary education.

In the same ways as culture, context is also neither static nor inviolable. Rather, it is made up of the interactions in which social actors implement culture. Influences that inform this idea of context as used by Bartlett and Vavrus draw from Bourdieu's notions of *field* and Nadai and Maeder's notions of *fuzzy fields* (Grenfell, 2014; Nadai & Maeder, 2005; Webb et al., 2002). Fuzzy fields lack clear boundaries but are “formed by a set of actors focused on a common concern and acting on the basis of a minimal working

consensus” (Nadai & Maeder, 2005). A fuzzy field is a reasonable definition of almost any organizational or institutional endeavor, as they form due to common concerns and are in relation with their surroundings. The shifting nature of contexts becomes especially important when considering contexts across scales and how they influence each other. In the case of this study, the context of each IEP is made up of actors within a program, but also extends outward into departments, the university and beyond. Again, this deals with the boundedness of a case, or a phenomenon, which has deep roots to the more traditional varieties of case study.

Comparison, in the frame of comparative case study, eschews the variance focused, controlled comparisons that one might find in a more quantitative or post-positivist design that “minimize or maximize differences in presumed independent and dependent variables” or select cases that are “analytically parallel and focus on complex dynamics” (Bartlett & Vavrus, 2016, p. 16). Rather, CCS moves away from distinct boundedness in fixed cases of comparison to a notion that compares and contrasts continuously in relation to dynamic and shifting cultures and contexts that also shift over time.

Comparative Case Study in This IEP Internationalization Study: An Application

As was mentioned above, comparative case study has three axes that work in tandem to create an “iterative and contingent tracing of relevant factors, actors, and features” at play within a phenomenon by “exploring the historical and contemporary processes that have produced a sense of shared place, purpose, or identity” (Bartlett & Vavrus, 2017, p. 907). The following portion of the study will include an outline of how

the research sites were identified, description of the study by outlining each axis, how access was established at each site, and data collection and analysis. Appendix D outlines the chronological order research will follow including data collection and analysis schedules.

Identification of Research Sites

The selection of cases in CCS follows the same rationale as other common sampling strategies, with the caveat that due to the emergent design of the study, the cases that were chosen may expand or require modification over time. The state of Michigan was selected for several reasons. First, the University of Michigan was home to the first English language program in the US. This program was the model for many other university programs like it (Barrett, 1982). Though an accredited program no longer exists in an intensive format, the institution is still considered to have had great influence on both the field and surrounding universities. Second, the state features 15 diverse public universities, each with their own variety of language programming and missional directives. Unlike many states that are led by system-wide governing boards, there are 13 individual institutional boards (one for the three University of Michigan campuses) of members appointed by the governor or elected by the public (*Public Higher Education boards Across the Nation: Michigan*, n.d.). This arrangement gives rise to potential similarities within a wide range of variation.

The universities to be included in the study were selected based on criterion and maximum variation sampling strategies (Creswell, 2012). The initial criteria that institutions must meet to be included in this study were: 1) does the institution have a Commission on English Language Program Accreditation (CEA) accredited language

program? The second selection sweep is based on the variation between program mission statements² that reference connections between the program and outside elements (See Table 1) and those that do not. For example, the mission statement for Central Farming College's Intensive English Program is quite explicit about the connections it encourages between students and departments. This is consistent with the exploration of relational connections at the heart of this study. As Childress (2006) indicated, written elements like the mission statements can serve as active guides to internationalization operationalization and creating a supportive culture for such efforts. As such, three institutions were selected for inclusion in the study. Central Farming College displayed the most explicit relational connections within the mission statement. Regional State College displayed the opposite, with no mention of relational connections in their mission statement. The third, State Mining College had a moderate level of explicit relational connections in their mission statement. The overall goal of the selection processing was to allow maximum variation in the sample, which was accomplished by way of the mission statement as well as factors like Carnegie Classification, age of the institution and age of the program. The classification of each university in the sample was "Master's Colleges & Universities: Larger Programs" for Regional State College, "Doctoral Universities: High Research Activity" for State Mining College, and "Doctoral Universities: Very High Research Activity" for Central Farming College. In order to protect the anonymity of the selected programs, specific age-related details will be omitted from this section.

² The mission statements here are paraphrased in order to protect the anonymity of the research sites.

Table 1

Intensive English Programs Mission Statements

Primary Sample
1. <u>Intensive English Program at State Mining College</u> prepares students for successful university studies, furthers sound teaching practices and scaffolds campus stakeholders regarding language.
2. <u>Intensive English Program at Central Framing College</u> enables students to join the university and campus community through language success, cultural skills, and academic preparedness. It does this by helping international students with their comprehensive needs, assisting other departments at Central Farming College to help them meet the needs of international students, and contributing to the larger ESL community.
3. <u>Intensive English Program at Regional State College</u> provides superb language instruction in addition to resources for learning, technology and culture.

Of course, with flexible boundaries in CCS, elements outside of the scope of each “selected case” were eventually included. In line with an emergent design, strong relationships to internationalization efforts between an IEP and external parties (i.e., community organizations, tutoring service providers, other programs, etc.) were not pre-supposed in the design of the study. While an external organization wasn’t immediately considered to be part of a case, both CCS and ANT allow for the influence of the external relationship to be acknowledged in certain circumstances.

Gaining Access to Research Sites

After completing a research review with the Institutional Review Board (IRB) at my own institution, I began the process of arranging archival visits, and began reaching out to the heads of programs to familiarize them with the study and to request access to personnel once the initial phase of the transversal axis of the study was complete.

Appendix F is a template introduction and recruitment letter for this purpose. This process was also facilitated by my various professional connections in the Michigan English as a Second Language community. As approval was granted by each program, I moved on with the research as planned. In most cases, this involved liaising with the IRB departments within the research sites and at times engaging with deans or departmental leadership to authorize research activities. For external community members, the process for introduction and access requests were the same though made directly to the individual participants.

Data Collection

The following sections will describe the steps taken in the studies data collection and analysis process. Following in the framework outlined by comparative case study, each section will detail collection and analysis methods by moving from the historical (transversal), across programs (horizontal) and external actors (vertical). While each axis has different data collection methods, the primary data being collected across method are the relationships between actors.

Transversal Data

The transversal component of comparative case study opens space for connection between the horizontal and vertical axes by exploring how a phenomenon has changed over time. Since all socially constructed elements are historically contingent, it was in the best interests of the study to develop an understanding about how the program was developed and the relationships that were formed over time. While not common in case study research, the inclusion of historical components has been used in the past (Wilson, 1979). As such, the broader research question and all the sub-questions are pertinent to this part of the project. By exploring these contextualizing historical components, the study can begin to establish specific elements like: how IEPs functioned in relation to university internationalization efforts over time, why the IEPs were created, and how early IEPs may have played into the formation of later internationalization efforts. While not directly related to the research questions, it can provide a platform to ask more appropriate questions to the nature and orientation of the relational aspects of the program. The historical aspects of the study, by way of the transversal axis, are a natural starting place for several reasons. First, historical knowledge of a program can help contextualize later contemporary interviews and the course of university internationalization efforts. Second, the transversal axis will explore horizontal and vertical aspects of the study that only existed in the past. Third, there are fewer time constraints for document review through institutional archives which are typically open to the public.

This portion of the study starts by exploring the university archives of each institution. As Humphrey (2013) suggests, a three-step approach is suitable for archival

searches. The steps are 1) develop a plan for the visit - including pre-arranging specific documents for review, 2) develop a triage strategy - that is, specific plans for working through documents and taking notes and 3) be aware of your topic, but be open to new discoveries - notes should include unexpected connections that might shift the course of the research or focus future material requests. The research questions above indicate how documents were considered for inclusion in the study, largely documents that describe the creation of the program, connections to internationalization efforts, or initiatives that fall within the scope of internationalization. A strategy called tunneling, or “finding a run of documents . . . and then examining them from beginning to end” was employed, aimed at moving from the oldest to newest documents available (Humphrey, 2013, p. 49).

Appendix A outlines the specific topics of focus in archival visits, as well as the method in which notes will be taken. The research questions are located prominently on the form to keep the relational aspects of the project at the fore. In addition, the form notes 1) who or what mediators are acting (e.g., IEP director, internationalization plan, standards), 2) the relation between the mediators (e.g., partnership, lawful compliance, subordinate) 3) the situation of the relation (e.g., inter-university, state-program, professional association-employee) and 4) if they relate, to the operationalization or written plans of the IEP. The appendix documentation also serves as an audit trail for this portion of the project. As can be seen in Figure 2, the researcher memo described not only the circumstances found in the archives, but opinions related to the outstanding materials located during the archival search.

University Archives

Registered with the archives when I arrived in MI (October 9th), and did a web search using their online data base to identify related records by keyword. Returned Nov 1st after requesting the documents + began going through them.

Subj. Files -

- Directors (in order?)

Mostly news clippings about the program, one ran controversy on teacher qualifications in the 1970s, otherwise not much in the way of internationalization.

Box)

- Photographs of Japanese students in an class session

President

Papers on

- Many letters regarding financial issues of the program, as a university president may receive.

Figure 2. Example of Archive Notes from Researcher Memo

An audit trails generally fall into two categories, a physical audit trail that tracks “all keys stages of a research study and reflects the key research methodology decisions” and an intellectual audit trail that “outlines how a researcher’s thinking evolved throughout all phases of the study” (Carcary, 2009, p. 11). Both were utilized in this study. The audit trail was not used as study data, merely as an organization tool. The archival section specifically includes a physical account of data that was viewed, collected and decisions made based on what was found. An intellectual audit trail takes the form of researcher memos and notes, this was included in the data analysis process.

In the development of this study, it was clear that archival visits and appointments with librarians and archivists would be desirable. I viewed them as necessary in order to expand the search for appropriate materials. Additionally, developing a good working relationship with the archival staff at an institution is widely regarded as essential for an archival researcher. University archivists are in the best position to help guide the archive search, from their knowledge of the collections and experience conducting this form of research (Morris & Rose, 2010; Parker, 1953). In the remainder of this section, I will outline the implementation and practicalities of archival research at each case. Of course, while the outcome of each archival search may give some indication as to the formation of the intensive English programs, some cases were not as robust as others. This allows for broad comparisons across cases, but lack of nuanced factors due to limited data.

State Mining College

Unfortunately, the early relations of State Mining College - Intensive English Program (SMC-IEP) are not clear from the historical record available at the university archives. However, some information on the configuration of the programs was available

by way of course catalogs that will be more thoroughly discussed in the results section of this dissertation.

As is common with semi-modern programs the transition from paper to digital records often make the job of archival research more difficult. In this case, I started with the online repository of archives to determine what I could find from a distance and what to request when visiting the archives in person. My visit to this archive began by meeting the archivist. I gave her the details on my search, and she checked what she called the ‘vertical records’. Archivists generally refer to vertical files as ‘materials, often of an ephemeral nature, collected and arranged for ready reference’ (Society of American Archivists, n.d.) typically set up in boxes or filing cabinets depending on the type of archive. She returned with several course catalogs from the early 1980s to 2004 when paper copies for the course catalogs were no longer printed. These documents were relatively limited in terms of background information. However, they included the admissions requirements for international students looking for language program alternatives and departmental details of the language programming at SMC. In general, these records provided concrete information used to prompt historical details from contemporary interviews, such as former program names and course descriptions.

Central Farming College

The early relations at Central Farming College - Intensive English Program (CFC-IEP) were somewhat illuminated by the historical record available at the university archives. This information proved to be informative in its references to external connections that will be more thoroughly discussed in the results section of this dissertation. Due to the older nature of the program at Central Farming College, there

were significantly more paper archives. Before arriving at the site, I did a web search using their online database to identify records by keyword. These records were located in offsite storage boxes that the archivist helped me arrange to view. For an older, more established program, the files were sparse. There were several photographs of Japanese students in the early days of the program with captions indicating that they were IEP students. There was also larger CFC administrative documentation that outlined admissions requirements, testing in the program, and the immigration status of the director of the program – who was himself Japanese. In general, these records provided informative details for the contemporary interviews, such as the intimate relationship between the director and Japanese institutions during the formative years of the IEP.

Regional State College

The institutional archives at Regional State College were housed in the campus library, and only accessible by appointment. Like other institutions, preparation for this site included a search of the online repository of archives to determine what I could find from a distance. Unfortunately, there were no documents that referenced the language program by way of a digital search. I reached out to the archivist before arriving at the site and gave him the details on my study. He indicated that their procedure was to have the archivist check their physical records and reach out to the program for additional details. However, after an extensive search of their existing paper archives, they concluded that there were no records related to the IEP's history or ongoing operation available. By happenstance, the archivist contacted the director of the program while I was conducting her interview. Unfortunately, most of the existing digital and paper records for the program were from the last several years.

Horizontal Data

The horizontal component of this comparative case study allows for the implementation of process-oriented comparisons between programs. In the horizontal axis a researcher compares “the way that similar phenomena unfold in distinct, socially-produced locations that are connected in multiple and complex ways” (Bartlett & Vavrus, 2016, p. 51). This was accomplished in this study by way of document collection and semi-structured interviews.

The usage of document collection in the horizontal aspect of the study will be like the archival searches outlined above. The first task is finding the documents, which involves locating documents related to the program and connections to internationalization efforts. These documents will come from two primary sources: 1) university internet resources referencing connections to and from the IEP, such as written plans and mission statements and 2) requested from interview participants, such as partnership agreements and accreditation documentation. After finding the documents, a problematic question arises. What documents will be recorded for analysis? The second task then becomes the process of selecting which materials to record. On the surface this is simplified by the segmented nature of the documentation, as not all university documents are being collected – only those in relation to IEP internationalization efforts. However, the goal of the contemporary documentation is to identify what could be used to inform the semi-structured interviews and subsequent document requests that follow. A first source or second source document could lead to an interview question which could reveal a potential third source document and so on. For example, promotional web materials outlining a relationship between the IEP and a specific internationalization

membership group could prompt a question for the director of a program, which could in turn become a request for documents that outline and enable the relationship between the IEP and the membership organization. Therefore, horizontal document collection was ongoing throughout the data collection process at each site. In reality, much of the data collected in this fashion was in the form of mission statements and handbooks. Appendix B outlines a document recording procedure with notes like that of the archival form used above. In both cases, they foreground relational connections between actors that were further illuminated in interviews.

Another common mode of exploration of the horizontal axis of CCS used in this study was interviewing. Participants for these interviews were first identified from online faculty and staff lists posted by the university. Each set of interviews (by site) in the horizontal axis began with the IEP director, as that individual was able to give the most comprehensive information about the relations in the IEP. From there, connections to others within the program may indicate that further interviews are needed. This included, for example, a faculty member identified as leading a project in partnership with another department. Similar to the transversal component, this is a criterion selection of individuals that can speak to the program and connections to internationalization efforts. Semi-structured interviews included open ended-questions that allow for probes into the answers of participants if needed. Roulston (2010) suggests the use of semi-structured interviews in situations where some common points must be covered, but where variation will be present (p. 15). An example of this can be seen in the interview with the Regional State College IEP director, when she was describing the budgetary constraints of the program in a planned question about the formation of the IEP.

Adam: yeah, so interesting. So it doesn't operate like a [normal departmental budget] then because there are tuition revenues coming in?

Laura: Well, it doesn't operate like a traditional [departmental budget] because there would be revenue from something coming in whether it was tuition or something else. But normally, it wouldn't be filtered through the general fund back to the entity. So for instance, [special] programs has [traditional] accounts as well, but they just get the money deposited right into their [traditional] account. It doesn't go through the general fund and then reallocated back to [special] programs, they can keep whatever it is that they bring in. Does that make sense?

As Galletta suggests, it is also important that each interview question be “clearly connected to the purpose of the research . . . its placement within the protocol should reflect the researcher’s deliberate progression toward a fully in-depth exploration of the phenomenon under study” (2013, p. 45). In this case, the financial constraints were of interest as they reflected a common topic in the greater IEP literature. Each interview, lasting no more than 60 minutes, was digitally recorded and transcribed for analysis. Appendix C outlines the interview protocol for the semi-structured interviews.

Vertical Data

The vertical component of comparative case study explores the links between actors within a program to those elsewhere in the university or other external parties. As Bartlett and Vavrus wrote, the vertical axis follows the phenomenon as it “enlists and engages actors whom one might otherwise assume operate in bounded spaces” (Bartlett & Vavrus, 2016, p. 74). In the data collection matrix (Appendix D) it becomes clear that many of these connections revealed in the transversal and horizontal axes would be

instrumental in following up on vertical connections. Once these external connections were established in the other axes, the exploration was the same as the data collected in the horizontal phase of the project, that is, document collection and semi-structured interviews. The difficulty in creating *a priori* interview prompts for undiscovered vertical connections should not be understated. However, a template based on the interview protocol used in the horizontal axis was used as a starting point, subject to change depending on the type of connection that is being explored (Appendix E). For example, when interviewing the activities coordinator at a rest home near State Mining College, many of the questions related to internationalization were not appropriate and therefore omitted from the interview. However, at the same time, questions were added based on previous interviews within the IEP that identified actors and activities related to internationalization. As another example, the IEP director at State Mining College mentioned a winter festival that was co-sponsored by the university and attended by both the IEP and greater community. The following is an exchange that represented adding this to the external interview with the activities coordinator.

Adam: Cool. So do your residents go to the [winter festival] sometimes to, or is that maybe-

Hudson: Well, sadly, we used to take a tour because they would let us take the bus on campus because the residents can't really walk it. But over the years, as a safety regulation, they won't let us on campus, and we can't see the statues from the streets. So, we haven't been going lately.

Though external interviews were much shorter due to fewer predetermined questions, each represented an opportunity to expand on the connections and activities identified in previous interviews.

Researcher Memos

Researcher memos are a mainstay in comparative case study, grounded theory and other emergent research designs. This is due to the interrelated nature of data collection and analysis. Corbin and Strauss (1990) wrote that if a research omits memos in such a design, “a great deal of conceptual detail is lost or left undeveloped, and a less elaborated and satisfying integration of the analysis will result” (Corbin & Strauss, 1990, p. 422). In qualitative research more broadly, memos “assist the researcher in making conceptual leaps from raw data to those abstractions that explain research phenomena in the context in which it is examined” (Birks et al., 2008, p. 68). That is to say, researcher memos and note taking are also tools used in relational analysis, helpful in documenting and mediating the creation of social network maps and subsequent narratives (Clarke, 2005). In this study, researcher memos serve as a guide, mapping the research activity that is moving back and forth between methods, axes and contexts. As was mentioned above, they also serve as an intellectual audit trail, so the researcher can trace how understandings developed over the course of the research.

Data Analysis

The analysis of data falls into the same axes outlined above and keeps in line with the process-oriented approach of the study. Case study research is considered by many to offer broad analytical choices, due to the various methods that can be employed within it.

The process-oriented nature of this study, and others, encourages analysis as the study progresses due to its emergent nature (Bartlett & Vavrus, 2016, p. 74; Merriam, 1998). As such, the analysis will necessitate regular comprehensive reviews of the data during and after collection. Again, Appendix D outlines the timing of this review. In addition, ANT as an analytical perspective has been described as analytically challenging, since it doesn't specifically call for any one analysis technique and "must allow the identification and description of the full range of associations among the actors involved in a studied situation" (Ponti, 2011, para. 2). However, the analysis of this paper was constructed using some of the principles of Qualitative Social Network Analysis (Knoke & Yang, 2008) as well as relational analysis and social arenas mapping techniques found in *Situational Analysis* (Clarke, 2005).

Knoke and Yang describe a social network as "a structure composed of a set of actors, some of whose members are connected by a set of one or more relations" (p. 8). This connects well with the tracing required of an ANT study, however there is much concern placed in SNA on describing underlying patterns and qualifying the relationship rather than what is produced (i.e., authority/power relations, sentiment relations, transaction relations, etc.). As a result, the move from SNA to QNA "prompts a focus on personal and social networks" instead of the macro-perspectives found in more quantitative forms of SNA (Ahrens, 2018, p. 1). The mapping produced from these types of SNA accounts are often geodesic and directional (Knoke & Yang, 2008), while others have used QNA mapping as an interview tool for participants to detail their personal networks or systems (Ahrens, 2018; Cheong et al., 2013).

In a useful extension, Clarke indicated that social arenas mapping can't tell all the large stories in a study, but "should help determine which stories to tell" (2005, p. 111). These various mapping methods combined to allow for a flexible method in which to explore the data. Truthfully, my mapping technique fluctuated, but resonated most specifically with the mapping techniques found in the work of Clarke. One form of mapping analysis that resonates most with the needs of this study, was her concept of social arena maps which are described as "cartographies of collective commitments, relations, and sites of action" (Clarke, 2005, p. 86). The following sections trace the data analysis process and flow into one another. Like their methodological counterparts above, they are written separately for more accessible reading.

Transversal Axis Analysis

The data that were collected from the archival searches were already notated with information pertaining to its relation to IEP internationalization (from the audit trail notes), to a specific research question, as well as in the researcher memos. (Appendix A). Once the data were collected, they were appraised according to the actors identified within, those who were involved in creating relational effects related to IEP internationalization. The word *translation*, as used by Latour (2005), refers to "a relation that does not transport causality but induces two mediators into coexisting" (p. 108). This was used with *mediators*, who are actors able to "transform, translate, distort, and modify the meaning or the elements they are supposed to carry" (Latour, 2005, p. 39). In tracing these mediators, for example, we could consider a written internationalization policy and an IEP director to both be mediators in translation. The mission statements of the program serve as clear examples of a non-human mediator translating meaning for other

actors. In the Central Farming College IEP, part of the mission statement directs the program to assist “other departments at Central Farming College to help them meet the needs of international students”. This is an example of a mediator encouraging the IEP and other departments into coexisting, transforming and modifying one another. In tracing their coming into relation, I am tracing what they were doing. In the transversal axis, the first director of the Central Farming College IEP brought Japanese universities into coexisting with Central Farming College.

The guiding frame for content analysis in the transversal aspect of this study is to develop an understanding of the relationships that took place regarding internationalization within the IEP over the course of the program’s history. Barelson (1952) suggested that content analysis can be used with text to reveal relational focus of individuals, groups and institutions. While there have been many quantitative uses of content analysis (i.e., Weber 1990), qualitative content analysis aims to describe meaning by reducing data, systematically and with flexibility (Schreier 2014). As was mentioned previously, the research question needed to frame the structure of the document selection by focusing specifically on internationalization efforts. In a similar fashion, the decision path for documents in content analysis needed to be systematic. After selecting documents related to each language program (see archival methods above), they were evaluated for inclusion in the study. Each document was interrogated using the following questions, if either question is affirmative the document was included for analysis:

- 1) Does this document relate an element of internationalization and is related to the IEP?
- 2) Does this document relate to any financial aspects of the IEP?

The content analysis in this study is concept-driven, wherein the structure (or frame) of the analysis is based on “previous knowledge: a theory, prior research, everyday knowledge, logic, or an interview guide” (Schreier, 2014, p.10). Naturally, Actor Network Theory was the concept-driven structural frame for this analysis, which focuses on the actors represented in the document and the relationships that are detailed throughout.

Once documents were selected for analysis, they were analyzed by developing categories from the following prompts:

- 1) who or what mediators are acting (e.g., IEP director, internationalization plan, standards)
- 2) the relation between the mediators (e.g., partnership, lawful compliance, subordinate)
- 3) the purpose of the document (e.g., announcement inter-university, notice state-program, advertisement professional association)
- 4) The relation to internationalization (e.g., promoting a program, exploring new initiatives, student connections)

In this content analysis, the results were informative to the study but also to the later phases in the research design. As such, the collection and analysis were simultaneous and ongoing. Though the data collected in the archives was scarce, each selected element was informative across cases. For example, in the analysis of the course catalogs at the State Mining College I was able to categorize the mediators involved in the SMALLS program (e.g., program director, departmental unit, teachers, students), relation between mediators (e.g., organizational/bureaucratic, assessing), the purpose of

the document (e.g., inform students of programmatic offerings), and the relation to internationalization (e.g., linguistic support, ongoing student support).

The nature of this translation was also revealed by the documentation and in interviews. In which case, the data was also be analyzed to, as Scott and Howell wrote, “paint a picture of the central phenomenon, defining and describing it in a manner sufficient to account for the study data” (2008, p. 8). Unfortunately, the relatively limited nature of the data collected from the archival searches, painted a clear – if plain – picture of the central phenomenon. However, data were informative enough to provide the scaffolding necessary to understand the historical contextual settings in which each program was created.

Horizontal and Vertical Axes Analysis

The data collected in the horizontal and vertical axes, in the format of additional documents, research memos, transcripts and audio recordings collected from the interviews were informed by qualitative network analysis (QNA), also referred to as qualitative social network analysis (QSNA), utilizing elements of relational analysis and social arena mapping (Clarke, 2005). QNA as an analysis tool has roots in Social Network Analysis (SNA), which as its name would suggest – traces the relations in social networks trying to “represent these structural relations accurately, and to explain both why they occur and what are their consequences” (Knoke & Yang, 2008, p. 4). Being methodologically flexible, SNA research also extends to the quantitative (Conti & Doreian, 2010) and mixed method studies (Edwards, 2010). However, these studies often portray the macrolevel properties available in networks such as “strength, intensity, frequency and direction of network relations” (Heath et al., 2009). The analysis found in

QNA describes networks as dependent on the individual actions of actors which are then constrained by networks in specific ways (Ahrens, 2018), a decidedly more micro-level approach. The analysis procedures of QNA are varied. Heath, Fuller and Johnston (2009) offered a description and generated evolving maps as their study progressed. Ahrens (2018) utilized created maps and thick description as analysis. This lines up with what Latour wrote, stating that “a good ANT account is a narrative or a description or a proposition where all the actors do something and don’t just sit there” (2005, p. 128).

As such, from the horizontal data, I developed a procedure wherein each of the individual data products (i.e., documents, interview transcripts, etc.) were coded to identify actors and their relational details. This involved listening to the transcripts while color coded highlighting of the physical document for actors and international elements. Clarke (2005) places the focus of analysis on the situation. Put another way, this focus rests on the human and non-human elements in a situation. To begin tracking these elements, she suggests beginning with a messy, working version of a situational map which should include “all the analytically pertinent human and nonhuman, material, and symbolic/discursive elements of a particular situation as framed by those in it and by the analyst” (Clarke, 2005, p. 87). These messy maps are typically just a list of the elements mentioned above on a large sheet of paper. While Clarke suggests making a messy map as a first possible step, I chose instead to note these elements directly in the interview transcripts.

I started by identifying and separating the actors in the data into categories of 1) human actors, 2) non-human actors, and 3) organizations or departments. For example, a human actor was the director of a program or departmental secretary; a non-human actor

was a mission statement or tuition revenue. Organizations and departments were flagged and often used collectively to refer to human and non-human actors working together, such as an Office of International and Student Support – referring to individuals that worked in the office as well as materials or programs that they set up. The relational details that were noted in the various data sources were then separated broadly into either 1) internationalization or 2) unrelated to internationalization. For example, the director of a program working with a department to add international student learning outcomes to a departmental curriculum would be noted as an internationalization relational detail. An example of a relational detail unrelated to internationalization would be a program helping their own international students engage in a university activity. In this case, the purpose is not directly aimed at adding international components to the delivery of post-secondary education. There are a number of categories which Clarke (2005) suggests including but relies on the researcher to determine what is most appropriate. While the categories that I have chosen were appropriately broad to cover the elements of focus, there were pre-determined categories that Clarke suggested that were particularly helpful to keep in mind during this first categorization. More specifically, the category of ‘implicated/silent actors/actants’ in any specific situation was particularly helpful. For example, in tracing relationships between budgets, directors and students – the implicated actor in this situation is financial resources, or money. This is one of many potential implicated actors in a larger organizational ecology – threads of actors moving throughout. Furthermore, in many other instances, students were an implied actor – in both the choices that a program made and the focus of some of their outreach efforts.

While these are both seemingly obvious examples, in highlighting categories in a transcript – keeping implicit actors in mind to note proved to be productive.

From these organized data sources, I developed maps of the landscape of social actors in the study. This eschews the choice being posed by Herz, Peters and Truschkat (2014) of either a structure-focused, actor-focused or tie-focused network map in that it is all three wrapped up into one. Rather, as Ryan and D'Angelo (2018) suggested of their use of sociograms, maps serve as a visual narrative but are best accompanied by other narrative description. In this vein, Clarke described maps as something that “helpfully rupture[s] (some/most of) our normal ways of working and may provoke us to see things afresh” (2005, p. 30). In their accompaniment with other written narratives, maps can serve to illuminate something on the page that might otherwise be unapparent.

Each new map, or phase or update, was aimed at developing an understanding of the larger ecology of a specific IEP. The mapping progress was developed, reviewed and updated at various points during and after data collection. My initial mapping activities attempted to trace the local networks of each human actor interviewed in each program (see Figure 3). As with many forms of social or relational network mapping (i.e., Hill, 2016; Pedoth, Julich, Taylor, Kofler, Matin, Forrester & Schneiderbauer, 2015), my first attempts at tracing the relational connections added layered, contextualizing information between the actors. For example, in the figure below, I used purple connections to represent significant connections between the handbook of a program and other institutional actors. The yellow lines were for close human to human collaborations on various programmatic projects. The green pass through lines, represented what Latour called translation, wherein “a relation that does not transport causality but induces two

mediators into coexisting” (Latour, 2005, p. 108). In the example below, the non-human actor ‘course projects’ was inducing the program and the retirement home into co-existing. Some of the visual differences were simply intended to help with clarity. For example, the dashed lines and the blue lines were intended to contrast with the lines they overlapped due to space constraints.

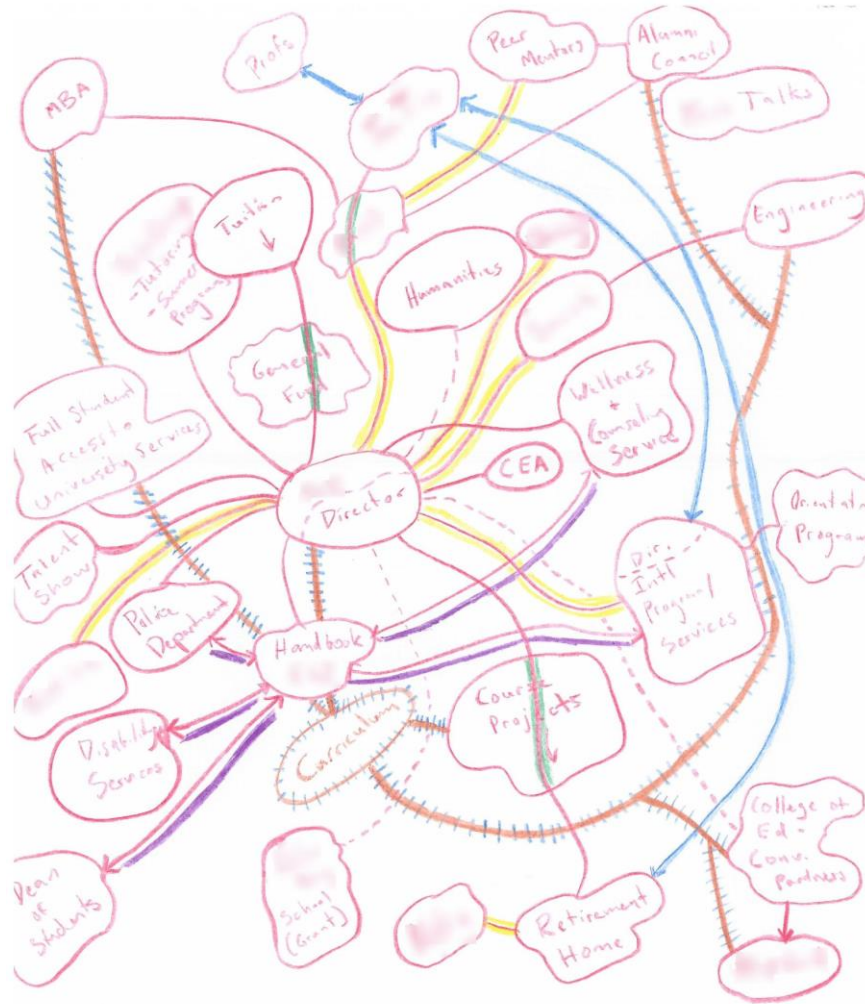


Figure 3. Early Individual Relational Map

As the nature and complexity of the relational connections multiplied with each individual map, it became quite clear that representing the nuances of the relationships between individual actors from each interview would be an impossible task. Additionally, it was also obvious that merging each individual map together into a larger social map along each shared relational connection after the fact was not particularly productive. More specifically, the agreed relational connections could be built upon as analysis progressed rather than assembled later. Therefore, I made the decision to create the relational maps of each site collectively on a large sheet, which aligns with the more structured relational analysis used by Clarke (2005). That is, that by making a larger map a researcher can return to a line between actors and “specify the nature of the relationship by describing the nature of that line” (Clarke, 2005, p. 102). Additionally, the flexibility in tracing the larger map – one that moves outside of the IEP – speaks to the expansive notions of context found in CCS (Bartlett & Vavrus, 2016). These larger maps can serve as a snapshot of the dynamic, shifting culture in a specific case. The larger site-wide relational maps shared similarities with social arena maps as conceptualized, by Clarke allowing for a layering of relationality among actors within each research site (see Figure 4 below). As we can see from a portion of the larger map created for the State Mining College – Intensive English Program, there was a convergence among the relational collaborations with the International Office and Community Coffee³ which were highlighted as the additions of actors were layered on the map. In this larger map analysis, each actor being traced used a different color, adding circles to existing actors as mentioned by participants in interviews.

³ These have been redacted in the map due to the use of non-pseudonym name usage during analysis.

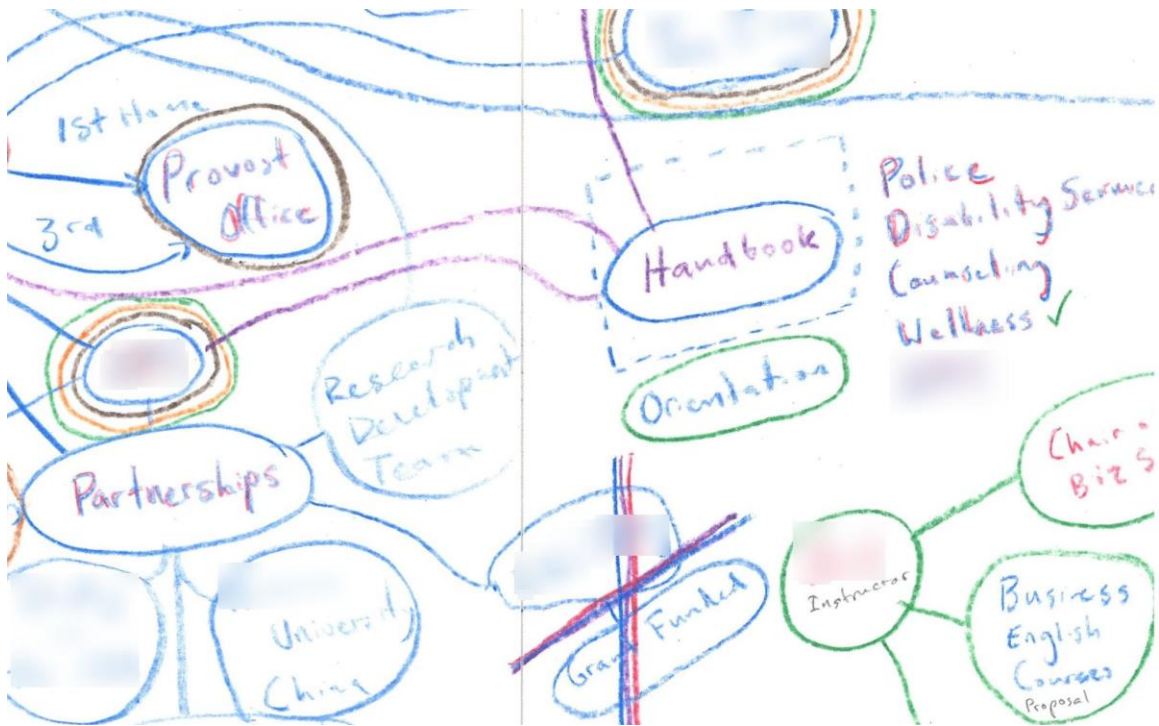


Figure 4. Early Social Arena Map

The above map traces the actors, and in some cases the initial nature of their relationship, however other elements were considered as revealed in the data. The maps were also accompanied by my written accounts of the research process via researcher memos and narrative descriptions. In this way, I am able to provide the contextual and relational elements necessary that the IEP internationalizations described in the study will become plain to the reader. I aimed to avoid the thick description of an objective reality (Geertz, 2008), in which traditional scientific standards are engaged along with the need for external validity (Marshall & Rossman, 2014). Rather, each account involves aggregating diverse findings in a process where “instead of confirming each other (by virtue of repetition of what are judged to be the same aspects or associations), thematically diverse findings may contradict, extend, explain, or otherwise modify each

other” (Sandelowski et al., 2012, p. 325). This is consistent with Bartlett and Vavrus (2016) who also extend synthesis to the vertical axis of CCS. This also makes logical sense considering the nature of the project which draws from data across time, scale, and method. The CCS authors pull heavily from the idea of synthesis by configuration. This is consistent with much of the emergent design of the study and served the analysis process well. In doing this, it meant finding connections between actors, similarities between formats of the maps, and relational connections between sites, joining maps together.

Finally, in the in a move that is both analytical and practical, I made more focused maps to accompany the narratives in the results section. These were done using the larger arena map, the notated transcripts, and audio recordings to help visualize the specific situation at hand. This is a magnification of the larger map, focused on an identified segment that, as Clarke indicated, needed to be told. The hand drawn, more focused maps (see figure 5) were paired with narrative segments that were particularly complex or particularly important to a site. The example below outlines departmental connections for the SMC-IEP.

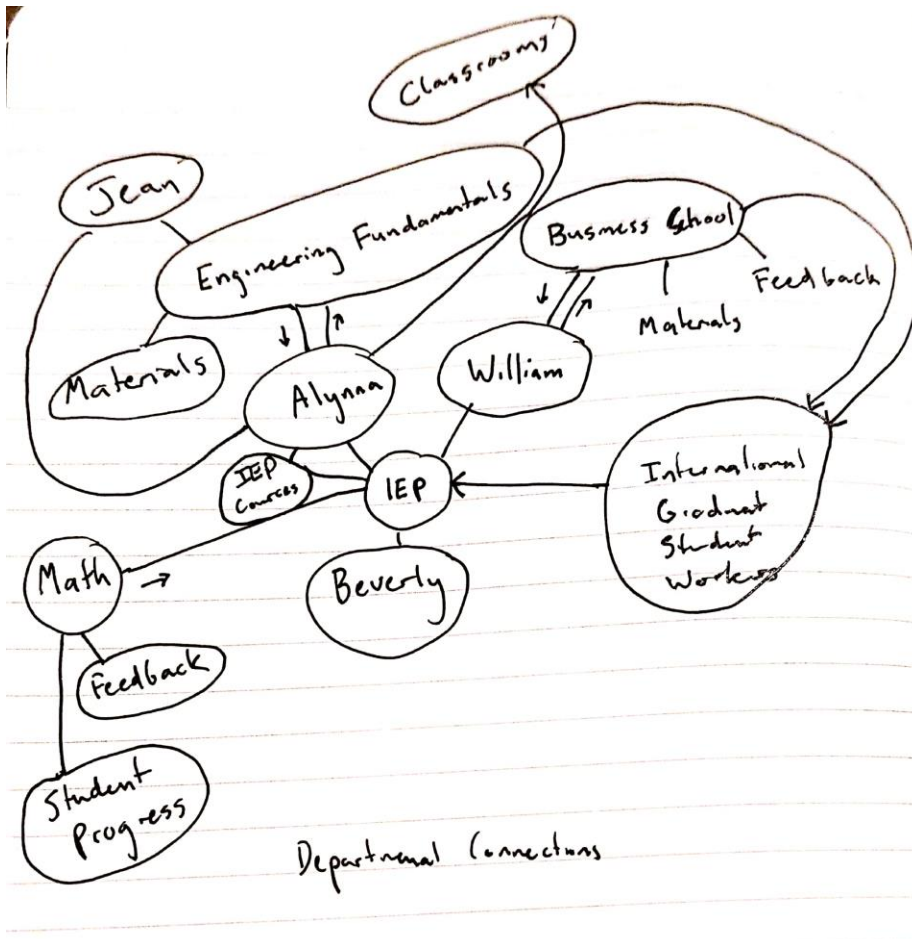


Figure 5. Example of More Focused Social Map

As can be seen in the map above, not every relation is shown as it would be on a wider arena map. Rather, the focus is on the relations surrounding departmental connections. The human and non-human elements in relation mediating and translating internationalization activities in the IEP. Each of the maps created in the process of analyzing the relations between actors in this study are not intended to imply a sense of exacting causal relationships. Rather, as Latour (2005) indicated that very broadly, the purpose of an ANT study is to describe a situation. Likewise, documenting a relation between mediators isn't intended to convey causality, but simply a relation that is

encouraging other mediators into co-existing. The maps serve the paper by “opening up the data and interrogating it in fresh ways” (p. 83). The temporal elements in some of the maps might specifically lead to wonderings about how causality might be indicated in a map. However, these maps make the relationality even more apparent. For example, in the creation of the State Mining College – IEP, there exists a relation between testing scores, external university partners, and an institute’s leader. However, the invisible actors in this study are students, money, and any other number of actors mentioned or not mentioned by interview participants. The causality at this point becomes nearly incoherent, as the relation between actors in a specific situation is impossible to fully determine. As Latour (2005) wrote, “Do I really want to revert to the time where actors were considered as so many puppets manipulated, in spite of themselves, by so many invisible threads?” (p. 213). That is to say, we can identify relational influences that helped to enroll one another, but not an empirical sense of causality.

In the chapter that follows, I will put this methodology to use to describe the formation and operationalization of internationalization extending out of each setting. This method of tracing relational connections is not without limitations. First, any starting point in the tracing of mediators will reveal partial and incomplete accounts of any actor network, further affected by the amount of time I was able to spend at each research site. However, an actor-network is contingent. In each institutional setting a language program could have not come into existence and must be protected and maintained in order to continue existing. The relationality traced in this study has ephemeral and durable components, all or none of which may still be in existence today. Regardless, these maps

and descriptions will trace how relations were formed – what and who were brought into relationship toward some sense of operationalized internationalization.

CHAPTER 4

RESULTS

In a description of a language program, university, or anything else, it is important to foreground that these entities emerge in certain pre-existing relational networks.

Actors, human and non-human, who are already at work; actors within other networks who have come together to form a relational configuration that is different than the one that preceded it.

In order to illustrate that these networks do not spring to life at a given point, each case section will first outline networks of each region that preexist and intertwine with one another. Their durability over time, of course, is due to the actors which continue to participate and enroll others in their formation. These accounts were constructed from historical literature, anthropological accounts, and contemporary social and cultural philosophy concerning indigenous practices and religious beliefs. The agential actors dispersed through the region that have helped to create a blanket of relational environments where each institution was formed, and program are more diverse than one might find in an institutional history. Starting with the non-human objects, the material, bears a certain sense of logic because in time-space understandings – the material predates significant human impacts. These will include the relational milieu involved in the creation of the institution and the language program.

In order to undergird the idea that these networks are laid on the foundation of different network permutations throughout time, I begin each context with the relational networks that surrounded the creation of each university – focusing on one specific non-

human relational actor. This choice mirrored the decision to start with the director and mission statement in the contemporary settings. It wasn't because a non-human actor was the most important, or valued, but that they made themselves plain and opened an avenue to each relational network. This varied by context but were revealed in both visits to the site and analysis of the historical record. Often one or more non-human actors were particularly pivotal in arranging other actors in a way that would have otherwise made these social communities impossible. However, for this dissertation I chose the actors of copper, arable soil, and the M1 carbine rifle. Each of these had an instrumental impact on the creation of State Mining College, Central Farming College, and Regional State College, respectively. In State Mining College, copper was in relation to a number of actors which shaped the development of the area and eventual creation of the institution, involving but not limited to indigenous religious beliefs, a burgeoning mining industry, and government treaties encroaching on indigenous lands. In Central Farming College, the soil of the state came into relation with several actors, including indigenous tribes, farmers, crops, and federal and state governments. In Regional State College, the carbine rifle came into relation with local infrastructure, increasing populations, and the desire for higher education.

In the second section of each case, I will outline the tracing of durable contemporary relational orientations in each of the study contexts. This will first include the programmatic relationship with internationalization as internally defined. I will follow this with other existing internationalization networks that were revealed in the analysis of the data. Then I will explore, in greater detail, the entry points into the network for each institution. As mentioned in the methods section, this started with the

IEP director in most cases, but the non-human entry point ranged from mission statement to handbook documentation. Finally, in this section, I will also trace the programmatic internationalization through campus and external efforts.

Tone of Historical vs. Contemporary Elements

By exploring the past, the immediacy of contemporary accounts and the recreation of a historical scene make a jarring juxtaposition. The historical settings make use of much more categorical actors (e.g., copper, land, treaties, tribes, industries) than specific actors with more specific relational connections to others (e.g., program director, mission statement, instructors), as can be seen in contemporary settings. This has the effect of more cold and sterile sounding accounts for the historical sections than contemporary in vivo language that comes directly from participants. While I attempt to flow smoothly from one network to the others, the tone in the reporting might seem disjointed at times.

Map Legend

Often with geographic maps, there will be a key or a legend that describes what graphical markers on the image and what they mean in relation to the type of map. For example, road maps will often use numbered boxes to represent highway exit ramps or a star to designate a city as a state capital. The more specific situational maps in this section had relatively few graphical elements that are aimed at representing the nature of a relationship. Rather, it is the maps and accompanying text that inform one another, each the legend of the other. However, there are some maps with graphical additions that are aimed at reinforcing a relational situation outlined in the text and represented in a map.



Figure 6. A Rendered Social Arena Map for the State Mining College – IEP.

Preexisting and Durable Relational Networks (or Cultural History of the Region)

The land under and around the current site of State Mining College was, and remains, the home of native populations from the Anishinaabe cultural descent, in this region specifically - the tribes of the Ojibwa. The lands are covered in vast deposits of copper found in the hills around the area. Colonial history of the area tells of French traders who set up fur trading stations along the lake coast (Danziger, 1990) and indigenous populations mining and working with copper tools (The Mining Gazette, 2013). These people have what Johann Georg Kohl, a 19th century travel writer, geographer and historian, who wrote extensively on the Midwest, called a “most superstitious reverence for copper, which is so often found on the surface-soil in a remarkable state of purity” (Redix, 2017, p. 226). This account and many others of the time are dismissive, labeling irrational the Ojibwa connections to the metal and the land itself. However, modern Anishinaabe scholar D’Arcy Rheault (1999) wrote that their worldview considered it differently:

Creation is not simply a conglomeration of all that exist objectively (known and unknown) put together by a Creator, but it is the harmony that is found in both the total collection of all that is, and the individual beings themselves, including Creator. By this, I mean to say that each individual (human and non-human) is as much a representation of the whole of Creation as the whole of Creation is a representation of itself. (p. 6)

That is to say, copper in the region for the Anishinaabe people isn’t simply acting as a mediator for their supernatural beliefs, as might other religious artifacts in other faith traditions, but also as a “valuable spiritual resource” for all Anishinaabe (Redix, 2017,

p. 233). In some cases, larger pieces of copper served in more animate capacities having fundamentally sacred relationships with various tribes. It was said that pieces found on the surface of the earth, elsewhere known as float copper, were a source of protection for the indigenous people. This float copper was formed from glaciers moving across the land shearing pieces from existing veins making them readily available for use and interaction with humans (Bornhorst, 2016). To this effect, native fathers and grandfathers passed down copper chunks to their children as sacred items, highlighting family, religious, and material connections in a milieu of other relational connections (Kohl, 2008). These larger pieces of copper, such as the Ontonagon boulder⁴, were said to have religious significance to these peoples, however many of the museums and outside owners refuse to repatriate them to current native communities (*Repatriation Committee Reports Submitted to the Secretary of the Smithsonian Institution (SI), 1991-2012*, 2014).

It wasn't until 1845 that American mining concerns were started in earnest (Miller et al., 2011). All said, from 1845 to 1968 nearly 5 million metric tons of copper were extracted from the area (Weege & Pollack, 1971). The river, another relational force in the region, runs through the city and served the native populations for fishing and transportation. However, in 1860 it was dredged and expanded becoming one of the main supply lines in the expansion of the copper mining push (Billock, 2014). These actors in various capacities would eventually come together to create the educational institution, State Mining College, as described in this section.

⁴ The Ontonagon boulder is a 3,700 pound copper rock that was supposedly traded away by the Ontonagon people in 1841. Shortly after, the Treaty of La Pointe (1842) seceded mineral rights in a large swath of northern Michigan from the Ojibwa people to the US (Kappler, 1904).

Early History of The Institution

One specific lawyer and politician was responsible for ardently advocating the state legislature for State Mining College to be built in the area. He even donated land to make it happen. It was in this context that the institution was founded in the late 1880s, built not too far from the river. Its mission was to prepare students for the various needs of the burgeoning mining industry, satisfying any perceived need for local support. Specifically, the original mission of the university was to train engineers - providing technical expertise to local miners. As was a common practice in the day, many immigrant workers came to work on the mining claims and transportation infrastructure. This was in addition to the indigenous workers, who also contributed to the needs of the mining community, leading them to mines and providing food by hunting and trapping. Additionally, international elements started to appear in the area by way of Welsh, Finnish in addition to various European 'foreign-born' workers in the copper mines, accounting for 67% of the population in 1860 (Hannon, 1982). The college's campus continued to spread throughout the town, with many of the academic and administrative buildings placed along the river, which continued to serve as a main shipping line for the copper industry since the original founding of the institution (Billock, 2014).

With the creation of a social network map of the initial regional relations surrounding the site of the university, it becomes possible to conceptualize how intertwined each actor is with the other. Of course, the picture of the map (see Figure 7 below) helps to visualize and form our consumption of the relational links discussed in the text above. Copper, the actor that started the section, was fairly integral in bringing others into relationship with one another, not in the traditional manner - but as a

continuing link. The Great Lakes, The Anishinaabe, The River, French fur traders, travel writers, anthropologists, the mining industry, governments and State Mining College were all enrolled and brought into relation with this metal. Without the agential capacity of the metal, this network would have likely looked much different.



Figure 7. Early Regional Map of State Mining College

Indeed, the relational connections between the metal and others continue on to this day in some capacity, though the mining in the community has ceased. Instead, found float copper can be purchased at local tourism shops as an artifact of trips to the region. In my time on-site, I purchased a piece of float copper, since it was such a significant actor in the story of my research at the site and wrote with it nearby.



Figure 8. Float Copper

The float copper is much like Kohl described it - in a remarkable state of purity (2008). The piece that I purchased was polished and arranged to be more palatable to customers. It came with an informational card, that outlined some of the geographical provenance of the float copper. There is little mention of the other relational actors associated with the metal in the region.

Michigan Native "Float" Copper

"Float" copper is found throughout the "Copper Country" of Michigan and many nearby states. Glacial movements thousands of years ago altered the geologic deposits of the native copper by tearing and scouring the land. Copper, along with other rocks, gravel, and sand were constantly tumbled and deposited over large areas of the Upper Midwestern United States.

Exposure to the soils, water, and air has oxidized the copper surface a bright green. These specimens with the natural oxidation color, provide a good contrast to the polished copper surface of the cross-sections.

Figure 9. Informational Card included with Float Copper

During my research on the Anishinabe people, I came across the sculptural work of an Ojibway⁵ artist Michael Belmore. Some of his work is described as metallurgic tannery, the rendering of a skin of an animal for human use. The Smithsonian National Museum of the American Indian described his work as

meditative reflections on North American topography—the land and water that surrounds and sustains us. [His] hammered and chiseled copper explores the surface of the land with a more direct approach ... he has transformed inert, heavy metal sheets into thin, undulating membranes. Like any skin its surface shows scars, whether from human activity or natural events (*Metallurgic Tannery* - *HIDE: Skin as Material and Metaphor*, n.d.).

The piece detailed below is a map - of sorts - that in part outlines the state of Michigan by tracing the waters that surround it (see Figure 10). For me, it speaks to the historical

⁵ The Ojibway and other midwestern tribes are culturally related under the name Anishinaabe.

relational traces of the research site, foregrounding the complexity and interdependence of nature and mankind.



Figure 10. Michael Belmore, Shorelines, 2006

Similarly, the process of exploring relational connections logically leads to the creation of a new web of social connections of the researcher in the process of research. These relations, their durability unknown, guided the writing and exploration of this research site. From the archival documents, writings about the indigenous populations, to physical copper, to art. Again, a social network map below shows the embedded nature of the copper, and its central role in the relationality between researcher and site.



Figure 11. Researcher - Copper Relational Map

Early History of the Language Program

The early relations of State Mining College - Intensive Language Program (SMC-IEP) are not clear from the historical record on hand in the university archives. The course catalogues from 1983-1999 revealed nothing of the program in question. However, in the catalog 2000/2002, there was a fledgling program called SMALLS (Summer Math and Language Learning Sessions) where students with a TOEFL score that “falls slightly below [State College’s] minimum” could take credit bearing math courses along with language and academic preparation course for 7 weeks before the semester started.

This college transition was a more general orientation which transformed in the 2002-2004 catalog into a summer experience with removed math components and an increased focus on intensive language experiences. The summer program was for students with TOEFL scores *slightly* below 500 (paper-based) or 173 (computer-based) to get some intensive English instruction followed by a transfer into the academic program of their choice come fall. The criteria for establishing the definition of slightly in this context was not readily apparent. Deanna, a staff member interviewed after the archival search, noted that at the start of the SMALLS program “a lot of these students didn't have [a] high enough English level to be able to take college courses and be successful. A lot of these students were going to different places to get the English language proficiency ...” (Deanna). These other places were language schools in the southern parts of the state, or elsewhere in the US. The problem, as Deanna put it, was that students who were attending an institution for language training often got comfortable and didn't transfer up to State Mining College as planned. It was from this environment that Tasha was tasked with continuing to develop this nascent IEP.

There were no records in the archives from 2000/01 to the 2002 course calendar the English language program offerings went from one course called “Individualized Instruction in College Writing and Reading” to a large range of intensive language program offerings. The SMALLS program was a separate offering at this time. In 2004, the program was offered under the auspices of the International Education Institute, within the Office of the Provost, the department responsible for recruiting, admitting and orienting international students. Another contributing factor considered in the development of the program were partnerships being developed by the Executive

Director of the International Education Institute at the time, specifically a relationship with a Chinese university.

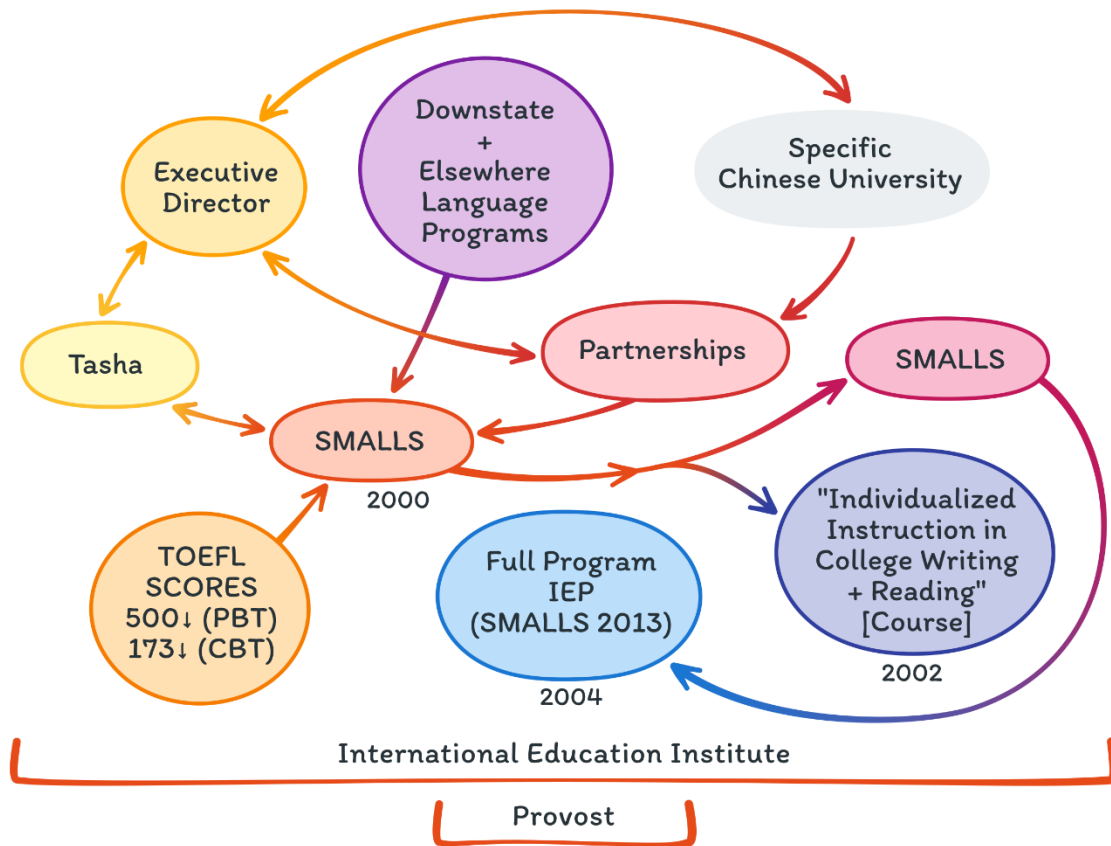


Figure 12. SMC-IEP Early Program Map

Since the archival data were rather limited, most of the relational information about the early formation of the program came from contemporary interviews. Even then, as with the much older relational copper map above, the information collected cannot provide as many contextualizing details that would be present in more rich forms of data collection (i.e., present day, multiple participants). However, as we can see in the map above, there were a number of human and organizational influences on the creation of the language program.

In looking at this early map of the program, we can see the influence of the external partnership with a Chinese university on student mobility and the creation of a support structure to help facilitate student adjustment to SMC. It is also possible that this direction was reversed with student mobility potentially changing the nature of the partnership engagement. However, both the partnership and the language program, as mediated by the Executive Director of the IEI, offer a glimpse into the early relational connections that have created SMC-IEPs internationalization efforts.

Contemporary Durable Relations

Contemporary durable relations represent what Latour (2005) would describe as regularly reinforced processual and performative activities. The durable relations in the modern program express themselves through faculty and staff interviews and document collection at the research site. This section will cover the internal perceptions of internationalization among members of the SMC-IEP, the entry points into illuminating the network, and related actors aiding in making the networks durable.

Internationalization Locally Defined

As a reminder, the operationalized definition of internationalization in this study was: the relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003). While this guided the collection of data within the study, it was the local definition that helped trace the relational connections that were established in the SMC-IEP ‘doing of internationalization’. The ways in which the faculty and staff of the SMC-IEP spoke about internationalization connected logically to

their primary mission of teaching and helping to acclimate international students to the English language and life at the university. In the way that this requires them to aid in understanding and adjustment, their language around internationalization mirrored that of the early 20th century, in which it was considered the purpose to cultivate an international understanding or a sense of global unity (Stoker, 1933). The director of the contemporary program, Beverly, described it as “creating a process where students are able to transform their understanding of their own culture and exchange with someone from a different culture... [contributing] to their transformation” (Beverly). This largely aligned with faculty and staff in the program. One instructor described internationalization as “thought and ways of being related to considering multiple nations and communication” (William), while others connected it to building an international community specifically “helping ... students be productive members of the community, making sure that they are confident enough to bring their own voice into discussions” (Leah) and “bridging cultural understanding between two parties” (Alynn). This inverts the focus of an ‘international students as vehicles of international change’ model of internationalization (Urban & Palmer, 2013). Rather it views international students as participants in their own journey of internationalization, which by necessity will involve the change and accommodation by those around them.

While participants held these student-centered beliefs around internationalization, they also had a developed understanding of how internationalization was enacted at an institutional level within the university⁶. The participants had a range of responses, some

⁶ The participant names were purposefully removed from this paragraph, so as to not implicate specific employees views on campus internationalization.

noting that the institution had a more general mission in the world, connecting nations with one another in a similar way that the SMC-IEP did for students. However, the most common characterization provided of the institutional mission related to internationalization was one focused on the business of international students and an established neoliberal regime. One participant indicated that there were a lot of support programs and international initiatives on campus, but they lacked a cohesive objective. This emphasis on enrollments and revenue in practice had implications on the ways in which the program established some of its relational connections, creating an almost defacto plan of internationalization constraints from the institution. In the relational mapping that follows, this idea of creating a space of accommodation for international students while considering enrollment and revenue also serves to deploy or limit these international elements into the campus community and beyond.

Entry Points into The Network

Similar to the early map featuring copper as a significant actor, the choice was made in the planning of this study to focus on one or two actors in the relational network of SMC-IEP in order to begin tracing internationalization. Whereas copper slowly made itself apparent in the history of the region and the background of the university, it was research and methodological planning that required a pre-arranged foray into the network to be established. In Chapter 3, I established that the written plans of the IEP (if they exist) and the program director would both be useful starting nodes in creating a relational map. In the case of the program at State Mining College, its mission statement was highly specific with at least some of the actors that would be explored further via interviews.

The pertinent actors that were traced in this study from Beverly, IEP director and the mission statement (see figure 13) at State Mining College - IEP are as follows:

1. Deanna, departmental secretary of the International Programs and Services
2. William, IEP faculty member
3. Leah, IEP faculty member
4. Alynna, IEP faculty member
5. Hudson, Activities Coordinator of the Hills

The mission statement of SMC-IEP mentions several connections that enable the initial tracing of internationalization by way of the program. This is especially true when taken with the internationalization definition offered collectively by the participants interviewed in the program, a transformative process taking place within anyone – those involved with culturally distinct others. While I traced the programs and policies in my operationalized definition, the connections that participants established with one another made clear that the local philosophical definition of internationalization is what was driving these relationships.

This leads to the first, most clear example of a relational process in the mission statement of the program, the elements of language programming provided by faculty to conditionally and provisionally admitted international students. As the statement is written, the SMC-IEP prepares students for successful undergraduate and graduate study. This begins with the primary purpose of this program, and those like it, to teach English language to enrolled students. In this regard, the SMC-IEP follows a specific structure in order to achieve this goal, each outlined in the mission statement: 1) language programming culminating in an institutional waiver for English language proficiency and

acceptance into the university, 2) general academic support, including tutoring and transition assistance, and 3) research writing courses. The international, intercultural and global elements in this example are easily defined: the international students themselves, the language programming (an international element for international students, to be sure), and academic and cultural transition assistance.

The mission statement outlines the nature of - and serves as a mediator in - the relationship between the program (and faculty & staff) and the enrolled international students. As an actor it is effectively translating the pedagogical and internationalization philosophy of those in the program in a fairly durable manner. One way this is ensured is through the continuous review by the program as an integral component of the Commission on English Language Program Accreditation (CEA) planning and accreditation process, which was mentioned in the interviews. The mission standard of the accreditation agency outlines that a mission statement should communicate both the mission and goals which “guides its activities, policies, and allocation of resources” (Commission on English Language Program Accreditation, 2018, p. 7). The mission statement aids in clarifying the relationships between the students and the program. It also justifies work done by the faculty and staff in other areas (see figure 13 below). The remaining category in the mission statement deals with the consultation support on language use to the campus community. As will be outlined below, both categories prove to fruitfully proliferate international components in the campus and local community.

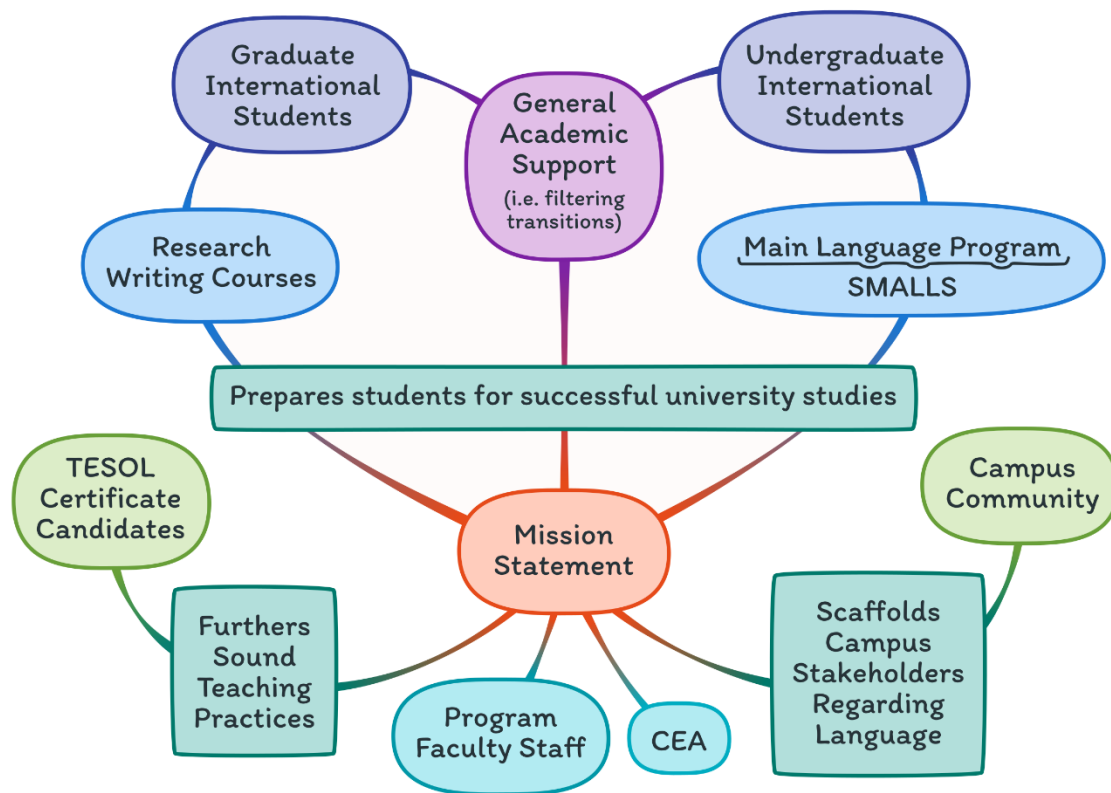


Figure 13. SMC-IEP Mission Statement Map

Existing Internationalization Networks

Student mobility is arguably the most obvious traditional internationalization function of the IEP. However, the ways the internationalization flows outside of this student mobility category; both formed in and through the Intensive English Programs are of the most interest.

The SMC-IEP is engaged in internationalization efforts as broadly defined by this study and locally defined by the actors within the program. There are also internationalization-type activities that the IEP has recognized at State Mining College as integrating international components into the delivery of postsecondary education of

students. In some cases, these existing internationalization activities are joined by the IEP and in others they exist independently from any relationship with the program. The existence or absence of particular programs determine in a sense what sorts of activities in which the IEP engages. In this section, I will refer to such relationships as *barrier relational connections*. Latour (2005) would likely illustrate these by referencing another actor that is mediating the relationship between two other actors in a certain way. In this case, that actor is related to financial interests.

The general marketing language used to describe SMC's global orientation is that it is an "international community" oriented toward global communication and understanding (Leah). In general, to those in the program, it's understood that there are a number of support systems on campus for international students, but they are very scattered - not cohesive in nature (Leah). This perception challenges the utility of another non-human actor in the form of a guidance document titled "Student Learning Goals and Outcomes". This document outlines the need for global literacy among students, encouraging educational programs within SMC to help students develop skill sets to comprehend and deconstruct issues across scale and within varied perspectives, in contexts that are interconnected and complex.

International Office.

The International Office (IO), which includes visa processing, study abroad, and other international related events like the annual International Parade. The IO serves as a hub of many international activities at SMC. One way in which the IO facilitates smooth orientation of incoming international students, both IEP and directly admitted, is by providing a charter bus that takes students from the closest international airport - several

hours away with limited transfer flying options. The International Office arranges accommodations and activities for students until enough arrive to take back to the university.

The International Parade is a joint collaboration between various parts of the university and the town. The first part of the event is a parade featuring participants from various countries representing their nation with traditional dress, flags and banners. The parade walks through the town and finishes at the university events center. The university center portion of the event features international food and booths. The SMC-IEP has no established connection with the parade, but does encourage students to attend or participate (Leah). This event is also attended by other regional universities, indigenous communities, and smaller community organizations. Representatives from the dozens of nations represented on campus walk in the parade with the flag of their country, throwing candy and waving.

The International Office also coordinates another program called International Diplomats. This is a recruitment effort and communication strategy for the study abroad program. The IO recruits students who have previously studied abroad to give presentations to various classrooms on campus. International students who are already studying abroad in the US, can also attend SMC study abroad programs. Deanna reported that some international students have participated in these study abroad opportunities.

The student advising functions of the IO are facilitated by the SMC-IEP, specifically by the director - Beverly. Deanna indicated that she would send information to Beverly about student administrative issues, like bill payment or class dropping, and

the IEP would help facilitate when students didn't know how or were having different problems (Deanna).

Student Groups.

There are a wide number of student groups at SMC, many of which are dedicated to specific groups of students like the Indian Student Club. During my visit to the site, the Indian Student Council was orchestrating a large Diwali festival, that seemed well advertised and attended by students and community members. Most of the participants mentioned the active student organizations on campus, and the Diwali festival specifically. William, an instructor, said that the Chinese Student Club put on an extensive Lunar New Year celebration. The handbook for SMC-IEP students features many of these clubs and organizations as a route for students to get involved with the greater campus community.

Tutoring Support Centers.

There are several ways that IEP students and matriculated international students can get language support at SMC. This web of tutoring is mentioned in the IEP student handbook to some degree, but also represents *barrier relational connection* between these programs and the IEP, as in terms of language instruction, they have similar goals. Additionally, the IEP charges for tutoring services bringing in a slight, albeit additional line of revenue for the program. This relationship indicates some level of tension, between the durable non-human actors in the program (handbooks, missions statements) and the human concerns of financial solvency.

The Pedagogy Center at SMC serves international graduate teaching assistants providing some services for language practice. This relationship with the IEP is delicate,

as they are often aware of each others activities but “it can be a little complicated in terms of you don’t want to step on other people’s toes...” (Leah). This activity is similar to a conversation event called Community Coffee, which is detailed below.

The Tutoring and Literacies Program (TLP) at SMC is another resource for all students for help on various academic topics like math or language. The Durham Center (DC) is an off-campus, religious non-profit that also provides free tutoring for international community members. Deanna mentioned that the International Office suggests the DC for spouses of visiting international faculty and students who would otherwise not have access to English language training. The TLP and DC are both mentioned in the IEP handbook as a resource, but one interview participant requested anonymity as they described that in practice there is a resistance to working together as it is “hard to maintain a relationship when there is money involved”. The jagged line in the figure below represents this barrier.

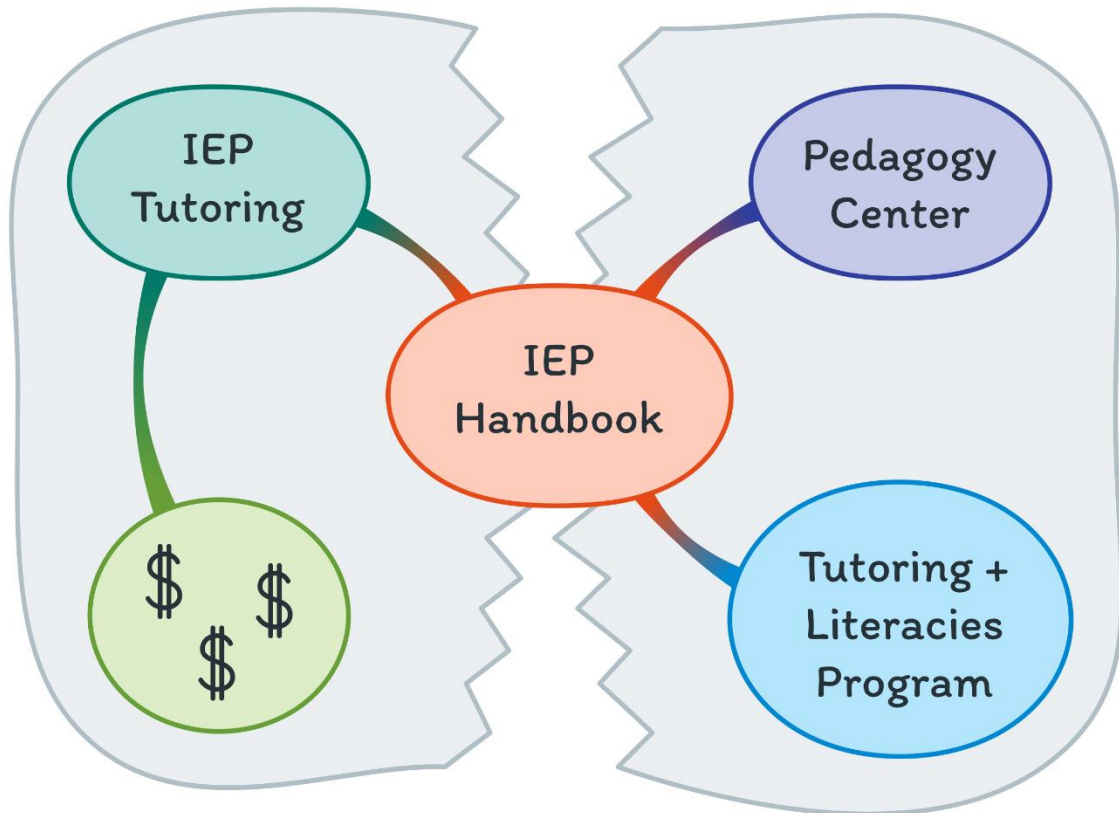


Figure 14. Barrier Relational Connections Around Tutoring

So, in this relationship, money is mediating the connections between the IEP and the other tutoring programs both on and around campus for English language learners. At the same time, an element like the handbook – which is both a suggested document from an accreditation standpoint and readily available to students – serves to connect students to some of the other tutoring options directly. In the creation of local internationalization networks, it is the push and pull of actors like this that create a tension for other mediators into coexisting, or not.

SMC-IEP / Campus Community Internationalization

Revenues and enrollment in the program are at historic lows for a number of reasons alluded to elsewhere in this chapter, namely changes to foreign tuition and scholarship structures and the nature of the international student body of the university. However, in spite of that low enrollment, the program has been able to pivot its faculty into positions related to the administrative needs of the program. In many cases this is aimed at meeting the missional goal of preparing students for successful graduate and undergraduate study. As it happens, this administrative time also feeds into their internationalization efforts.

Handbook and Orientations.

The internationalization definition provided by many within the language program - bringing people together toward a goal of mutual understanding - is enabled by several identified actors within and adjacent to the network of the language program. The most rigid enabler of these connections is the student handbook. The handbook is understandably an extension of the mission statement and the CEA proscribed goals of ensuring that students are informed about the services offered to them within the program (Commission on English Language Program Accreditation, 2018). However, in this regard the handbook outlines links to elements on campus that produce an international connection and prompt support organizations to develop materials for international students. An internationalization of their own internal curricula as it were. Examples of these connections are provided in the handbook itself and in interviews. The most prominent external programs included disability services, counseling, wellness, international programs office and public safety.

With disability services, the director of the language program indicated that some of their students aren't diagnosed before arriving on campus. The information on example accommodations (testing accommodations, assistance labs, etc.) and how to contact disability services is prominently outlined in the handbook. Beverly indicated that this direct routing of IEP students to disability services and requests that they come to new student orientations encourages them to reflect on their services in relation to this specific student population.

The connection with other departments, like wellness and public safety were outlined in the handbook and reinforced by in program orientation sessions. For public safety, the handbook had an emergency preparedness focus which was different from what the director described of the orientation seminars that take place at the beginning of a student's time in the program. In each of the programs four week orientation seminars the program invites public safety officers to give a presentation to students. The director recounted one story surrounding the prevalence of gun violence in the US and police related shootings, in an orientation session. The public safety officer asked the gathered international students, "How often do you think a police officer uses a gun in the US on average?". The response from students started at 95%, and over the course of several minutes was pushed lower and lower with the officer indicating that the statistic was closer to .3% of the time. This led to further conversations about gun violence and news coverage in the US. The difference between the handbook and the orientation topics eludes to the idea that public safety messaging is aware of the differences in policing that international students might be more familiar with.

Similarly, health and wellness details in the handbook were bolstered and specifically tailored for international students in orientation sessions. Wellness Center representatives came in orientation and discussed things like adjusting to low-light levels in winter, working through stress in school and various resources that they could access to manage any academic or personal issues (William).

Alumni Council.

The alumni council was established about a year and a half ago. The purpose is to give the program an idea of the struggles that IEP students might be having in their academic classes, internships, and the working world. Specifically, they want to understand the issues of communication and acculturation to in turn inform the practice of the IEP. In addition to his teaching and administrative duties, William and a peer mentor, Franco, are in charge of this initiative. The peer mentor is an IEP student that has graduated from the language program and has returned in a compensated capacity to work with students. The Alumni Council meets once a month and is primarily focused on collecting feedback from matriculating students. Beverly indicated that they wanted to figure out if students had any “struggles in the program [and] what [they] liked about the program”. William indicated that they were “basically looking at any possible gaps that they may have experienced that they now are realizing . . . in their academic coursework” (William). While these largely led to internal changes in the curriculum, they also seem to have informed other collaborations with other departments.

Community Coffee.

Another event in the program that serves to bring people together is the weekly event called, ‘Community Coffee’. The program invites everyone from the community,

though it is more broadly advertised on campus. This event draws anywhere from 10-50 people each week, with a likely average of about 15 people. This event is designed by the director of the program to encourage discussions about culture. Domestic students and staff account for anywhere for about 30% of the attendance at Community Coffee.

Usually students, but also professors and staff from time to time. The events follow a theme, and in years past have been fairly broad from war diaries to a class presentation from a student. In general, they start with a short presentation from someone - usually around three slides - and then the group starts discussing the topic.

In one that I attended, it was a short presentation from a business student who had developed a card game from her home country and translated it for American audiences. She explained the game and the group of Community Coffee participants tested the game and gave suggestions. The event was welcoming and fairly informal - there were as many conversations about politics, weather, and food as there were about the game. William indicated that often they “just compare cultures ... if there is coming seasonal going on here - we’ll kind of briefly clue then into what’s going on and then see if there is anything that strikes a chord in their culture that is similar”. They discussed the idea of harvest festivals most recently, as the event was adjacent to the Thanksgiving holiday.

A relational precursor to Community Coffee, is a more traditional IEP programmatic element, Conversation Partners. In this program, the Conversation Partners program would connect with an English as a Second Language (ESL) education course. The format was similar to community coffee, in that there would be a thematic topic and a larger group meeting but then students were separated into pairs. However, this proved to be inadequate for IEP students, Beverly indicated that:

A couple of the pairs would always get along, but then they'd always say, "This was kind of ... ". It felt unnatural, which is you don't want that. You want it to be more of an organic experience. And they said it felt that way for years. Their friends had felt that way, too.

This is one of the reasons that the IEP decided to end the relationship with ESL courses and students, in favor of a more casual environment. This was facilitated by feedback received from the Alumni council.

Dialogue Forum.

Another conversation connection, focused on listening and speaking, that is being planned by the IEP is an application called Dialogue Forum. This application can be used on a computer or smartphone. Students can interact with a broad range of speaking partners, from other students on their campus to other ESL programs across the country. The topics created include, "What's your favorite place on campus and why? Or, What's your favorite place in town? What would you like to do on a weekend? Or what's your favorite hobby?" (Beverly). Students on the app can then post responses to the question prompts or the responses of other students. Thus far the program has opened up Dialogue Forum to students who come to Community Coffee events as a pilot for the larger IEP. Franco and William are also currently implementing the roll out of the application and planning on piloting it in Williams current listening and speaking class. This was described by Beverly as a way for the program to cope with the limitations of low enrollment numbers on the diversity of student speaking and listening interactions. The pilot phase is also a way to assess whether this will be an effective and positive way for students to communicate with each other.

Departmental Connections.

There are several connections with academic departments that the program has fostered in service to their curricular mission of preparing students for undergraduate and graduate study. Alynna, an instructor, liaises with the engineering programming and William, also an instructor, liaises with the business school. The IEP has also established a small connection with the math department, receiving narrative feedback about IEP and international students progress in the department.

In the more durable and currently fostered departmental relationship with the Engineering department, the IEP director Beverly talks about the development of a “feedback loop”. The maintenance of this relationship is encouraged by the IEP, asking “How are students doing? What do we need to work on more with them? And could we please get some of your materials?” (Beverly). The goal as described by the director is listening for feedback on the needs of international students in the engineering space.

Alynna, who is developing an engineering English course for the SMC-IEP, has also been tasked with fostering durable relationships with the engineering department. This specifically involves engaging with the first year engineering fundamentals cohorts, to find out how the IEP “can better prepare students for the tasks that they actually encounter in those first year engineering courses, rather than what we guess they would need” (Alynna). This focus is driven by the mission statement - to prepare students, in this case especially for engineering.

The path to this relationship, and the development of engineering English coursework, started with a contact with the Pedagogy Center, mentioned above. The Center suggested that Alynna contact the first-year engineering fundamentals program,

which in turn lead to a meeting with an engineering professor, teaching assistants and finally one between Beverly and Jean, the Department Chair of Engineering Fundamentals. Alynna has been involved in meetings and class visits to establish the needs of incoming IEP graduating international students. Jean is said to have concerns about the international diversity of the program compared with regional peers⁷. However, his motivations were not described solely in an enrollment fashion - but also that the engineering department was concerned with international student challenges. This calibrating helped the engineering fundamentals program realize that group work challenges are not a huge problem for international students, but rather that communication issues spanned across the unit with both domestic and international students.

Alynna also incorporates some of these developing engineering elements into her existing courses with field-trips to a first year engineering course poster presentation and tours of the engineering buildings. This further cements the relational connections between the SMC-IEP and the engineering department. Alynna admits that events like the building tours make “the faculty and staff at those departments more aware of [international student needs] based on the types of questions [they] ask”. She suggests that they have changed the way they framed and marketed their programs to international students based on events like the tour. She said, “based on the questions my students were asking, the people working there thought of ways to describe what they do differently to engage those students and bring them in” (Alynna).

⁷ SMC has an enrollment of 10% international students in their Engineering program, as compared to around 20% held by their regional peers.

William, an instructor, is responsible for creating a supportive curriculum for students interested in the business programs at the SMC-IEP. In order to establish program curricula on business, he meets with the Chair of the Business School, Thomas, to check the content of his materials. He talks about advocating for examples of how international students can contribute to the understanding of theory and practices in business classes. Specifically, he points to case study examples that over-utilize US business cases. He said, say “these two fellows are from Japan, and so they can kind of see, maybe, an understanding of theory, but then present some examples or situations outside of US business culture”, this would be beneficial for the international students and the rest of the class.

The program also hires international graduate student workers to foster more informal connections with departments that are represented in their program. The rationale for this is largely an insurance policy for the possibility that in a given semester, a department or program might make changes that collapse an existing collaboration with the IEP. By having a graduate student liaison, who can inform students and faculty on the appropriateness of assignments and papers for their future disciplines helps them stay current and still serve their students.

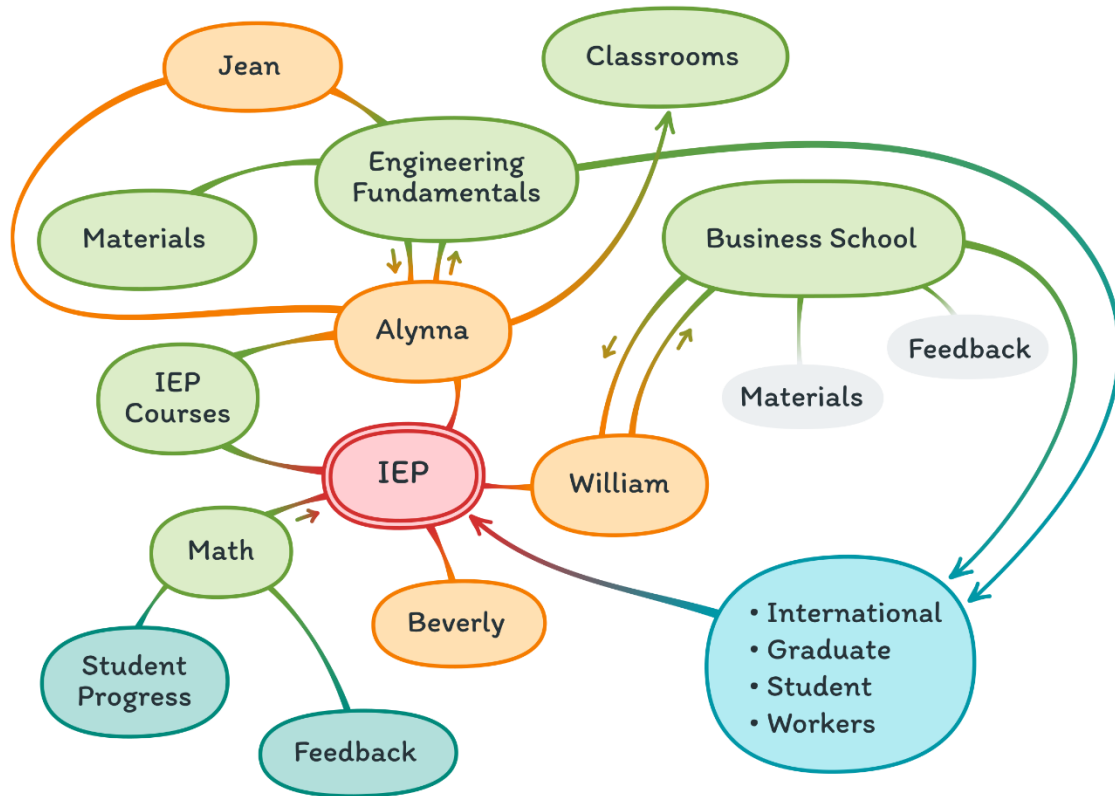


Figure 15. IEP-SMC Departmental Connections

As can be seen from the map above, there are several mediators involved in these departmental connections. In larger terms related to internationalization, they are contributing to the ongoing orientation of international students, while also adding to the curricular effectiveness of the departmental connections. William and Alynna are central to these connections and they interact and translate several non-human actors from course materials to classroom settings. In turn, the same non-human actors translate the practices of individuals like Jean and the international graduate student workers.

One Off/Non-Durable Campus Connections

There are several assignments and temporary initiatives that also serve to meet the needs of students and satisfy the internationalization definition as outlined by the program. One instructor, Leah, has also prepared a project that would prompt students to compare the rhetorical patterns of writing in their own country and that of US rhetorical patterns. This stemmed from a philosophical orientation in the program aimed at encouraging students “to be open to challenging their own cultural beliefs”, and a faculty sentiment that “We model challenging culture” (Beverly). This seems aimed at the goal of preparing students to think critically about their own cultural context when they experience complex instances of cultural critique in their matriculated classes.

Leah and Alynna have both developed an archival research project for some of their higher level IEP classes. This project plays off of the high number of enrolled Chinese students in the program and the historical mining of the industry of the region. Beverly indicated that this project was aimed at having:

our students find their identity in terms of the history here with their group, the racial group, and so they did. They found out how the people had been treated, what kind of jobs they had, what rules they had to follow that the rest of society did not, so how they were situated here (Beverly).

Once the archival research had been conducted, the classes prepared presentations. They took these presentations to the local retirement community, which is another durable connection that will be further outlined below.

There were also a number of smaller curricular projects, that each instructor engaged in. William mentioned field trips, the most recent being to a nearby historic fort

and mansion. He said that in addition to showing them local history, their presence at the site came as a “surprise to the locals that run these kinds of places”. In a sense, these field trips bring cultures together. Leah also reported a connection with a film festival held on campus. She would have her writing class attend the festival, pick a film and write a review of it. Alternatively, students could volunteer at the film festival and practice interacting with others in an informal, non-academic setting. Alynna had recently conducted a classroom assignment around a field trip to an on-campus research center. Students toured different labs and projects on marine life and water, taking notes, asking questions and summarizing the materials into a report. (Leah)

Taken collectively, these activities represent instances of internationalization in orienting international students to the university or community. They also serve, in some cases, to encourage parties like the archives or the on-campus lab buildings to keep international students and international elements in mind as they arrange their own materials and offerings.

SMC-IEP / External Internationalization

There were some activities which expanded the definition of internationalization to include surrounding community groups. At the SMC-IEP, they were particularly proud of these collaborations and the impact that they had on their local community members.

Rest Home and Community Coffee 2.0.

One of the most salient ongoing external connections that the program has established is with The Hills, a retirement community in the town. The visits between the IEP students and the elderly residents of The Hills take place approximately three times a semester. Beverly said that, “I think our students feel more a part of the community if

they can interact with... [different] age group[s]”. In form, the event is similar to the Community Coffee offered by the program wherein students and residents talk together about various topics decided in advance. The event gives obvious language practice and community involvement. This serves a different function for the residents of The Hills, in that community activities are built into the services of the rest home, so residents don’t isolate themselves.

Hudson, the activities coordinator of The Hills, works to ensure that residents maintain a connection with the community with events like presentations from retired SMC professors and the local historical society. The relational connections to SMC and the facility are already fairly durable, as Hudson and many of the residents either attended or worked there. The origins of this connection weren’t clear, in terms of who reached out to whom, but the event has taken place many times to date. This is an important factor for Hudson, as other groups often come once or twice building a relationship but then don’t return. Hudson gave an example of the importance of consistency. She described a developed relationship between an SMC student and an elderly community member based around writing letters to each other for a classroom project. When the project ended, the student stopped writing causing the resident to ask “Well, is she okay? Well, what happened? She just stopped writing to me.” (Hudson) For this reason, Hudson appreciates the relationship with the SMC-IEP since it is consistent in substance but always has different students. Residents understand the commitment level and relational expectations involved in the social event.

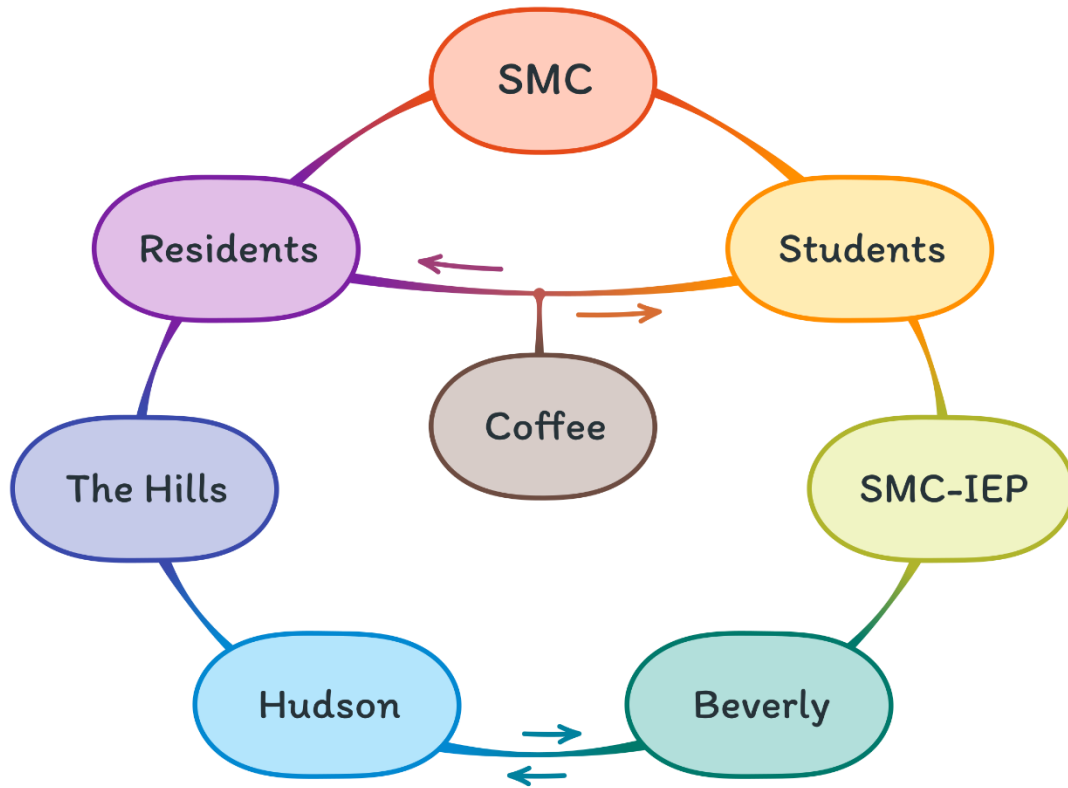


Figure 16. Community Coffee 2.0 and the SMC-IEP

As the map shows, to a certain degree the non-human actor of coffee (or the idea of sitting down for coffee) enticed students and residents to engage with one another. This was within an existing relational network that included ties to SMC from both parties, and the development of events between Hudson and the IEP. The elements of this collaboration allowed for a sort of internationalizing of the curriculum in the rest home.

Local Schools.

Some connections with external communities within the SMC-IEP were temporary, and often contingent upon elements of funding. The IEP had recently ended a two year partnership with a local school district due to the elimination of grant funding.

The district was small and relatively culturally and ethnically homogenous. The goal of the grant was to increase diversity and awareness of other cultures. This was an optional activity for anyone in the IEP who wanted to “share a bit of their culture” in the form of cooking classes and other cultural activities (Beverly).

The next case moves to a different location in the state. As with SMC, the site will start with a relevant actor in the early relational network of the region. Much like copper, the actor predating the Central Farming College – Intensive English Program was arable land.



Figure 17. A Rendered Social Arena Map for the Central Farming College – IEP.

Preexisting and Durable Relational Networks (or Cultural History of the Region)

The analogy used in the introduction of this study between an ecosystem and the forces at play within globalization has possible connections throughout this paper. However, these connections are particularly salient with the lively non-human actor in the history of Central Farming College (CFC), arable soil. Beyond the obvious physical links to actual soil, the metaphorical connections to education and learning should be also apparent. Elsewhere, soil has been used to refer to students in a receptive manner, an object to be acted on by a teacher-gardener (Bushnell, 1996). However, in this study, the use of ANT allows the tracing of more active, agential non-human actor as soil. In this case, the actual soil was acting on the setting of CFC. However, the CFC-IEP could also serve as a soil like cultivator or nourisher of language learning, and possibly the internationalization in question.

It would not be difficult to argue that arable soil is a foundational actor within many networks of both ancient and modern civilizations. The development of agriculture, by means of advancing technology and understanding, led to the rise of the world's population from an estimated 5 million in 7,000 B.C.E. to more than 5 billion in the 1990s (McClelland, 2018). However, the relationship between soil and mankind in these contexts was not a consistent positive climb in productivity and available food. Rather, the soil and its constituent characteristics also contributed to the irreparable damage or downfall of civilizations. For example, in ancient Mesopotamia, increasing soil salinity in the Diyala Basin led to the development of salt-resistant crops, however the increasing salinity made fewer and fewer hectares of fertile, productive land available. This eventually led to the abandonment of the adjoining lands and cities that placed high food

demands on the already overtaxed land (Jacobsen & Adams, 1958). The lands were abandoned because the soil was unsuitable.

The land and the soil are not the same thing. The most common definition of soils are the place where things grow, their experiences and interactions with soil vary depending on the type of soil and where they encounter it. However, we can also envision multiplicities in soil -- of the dark black soils found in planter pots, or the deep brown rows of modern farming soils, or the light sandy soils approaching a lake. Soil is not the land, yet it is a vital part of the land. Soil is not singular; it is a collection. Soil has been defined elsewhere as:

The collection of natural bodies on the earth's surface, in places modified or even made by man of earthly materials, containing living matter and supporting or capable of supporting plants out-of doors. It's [sic] upper limit is air or shallow water. At its margins in grades to deep water or to barren areas of rock or ice. Its lower limit to the not-soil beneath is perhaps the most difficult to define. Soil includes the horizons near the surface that differ from the underlying rock material as a result of interactions, through time, of climate, living organisms, parent materials, and relief. In the few places where it contains thin cemented horizons that are impermeable to roots, soil is as deep as the deepest horizon. More commonly soil grades at its lower margin to hard rock or to earthy materials virtually devoid of roots, animals, or marks of other biologic activity. The lower limit of soil, therefore, is normally the lower limit of biologic activity, which generally coincides with the common rooting depth of native perennial plants. (United States Soil Conservation Service, 1975, p. 1)

This poetic soil definition above details the horizons of soil and not-soil. Soil is the upper limit of the land and the lower horizon of the world. It is the organic interactions that make soil vibrant and life giving. This vibrancy points to the spiritual connections seen in some indigenous beliefs around soil.

In the geographical context of Michigan, there are non-physical connections to the soil and land represented among the indigenous people. The Anishinnaabeg⁸ story of creation details the Creator of the second earth, using soil imbued with a life-giving breath to create the lands on the back of a giant turtle's shell in which the people dwelled (Sinclair, 2013). These stories maintain and mediate a vital connection between the soil and the people -- informing their religious understandings of the world, the land and the soil.

In addition to the inherent activity and spiritual significance outlined above, the lands and soils within the state were active and durable actors in other ways. In 1819, large swaths of land moved into relation with the US Federal Government by way of the Treaty of Saginaw. Though in fact, US citizens had slowly been moving onto and using these lands long before. In this treaty the indigenous people of the area (outlined in the map below), primarily the Chippewa, ceded a large swath of the lower peninsula to the US government.

⁸ This is the same cultural group representing many different tribes that was discussed in other sites, common to the Great Lakes region into Canada.



Figure 18. Map of Lower Michigan Showing the Land Cession of 1819

Fred Dustin, amateur historian and archaeologist, wrote one of the main accounts of this treaty signing (Bentley Historical Library, n.d.). He references a Seneca Chief that gave a speech that outlines the indigenous resistance to the treaty:

We are here to smoke the pipe of peace, but not to sell our lands. Our American Father wants them. Our English Father treats us better. He has never asked for them. Your people trespass upon our hunting grounds. You flock to our shores. Our waters grow warm. Our land melts like a cake of ice. Our possessions grow smaller and smaller. The warm wave of the white man rolls in upon us and melts

us away. Our women reproach us. Our children want homes. Shall we sell from under them the spot where they spread their blankets? (Dustin, 1919, p. 11)

This resistance made plain that this treaty only formalized a takeover of lands that were slowly being taken in all but name. The Commissioner of the Saginaw Treaty promised the indigenous parties “that their women and children should have secured to them ample tribal reserves on which they could live, unmolested by their white neighbors, where they could spread their blankets and be aided and instructed in agriculture” (Dustin, 1919, p. 11). This was a pressure on the native populations to enter into a new relationship with the soil and the land -- in which they would use it for agriculture in similar ways to the very settlers that were taking the land from them.

Less than two decades later, the Michigan territory gained statehood (1837). A matter of some concern was increasing profitability issues with farms on these same lands within the state. One of the primary issues was declining agricultural yields, thought to be due to the quality of the soil in which they grew their crops. There are two types of broad soil categories that are considered to be of the highest quality for productive agriculture, alfisols and mollisols, due to their mineral additions and rich organic composition (Witty & Arnold 1987). In a soil survey of the state it was noted to have 13,954,288 acres of high-quality soil, which accounts for only 38% of the total arable soils in the state (Mitchell, 2010). Both of these are present in some quantity in Michigan, but it does not appear that the state was utilizing them fully at this time. This concern about soil fertility and potential farmer emigration were both factors that lead to the creation of Central Farming College.

Early History of The Institution

One element related to Michigan's admission into the Union was that all salt springs and adjacent lands in addition to seventy-two sections of land were reserved for "the use and support of a university" by the US congress to the state, it was "to be appropriated solely to the use and support of such university, in such manner as the Legislature may prescribe" (An Act supplementary to the act entitled "An act to establish the northern boundary line of the State of Ohio, and to provide for the admission of the State of Michigan into the Union on certain conditions.," 1836, p. 59). The proceeds from the sale of around 30 percent of these lands were used by Central Farming College for the purchase of the first buildings for the institution. These properties, of which there were 12 in the State of Michigan, were originally only available for lease but later amended to include the sale of the land, including salt springs, marsh land and other former federal government properties. Another source of land was the Land-Grant College Act of 1862, under which certain property holdings of the federal government were granted to states in order to fund education. In this act there were made available 30,000 acres of parcels for each US Senator and Representative in each state (Brunner, 1962). These funds were specifically earmarked for colleges that dealt with the agricultural and mechanical arts (Lee S. Duemer, 2007). Clearly based on these sales, the relational actor of the land and the soil were necessary to the existence of Central Farm College. Some historians at the time indicated that without these vast land sales, it is unlikely that these various higher education institutions would exist, at least in the form that they currently do (Lee Stewart Duemer, 1997; Simon, 1963).

These land transfers, leases and sales gave life by way of the initial funding of

Central Farm College (see figure below). The symmetrical nature of its commitment to the land, soils and effective farming techniques while being created by uses of land and soils is a fitting coincidence.

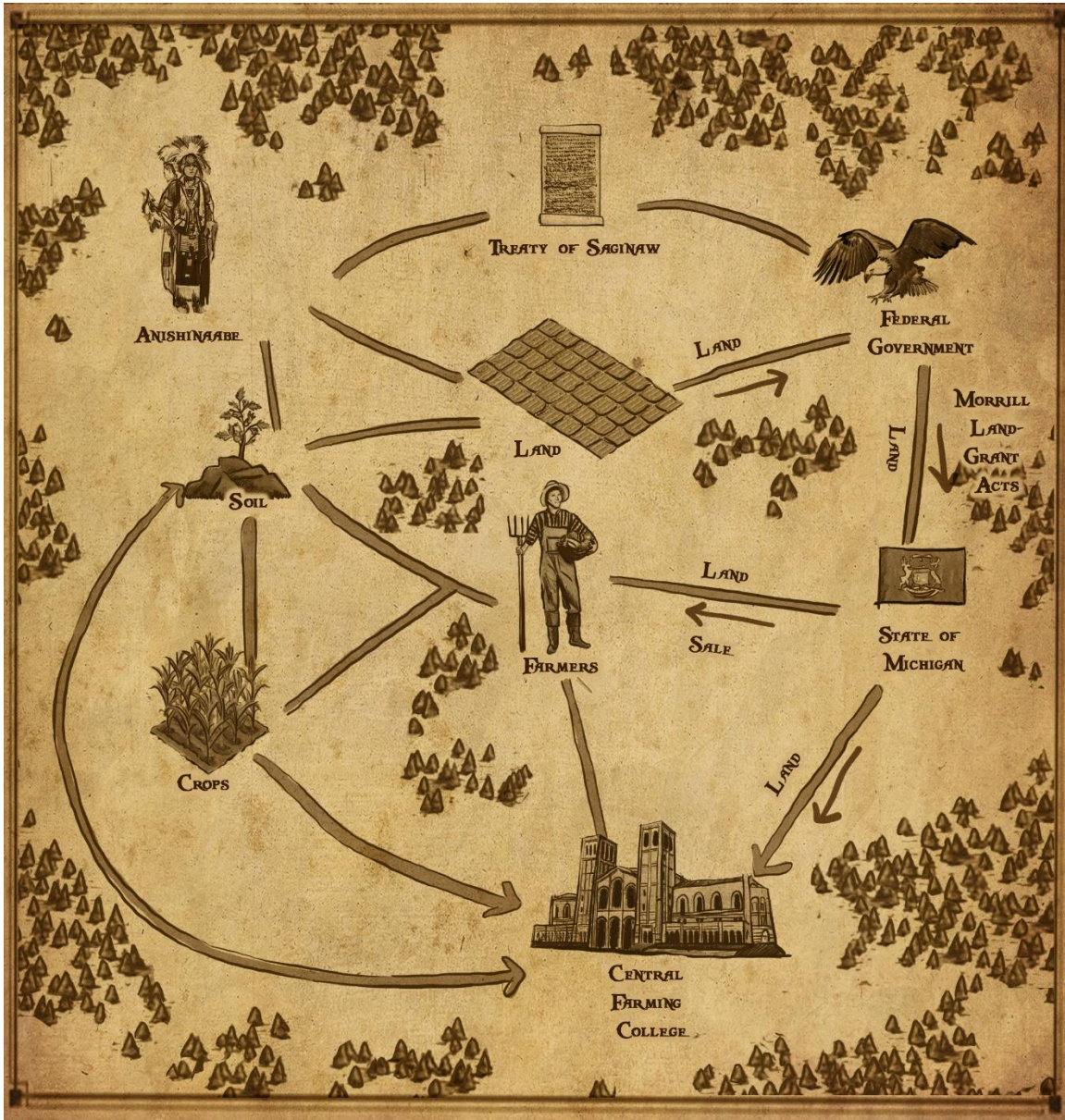


Figure 19. Early Regional Map of State Mining College

Of course, the relational connections between the land, the soil and other actors continue on to this day in some capacity. However, the institution has expanded beyond a focus on agriculture and farming. Instead, the college's land and soil in the immediate area are used for other purposes, while also maintaining some land for their farming and soil science programs. Since it was such a significant actor in the early story of CFC, I collected some of the soil from the site and wrote with it nearby. As I mentioned at the start of this section, the ecosystem and soil were on my mind for much of this project, as the analogy I started with was one of the first things I wrote. Throughout this section, and the collection of the soil sample – I interreacted with the soil. It got on my hands and my notes from CFC as I transferred it to the vial. It remained near me as I wrote this study, always within sight when I was writing at my desk. It could certainly be described by the Latourian term 'mediator' in this study. In that it brought actors into relation in a manner that it induced my relation with various actors within the site, just as CFC (another mediator) through translation induced my relation with soil.



Figure 20. Soil from Central Farming College.

The soil that I collected was near a college farm field, close to the intersection of two roads. It has a darker color which can indicate the presence of organic matter -- also known as humus -- which brings nutrients and higher fertility (Witty & Arnold, 1987). This humus coats the soil nearer the surface of the earth conveying its color. Also present in my sample are small rocks and roots of unknown origin, when I shake the vial they

make rattling noises against the glass. These roots and rocks imply a connection to organic and geological actors that may extend beyond the present map.

My interactions with the soil and the land were not all so direct. They can also be measured by my presence at the site. I walked, drove, slept, and researched on the land. Moreover, the land and its interaction with humans were the topic of news and conversations while I was there. In fact, every day there are geographically relevant examples around the state of the changing relationship between humans and soil. In recent news, soil and water at more than 30 sites across the state have both been contaminated by per- and polyfluoroalkyl substances (PFAS) from various manufacturing processes (Gardner, 2019). As we can see from the map below, the chemical contaminant embeddedness in the soil lead to another relational connection between the state and the soil. The direct consequences of exposure to contaminated soil and agriculture is not well known, but PFAS exposure in general increases the risk of certain cancers, thyroid disease and lowered fertility (State of Michigan, n.d.). This makes clear that the soil and man in the state are inherently linked in present day as they were in the past, each acting on one another to produce a specific kind of modern connection.

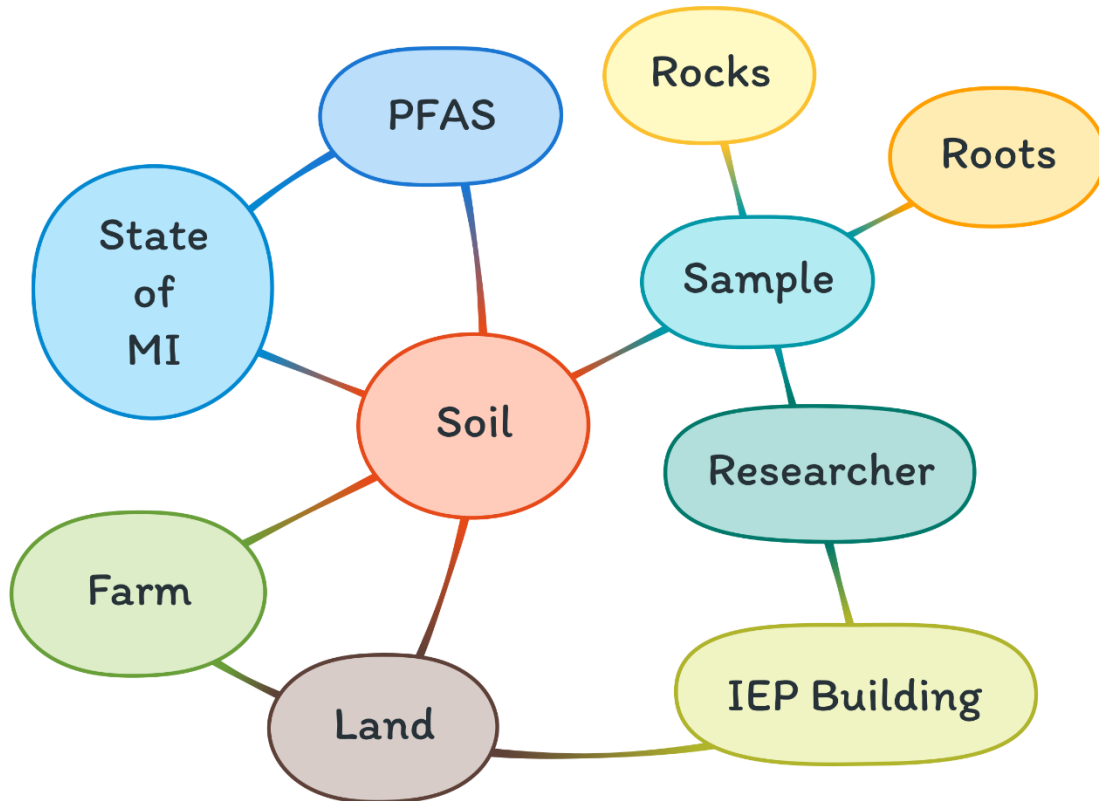


Figure 21. Researcher-Soil Relational Map

Early History of the Language Program

The soil of this university established itself as an actor engaged with the learning that was taking place. However, the institution that was originally geared toward agricultural education grew into much more. Nearly 100 years later, the Central Farming College - Intensive English Program was created by a Professor of Business from Japan. The inaugural director started creating connections with universities in Japan, by virtue of his own national origin. Over time, these Japanese students were slowly brought into the university in small groups at first for a more immersive language experience in Michigan. These groups coincided with rich, developed sister city relationships between Japan and

Michigan. In the course of its more than 50 year history, the program moved to various parts of the institution, from support outside of the college, to being imbedded in the office of the Provost, to its eventual home in the School of Humanities (Peter).

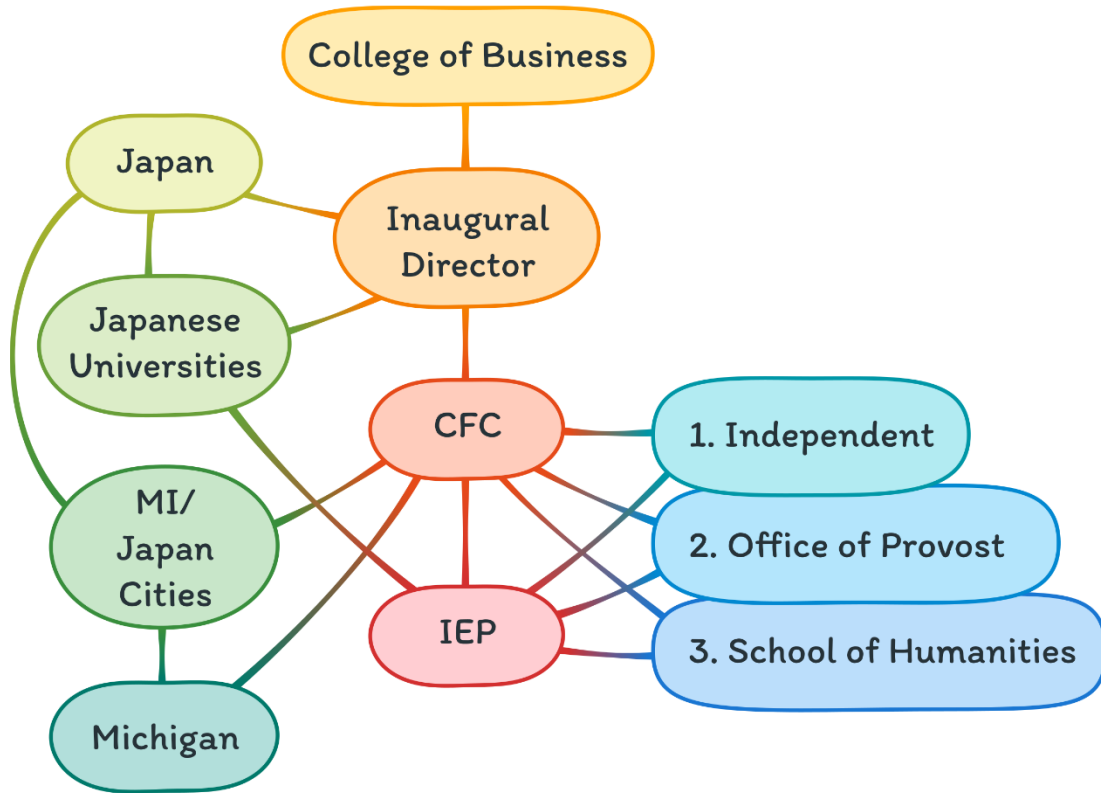


Figure 22. CFC- IEP Early Program Map

Contemporary Durable Relations

The durable relations at work within the Intensive English Program at Central Farming College (CFC-IEP) were expressed through faculty and staff interviews and document collection at the research site. Similarly, to the contemporary durable relations described in other cases, this section will cover the internal perceptions of

internationalization among members of CFC-IEP, the entry points into illuminating the network, and the related actors aiding in making the networks durable.

Internationalization Locally Defined

This site also utilizes the operationalized definition of internationalization in this study, which was the relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003). This definition continued to guide data collection, but as with other sites, the local definition was also a driving force that helped trace the relational connections that were established in the CFC-IEP's doing of internationalization. The ways that the faculty and staff talked about internationalization revolved around the issue of one overrepresented national cohort of international students enrolled in the program. Rather, it was not having a wide mix of students, that made it difficult for the CFC-IEP to be 'truly international'.

Peter, the current director of the CFC-IEP, described that ideal internationalization was another outlet for the push of increased diversity on university campuses -- which for better or worse -- focuses on specific groups of students from specific regions. He admits that mono-ethnic student enrollments lead to more difficult circumstances for language instruction, where broad-based diversity is seen as a pedagogical benefit. He also laments the 'one-way street' nature of internationalization -- in that part of the goal should be drawing international and domestic students together. "They're also going to be sharing so many of the same things together that both can benefit from interactions together," he said.

Another instructor described internationalization as a motivated push to make the campus aware of other people, cultures and ideas (Simone). One administrator and faculty member in the program detailed internationalization as usually revolving around “nationality differences, but if you start looking at it more broadly, it really is just like transcending different cultures . . . and having that kind of mindset at the university” (Greta). That is that this “internationalizing piece is trying to maximize the value of having people from diverse backgrounds” (Greta). To this end the program has added additional layers of screening for its students, especially on those from overrepresented countries, to ensure that they were ready to benefit from the program and to attempt to ensure a more even mix of students.

The participants at CFC-IEP held beliefs that internationalization embraced diversity and a knowing of others outside of the college’s national context. This definition of internationalization, more broadly, is focused more on direct engagement with as wide a range of people as possible. This transcends the nation-to-nation system comparison seen in the 1970s in comparative education, to one outlined by Harari (1972) focused on diverse people engaging in an international curriculum of sorts. The faculty and staff interviewed detailed how some of these internationalization definitions were enacted at an institutional level at Central Farming College. Peter spoke about financial commitments from the larger university budget aimed at broadening the recruiting reach of the institution by adding additional funding, scholarships, and external grants to increase diversity. Benjamin, another faculty member and special programs coordinator, saw the rise in international student populations a decade ago corresponding with campus and departmental international planning, some of which brought them to the door of the

IEP. Simone has in turn experienced more international connections developed outside of the IEP in her interactions with international focused faculty, and non-human actors like promotional posters and advertisements detailing internationalization efforts. One participant described the “kingdom” like quality of disciplinary and departmental units at CFC as an element that made broad cohesive internationalization efforts more difficult. Gretta indicated that the collaboration between Global Scholars and Students Office (GSSO) and programs like study abroad were less robust than they potentially could be. She said,

It seems like there is something missing in that realm, but people who are trying to internationalize the campus thinking of international students, really focus on the international student piece rather than doing any kind of connection with the domestic students that are going abroad or studying language...”

However, others also outlined a commitment to international projects and efforts from the university leadership. In the relational mapping that follows, this idea of developing and supporting diversity in student populations among campus communities is made clear through the tracing of various contemporary actors.

Entry Points into The Network

As with other sites, Central Farming College started with an early map featuring a non-human element (soil) as a significant actor. Similarly, the choice was made in the planning of the study to focus on one or two actors as an entry point into the network. As was established in the methods chapter and in the entry point sections of other sites, the director of the program and the mission statement of the program would be useful starting nodes in the creation of a relational map of the IEP’s internationalization network.

The pertinent actors that were traced in this study from Peter, IEP director and the mission statement (see figure 23) at Central Farm College - IEP are as follows:

1. Simone, IEP faculty member
2. Greta, IEP faculty member and program administrator
3. Benjamin, IEP faculty member and special programs administrator
4. Claren, Director of Effective Communicator Shop (Department of Accounting)

The mission statement of CFC-IEP has several parts that pertain to each of the stakeholders they service: international students, faculty and departments at CFC, and the broader professional community. For international student stakeholders, the mission statement directs the IEP to empower international students to become full participants in the college community through quality language programming, academic readiness and cultural awareness. The IEP is also tasked with assisting international students with both academic and non-academic needs, as well as connecting them with CFC resources. For CFC faculty and departments, the IEP proposes a commitment to serving them in meeting the needs of international students and adding to an inclusive community. For the broader professional community, the IEP tasks itself with leading and contributing to the English as a Second Language discipline.

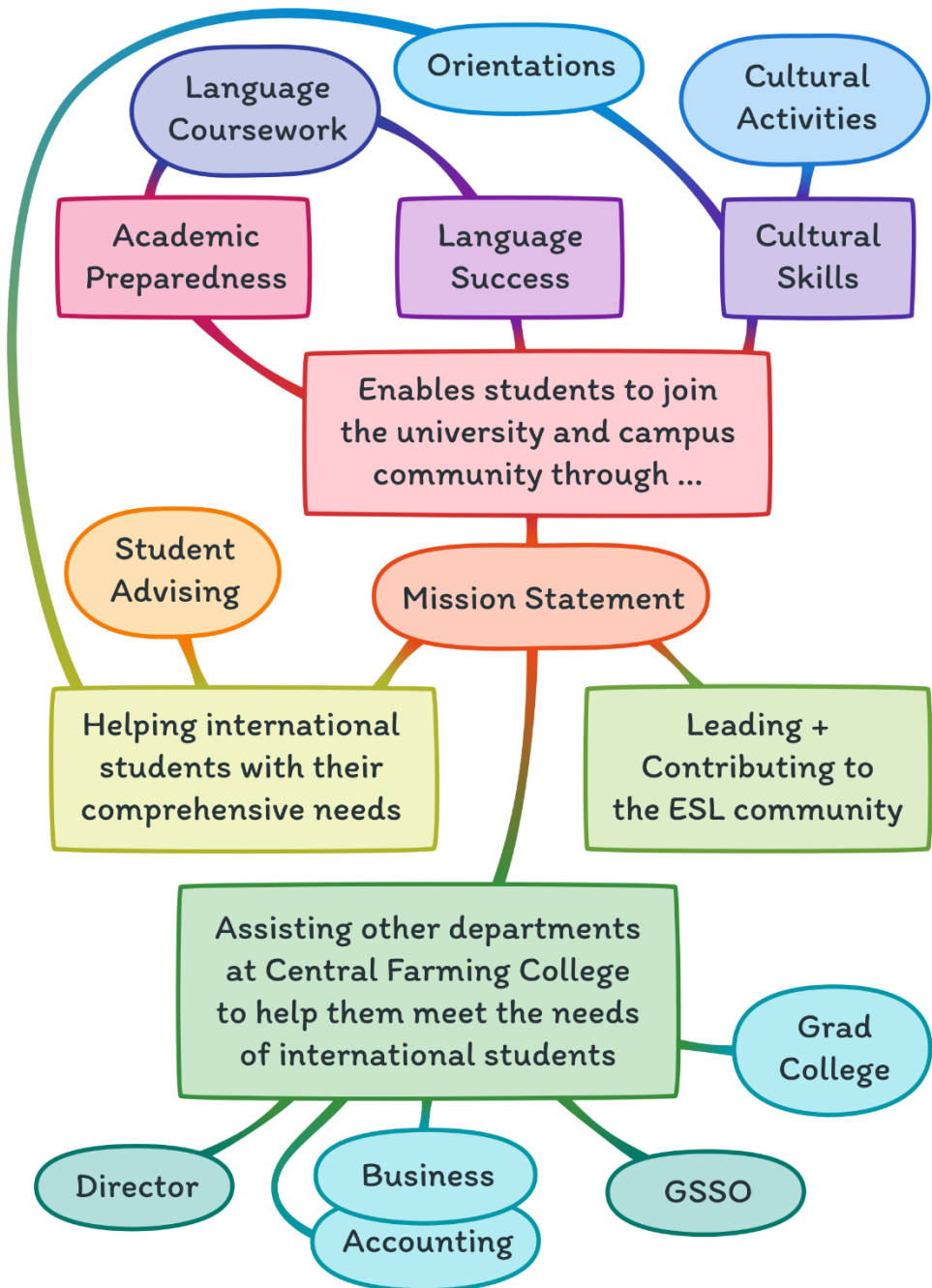


Figure 23. CFC Mission Statement Map

Peter considers the missions statement to be rather specific in focus. He said, “We’re here to support international students, period. It doesn’t say anything about if you’re specifically in the IEP, we’re here to support you.” (Peter). While the IEP is

obviously quite focused on the success of IEP students, they have also developed a missional goal of meeting the needs of a broader set of students. In addition to the mission statement, the director of the program mentioned his own detailed job description that outlined the functions of his position in five different areas. Among them that were the most outward facing, were “planning and vision” and “university support” (Peter). Both of these elements reflect the outward facing focus of the mission statement. Peter lamented that in years passed that the IEP had a more internal focus, one that he is actively trying to change. Greta, faculty member and associate director, sees less of a missional focus for outward connecting elements, though admits that the IEP sees the need and has the expertise to address it. She suggests that in practice, the focus of the IEP has long been on the provisionally admitted students. However, there is growing support for the idea “where we really want to support undergraduate education ... student success and making sure students can graduate as close as four years after they begin, those initiatives are moving forward fast and furiously” (Greta). This reinforces the idea in the mission statement that by helping other departments, they are also helping the adjustment of all students.

Existing Internationalization Networks

As with other research sites in this study, student mobility -- bringing in international students to Central Farming College -- is one of the most traditional types of internationalization activities attributed to the IEP. In the case of the CFC-IEP, their other internationalization activities proved to be broad and varied. So too were the independent internationalization activities of CFC, which were traced through the definition of internationalization used to collect the data in this study. That is integrating international

components into the delivery of postsecondary education. Many of these activities were joined by the IEP, though their participation and roles varied by context. Some of these programs were involved in similar activities to those available in the IEP. As was established previously, I will refer to such relationships as *barrier relational connections*, if they created a relational conflict between the two programs. At CFC, most of the existing internationalization networks that were mentioned in interviews related to campus committees and working groups, student government programming, and the Global Scholars and Students Office.

Campus committees and working groups.

The administrative staff and faculty members of the IEP serve on several larger college committees, dealing with IEP international students, international students in general, or concern a competence of the IEP, such as second language assessment or language instruction.

One deals with a CFC initiative called ‘Future Student Orientation’. The IEP is involved as it relates to new student testing for language proficiency. Formerly, this was a separate committee called ‘International Student Orientation’. Once or twice a semester, someone was sent from the program to serve on this committee, but this has been put on hold as the ‘Future Student Orientation’ plans. Greta spoke very fondly about the relational connections built by the International Student Orientation committee, as part of working with the Global Scholars and Students Office (GSSO), the registrar's office, the Orientation Department, the Department of Business, and the Department of Engineering. She indicated that the relationship and practices between group members became so systematized that they, the registrar and departmental units didn’t feel the need to attend

anymore. Indicating a trust for the IEP, the GSSO and the Orientation Department to continue the planning process. A small group of people, from each of the offices worked on these things in tandem to the point that new members from one of the departments would disrupt the process, often not lasting for more than one semester (Greta).

Another committee concerns international recruitment. These committee meetings take place once a semester and cover the composition of the incoming class, so that programs can plan for the incoming student population. The IEP attends these meetings so as to understand what their own student numbers might look like in the coming year.

The student advisors in the IEP also attend weekly meetings with GSSO, dealing with immigration updates. The collaboration is less vital to the work of the IEP but remains open to sustain the relationship with the GSSO. (Greta)

Another robust committee with IEP involvement is through a department around faculty teaching and development. These committee meetings focus on new faculty teaching. By sending an IEP instructor to each of these meetings, Greta thinks it “really does kind of change the dynamic of the things and make people talk about international students” (Greta).

Student government programming.

Participants mentioned the robust student government programs that can be funded around almost any topic. Students can organize with as few as five participants and receive funding from the university. These groups are funded based on previous events, and the history of the organization (Peter). One international student organization mentioned in interviews, the Malaysian Student Group, is an authorized group that

attends football games together, celebrates national holidays, and participates in on-campus global events.

Global Scholars and Students Office.

The Global Scholars and Students Office (GSSO) was attributed with many of the traditional activities associated with internationalization in general. In that they consistently fund efforts to “not only connect student populations on campus, but then student[s] to community” (Peter). One example of this, is their organization of Thanksgiving celebrations where faculty and staff can open their homes to international students or scholars, so they might experience an American holiday. They also run a weekly international coffee hour for students to make friends, network, and become involved with the GSSO.

There are two ways in which the CFC-IEP participates in the internationalization activities of the GSSO. First, the faculty of the language program will often fill short-term course offerings for scholars that are offered by the Global Scholars and Students Office. The Director indicated that there was some level of a *barrier relational connection* that existed in the past, as the classes cover the same language areas and utilize the same pool of faculty. Additionally, several years ago Greta had been involved in a human resource workshops for faculty and staff working with international students that were subsequently transferred to the GSSO. This led to a barrier where the Scholars and Students Office were the only ones who could provide cross-cultural training for the campus community. Former *barrier relational connections* are outlined on the relational map below by a jagged line.



Figure 24. GSSO - IEP Relational Map

However, the competitive quality of drawing a line in the sand over similar courses does not resonate with Peter. Rather, he is trying to mend any “broken, burnt bridges” due to previous interactions (Peter). This has been further facilitated by a change

in the leadership at GSSO. Another way, secondly, that he is doing this is by participating in a judging panel for an international essay writing contest held by the GSSO.

The GSSO also holds an annual meeting called GSSO Connections where internationally focused stakeholders go and share information about their own upcoming events, what's happened in the last year, and things they would like to do in the future (Peter). The participation in both these GSSO events is an action meant to bring these two offices into closer relation.

CFC-IEP/ Campus Community Internationalization

Peter, in his capacity as director of the IEP, is tasked with engaging as a service unit of the university and ensuring the funding of his own program in a time of declining enrollments. One of the limitations that he outlined was that the enrollment swells of previous years went into the surplus funds of the university, where in lean times like they are experiencing now, the program has been experience budget limitations. As a result, the IEP is “making connections and collaborations across campus with other units and trying to find a way to meet their needs while at the same time asking for funding and support for meeting their needs” (Peter). These funding issues are at least in part the reason why the program has expanded its already existing departmental collaborations.

Special programs.

The special programs developed by the CFC-IEP are created for various stakeholders that either request a special program or enroll students for a short time in the already developed IEP curriculum. The few non-integrated programs are typically due to a conflict with the start date of the program or specific needs of the students. Non-integrated programs represent a significant increase in workload for the IEP, as there are

fewer natural connections with other IEP students and domestic students. All the special programs can extend from four or six weeks to a full-term. Currently, many of the full-term programs come from developed relationships with Japanese universities (Benjamin). These programs are staffed with a number of individuals that can develop proposal and budgetary materials as needed. This team also takes care of the more detailed logistics of the programs from elements like emergency room visits to airport runs and arranging meals (Benjamin). These support staff members ensure that multiple special programs running simultaneously stay on track. Currently, both of the coordinating staff members are also faculty within the IEP. The special programs “create opportunities for people to do other things above and beyond the classroom” (Peter).

One way these extracurricular opportunities have expanded in the program is to include teacher training components in some special programs. These teacher training short-term programs account for roughly a quarter of the special programs short-term portfolio. Many of the current clients for these training programs come from South America, though Benjamin indicated that some language schools in Asia were expressing interest in developing a relationship with the IEP. These teacher training elements also involve collaboration with the Multi-Language Teaching Center located nearby on the college campus. This allows the special programs to service teacher training and give students access to classroom teaching opportunities, conversation partners, and one-on-one language tutoring to domestic students. Additionally, the program offered methodological focused classes that visit local elementary and middle schools for classroom observations, another link to the community by way of language and teacher training instruction (Peter). The interests of students within these teacher trainings have

also necessitated connections with the College of Education. While the faculty of the program can speak to the needs of language instruction, in general, there was a desire for targeted materials and seminars from faculty with K-5 English language learner expertise. The special programs coordinator, Benjamin, coordinates the needs of various teacher programs with the College of Education as needed. The teacher training programs have also engaged with local middle and elementary schools for classroom observations, though those will be further detailed in the external connections section below. The various relational connections between people, documents and organizations within the special programs initiatives can be seen in the relational map below.

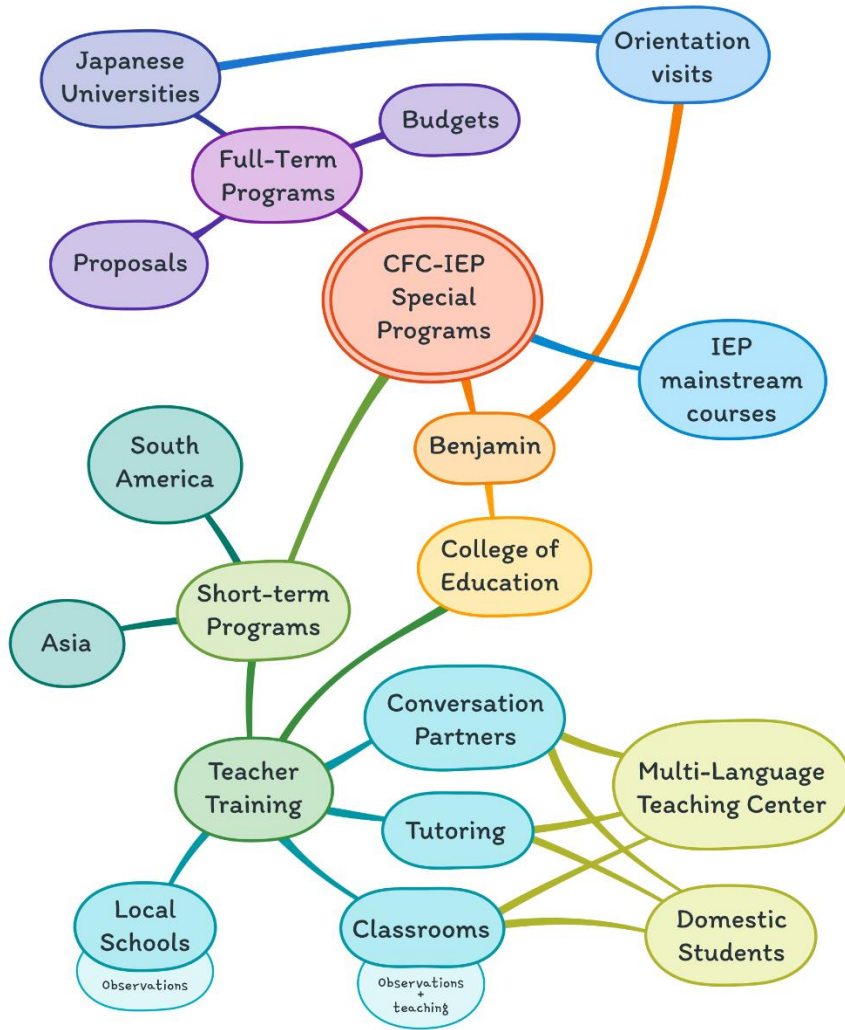


Figure 25. CFC Special Programs Map

The full-term programs for Japanese universities are one foci for Benjamin and his special programs team. One way that the relationship is maintained between the IEP and these Japanese universities is by an annual orientation visits by Benjamin.

The special programs also speak, in many cases, to diversifying the IEP classrooms as mentioned in the internationalization definitions of some of the CFC-IEP

faculty. This is due to the inherently varied student populations requesting special program integration into mainline IEP courses (Peter).

Extended orientation sessions and cultural activities.

The program also offers extended orientation sessions every Wednesday to their enrolled students. These are different from the large, beginning of the year student orientations offered by GSSO in both frequency and focus. At the CFC-IEP the extended orientation sessions deal with topics broadly, including sessions on: filling out scholarship applications, health and safety on campus, making use of the library system, and other instances related to campus life (Peter). Students are required to attend at least one of these orientation events a month.

Some of the extended orientation sessions are cultural in nature, with historical trips to Michigan cities or visits to art exhibits on campus. Those extended activities are also managed by Benjamin, the special programs coordinator, as the stable of cultural activities and orientation sessions can also be offered to special program contracts. The cultural activities were recently opened up to domestic students. Peter asked of his program, “Why can’t a domestic student show up and take a trip with the students on the bus to Chicago and spend the day in Chicago?” His rationale was, if there was room, domestic students and international students could each benefit from the interaction. While the cultural activities have not been historically well attended by domestic students, the most recent Chicago trip had several international Fulbright scholars in attendance.

Departmental connections.

Many of the departmental connections with the IEP are ways in which the program either introduces global or international components into the practice of others or aids them in their own internationalization efforts. The spectrum of departmental connections range from the more durable, as will be described here, to one-off or non-durable as will be described below. This spectrum as described by Greta, a faculty member and associate director, as a range of formal developments of curricula or support from the IEP to a more emergence service where someone will call with an issue about international students. Those typically will be non-durable connections, but have the potential to become more.

One long standing departmental connection at CFC is between the IEP and the Masters in TESOL. This connection has been nurtured and reinforced by many actors. First, roughly a quarter of the faculty at the IEP were educated through the CFC MA TESOL program. Second, the IEP hires two TESOL students as teaching assistants for two year terms, so they have two rotating in and out each year. These teaching assistants are each mentored by an IEP faculty member for their time in the program. This serves several of the missional goals of the program, namely service to the profession and serving the needs of other programs -- in this case giving the MA TESOL program students practical job experiences. However, with declining enrollments in the IEP, this is not without issue. At this time, the IEP is not sure what role the TAs from the TESOL program will serve in the coming semester.

Another close relationship that the IEP has held was with the Master's in Language Studies Program. These students rarely need teaching assistantships but will often work with the testing and assessment development groups within the IEP.

A small but consistent durable relationship between the IEP and the Communications department surrounds a writing course for Master's degree students. This was developed for the communications department, with input from their faculty, about ways international student writing could be bolstered to the level it needed to be for their program.

The departmental connections made by the CFC-IEP have thrived through the language in the mission statement and the intentions of their director, Peter. Another initiative is a training program for international scholars and students with teaching assignments. This program, called Teaching Support for International Students (TESIS), was created through the CFC Graduate College with the cooperation of two other academic departments. The focus is on students' English and communication abilities as well as the cultural and pedagogical expectations of the domestic students that they will be teaching. Peter shared that this was

a lot of acculturation that we could be providing a better part of and saying, "Look, you're going through this experience. We understand that. We can support you in that and get you ready to teach all of your students and not to burn yourself out, to be successful yourself -- not only in your studies, but in your future teaching career" (Peter)

This is another way in which the IEP serves the campus community, while also being funded for it by the Graduate College. TESIS was originally part of GSSO, but staffing

changes necessitated that the Graduate College find a new home for the program. They approached the CFC-IEP with the opportunity and the budget, and both were accepted (Peter). In the economic downturn that followed the current low enrollments in the IEP, this arrangement lifts some of the faculty salaries of the general IEP accounts and on to separate funding. Missy, a faculty member, was tasked with coordinating, recruiting and teaching the TESIS program with help from the director and other faculty as needed.

Another connection that the IEP maintains is with the first-year writing department. This relationship involves sending liaisons between the two departments. The first-year writing department sends over a representative every semester to speak to the high-level writing students, to give them a brief view of what to expect as they complete their ESL coursework. Additionally, the IEP will send over some of their writing specialists to collaborate with first-year writing faculty on workshops for international students.

Another departmental connection that came to the IEP was by virtue of the former department of the Director, Peter. Before taking over the reins of the IEP, Peter was the director and a faculty member in a master's program in Language Instruction. This is a master's program designed for foreign language experts that lacked some of the pedagogical, assessment, and lesson planning tools to become effective teachers. The MA LI program has been understaffed since Peter's departure for the IEP. Since they are in need of Faculty to support their MA courses, Peter agreed to mentor and support IEP faculty in covering those classes. Giving the IEP a budget boost and the MA program much needed faculty support.

Another connection is a health initiative at CFC's Health Program with a partner Japanese institution. The larger program was an experiential program where Japanese doctors could come experience US medical culture. The IEP was asked to provide language support for local visits to medical facilities, and any lectures from faculty or local medical professionals (Benjamin). This program contacted the IEP in the development of their own initiative to fill a need they identified. The initial connection between the IEP and this Health Program was through one of the administrative medical staff managing the partnership for the Health Program. This individual had gone through the IEP a number of years ago.

There is also another durable -- but relatively new -- departmental connection between the Department of Accounting (DA) and the IEP. The DA has an internal office called the Effective Communicator Shop (ECS), where students can come to get help with writing and speaking, for job talks and other presentations (Peter). As their director, Claren, put it they "work on refining the professional communication skills of graduate accounting students" (Claren). Historically, this program has pulled from the departments of English or Communication for their graduate assistant staffing needs. These two staff members, typically doctoral students, were called communication consultants, tasked with meeting students one-on-one to work on their communication skills (Claren). However, over the last few years their student needs have shifted due to increasingly international student populations in their programs. The director of the ECS, said that the program had flipped from 80%/20% appointments from domestic and international students to the reverse. The Effective Communicator Shop had a staff member going on temporary leave that was part of filling this need, so their director contacted Peter about

addressing this potentially new international student collaboration. Both directors met the next day and developed a year-long pilot position to be staffed by an IEP faculty member. Claren went through an interview process with three IEP faculty and selected Gregory, indicating that he “is going to be the very best fit with our faculty and students” (Claren). What made her make that selection was his needs-based approach to the position, one that mirrors that of the greater IEP. She indicated that he was “going to learn our strategy and deliver that to our students. Get to know our students in the center and our faculty” with a focus on assessing what things might be missing to meet the needs of international students (Claren). She specifically mentioned the unique knowledge and expertise of the IEP as something that she hopes they can add to the ECS’s offerings.

This collaboration was initiated by Claren. As she was considering how to fill the role, she thought of the IEP. This was not a new connection, as the IEP and the ECS had an existing relationship -- which mostly involved meeting once a year to talk about new initiatives and events. They also collaborated previously on individual workshops. This understanding “of the cultural differences between our domestic students and some of our international students and some of the unique considerations that we want to consider” was one of the things that Claren considered (Claren). In fact, the outward facing and engaged nature of the IEP faculty is something that was the original source of Claren’s connection with the program. An IEP faculty member, a couple of years ago, asked Claren if she could sit in on her business writing class and observe her teach, to better inform the IEP business writing courses. This was the start of a relationship that would slowly grow over time.

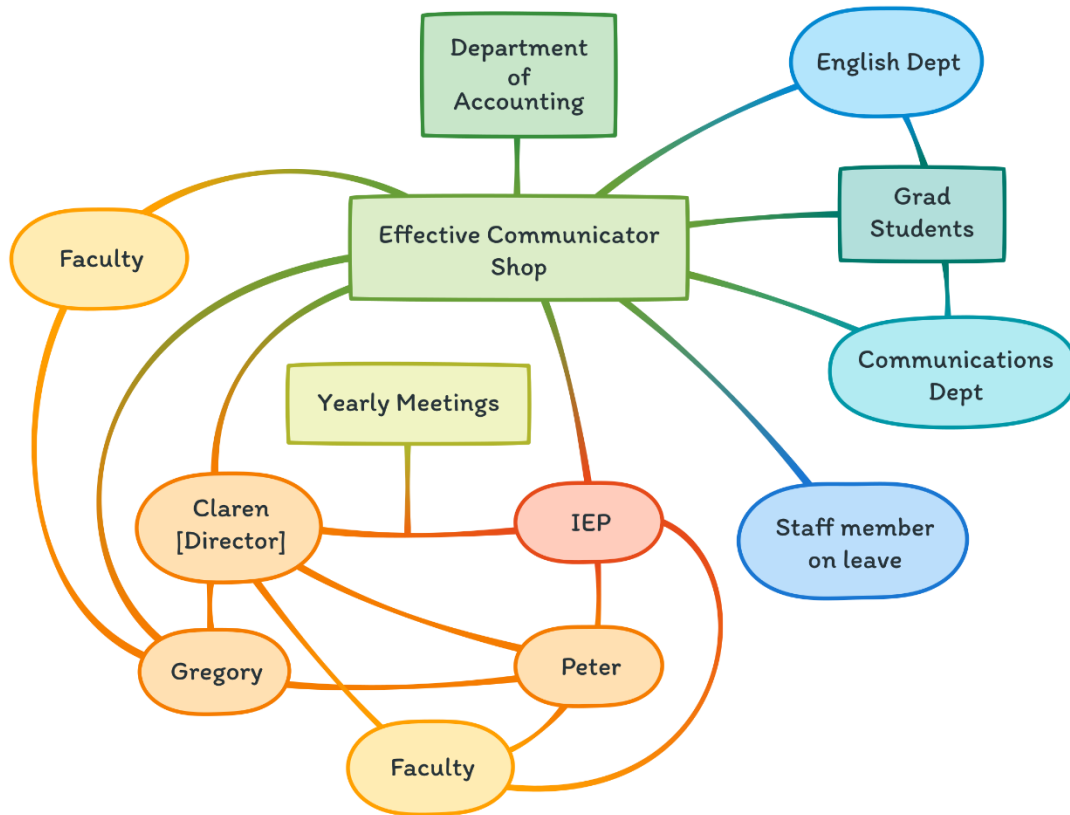


Figure 26. Effective Communicator Shop - IEP Relational Map

There is also an extended orientation for students in the Accounting department that was originally serviced by GSSO and then Study Abroad. Due to various changes in staffing and needs the IEP was approached to provide for this ongoing contract. The overall goal is to engage newly admitted accounting international students in a mixture of preparatory language and accounting courses. Simone said that,

It's kind of all skills quick review, plus I'm sending them out on like a scavenger hunt around, get to know the campus, get to know the resources available to you. Three weeks is not enough to change anything, but I can at least tell you where to go for help when you need it.

The accounting components come from departmental faculty who come and talk about the differences between, for example, “tax in China and studying it in the US and some of the different tax laws” (Claren). This program in many ways acts like a service contract for the international students, which many departments see as a strength of the IEP. This particular program has become more formalized over time, and requests and changes will typically go through the special programs coordinator, Benjamin, and then on to Simone.

There is also a program that in part stems from a personal relationship between Simone and the director of the Career Services Center, another unit within the Accounting Department. This director wanted to develop a pronunciation workshop to help students more effectively communicate in business settings. Simone had been working separately with this director, who is an international scholar, consulting on presentations and other language areas. Simone brought the idea to Peter and they developed a budget with the financial officer of the IEP and proposed it directly to the larger business department.

The capacity to act quickly on these sorts of proposals and expertise in the development of a budget allowed for the program to address the needs of the Career Services Center and display the ability to serve in these positions as the needs arise in the future. In this case, the workshop didn’t bring in much revenue for the program but was seen as a potential beginning to a more productive relationship (Peter).

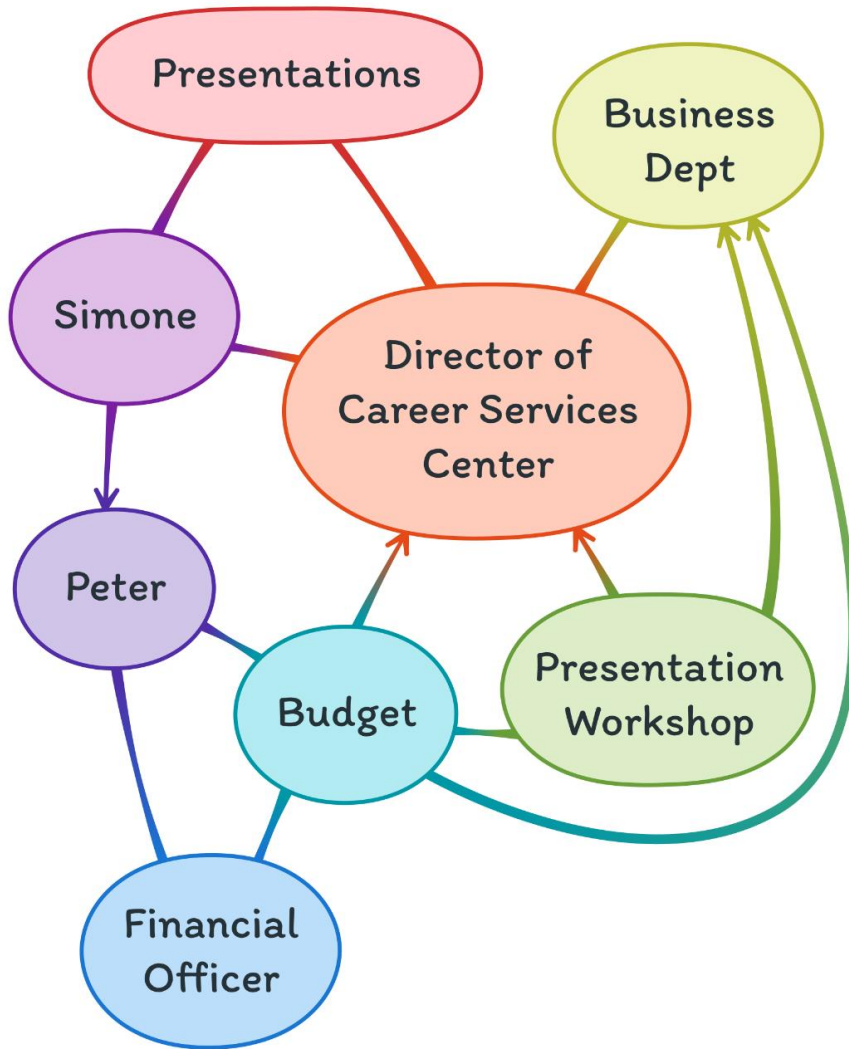


Figure 27. Career Services Center - IEP Map

One Off/Non-Durable/Declining Campus Connections

Some of the internationalization developments between campus actors happen organically through the existing relational connections of faculty and staff in the IEP and others on campus. These collaborations can take place from a conversation at a broader campus workshop or between departmental staff at unrelated university events. Greta, a

faculty member and associate director of the IEP, considers these one-off -- not necessarily durable -- connections to be a consultancy of sorts. In the same regard, faculty within the program have developed a number of relational connections in service to missional goals of the program that have enough variety and consistency to avoid terms like non-durable or one off. For example, some faculty members serve on masters theses or doctoral dissertation committees -- though not often. Others serve on regional TESOL or national TESOL governing boards -- though those connections are term limited.

Another faculty member, Maia, developed a grant funded project around mentorship. The idea for the program was based off of the book “The Other Wes Moore”. This book analyzes two men who grew up with similar circumstances and the same name but had drastically different life outcomes. The book advocates for mentorship as the difference between the two men, and something that Maia wanted to develop in her students. She developed a project where an IEP student would get two student mentors -- one a former IEP student in the university and another a domestic student. Both would be paid a small wage to mentor the IEP student providing advice and different perspectives on social or academic issues. There was a benefit to the mentors as well, including the ability to develop leadership skills and greater cultural understanding. In these cases - the general understanding of the program was that the domestic students would expand their worldview regarding diversity and global understanding. This program was expanded to all matriculating IEP students at one point and considered successful. However, the funding proved to be an issue when the grant finished, and the program was put on a permanent hold.

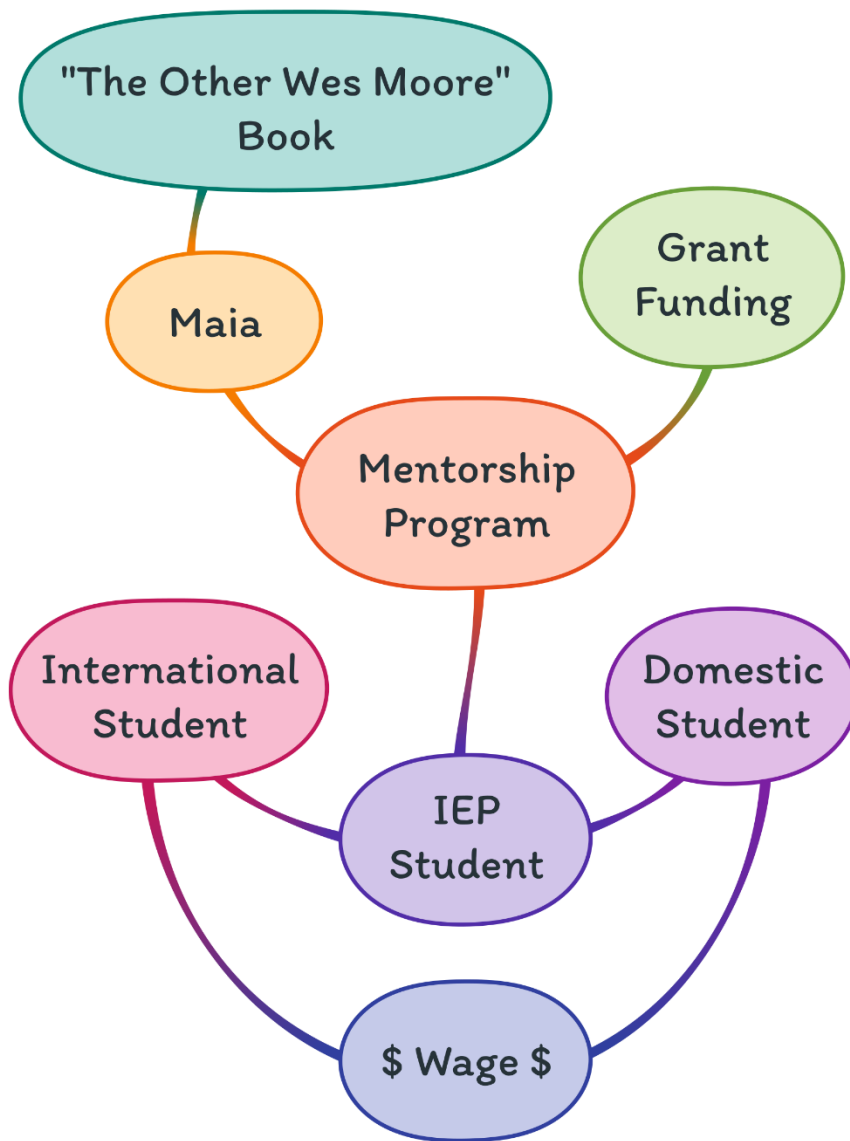


Figure 28. IEP Mentorship Program Map

Simone also mentioned a writing lab specifically created for engineering international students in a collaboration between the IEP and the Department of Engineering. Greta mentioned that this collaboration was similar to the one between the IEP and the first-year writing program. This collaboration was discontinued since the lab was largely attended by domestic engineering students and was funded by the IEP. Greta

indicated that if the nature of program funding changes, it would be something that she would like to revisit.

Another instance that Greta mentioned was around two years ago, when the chairperson of the Horticultural Sciences reached out to the IEP to address complaints from their faculty members about international students. They essentially wanted to an assessment as to whether their concerns were warranted or not. The IEP sent some of its own faculty to sit in on the classes and speak with the Horticultural Sciences faculty members about positive aspects about their interactions with international students and what they might want to do differently for “students that just can’t keep up linguistically or just can’t grasp something culturally” (Greta).

There was also, briefly, an embedded tutor program to support a frustrated faculty member in a humanities course. Greta described it as, “this one-shot thing of how can we make this manageable for the instructor next term” (Greta). The course was predominantly international students and the humanities faculty member was overwhelmed. The IEP tasked two of their own faculty members to take over the recitation sections for this class⁹. These IEP faculty were able to reorient the recitation sections to focus more on the language necessary to supplement the larger lecture courses.

A number of previously developed programs with departments like health, and law were mentioned in interviews. However, most details were limited as these programs have been without enrollments for several years, due to shifting populations or program

⁹ Recitation classes are also called supplemental instruction sessions. Their point is to give students an opportunity to discuss and ask questions about the main points in larger lecture-based courses.

needs. Simone did talk about a former IEP connection between a communications course within the Communication Department and a section of IEP speaking and listening courses. These course pairings served to connect students from each class for specific assignments. However, she did not expand on this collaboration.

CFC-IEP/ External Internationalization

The complex and interwoven relationships between the CFC-IEP, CFC departments, and external actors described in the sections above make it difficult to parse the difference between a primarily internal departmental connection and an internally collaborative - externally focused connection. Some of the activities in this section could be easily described under either. For example, the medical school collaboration, could have been outlined under “CFC-IEP/ Campus Community Internationalization” or in this section. First, I will describe the ambiguous programs that fall into these categories. Secondly, I will describe the programs that can be more definitively labeled as external internationalization.

CFC has an international working group comprised of faculty and staff from entities that deal directly with international stakeholders at the college, like admissions, engineering and the IEP (Benjamin). Each year this group travels to Washington, D.C. to meet with various embassies, and share who the university groups are and what they can offer to students. (Benjamin). This working group also serves an internal purpose of familiarizing various campus groups with one another. Benjamin is an active member of this working group, and appreciates the consciousness raising it generates between actors within the university. He said, “I might have [the same] relationship with a school that somebody else does and you never knew about it until you just happen to have that

conversation” (Benjamin). He indicated that it encourages the development of programs between departments and the identification of people within departments that work specifically on international issues. This specific working group also enrolls mediators to enable the connections with embassies and diplomatic missions, with a focus on countries that are underrepresented in the student population. One example that Benjamin provided was about a country in the Middle East. CFC had a connection with a woman who had an honorary diplomatic title in this country. This woman was able to facilitate a deeper level of access, all the way to the Ambassador to the US, during the trip to DC.

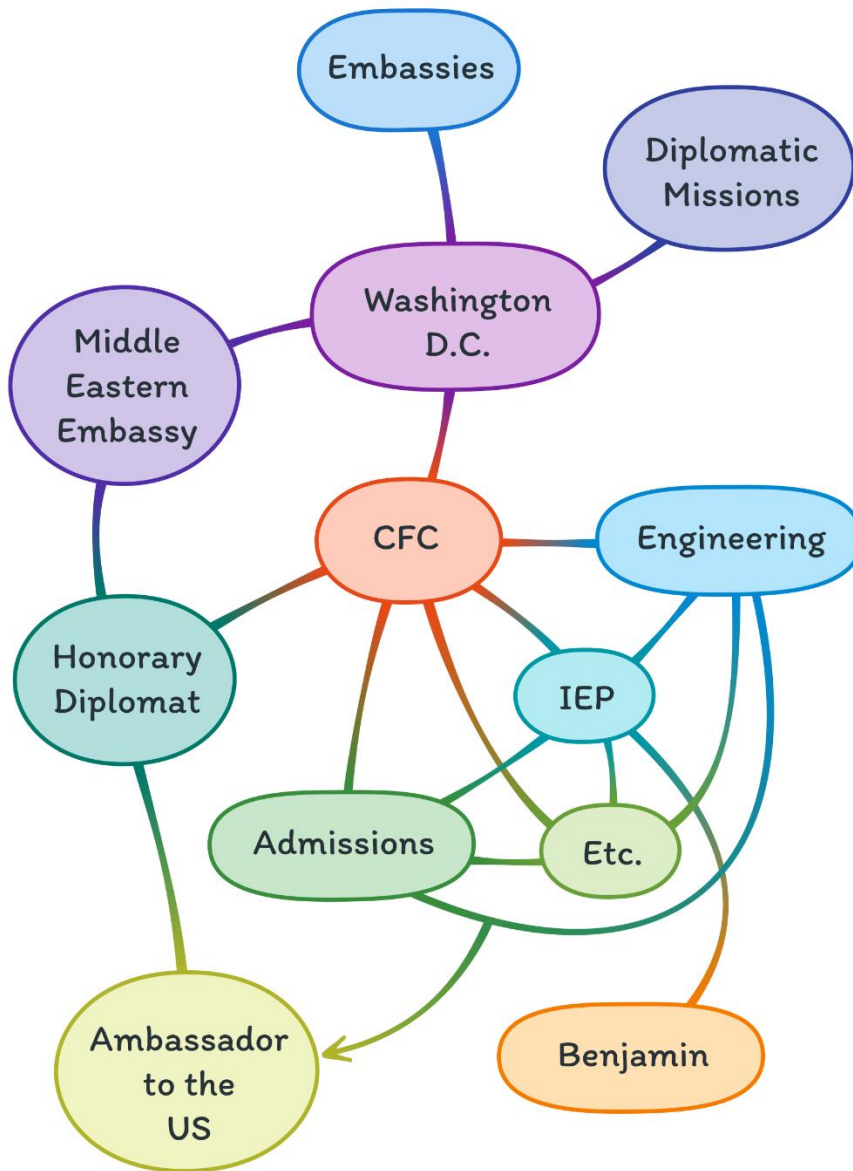


Figure 29. CFC International Working Group Relational Map

The CFC also has a twenty-year special program with a large design and construction corporation in Japan. As with some of the other programs in the IEP, this was started with a connection from a former alumnus. The owner of the corporation attended CFC for his graduate coursework. This is an external connection due to the large

amount of community and international actors that it enrolls. The IEP provides business English programming, but also arranges connections with academic departments, community members, and sites to visit. The program arranged for the former city planner from the local municipality to accompany them on several trips. They also arranged visits across the state for new construction and renovation projects. All said, an enormous amount of preparation goes into facilitating the language for these trips and arranging the logistical details. (Benjamin)

The CFC-IEP is also one of several sites selected to provide orientation sessions for Fulbright scholars as they transition into US graduate studies. The program is developed to provide some English language instruction, seminars on various academic topics, means of accessing college resources, professional opportunities, and cultural activities. This program allows the IEP to develop connections with the State Department to develop an authorized program, academic departments to solicit seminar speakers and the broader local community to develop home visits. The seminars speakers selected from the CFC community include those from the Title IX office, campus police, admissions, the library and GSSO. Benjamin commented that “We reached out to the community too for that and [it] was very successful”.

As was outlined above, the CFC-IEP offers many cultural activities as part of both its main language program and special programming. These can be linked to a course assignment or offered as extra-credit by an instructor. However, those links are typically to encourage participation and engagement in language use. The activities in actuality are freely offered by the program.

One example of the special cultural activities that bring international or global elements into the local community, are IEP International Nights. These relational connections with local community schools typically started with faculty suggesting collaborative activities to the schools their own children attended. In these activities, the IEP takes students to local elementary schools to share cultural activities, like songs, paper folding, or simple language games (Peter). Parents and students come around and IEP students introduce their culture. In previous years, when there was more student diversity in the IEP, they would ask an IEP faculty member to work on this as a class project related to presentations. However, recently these cultural activities have been taken over by students outside of the main IEP programming, including special program activities. In fact, many of the teacher training students attend these international nights (Greta). Additionally, these connections to local schools address some of the teacher training special program's pedagogical activities as deployed by the IEP. These primarily include classroom observations for visiting teachers.

There is one specific school, Barr Elementary School, that has remained consistent over the years where others have fallen off, or simply been one time connections. Greta attributes this to the relationship between one instructor at the school and the IEP. This relationship sustained the connection over time. So much so, that when the teacher retired from school, the principal was enrolled into the collaboration.

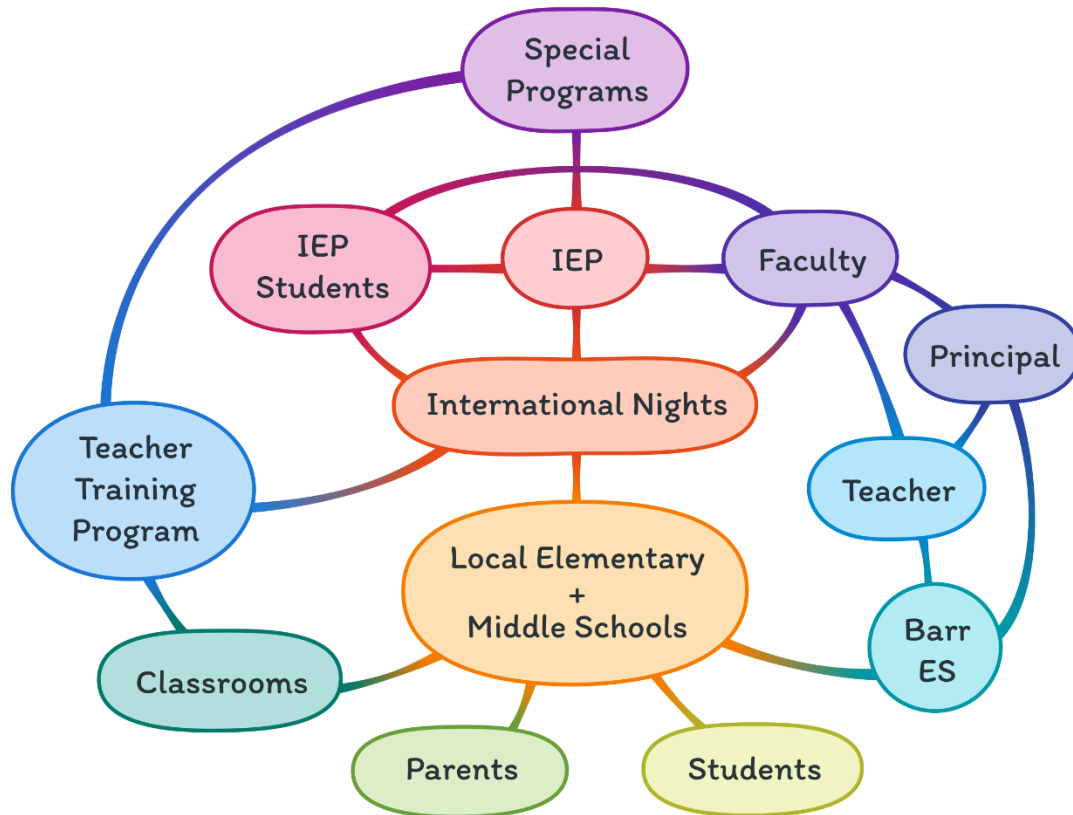


Figure 30. CFC-IEP Local School Relational Map

Finally, the IEP has been fairly open to researchers from various disciplines coming in to conduct research (including this study). While there are safeguards and approval processes in place, the goal is for each to benefit from the interactions together. Participants did not mention any other research projects with more specificity, other than many have taken place in the past.

Each of these external connections allowed for the unfolding of internationalization in unique ways. By providing perspectives, programming and access in ways that were helpful to the IEP and external parties, the IEP was able to further the broader task of internationalization. The final case again moves to a different location

within the state. As with SMC and CFC, the site will start with a relevant actor in the early relational network of the region. Unlike copper and arable land , the actor predating the Regional State College – Intensive English Program was a rifle from WWII, the M1 Carbine.



Figure 31. A Rendered Social Arena Map for the Regional State College – IEP.

Preexisting and Durable Relational Networks (or Cultural History of the Region)

The history of mass production and military readiness are intimately linked in the United States. So much so, that the initial definitions of mass production were referred to as “armory practice”. Or as one historian defined it, “notably, sequential manufacture of interchangeable parts using special-purpose machinery, jigs, fixtures, and gauges” (Zeitlin, 1995, p. 46). This was in part due to the development of production methods in the US Armories at Harper’s Ferry, West Virginia and Springfield, Massachusetts. These techniques were thought to have moved to civilian manufacturing by the 1850s, by way of military contracts that demanded interchangeable parts, which was in part insured by also passing along the capacity to machine and develop these types of parts (Hounshell, 1985). From there the development of more complex and repairable sewing machines, reapers, bicycles and automobiles led to the rise of a more familiar modern civilian version of mass production. Of course, it was through automobile industry that Paul Mazur determined that with “well-developed machine equipment in existence, mass production ... became the Great American Art” (Mazur, 1928, p. 12). This art drew on a production line that could develop parts and pieces in smaller factories, that could then be brought together in a larger more central facility. This was the story in the State of Michigan, with Detroit serving as the locus of car production and various factories and plants around the state, making everything from spark plugs and hood ornaments to transmissions and stamped out automobile body parts (Sugrue, 2012).

Entering into relationship with the automobile industry in the lead up to the Second World War was no doubt considered an unlikely, but not surprising, actor for the producers of the region -- The M1 Carbine rifle. The M1 Carbine was one of the most

common guns used in WWII. It was said that the Major General L.H. Campbell Jr, the United States Army Chief of Ordnance realized how important these weapons were to the fight against the Japanese in the Pacific. He said:

Reports coming in from all jungle theaters indicate that the carbine is going to be a most useful weapon due to its lightweight, small overall length, and the lightweight ammunition. All the above indicates that we must assert the greatest of pressure to get carbines and ammunitions in the minimum of time (General Motors Corporation, n.d.)

In order to meet the demand needed for the M1 Carbine, as well as other gun subassemblies and military vehicles, factories with the industrial capacity and ability for mass production were given contracts to retool and produce for the war effort. Of course, many of these contracts were taken up by factories in Michigan as they were well known for their abilities for mass production within the automobile industry. In the state, this was largely accomplished by General Motors, though at the time even furniture companies were producing materials for the military (Fitzgerald, 2017). It was a combination of munitions and military vehicle production during WWII that led to the economic boom found in the region.

Early History of The Institution

Workers moved to the area in search of opportunity at these plants. Many remained after the war as the factories returned to domestic production in the boom of the 1950s and 1960s. These prosperous times, and corresponding swell of people, led to municipal investment into projects that anticipated the growth and needs of the region in the future, including a large water pipeline project from one of the Great Lakes to the

town hosting many of these factories. The corresponding infrastructure projects and projected growth of the region led civic leaders to conclude that the area also needed its own institution of higher education. This process was spearheaded by a politically well-connected educator and academic, who eventually became the first president of the institution.

These complex modern networks that enabled the creation of Regional State College are not more or less durable than those surrounding the creation of other institutions mentioned previously. Rather, this variety of network is made recognizable in its similarity to various institutional networks seen elsewhere in contemporary settings. The relational flows of the military industrial complex, weapons, government contracts, organized labor and mass production may be much more familiar to a contemporary reader than might be the treaties with indigenous populations, undeveloped land, and exploitation of natural resources. However, if we were to move even further back in tracing the network of the region (instead of the institution), we could see that it also stems from dealings with the Anishinaabe people by way of the Treaty of Saginaw, mentioned in the establishment of Central Farm College. While the land on which this institution stands is further removed from its acquirement, its existence and the flourishing of the nearby communities contribute to the success of Regional State College.

It was in this context that the creation of Regional State College took place. The institution was created in the mid-to-late 20th century, among the last of the state's publicly funded institutions.

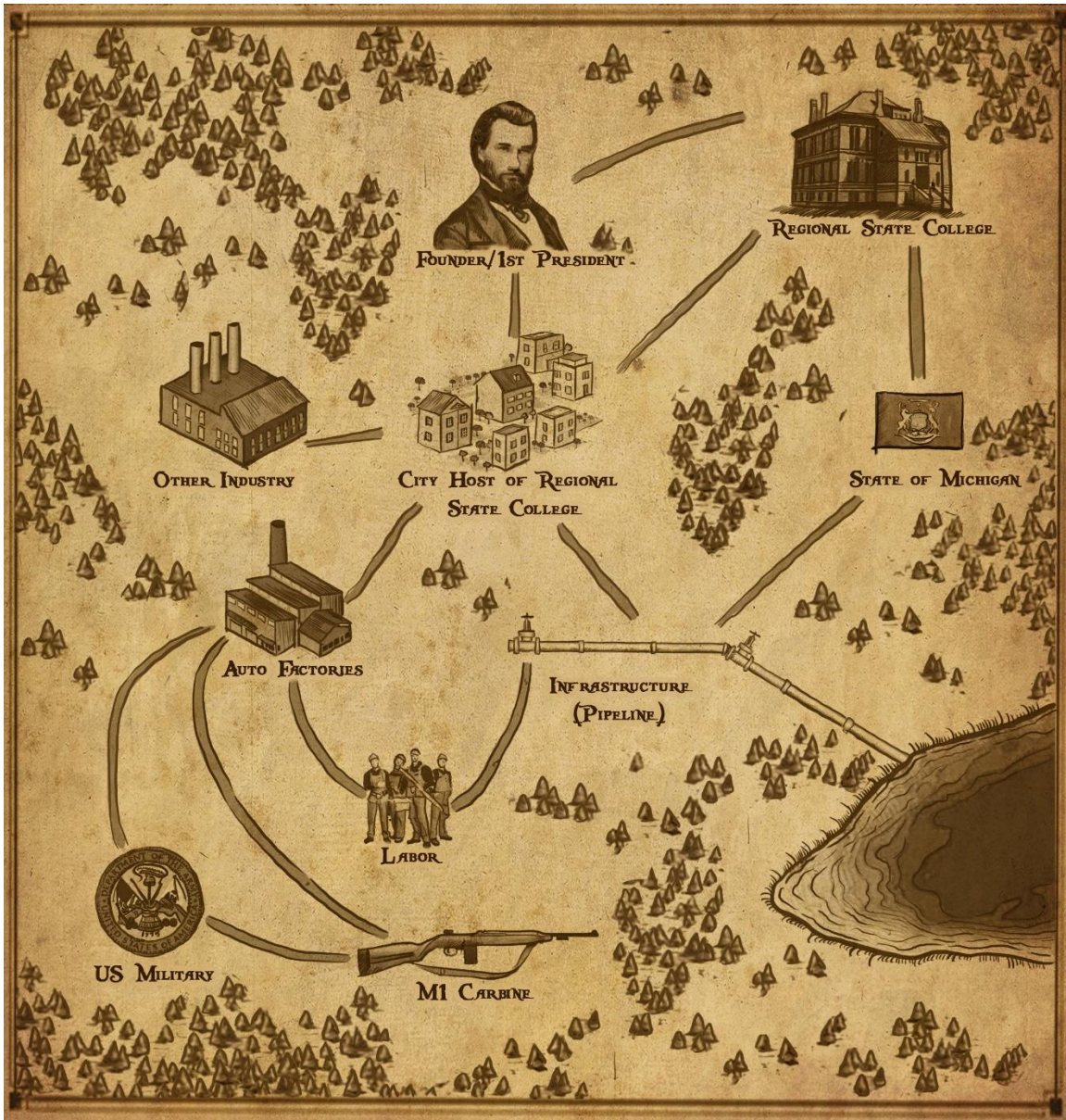


Figure 32. RSC Early Regional Map

To interact with the non-human actor in the early relational network of the region, I purchased one of the parts of the M1 Carbine created by a subdivision of the General Motors Corporation. This part was the trigger to the rifle. It came wrapped in its original waxed paper enclosure with the details of the item, the final weapon it was used in, along with serial and index numbers. This certainly speaks to the interchangeable nature of the

parts produced for weapons at the time, and the ability for an automobile manufacturer to engage in the production of distinctly non-vehicular products. As might be seen in an image of the trigger, it remains coated in a machine lubricant from the time of its manufacture (see figure below).



Figure 33. M1 Carbine Trigger

My interactions with the trigger, physically were minimal as the grease made it uncomfortable impractical to handle. It had a musty smell, indicating that the package had been stored for a number of years. Its precise machined quality made me consider the facility in which it was created, a factory that had been shuttered for many years as of the writing of this study. It made me consider the population boom that accompanied those factories that led to infrastructure spending and the building of the college. It also made me consider the decline of manufacturing, population and identity of this former

industrial town. And finally, it made me consider the community focused mission of the institution, which will be further expanded on in the sections that follow.

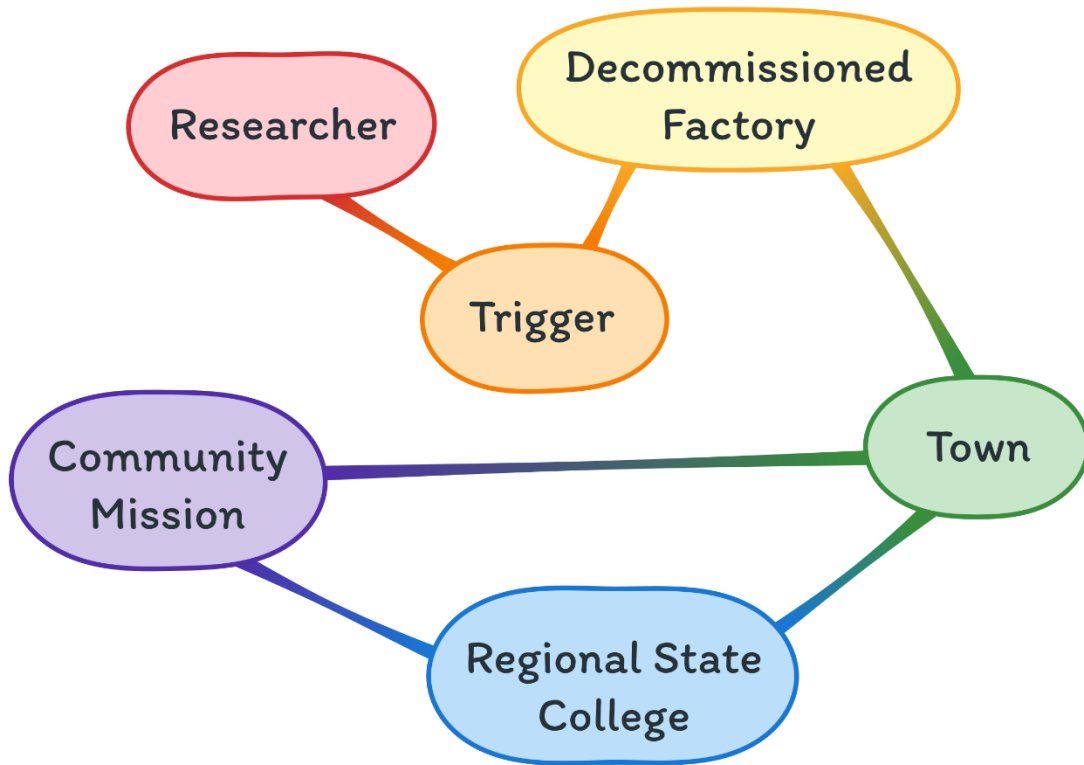


Figure 34. Trigger Researcher Relational Map

I was also able to drive to some decommissioned factories in the area where the part was likely to have been produced. Long fences ran around the property, with the factory building in great disrepair. The area around it was also not doing well, long unmoved grass filled dilapidated buildings.

Early History of the Language Program

The movement away from manufacturing and general depression of the area were what faced the Intensive English Program at Regional State College (RSC-IEP) when it

started in the mid-1990s. Originally the program was created outside of the college -- to operate independently, but still be physically present within the college. Many descriptions of the early days of the program outline a special program occupying a liminal space within the institution. It had at the time, a specific independent budgetary arrangement with the Regional State College, wherein revenues that came into the program were what sustained the program. As enrollments within the IEP grew, this funding model led to budgetary surpluses. However, in the early 2000s, international student enrollments took an immense hit due to the terrorist attacks on September 11th. It was around that time that the university formally integrated the IEP into the college where it continues to this day. The budgetary arrangements became much more integrated as well. After the switch, tuition revenues from the IEP went directly into the general fund with resources and funding being allocated to the program through normal university budgetary procedures (see figure below).

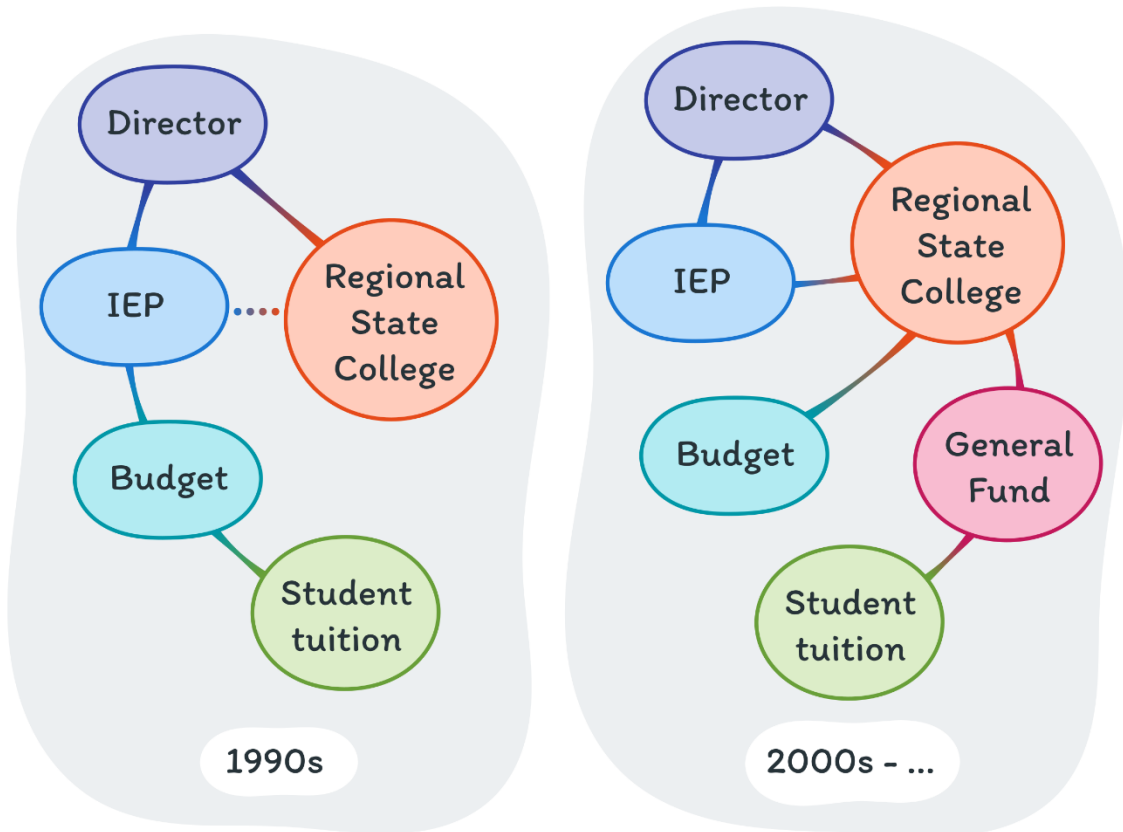


Figure 35. RSC - IEP Early Program Map

The growth of the IEP has seen several different directors, but relatively stable full-time and part-time faculty members. For most of its history as part of the RSC, the IEP has been a part of the International Supports Office, which also houses study abroad programs and international scholar and student supports. The organizational home of the International Supports Office (ISO), and the IEP, has also changed over time, with the most recent move taking place from the Office of Admissions to the Office of the Provost. (Laura)

The human actors involved in these relationships were engaging with one another as the program grew, but their interactions were clearly being mediated by non-human

actors like money and budgets. It is also possible to see this in a positive organizational light, in that the RSC brought an international student mobility and support unit into closer relation with the rest of the organization.

Contemporary Durable Relations

The durable relations at work within the Intensive English Program at Regional State College (RSC-IEP) were traced through faculty and staff interviews and document collection at the site of research. Of course, in a manner similar to the other contemporary durable relations described in this study, this section of the text will describe the internal perceptions of internationalization among members of RSC-IEP and the ISO, the entry points that aid in illuminating the network, and the related actors enrolled in making the networks durable.

Internationalization Locally Defined

The data collection at this site also utilizes the operationalized definition of internationalization in this study, which was the relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003). As with previous sites, this definition continued to guide data collection, however the local definition also served as a guiding element that helped make clear the relational connections that were a part of the RSC-IEP and their doing of internationalization. The ways that internationalization was described by the staff followed a student mobility led definition that indicated a need for cultural awareness of others. This resonated with a

post-World War II definition aimed at furthering the cause of peace and global understanding (de Wit, 2002).

Laura, the director of the RSC-IEP, described the process of internationalization as both the ingoing and outgoing sides of student mobility initiatives. That is to say, the process of students and individuals becoming ‘internationalized’ comes from an exchange between others. In this exchange, they learn more about the world, cultural norms and mores. Laura says, “it’s really important to look at both sides of the coin” of student mobility. Domestic students engage with international elements as they study abroad, as well as through interactions with international students on the RSC campus. She describes a system of “creating more cultural awareness amongst everybody” (Laura). Emma, the assistant director of the IEP, also describes internationalization as developing a cultural awareness that people have about international things. She indicated that this was often tied to the number of international students on campus. However, she was skeptical that this would be a good way of measuring quality or how ‘international’ a campus was.

Ideas about internationalization in the broader International Supports Office were more engaged with professional and academic definitions. For example, Mandy -- a co-director of the International Supports Office -- subscribes to the CIGE model developed by the American Council on Education. The CIGE model is one of the more prominent elements that has informed the practice of US higher education internationalization implementation. Mandy spoke about the importance of integrating international competencies across campus from curriculum to student services. While her articulation of internationalization acknowledged these broader efforts to internationalize, she also

indicated that issues of student mobility were of primary concern to her. These mirrored the ideas of staff and faculty in the IEP, in that interactions between cultures should be “as intentional as possible and that those students [from homogenous cultural settings] have those opportunities” (Mandy). Joseph, another co-director in the International Supports Office outlined an internationalization that moves beyond inbound and outbound students, rather one that prompts the creation of “a competent global citizen, that has the skill set that is required to operate within a diverse population” (Joseph). He mentioned the University of Delaware’s Global Engagement Measurement Survey as an element that they have utilized to measure the intercultural engagement of students on outbound programs. Joseph outlined the four elements they monitor at RSC as cultural engagement, host site knowledge, openness to diversity and tolerance of ambiguity. These assessment goals seem to surround the idea of culturally orienting people to one another.

The perceptions of the greater Regional State College internationalization efforts were described in a similar fashion by faculty and staff within the IEP. First, that there is an increasing validation that bringing international students to campus also brings “different perspectives and different background knowledge” which are valued (Laura). This is reflected in the fact that part of the strategic plan of RSC is to add international elements to the curriculum (Laura). This curricular focus was echoed by Mandy, and the exposure to international elements was echoed in other staff members in general. Emma mentioned that internationalization for the university was preparing students to function in an international world, in addition to understanding alternative points of view. She

indicated that this was especially important for a more regional institution like RSC, as their might be less exposure to international elements otherwise.

Mandy indicated that the student mobility piece might be a greater focus because enrollment of students is a larger university concern in general. She noted that this might also be due to the fact that it is one of the easiest to measure. Joseph also mentioned that there were two places where there were written international foci mentioned at Regional State College. The first is the strategic plan, which outlines some of the goals of the institution as related to international planning. More specifically, there is a strategic goal that is related to the community engagement of the institution in various contexts -- including internationally. The measurement metric for this engagement is to enhance the impact of RSC's global partnerships. The second are the general education goals of the institution, where one learning outcome is to understand international worldviews and to move outside of one's own societal constraints. Joseph considered these two written elements of internationalization to be inadequate, but notes that "there are a lot of great activities that are taking place, ... a lot of people in fragments or pockets throughout the university that are committed to internationalization" (Joseph).

Collectively there are several human and non-human actors involved in shaping the perceptions and implementation of internationalization, in one form or another, into an active part of university practice. In the section that follows, we will focus more specifically on tracing the influences of the non-human actor – the RSC-IEP mission statement.

Entry Points into The Network

Similar to other institutions, the choice was made in the planning of this study to focus on one or two actors in the relational network of RSC-IEP in order to begin tracing internationalization. As with other sites, this section will begin with the IEP director and the mission statement of the program.

The pertinent actors that were traced in this study from Laura, IEP director and the mission statement (see figure 36) at Regional State College - IEP are as follows:

1. Emma, IEP program administrator
2. Mandy, International Support Office administrator
3. Joseph, International Support Office administrator
4. Tara, Director of Writing Center
5. Blythe, Director of Adjunct Faculty
6. Mary-Kate, Director of the New Student Composition program
7. Rene, reference librarian

The mission statement of the RSC-IEP is relatively short and focused on the specific linguistic mission of the language program. The program is committed to supporting English language learners in their goal to matriculate into a US university by providing intensive English instruction, as well as linguistic, cultural and technological resources. In interviews, it was also the larger RSC mission statement that seemed to be a driving force for some of the work in the IEP. Laura suggested that some of the IEP initiatives came from the skill sets and interests of the IEP faculty and staff, while others were informed by the RSC mission statement. As Laura saw it, the RSC mission

encouraged the transformation of lives through robust partnerships and high-quality educational opportunities in order to impact local, national and worldwide communities.

As we can see from the map below, it is the RSC and RSC-IEP mission statement actors working together that enable the director and the IEP to enroll the participation of other actors in their internationalization activities.

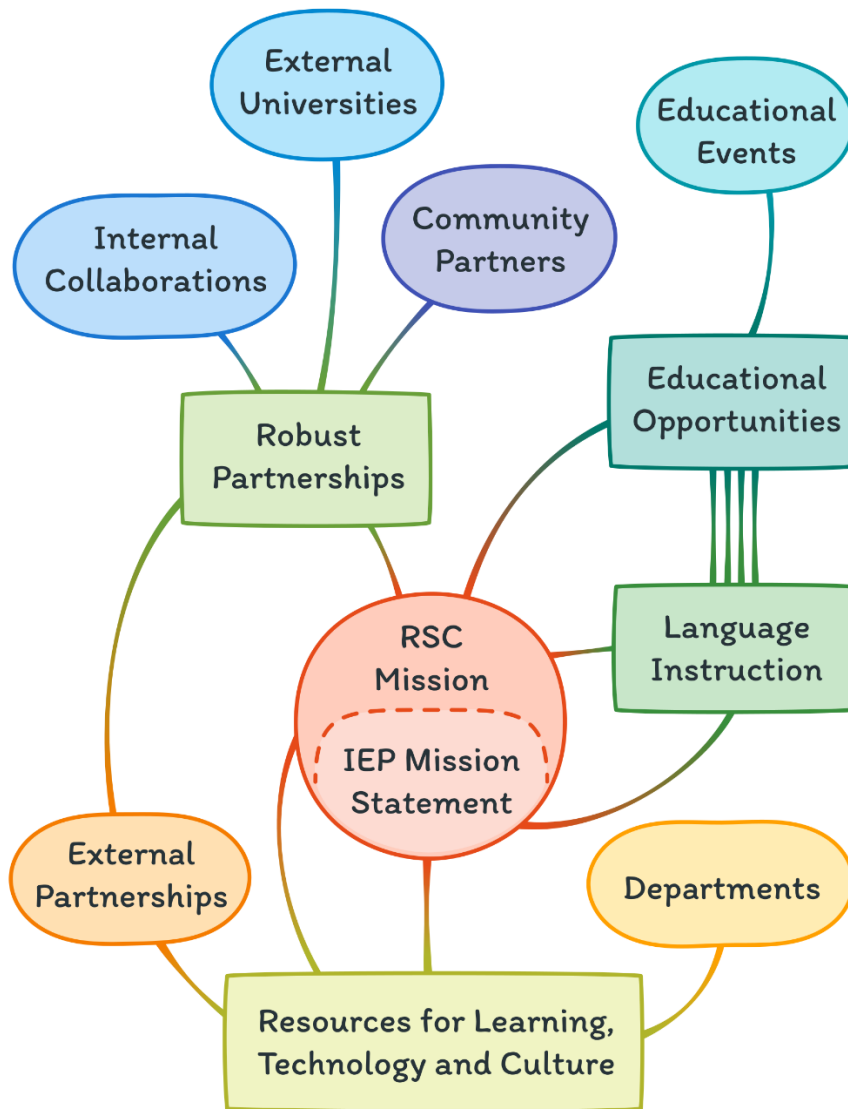


Figure 36. RSC-IEP Mission Statement MAP

As will be outlined in the sections to follow, the IEP engaged with local school districts, departments on campus, and other organizational actors to create an impact in communities, while also giving students access to resources as outlined in their own mission statement.

Existing Internationalization Networks

As could be seen above in the definition of internationalization, the IEP and the larger International Supports Office has some acknowledgement that student mobility is at the core of their internationalization activities. The RSC-IEP is affiliated with a number of other internationalization activities both internal to the International Supports Office and loosely with other departments. Many of these activities were joined by the IEP, though their participation varied across each collaboration. In some cases, these initiatives involved programming that mirrored activities in other departments or organizations. Elsewhere these relationships were referred to as *barrier relational connections* in the cases where they created conflict between the two programs. However, in some cases for the RSC-IEP where a barrier had the potential to exist, a relationship was fostered in spite of this potential. At Regional State College, most of the existing internationalization networks mentioned in interviews related to the International Supports Office, Departments, or other support units.

International supports office.

The director of the IEP, Laura, and many other participants indicated that the activities of the IEP and the International Supports Office (ISO) are often blurred. She said, “if the [International Supports] Office is doing it, likely the program has had some say in it via staff meetings, or feedback or things like this” (Laura).

The study abroad office at RSC is a unit within the International Supports Office (ISO). Study abroad was recently named a “Program of Consequence” which is a university designation for programs designed for students to challenge themselves in measurable ways above and beyond traditional coursework. It also serves to expand their academic achievement, community engagement, or leadership skills (Laura). Laura suggests that this designation brings more of a university focus to international issues, beyond the actual international programming of the study abroad unit.

There are several international events or awareness raising campaigns that are also organized by the International Supports Office for the larger RSC community. IEP students and staff can also participate in these events. One event the ISO organizes through the student advisors is a conversation partnership called the International Together Program. This program pairs international students, both college and IEP, with community members, families or, domestic students to practice English language conversation. This replaced a long-standing conversation program managed directly by the IEP.

The previous program within the IEP was a registered student organization that was funded by the program. The office manager was the advisor for the conversation program that would meet once a month. Often these conversations would be around an activity or craft, like dipping caramel apples in October or making gingerbread houses in December, designed to make the conversations more organic in nature. For the most part, this program was described as a success; however, due to shrinking enrollments and needed cuts to the budgets the conversation program was moved to a newly hired student advisor, Julia with the ISO. The communication between Julia and the IEP director

ensures that they integrate IEP students into the International Together Program as partners are made available and at appropriate levels for the students.

Another event that the ISO runs but is supported by the IEP are campus events surrounding International Education Week. One contribution is an International Food Celebration run by Tim, another student advisor. Tim works with international students and dining services at RSC to collectively develop a menu for the International Food Celebration. The international students give advice on the recipes and on the actual day of the celebration help to prepare and serve the food. As a result, the celebration features dishes that reflect the international composition of the university. The IEP does not assist at an administrative level, but encourages its students to participate in the event, or go to eat the food.

Another International Education Week event run by the IEP for the ISO are cultural immersion tables outside of the campus library. These tables are managed by the office staff at the IEP along with IEP students from listening and speaking classes. The tables usually have posters that detail information about the home countries of the students and some interesting cultural facts. These tables and other presentation activities like it meet some of the student learning outcomes detailed by the IEP in terms of presenting information in English. More specifically, students have the option to be engaged in some form of community presentation to meet these learning outcomes. Students are allowed to alternatively do a class assignment instead of volunteering for this event.

Departments and support units.

The career services unit at RSC has also emphasized some of the international components they do in their work. Laura, the director of the IEP, reports that they have started adding global components to their support in response to the global needs of employers. These include questions like, “Do you speak another language?” and “Have you worked with diverse and culturally diverse groups?”.

There are also elements, in general terms, that Laura has noticed in the curriculum across campus where faculty are more interested in international components that they weave into their curriculum. Similar to Joseph, she did lament the lack of a set standard in regards to internationalization of the curriculum at the institution (Laura).

There are a fair number of registered student groups that revolve around international interests. Emma, the assistant director of the IEP, mentioned an active Southeast Asian Club and an Indian Students Club that does a big Holi event on campus annually.

Blythe, the director of Adjunct faculty, mentioned that her department started a food pantry largely as a response to a group of international students who enrolled at RSC. These students lived off campus, but were unprepared for the difficulties that living off-campus involved. As a result, many of them did not have winter clothing or a firm understanding on how to access food in their new setting. The food pantry was a fixture on campus before, but Blythe reports that it is primarily used by international students now.

RSC-IEP/ Campus Community Internationalization

The RSC-IEP and Laura, in her role as the director of the program, are facing lower than usual enrollment numbers. As a result, her budget has less flexibility to fund the non-instructional elements of the IEP. This has created an environment where programs have needed to be spun off to other departments, supplemented with external funding, or fiscally trimmed down.

Special programs.

The IEP formerly managed the development and implementation of special programs for international universities interested in collaborating with RSC on language and discipline specific programming. However, in the last several years this responsibility was spun off to an individual in the larger International Supports Office. This special programs coordinator, Song, develops the linguistic elements of the short-term programs by hiring part-time IEP faculty to manage them for her. One example of a short-term program was conducted last summer for a group from a Japanese high school involving language classes and cultural outings. Emma, the IEP assistant director, mentioned that many of these programs were a result of their sister university relationships with institutions in central and east Asia. Joseph, one of the co-directors of the ISO is the direct report for the new short-term program initiatives. Joseph mentioned that the connection between the ISO and the IEP on matters of special programs was strong, as they hired mostly part-time IEP faculty to run their programs. Additionally, many of the recruiting efforts that they had for their short-term programs were designed to eventually lead students into IEP coursework.

According to Joseph, the rationale to move the special programs away from the IEP into the large umbrella of the ISO was also to expand the offerings available to the RSC's various international partners. One example of this is a collaboration with the Department of Business that has no language component. In this situation the ISO engages directly with the leadership and faculty of the Department of Business to aid in the development and travel related to their collaboration. These external collaborations have been long lasting, and many predate the IEP and the ISO. One relationship with a Japanese university is more than 30 years old, in which faculty and students go back and forth between each context. In one case, this partnership expanded to include the Art Department at RSC. Joseph mentioned that those "faculty are very interested in international outreach and have engaged in collaborative teaching... collaborative creative opportunities... creative works together" (Joseph). This same relationship also engages the writing center at RSC. As an ongoing extension of this collaboration the Writing Center sends a tutor annually to the Japanese institution. In exchange for funding for the trip, the student that they send has to come back and implement a project that benefits international students. The director of the Writing Center, Tara, works directly with Joseph to organize applications and manage the award.

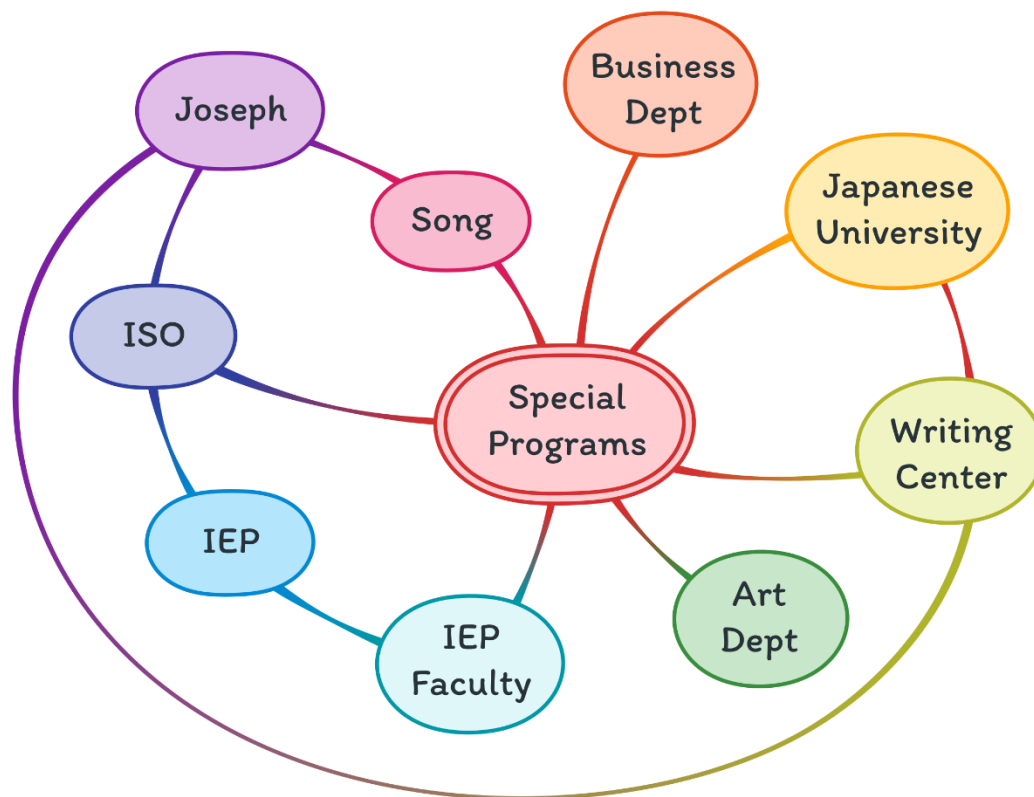


Figure 37. Special Programs – RSC-IEP and ISO Map

Orientation programs.

In an effort to support their students and the practice of RSC faculty, the IEP asked to give short seminars to the adjunct faculty orientation and regular faculty orientation programs. This involved attending pre-planning meetings where different departments prepared materials for new faculty members. These other departmental connections to faculty orientation included the bookstore and police department (Emma). These seminars are in part, the IEP acting on behalf of the International Supports Office. In these orientation seminars they present about various strategies related to having and teaching international students in their classes. The IEP members also field questions

related to experiences that faculty have had and ways that they might productively respond. In many cases, this has also involved issues of plagiarism and not understanding the cultural boundaries in certain academic practices. In some ways these seminars are also informing the broader faculty community of the work of the IEP. Laura said she communicates to the faculty that, “In the [IEP], they are expected to do XYZ but now you’re expecting them to do one step further. And they’ve never done it before and they might unintentionally [plagiarize]” (Laura). Emma described the adjunct faculty orientation participants to be open and eager to understanding the needs of international students.

The seminars grew from an identified need from faculty, in the ways that they would reach out to both the IEP and the ISO directly when facing specific student issues. These calls would either go to international student advisors within the ISO or the IEP director depending on who the faculty member chose to contact. Many of these contacts were dependent on relationships established prior to the issues at hand. If it were an issue with a specific international student group, the faculty member may call the student advisor tasked with advising that group¹⁰. In other cases, some faculty have engaged with the IEP on projects or through a seminar -- so they would call Laura directly. Blythe, the director of adjunct faculty, mentioned that language issues are often to blame, but they have also had students who don’t know how to type or have plagiarized, but more often involved cultural issues. Laura outlined a story involving a faculty member that was afraid they violated a social more with a student and wanted advice. She said:

¹⁰ These designated advising groups would be for specific individuals due to their language competencies related to their job posting. The two larger language populations at RSC are Arabic and Chinese. As a result, the International Student Office has two advisors that speak those languages fluently.

I had a math professor call me one time and asked me about, you know, he had this Saudi Arabian student, a female student in his class, and he was handing back tests, and she hadn't done so well on the test. And he patted her shoulder and said, "Well, that's okay, we'll do better next time." And she immediately took her test and left the class. And he didn't know whether, and then he realized, like, "Oh, she's a girl and from Saudi, maybe I shouldn't have touched her, even though it was just, you know, a pat on the shoulder." So he called and he said, "I don't know, she hasn't been back to class, it's been a week and a half, this isn't helping her grade, I don't know what to do. Because I'm afraid if I reach out, then it's going to exacerbate the problem." And he said, and "I don't know whether it was, you know, she had a family emergency, whether she was bummed about her test and just has given up or if it's because now she's uncomfortable in my classroom."

In this case, Laura was able to direct him to the Arabic speaking international student advisor that could answer his cultural questions. This advisor could then reach out to the student to understand the situation and help get the student back into the course -- or attempt to address any issues that she might have. It was instances like this that led Laura to develop the intercultural orientation sessions for faculty. She said that in some cases this was an example of her acting as an emissary for the ISO. As an emissary, the purpose is to teach intercultural and pedagogical components but also to open up a line of communication -- or establish a relationship -- between faculty and the International Support Office. Laura or Emma start each session with the contact information of the international student advisors, so situations like the one above could be avoided. If the

math faculty member “had the advisor’s information right off the bat, he could have just called them and maybe saved more time and gotten to the student sooner” (Laura).

International Supports Office.

There are a few campus events that are spearheaded by the IEP with support from the ISO. One such event is the IEP’s thanksgiving dinner on campus. This event was developed independently after the conversation program was moved to the ISO. This allows for students to develop relationships around an American holiday with anyone from the campus or local community. The IEP liaises with Julia, the student advisor that runs the International Together Program, to spread the word about the activity. Laura appreciates the annual dinner because of the intensive cultural relationships between people and holiday food.

Departmental connections.

The IEP collaborates with a number of departments in their missional goal of bringing cultural, linguistic and technological resources to their students. Having these collaborations also serves to smooth IEP student matriculation into Regional State College. Emma reports very informal connections that take place between IEP faculty and their counterparts in various departments for the purposes of class assignments. For example, she detailed a speaking activity designed around psychology that they connected with several psychology professors at RSC to make more authentic.

In one ongoing departmental collaboration, the IEP coordinates with the English Department in several ways. Years ago, the English Department had a special position specifically for liaising between the IEP and the department. However, Laura indicated that this position no longer exists, due to the direct collaboration efforts that have proven

successful. This relational connection involves some durable projects and some one off projects.

First, in a more consistent and ongoing project, the IEP assists with the English course placement test for international students starting at RSC, those who had a high enough TOEFL or IELTS score to be admitted directly into the college. The English department brings in faculty from the IEP to rate the placement writings for international students, as the IEP faculty are ESL experts (Laura). For international student ratings, essays are rated by one IEP faculty member and one English department faculty member, so they can take advantage of both areas of expertise. In cases where the ratings disagree, they will have a third person rate the essay (Mary-Kate). Emma mentioned that the nature of this relationship is becoming clearer over time in terms of who gets sent to rate placement writings. Lately the English department has managed everything, with IEP faculty acting in more of a service capacity -- filling roles as instructed. This collaboration remains pertinent on another level as well, as the students being placed could end up in sheltered version of English Department writing courses taught by the IEP. These courses are collectively detailed in the section about the New Student Composition program below.

Second, in a less consistent but fairly intensive program, the IEP had provided a years' worth of workshops for the English department during a boom time of a particular international student population. The massive increase in international students led the English department to determine that they needed some supplemental training in second language writing accommodations (Laura). Lately, as enrollments have evened out and started to decline, the connection for training has become less formal -- usually involving

calls from the department about specific issues and start of the year workshops about working with international students in the classroom. Mary-Kate, the director of the New Student Composition program, mentioned that these workshops typically involve, “what it is that [the IEP] do[es], our collaboration, how we work together, how best to interact with and work with international students” (Mary-Kate). These annual workshops cover many of the same topics as the ones presented to the larger RSC faculty in orientation sessions.

The third, and fairly durable connection between the IEP and the English Department is the New Student Composition program. This collaboration deals with any writing class that a student might take in their first year at RSC. There are sheltered versions of remedial English courses taught in the IEP as well as a sheltered version of English 101 taught in the English Department. These are typically taught by an IEP faculty member or an ESL trained English department faculty member. Mary-Kate said that the sheltered versions of both courses have the same learning objectives, but the instructional techniques are structured in a way that meets the needs of second language learners. She also mentioned that they have one specific faculty member with expertise on language learning issues that they rely on to teach these sessions.

Mandy, the co-director of the International Supports Office, detailed an emerging relationship with the Education Department. In this collaboration, the IEP would develop modules related to second language education that would support teachers in the region to meet their continuing education requirements. Mandy indicated that this also fills a need in the region as the non-native English speaking population in the area is far bigger than most people would assume. These modules are predicated on the relationship with

the Education department as they are responsible for certifying continuing education hours with the state.

The IEP also collaborates directly with the RSC library on developing a reading program for IEP students. Rene, the reference librarian dedicated to the IEP, has purchased hundreds of graded readers for the courses in the IEP. She has also developed presentations for IEP students, as the IEP books have the highest loss rate among program specific books. These seminars serve to explain how libraries work in the US, how academic libraries work in general, and how long a book can be checked out. (Rene) Recently, Rene has begun giving tours of the library to IEP students, who often come together as a class to talk about the library. In a collaboration that is planned for the next semester, Rene is developing materials for academic IEP classes on “how to use the library for [research and writing], how to use the library for that, and what databases are and how to access them and how you search them” (Rene). In the past, she has done this as one-off seminars requested by specific IEP faculty, but this time it involves a number of classes in an organized way.

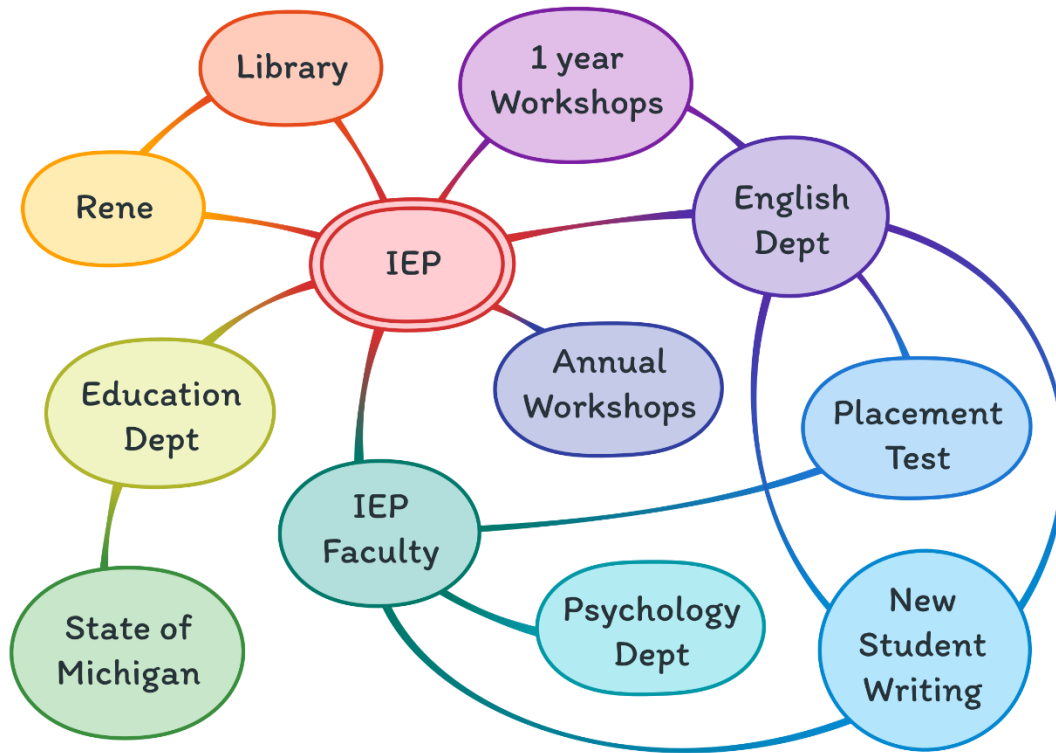


Figure 38. RSC-IEP Departmental Connections Map

As can be seen in the figure above, some multiple connections lead to more shared connections. The relational connection between the IEP and the English department on New Student Writing made it easier for them to come into relation with the relational network surrounding the placement test, and so on.

Writing center.

An example of what could be a *barrier relational connection*, but has proven not to be, is the relationship between the IEP and the RSC Writing Center. The formal connections between the two entities are minimal. The IEP has a tutoring center for their own enrolled students. The IEP tutoring staff have gone over and taken training from the Writing Center, and the Writing Center has taken some trainings from the ESL faculty in

the English Department on dealing with grammar issues in international student writing. Recently, the director of the Writing Center, Tara, has asked Emma to come in and do additional training for the writing center tutors

Tara stated that nearly 20% of the sessions at the Writing Center are with students who identify as English language learners. There are a number of things that Tara has done to address this increase in international student attendance to the Writing Center. One of the things she mentioned was her own enrollment into graduate TESOL or ESL coursework, so she could better understand the needs of students personally. Another thing that she implemented was a website for faculty to access materials on issues that “might be inherent with non-native speakers” that they use in some of the faculty orientations (Tara). She also developed handouts for Chinese and Arabic speakers regarding common language errors that occur when they are reading or writing English. As can be seen in the figure below, the relationship between the two centers seems fairly symmetrical.

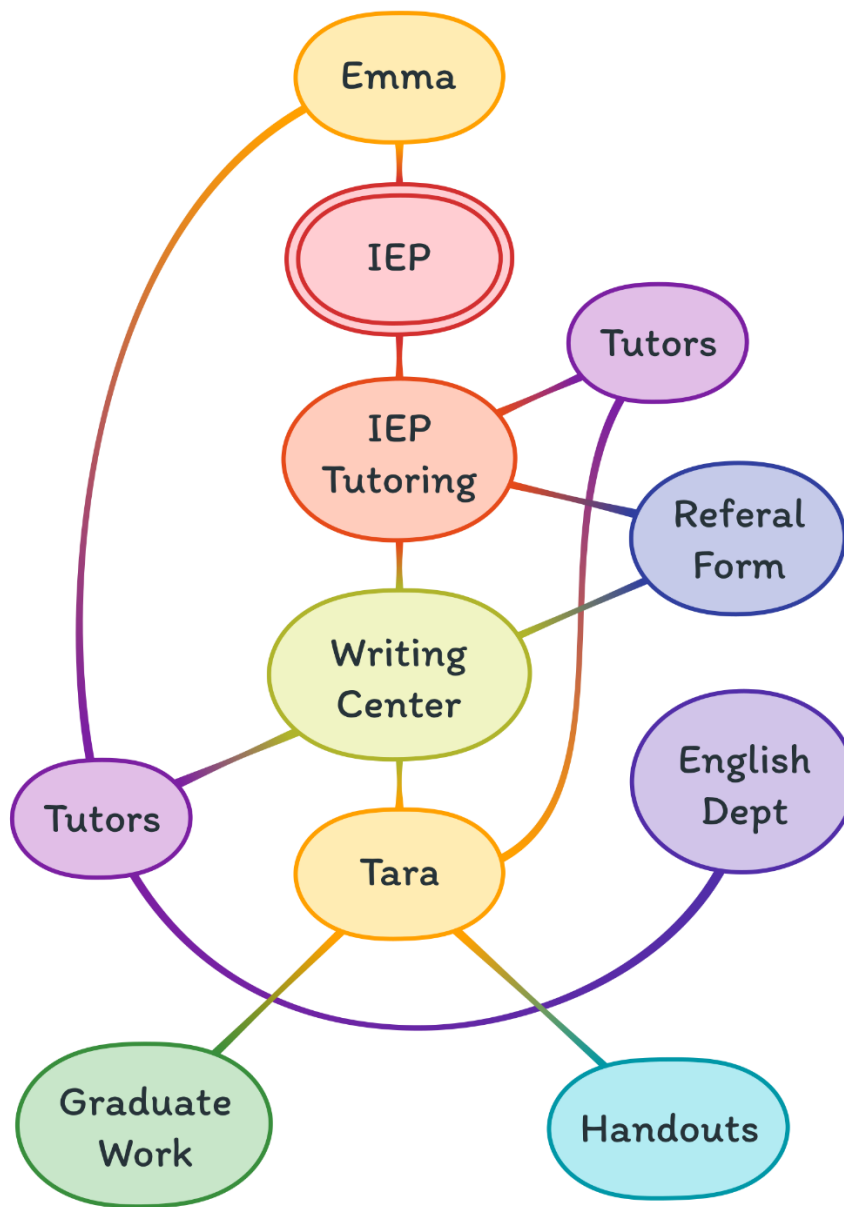


Figure 39. RSC-IEP Tutoring Center and Writing Center Map

The primary issue that concerns the relationship between the IEP and the WC are the specific populations that they serve. The WC is staffed by a director and student tutors, the IEP tutoring is staffed by IEP Faculty. The WC student population are enrolled RSC students, and the IEP Tutoring Center student population are enrolled IEP students.

The largest disagreement between the programs are who should be able to move between the two centers. One group are the students in the sheltered versions of remedial English courses. The open question is which center should they go to? The IEP Tutoring Center can assist with language acquisition issues but not as much for the course content of more advanced English writing and literature. The Writing Center can assist with those advanced writing issues but not the language demands of the students. This issue expands out of the IEP-Writing Center relationship, as other departments would like the opportunity to send their struggling international students directly to the IEP Tutoring Center (Laura). The two centers disagree on this, and in practice the IEP remedial English course students continue going to the IEP Tutoring Center. Emma detailed an event that brought this situation to a head. She said that an English 101 faculty member was sending the bulk of their undergraduate international students to the IEP tutoring center. To ameliorate some of these issues in classes like this, Tara mentioned that they developed embedded tutors in high-international student classes one year. The writing center trained them, and they would go into the classes to assist students.

For Laura, this is a missional problem more than anything. She said that there were two issues, the first being one of acculturation to university resources. This makes a case for “having them go to the Writing Center, because that’s where they are ‘supposed to go’, when they are undergraduate students” (Laura). The second, according to Laura, is the stigma that students have reported feeling if they need to return for IEP help after graduating. In order to somewhat address this for other international students a three party agreement was developed between the IEP, the Writing Center and the English Department. In it, any undergraduate students in any undergraduate class, would always

go to the Writing Center first. If the director of the WC and her tutors determine that the student needs more help than they can give in regards to English language, they can fill out a referral form for the IEP Tutoring Center. There is also a recently developed referral form for IEP remedial English students to visit the writing center. However, in practice, Emma said that the IEP Tutoring Center doesn't send over many students and Tara said that the Writing Center doesn't send over many students. The Writing Center referral form has the following elements: hours of the IEP tutoring center, issues that they might work on with an IEP tutor. Most of this information is conveyed verbally, but the form serves as a means of communication between the WC and the IEP TC.

One Off/Non-Durable Campus Connections

The IEP also overlays supports or activities over existing RSC events for their own students. For example, an annual RSC Halloween bash for students is supplemented by the ISO graduate assistant to help students attend even though "they're a little nervous about going to them by themselves" (Laura). Other times there are campus events that are facilitated by the IEP faculty. For example, each year RSC holds a registered student organization event where students can learn more about RSOs and sign up for them if they would like. IEP faculty will often walk over with their students and help facilitate some of their interactions with the RSOs.

Another connection that takes place between the IEP and the College Police is in an informal manner. This connection is largely with one IEP instructor who teaches in the basic level of the program. The faculty member will have a police officer come to the class and do a short activity with the students. Emma indicated that this event has also created a closer bond between the program and the campus police, and they have come to

the IEP for questions or issues with international students since starting this collaboration.

RFC-IEP/ External Internationalization

The relationships between the RSC-IEP and departments on campus extends to their interactions with external community actors as well. The programs detailed below enroll actors across each context and represent the more vibrant relational components of the IEP.

Window to the World.

One event that the IEP runs that has both internal and external organizational connections is called Window to the World (WTW). WTW operates similarly to the language immersion tables during International Education Week, in that it runs on the volunteer efforts of the IEP students. The IEP runs this event with the help of an ISO hired graduate assistant, IEP office staff and both directors of the IEP. The event itself is centered around inviting elementary schools students from around the area to experience different cultures and international activities, as well as become familiar with the college. Additionally, Joseph, a co-director in the International Supports Office, mentioned that events like this can “even address some of the political, racial or ethnic tensions” that surround diverse populations.

One issue that Laura has struggled with in the development of this event is the scope of outreach. She refers to it as “the depth or the breadth dilemma”, in that they have the capacity to invite the same school every year and develop a more durable relationship or they could invite different schools every year to “sprinkle this awareness”

(Laura). As a result of this dilemma, the IEP has recently decided to do both and split the WTW into two annual events.

The fall Window to the World events satisfy some of the deeper relational connections that Laura felt were missing. In the fall events, IEP faculty, staff and students go to Rose Elementary School, a local school and work directly with the children there. These direct school visits lead to the spring WTW created for the broader elementary school community, one that the students at Rose also attend. Typically, the events at the school involve doing an international craft or activity. In their most recent event, they developed a passport activity, where they took photos of the children for a play passport and talked about cultural customs. Kerrie, a teacher from Rose Elementary School, said that she was brought into this program by someone else at the school the year prior. In the most recent session, the IEP was able to provide funding for transportation from a grant they received, which lowered the burden for Rose ES to come to campus. Kerrie said that, “We really stress that [our program purpose] is to involve kids in as many different experiences as possible” (Kerrie).

The spring Window to the World events involve developing relationships with K-12 schools throughout the area. The events on campus revolve around lessons developing global competencies. The IEP liaises with a number of departments at RSC to make the event a success.

One IEP liaison is the campus athletics center. They develop a physical education component to the WTW project. Typically, this has involved something with international dancing or movement, like Zumba style dancing or yoga. Another element that they added was art literacy, where students would tour the campus art museum. This

activity was an easy addition to the event, as the campus art museum already has developed curricular materials for children due to other visits throughout the year.

Another departmental connection that was detailed in reference to the Window to the World event was with the campus library and a reference librarian, Rene. In the course of her duties at the library, Rene is also the liaison to the children's literature and literacy school within RSC's Department of Education. Rene works with the IEP to select an appropriate book with an international or multicultural theme to read to the students as they attend. (Laura) Often due to the expertise of the reference librarian, the IEP will give little instruction beyond that it be international or multicultural. In the most recent book selection, Rene chose a Newberry award winning book called 'Last Stop on Market Street'. Rene said that at the end of each reading at the event, they give a copy of the book to the teachers so they can add it to their school library.

The ongoing relationship with Rene has led to a more recent connection with the Department of Education at RSC. At the most recent WTW event, the IEP was able to invite an elementary education student focused on reading methods to come and read the book to the children. The Window to the World activities also enroll dining services, similar to the events that take place for the international food celebrations. However, instead of enrolling IEP students in this activity the IEP works directly with the dining services to develop and international menu for their guest students.

For both the spring and fall Window to the World events, Laura has applied for and received grants from local community organizations. This external funding has allowed for the IEP to expand the program capacity and reach out to more schools.

This event is another way that the missions statements exhortation to impact our communities is serviced by the events in the IEP. In addition, many of these activities are purposeful. For example, the addition of the physical education component is linked to state cuts in parts of K-12 education. Enrolling external campus members to participate in these activities also share some of the planning and organizational burdens that the WTW puts on the IEP faculty and staff. Laura sees this event as one that helps them create relationships with other place on campus, both through the event itself or the reputational effects of the event. Mandy, the co-director of the International Supports Office, indicated that the WTW events also align with state learning objectives for different content areas, such as social studies and reading (Mandy).

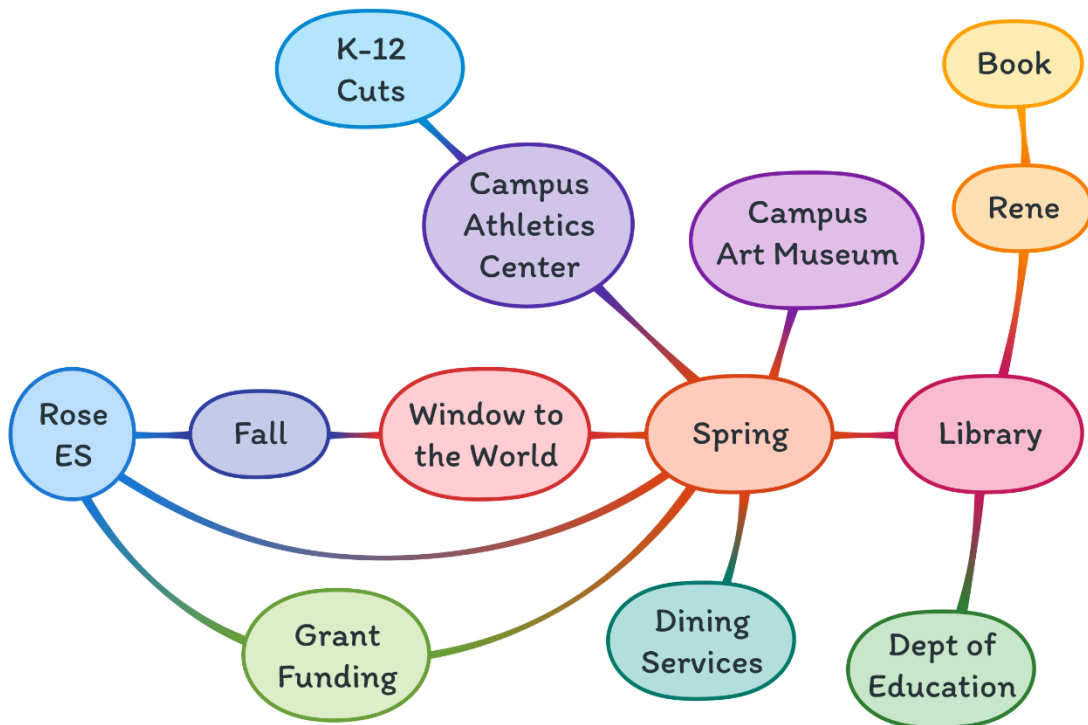


Figure 40. Window to the World and RSC-IEP Relational Map

The map provides a view of the interconnectedness of the activities involved in Window to the World. The element developed with the library one year served to enroll the participation and expansion by the Department of Education another year. Each additional mediator transforming the event with other actors serves to make this external connection more durable.

Partner university.

Finally, there is another external connection between the RSC and a partner university in Asia. This collaboration involves some of the partner teachers coming from Asia to teach at RSC facilities for their own students studying abroad. Part of this collaboration between the RSC and the university in Asia involved a teacher training agreement between the English department and the IEP. In it they send over faculty members from both departments to give intensive workshops on English mediated instruction. (Laura) The IEP is considering expanding these types of workshops as a source of revenue for the program.

In the chapter that follows, I will outline how the mapping and narratives in this chapter can be used to generate fruitful comparative connections between cases and answer the questions at the center of this study, revealing the ways in which internationalization has been formed and operationalized in these intensive English programs. From the ecological perspectives mentioned previously, it should be clear from this chapter that each program has similar characteristics across these various ‘biomes’. The ways in which they are similar to each other and potentially other IEPs will be detailed below.

CHAPTER 5

DISCUSSION

The discussion section for this dissertation will extend from the results of the previous chapter by both generating the comparative connections between the cases while also asserting the findings of the study. In order to accomplish this, I will first summarize the background and purpose of the study, restating both the research questions and methodology used.

Perhaps it is definitional ambiguity on the topic of internationalization that has led to a wide variety of practices within higher education that could be described as internationalization. At the institutional level, these practices are acknowledged to be highly contextual. However, behaviors have been guided by practical factors related to unavoidably universal elements like flows of students and funding constraints to pressures from professional organization advocacy and ranking methodologies. The most active external advocacy organization for US HEIs on this issue is the American Council on Education's (ACE) Center for Internationalization and Global Engagement (CIGE) by way of their Model for Comprehensive Internationalization. This model has encouraged institutions to develop a practice of internationalization that begins with self-reflection and written articulation of beliefs. It was through programmatic mission statements, a written articulation of beliefs, that this study used as an entry into the IEP formation and operationalization of internationalization.

However, it serves to remember that internationalization frameworks like the CIGE model, and others like it, are targeted toward the collective work of individual

institutional efforts. This does include the activities of Intensive English Programs (IEPs), but in specific and limited ways. As I outlined in the introduction and literature review above, the work of IEPs has emerged from CIGE reports as mostly engines of student mobility. Additionally, the existing literature on IEP contributions to internationalization is limited.

Engaging in the robust literature on internationalization, this study aimed to explore Intensive English Programs (IEPs) within public HEIs to see how they contribute to internationalization in addition to their standard mission of assisting international students in language acquisition. More specifically, I wanted to answer the broad questions of how internationalization is formed and operationalized in the Intensive English Programs at three Michigan higher education institutions. These networks of internationalization were the relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003).

The questions helped target appropriate actors and processes at play within each IEP. However, as an entry point into the study, I focused on the director of the programs and the written plans, as suggested by Childress (2007; 2009). This allowed for a focus on the implementation of services and policies that were building a supportive culture for internationalization, as described in the Operationalization stage of Knight's (1994) Internationalization Cycle.

In order to explore these potential networks, I utilized Comparative Case Study (Bartlett and Vavrus, 2016), which allowed for more unbounded cases; Actor-Network Theory (Latour, 1999; Latour, 2005), which allowed for agency among non-human actors

that also coexist, transform, translate or modify meaning; and various relational networking analysis methods (Herz et al. 2014; Heath et al. 2009; Clarke 2005), which helped to explore and make sense of complex relational data. This was all in the effort to construct an understanding of the “processual, built activities, performed by the actants out of which they are composed [, of which] each node and link is semiotically derived, making networks local, variable, and contingent” (Crawford, 2004, p. 1). More specifically, I mapped actors within each site who were linked and linking to others – performing their local and contingent processes of internationalization.

Discussion of Findings

Unlike the sections above, the most productive way to organize the discussion of the findings for this research may be to avoid a return to the vertical and horizontal axes. While these components of the study were integral in rendering the cases at focus plain across setting and context in the results, it is impossible to tease out each element if not viewed collectively. As Bartlett and Vavrus wrote, “the way that similar phenomena unfold in distinct, socially-produced locations that are connected in multiple and complex ways” (Bartlett & Vavrus, 2016, p. 51). That is to say, elements like the transversal axis, the historical component, will be interspersed to contextualize how relational connections may have influenced the internationalization trajectories of these programs in contemporary settings and at various points. Collectively, my hope is that they might help make sense of the ways in which each site formed a sense of internationalization and operationalized it within each case. As I will describe below, the most surprising findings in this study were the extent of the external connections and the influences of the

nonhuman mission statements on the directions of each of the programs. Additionally, while I expected there to be curricular internationalization to be taking place, the extent to which this was evident in each IEP was extraordinary.

In the sections that follow, I aim to isolate the formation of internationalization and how it has been operationalized among the various settings, looking specifically at how they are similar and different across contexts. To begin, I will describe the findings related to the foundational non-human actor identified in the planning process of this study – the written plans of the IEP, more specifically the programmatic mission statements.

IEPs Formed from External Connections and a Desire for Instruction

Any additional international accomplishments of each of the university IEPs is contingent upon the universally consistent internationalization element of IEPs - student mobility. In some cases, this was specifically articulated by the formation (or potential formation) of connections with outside organizations. This may already be apparent based on the purpose of language programs; however, the results section shows how the historical origins of each of the programs in this study originated from needed English language instruction and the enrollment of specific groups of foreign actors.

In the case of State Mining College, it was the relationship between the Executive Director of the SMC International Education Institute and a Chinese university that helped enable the transformation of the program. This transformation took place in the early days of the IEP, moving from more general language support to a developed and systematized instructional offering for international students. Similarly, Central Farming College can credit relational connections with external actors in the formation of the

CFC-IEP. In fact, the institution displayed a broader range of external relational connections than SMC. First, the inaugural director of the program had existing relationships with Japanese universities, which were where the first groups of IEP international students came from. Second, the town surrounding CFC had a strong sister city relationship with a Japanese town. The municipal connections implied that the sister city relationship mediated the connection between the institution and the city. These strong connections between universities, the director and the growing language program were also part of a larger regional international connection which enabled their growth.

Regional State College was an outlier compared to CFC and SMC. Here there were fewer of these external organizational connections that enabled the creation and growth of the program. Rather, it was more organic enrollments of international students in general that led to the creation of the program and its continuation. As Chishti (1984) and the Institute of International Education (2016a) both indicated – the 1980s represented an increase in general international enrollments in the US. In these cases, the absorption of the program into the university financial and budgetary systems was something that both reinforced the durability of the relationship and allowed the program to integrate in other ways with the university.

I would describe this finding through the lens of Actor-Network theory, by highlighting the external actors at each of the sites who became mediators in the growth and expansion of the language programs. As Latour (2003) said, it is possible that without these external actors the programs “could have failed to come into existence” (p. 16). Collectively, the influence of external actors also reflects several realities acknowledged in the literature. First, are the push and pull factors described by

McMahon (1992) and Li and Bray (2007) that flows of students are potentially moved by economic motivation and national interests in education. Additionally, the increased demands reflected by Chishti (1984a) aligned with nations who had economic or military partnerships with the US. This also reflects the external actors in this finding.

Personal Philosophical and Institutional Internationalization Definitions

In each of the IEPs, there were distinct variations in internationalization definitions among personnel in language programs, the articulation as seen in their missional documentation, and their perceptions of internationalization at an institutional level. The personal internationalization definitions of IEP faculty and staff were often highly dependent on their own beliefs around appropriate and optimal intercultural learning environments. In institutional circumstances, perceived definitions were guided by the activities that faculty and staff saw in their jobs. For example, in the CFC-IEP, personal definitions surrounded an idea of cultural understanding which was paralleled by the institutional initiatives around diversity that IEP staff members saw. Additionally, when looking at the constraints of institutions, there were also non-human actors like revenues and enrollment figures that mediated and translated some of the actors within IEPs and their internationalization philosophies. For instance, the need to generate revenues led to the SMC implementation of paid tutoring services, despite some of their own criticisms of the neoliberal regimes in higher education.

The personal definitions were aspirational, the institutional definitions were action or activity oriented in nature. The personal definitions that involved some sense of bringing people together or mutual understanding was seen in the early part of the 20th century (Stoker, 1933) and criticized at an institutional level (Harari, 1972). The

institutional definitions, as identified by the IEP participants, described what de Wit (2002) called the activity approach to internationalization – in that efforts can be traced at institutions through a number of different activities. And truly, this is what was found at each of the IEP contexts.

At SMC-IEP, the director, faculty and staff had internationalization definitions that were focused on cultural understanding among parties with a specific focus on domestic and international students. There was also a general concern for assisting international students in adjustment to the university. However, this is something they could only accomplish if the program remained financially viable. This indicated that some of these cultural and linguistic beliefs around internationalization were mediated by revenues. Alternatively, when these same participants were asked to describe the institutional understanding of internationalization, the definitions were more diverse commenting on the marketization of international students, lack of a cohesive objective for internationalization in spite of the existence of international initiatives and support systems like the IEP.

At the CFC-IEP, the definitions of some were mediated by the overwhelming number of one linguistic group enrolled in the program. However, this stemmed from a desire for diversity motivated by what participants described as a benefit for all students to learn from each other and develop cultural awareness. Of course, this is very similar to the definitions found in the SMC-IEP. The faculty and staff of the CFC-IEP perceived this commitment to diversity in the initiatives of the greater university as well. Still, some indicated that there were siloed implementations of internationalization, which made comprehensive initiatives more difficult.

In the RSC- IEP, internationalization also had a definition that was focused on developing a cultural understanding of others which was enabled by the mobility of students. However, members of the IEP took issue with a perspective that tied numbers of international students to how internationalized things are. The distinction between RSC- IEP internationalization definitions, and definitions of its parent unit, the International Supports office, were stark. In fact, the ISO participants described academic and professional definitions, such as have elsewhere been outlined by the American Council on Education. Still, the IEP described the larger RSC to reflect a value toward different ways and perspectives in education in general. Furthermore, the RSC has a strategic plan which explicitly includes the addition of global components to their general education curriculum. The ISO staff indicated that the internationalization activities existed but were fragmented throughout the university, save for the curricular links.

The assessments of the IEP staff members of comprehensive internationalization efforts at each university resonates with the rationale for the development of assessment as found in the CIGE (Helms, 2017) and NUFFIC (van der Wende, 2007) models. The IEP member comments support the goals of these organizations as they encourage comprehensive internationalization across an institution instead of robust but admittedly piecemeal efforts. In practice these institutions offer more of a fractured internationalization, where actors may collide and entangle with the actions of another.

The conversation on the edges of the institutional internationalization definitions also touched on the idea of the neoliberal, globalized market forces of academic capitalism, wherein students are competed for as with other scarce resources would be (Slaughter & Leslie, 2001; Slaughter & Rhoades, 2004; Mendoza 2012). The institutional

internationalization activities described at SMC and RSC echoed some of the concerns from Chun (2009) that IEPs are in the position of capital generators, in that they are first and foremost tasked with bringing in quantities of international students. This puts revenue or tuition dollars and enrollment in relation with not only the internationalization activities of the institutions, but the driving perceptions of internationalization at the IEPs.

Active Mission Statements in Forming and Implementing Internationalization

The mission statements and other written guidance plans (i.e., handbooks) from each of the sites in this study showed an inclination toward internationalization built into the documentation. However, mission statements specifically functioned as one of the more active mediators in maintaining programmatic internationalization as well as being used as rationale for expansions. For example, the CFC-IEP mission statement detailed the responsibility for collaborating with other departments to support students as a mainstay of the program; this was an element serving to maintain programmatic internationalization. However, the CFC director's focused on the language in the mission statement requiring services for all international students as opposed to just IEP students. This allowed for him to further justify his collaborations with the GSSO and other support offices at CFC.

One area of internationalization that mission statements maintained within IEPs was their role in orienting and supporting international students culturally and linguistically for university study. At SMC-IEP, the mission statement detailed the ways in which the program would prepare students for academic success, including a number of services and programs (i.e., tutoring, writing courses, and the main language program)

that were implemented by the IEP. At the RSC - IEP, the mission statement was relatively short. There was also a section that mentioned the activities related to linguistic and cultural adjustment (i.e., intensive English instruction and educational events). Though the CFC-IEP mission statement was one of the more explicit – and lengthy – written documents. As with the other mission statements, it too outlined elements preparing students for admittance to the university, outlining a number of programs that they offer to help students accomplish this (i.e., language coursework, activities like orientation and cultural programming). However, the statement was also quite clear in regard to assisting with the needs of international students more broadly adding to a culturally inclusive community. This was different from the other programs. Both SMC-IEP and RSC-IEP mission statements were more focused on the needs of their own enrolled or formerly enrolled international students.

Though the wording was different in each mission statement, each was utilized to extend internationalization collaborations with departments in the university, campus groups and external community groups. The mission statement of the SMC-IEP also enrolled various campus community connections with the IEP. More specifically, the mission was mentioned by several program faculty and the director as one of the mediators in their outreach efforts into other university departments and the local senior living facility. Similarly, the CFC-IEP also mentioned departmental connections. This and a general pledge to support international students were mentioned by the CFC-IEP director as mediating their outreach and pursuit of collaboration with other departments. Though phrased differently, the RSC-IEP mission statement included elements that led to external and departmental connections. The RSC-IEP statement included language about

robust partnerships and linguistic, cultural and technological resources. The director of the program, mediated by the mission statements of the program and the university, was able to deploy community outreach efforts and to rationalize enrolling them in activities and internationalization of the program.

These mission statements are defined by the ways that they transformed the relational connections between the IEP and other groups. This resonates strongly with the agential capacity of non-human actors (Crawford, 2004) and the impacts of written plans on internationalization. The written plans guide implementation of internationalization efforts and “develop buy-in” or a supportive culture among various institutional members” (Childress, 2006, p. 27). What’s more, the cases in this study have shown that the written plans do not need to specifically identify the goal as internationalization in order to enroll others in supporting such initiatives.

Internationalization by Folding into Other Efforts

In some cases, the IEPs in this study participated in the internationalization activities of other units. Their participation was in general a testament to their ability to contribute or realize a benefit for their own international students. In many ways, the successful assistance toward an internationalization initiative that begins somewhere else would also shield an IEP from being recognized in comprehensive internationalization frameworks for work that they otherwise may have done independently.

All the IEPs in the study had a strong connection with the university department tasked with international supports. For the SMC-IEP, the program worked extensively with the International Office at the university on several practical elements related to the orientation of international students. A specific example of this includes planning

sessions aimed at acclimatizing new international students through the yearly SMC orientations. The SMC-IEP and IO also collaborate on an international parade, a joint university activity that delivers international elements to the community. This event also brings in other universities, indigenous communities, and community organizations. Similarly, in CFC- IEP, there were supports for the internationalization efforts of the Global Scholars and Students Office (GSSO). The connection was robust. The IEP faculty taught some of their short-term courses, the two departments collaborated on student focused events (i.e., coffee hour, writing contests, and Thanksgiving) and worked on restoring some of the competitive overlapping elements (i.e., cultural seminars for Human Resources).

In another example of the RSC-IEP as an outlier, their collaboration with the international office was more intimate because they were directly embedded in the International Supports Office (ISO) at RSC. As such, they are able to offer input into all of the ISO internationalization initiatives through normal staff meetings. This allows the ISO to draw from any of the linguistic or cultural expertise that the program may be able to provide. The IEP actively engages in many of the international focused events as seem appropriate for their own mission (i.e., International Education Week and conversation programs). The program also supports registered student groups by funding, advertisement or IEP student participation. Additionally, the IEP provides faculty for many of the ISO special programs, an element that used to reside under the IEP.

The study revealed that each IEP was an active participant in internationalization activities of other units, only some of which are mentioned in this finding. This is supported by the research of Hann (2009) that noted language programming as

contributing to various parts of the overall internationalization process within an institution. This finding also contributes to the argument that larger assessment frameworks like the CIGE Model (Helms, 2017) miss contributions that programs might make elsewhere to internationalization more broadly when they focus on student mobility to the detriment of other activities. From an Actor-Network Theory perspective, it is the IEPs that are becoming active participants to transform and reinforce external internationalization efforts of others.

Internal Activities and Actors in the Operationalization of Internationalization

In line with the definition provided by Knight (1994), operationalization of internationalization includes academic activities, services and organizational factors. By tracing the operationalization, I was able to trace one configuration of the networks of internationalization through the developments of each program. This was able to answer the question of what actors were included in the formation of internationalization inside each IEP. The implied activities that are broadly covered by each program and not included in this finding are English language instruction and academic supports, which are their primary functions as programs.

In SMC-IEP, there were non-human actors that did the work of international student adjustment. The program handbook, orientations and a smartphone application all served to link students to departments and each other. There were also connections between specific department members to groups of students transformed by the student handbook. Examples of this are the university disability services and campus police. The SMC-IEP also created groups of actors that brought together and furthered the internationalization efforts of the program. The alumni council brought former students

together to inform program faculty about the curriculum and issues that students were facing. Quite literally, they were bringing the IEP into relation with the curriculum of other departments to then inform the curriculum of the program. Non-human to human to non-human, not transporting causality but inducing mediators into co-existing. Similarly, Community Coffee was an activity that brought international students, domestic students and faculty together around coffee and conversation.

At the CFC-IEP, one of the primary mediators bringing actors together were the special programs designed for various external partners. The IEP in running this initiative enrolled local schools, teacher trainers in the college of education, domestic students, foreign language centers, and their own faculty. Since each special program was uniquely created, the nature of the relational network was in an even higher state of change, as the IEP enrolled new actors in their efforts to provide for the needs of students. For example, it wasn't until IEP students expressed a need for practical secondary classroom experiences that the IEP was able to engage the college of education in their teacher training curriculum. Similarly, the RSC-IEP, the program enrolls many different kinds of actors as the needs of their internationalization activities change. One of the prominent non-human actors are the orientation materials and human actors are the IEP administrative and faculty members who give the orientation seminars. These seminars, to various RSC groups, allow for the campus members to come into relationship with the IEP (and the ISO), to support the linguistic and cultural needs of students if there is ever a problem. The variety of problems involve the enrollment of different actors to address each situation. For example, as a result of one orientation seminar, an RSC professor ran

into an issue with a student from a specific country and the IEP was able to connect him with the appropriate cultural advisor.

The actors and activities in each program represent durable connections that were part of an IEP's day-to-day activities of serving their students. These support activities are largely represented in the CIGE model, in that they satisfy the inbound international student needs by providing ongoing support structures that facilitate adjustment and maximize learning (Helms et al., 2017). The ones detailed here resonate with the literature on effective ongoing support programs, from acculturating to university environments (Glass & Westmont, 2014; Rienties et al., 2011; Senerchia, 2015) and dealing with social, cultural, linguistic, and financial problems (Sherry et al., 2010). Some of these actors and activities represented by this short list above were also vital in the transformation of other initiatives in the IEPs, and later these moves translate internationalization competencies into other areas of program activities with different actors.

Expanding Internationalization to Serve the Community

Each of the programs in this study expanded the definition of internationalization to include not only integrating international components into post-secondary education but also expanding them into the community. It is true that many of the instances of this expansion serve the needs of the program's international student populations; however, I would argue that the extension of internationalization into communities contributes far more than it receives. It should not be surprising that the unbounded exploration of each site in this project through Comparative Case Study and Actor-Network Theory was able to identify these local, contextual community relations.

The underlying element in each of the community connections was service to others. In SMC-IEP, their hallmark program was a community coffee event that brought together students and retirement community residents to discuss topics over coffee. This event allowed for the IEP to develop an internationalized community curriculum of sorts that may not have otherwise existed. This relationship enrolled the activities coordinators of both the IEP and the retirement community, as well as elderly residents and students. The contribution to the community was providing companionship and stimulating conversation for the residents of the retirement community. The CFC-IEP engaged with a younger audience in their service to the community. The connection with a local school and the CFC-IEP enrolled various parts of the program, ranging from special programs to mainstream courses. These relationships between activities allowed for special programs to provide teacher training observations, linguistic and cultural practice for students and cultural enrichment for the children in the area. This specific connection was mediated by IEP faculty connections to the school. That connection enrolled others in each context to increase the scope and size of the collaboration to include principals, other teachers, and parents. These relationships gave international programming to schools and families that had little access in their normal circumstances.

The RSC-IEP has an event that combines several the elements above into a unique event called Window to the World. In it, the IEP enrolls a range of external actors to introduce global and cultural elements in the community. This internationalization activity enrolls local elementary schools by inviting them to campus and visiting their schools to introduce cultural knowledge to students. In doing this they engage with other departments on RSC's campus to supplement the educational services offered to the

children. By doing so, the IEP also infuses global elements into the activities developed by each department, which include international dancing with the athletics center, reading an international book with the campus library, and providing an opportunity to students in the department of education to read to children.

The most fundamental result of this finding is its contribution to the literature on the definition of internationalization. I used Knight (2003) and Altbach (2007) to allow for the broadest possible definition of internationalization to guide the development of the study. One could make an argument that “function, purpose and delivery of post-secondary education” could contain the community connection as outlined above. However, implied community connections don’t actively encourage an internationalization that reaches out beyond postsecondary education. With more contemporary examples of academic-community partnerships to achieve shared goals (Curwood, Munger, Mitchell, Mackeigan & Farrar, 2011; Ferman & Hill, 2004), the presence of external relational connections is not surprising.

Internationalization Enabled by Curricular Competencies and Expertise

The vertical and horizontal connections that each site made with university departments and to external groups highlighted their competencies in teaching English as a Second Language and aiding international students in cultural adjustment. These competencies were not always integral in enrolling support for internationalization but were involved in several of the relational connections at each site.

At SMC-IEP, the curricular competencies of the program helped bring the IEP into relation with several departments that enrolled their matriculated students. Two IEP faculty members work specifically with the Engineering Department and the Business

School. These relationships have resulted in two significant internationalization outcomes. First, they are further enabling their own English language curriculum to be more targeted to the linguistic needs of their own students. Secondly, they are actively influencing the practices of department chairs, teaching assistants, and professors relating to adding international components into their coursework and taking greater care facilitating the needs of their departmental international students. Much like the SMC-IEP, the CFC-IEP also develops connections with campus departments. Each departmental collaboration is created in a different way, stemming from former faculty-faculty collaborations, administrative connections from the director and other units, For instance, we could see the links to cultural competencies, English language acquisition, and academic skills in their curricular collaborations with the accounting department's Effective Communicator Shop, and Institutional Health initiative collaborations with foreign universities.

Where the IEPs at SMC and CFC cast wide collaborative nets for curricular support, the RSC-IEP has developed a strong niche with the English department that relies on them for their curricular competencies in linguistic and cultural acclimatization. These connections were developed in some cases by request from the department, in other cases from a collaboration between faculty. The IEP works with the English department most closely on their New Student Composition Program, new student testing procedures, and workshops on international student support.

Each program was engaged in improving a departmental curriculum that would eventually benefit international students. By adding linguistic components and cultural components to discipline specific materials, they also have the added benefit of making

the departments more international. These network translations ebb and flow, but in many cases when the benefits are realized by students they become durable.

The existence of curricular components in internationalization are to be expected, as they are an essential part of the CIGE model for Comprehensive Internationalization. The CIGE model states that an “internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs” (American Council on Education, 2017). A focus on curriculum has continued for decades as was noted in the curricular nature of internationalization in the 1970s. At the time, curriculum was seen as one of the fundamental means of globalizing education (Harari, 1972; Anweiler, 1977). In the cases outlined above and in the results section of this study, there were numerous examples of each IEP adding or helping to add international perspectives and global competence to the curricular work that they did across campus. This finding makes sense, but the systemic nature of the influence in the IEP is remarkable. Texts on internationalizing the curriculum (i.e., Leask, 2015) do mention supporting English language development, but not from a perspective of an English language support program like an IEP.

Resistance and Flourishing of Internationalization in Pursuit of Funding

The orientation toward funding was a part of each of the programs, which was seen in historical and contemporary settings. This was outlined in several of the descriptions in Chapter 4 - that budgets, finances, and tuition were implied translators in several IEP settings.

For instance, in the case of SMC-IEP there were financial pressures of the program - or the lack of money - that acted as barrier relational connections. Money, as an actor, served as a mediator that pulled the program from collaborating with other programs that provide similar services. However, in the opposite manner, the handbook proved to connect students with these external departmental and community resources – despite the lack of practical connections between programs. In another instance at SMC-IEP, the program was able to secure grant funding for an international collaboration with a local school district. This was canceled because the grant was completed, and alternative funds were not available. Similarly, at the CFC-IEP, there were several examples of internationalization activities in the program that were discontinued due to lapsed grant funding, or reorientation of resources. One example of the lapsed grant funding was the mentoring program, this was canceled due to the immense cost, declining enrollments, and the completion of the grant. There were several contractual agreements in place with departments wherein the CFC IEP would provide services in exchange for a certain amount of funding. The prime example of this is the collaboration with the accounting department, which covered some of the salary of an IEP faculty member in exchange for the development of programming and staffing the center.

Ever the outlier, the RSC IEP began with complex relational ties between funding and budget structures. The special programs, before they were transferred to the International Services Office, were examples where the pursuit of funding was intended to supplement and expand their existing internationalization efforts. Another example is their Window to the World program, where they were able to secure external funding and extra departmental funding from the university to expand the initiative.

All of these programs face complex relational connections with money, revenues and other financial resources. In the case of SMC-IEP and RSC-IEP, it limited their connections with certain actors. However, the CFC-IEP was able to navigate financial issues, enrolling other departments into their programming through cost-based services. However, the realities of these programs are constrained by various unseen financial actors. In the SMC-IEP, tuition for international students had been cut and enrollments were low. In the CFC-IEP, enrollments were middling, and this necessitated creating external connections to cover budget shortfalls – specifically connections that could pay for their efforts. In RSC-IEP, enrollments were low which necessitated less administrative duties for full-time faculty, which fell to the director and assistant director to cover.

The reality of each program was that decisions they made were always in consideration for the financial impacts of a relationship in large and small ways. This resonates with neoliberalism and academic capitalism where oscillating market-like behaviors determine how organizations and units position themselves (Slaughter & Rhodes, 2004). Furthermore, this harkens back to comparisons that Carnory and Rhoten (2003) made of globalization, only in this case “nation-states to focus more on acting as economic growth promoters for their national economies than as protectors of the national identity or a nationalist project” (p. 3) becomes, IEPs are forced to focus more on acting as economic growth promoters for their internal and institutional economy, than as a protector of academic identity or an internationalization project. This disappointing reality was confirmed by Litzenberg (2020) who wrote that “IEP administrators, faculty, and staff are limited in how they can contest their complicity at propelling a neoliberal

institution profiting from language education” (p. 1). For better or worse, these neoliberal regimes occupy a number of avenues that university IEPs may use to grow or expand their own internationalization efforts. This was mentioned elsewhere in the text, however there are elements that speak neoliberal influences at play in this study. First, as was tracked by the CIGE survey (Helms, 2017) there have been significant inroads by for profit program servicers that engage in competition with homegrown IEPs. This and other financial pressures have encouraged programs to create commodified curricular products. While they can’t necessarily be connected to neoliberal regimes, they are created for an academic consumer. Though mentioned above, these are the short-term programs for external universities at CFC-IEP, or the paid tutoring at the SMC-IEP that serve as an example of the curricular offerings of a program being packaged and commodified in these IEP settings.

Political Tendrils from Actor Network Theory

While I used ecological metaphors in the introduction to explain the interdependence of actors within organizational settings, Latour uses ecologies to express the composition of networks as more than just the natural. Which is to say that a firm line between the natural and the social actors doesn't exist. He provided an apt example:

When naturalists introduced the word “biodiversity,” they had no idea that a few decades later they would have to add to the proliferation of surprising connections among organisms the proliferation of many more surprising connections between political institutions devoted to the protection of this or that organism. While naturalists could previously limit themselves, for instance, to situating the red tuna in the great chain of predators and prey, they

now have to add to this ecosystem Japanese consumers, activists, and even President Sarkozy, who had promised to protect the fish before retreating once again when confronted with the Mediterranean fishing fleet. (Latour, 2010, p. 480)

The natural has distinct political implications and the political has distinct natural implications. Latour would likely argue that these distinctions are made flat, that they are one and the same. The tone of his writing has always taken a political bent, however even then it is to compile actors in an assemblage of action. For example, in *Down to Earth: Politics in the New Climatic Regime*, Latour writes of the actors enrolled in the network of climate change as human migrants, but also migrants of “climate, erosion, pollution, resource depletion, habitat destruction” (2018, p. 10). This series of invisible actors and relations that result from a changing climate are human and more.

Similarly, the networks detailed in this study describe parts of a political ecology that is never explicitly named. Each IEP exists in a system of political actors that determine funding, immigration policy, enrollment caps and other issues that impact the operations of a language program. Like the example of the red tuna above, IEPs do not exist within a limited and pre-defined chains of higher education organizational structures. Rather we might add local, state and national politicians, the US Department of Education and the US Customs and Border Protection. While they weren’t traced directly by the actors in the IEP, their presence was felt in the comments from faculty and staff regarding the rise in xenophobia in the US or how comments from politicians impact their students. The translation from these actors was more subtle, but most certainly changed the ways in which mediators were brought into relation. For example, in the

SMC-IEP, many of the conversations around Community Coffee 1.0 related to discourse in the US around immigration and foreign students.

Implications for Practice

There are implications in this study for both the academic and institutional communities around intensive English programs and internationalization efforts more broadly. Some of these relate to the ways in which institutions can be organized or enabled to explore their own internationalization efforts. In the frame of Actor-Network Theory, there are clearly mediators involved in crafting and operationalizing internationalization that go under explored and underappreciated. Still, these programs and others like them persist and are constantly contributing to institutional efforts to embrace the international, intercultural or global.

Academic Implications

For the academic community, there is an opportunity to expand the definition of internationalization used in this study and those generated by the participants, which oscillated between a philosophical and practical mission found in much of the mid-20th century literature. At the time scholars were trying to work out the most effective focus of internationalization. Harari (1972) suggested a definition that pivoted away from a philosophical sense of learning from other nations to one that enabled the doing of internationalization. Since that point, the scholarship seems to have resolved around a definition that follows the implementation of policies as enacted by individuals, institutions and nations. The broad-based definitions from Knight, Altbach, van der Wende and others allow for a tracing of internationalization that expands to the situations

described in this study. As was mentioned in the findings above, the IEPs in this study expanded the definition of internationalization due to their connections with community groups. However, the frameworks offered by professional associations (e.g., the American Council on Education) have served to constrain the ways in which institutions may practically define their own internationalization efforts.

The continued exploration of internationalization in varied, local settings creates an opportunity to refine these existing frameworks. As was mentioned in the literature review, the American Council on Education offers internationalization labs in which institutions can come to an understanding of and develop their own internationalization efforts. Perhaps developing a departmental level lab for specific internationally oriented programs would give a program the scaffolding necessary to articulate some of the unspoken beliefs mentioned in this study. In the ways that these IEPs encouraged the development of international activities at institutions perhaps with a recognized framework – they could achieve even more significant internationalization impacts.

The curricular competencies and community outreach programs that were taking place on the periphery of IEPs seem to fit well into the ways that colleges and universities look to create impact. These impactful experiences like the Window to the World at RSC, or the community coffee at SMC, or the special programs at CFC display existing programs that are extensions of internationalization and impactful for the communities in which they engage. Each of these external connections, and the wide range of actors that they enroll, shows the potential for more productive work to take place in the study of such environments.

Administrative Implications

There are also implications in this study that can inform the practice of professionals within IEP or university administration. First, there is great diversity and practice among the ways in which programs meet the linguistic needs of students. SMC showed a path that outlined tracking and collaborating with the common major programs of their students as a method. CFC developed connections with as many programs as possible to see that supports were in place for all international students. RSC targeted the most logical linguistic connection for matriculating language students – freshman composition. Each of these ways document a potential path for a support program to further the linguistic trajectory of language learning international students. Any of them could be a model for administrators.

Also, each program furthers the efforts for internationalization of their campuses and communities in unique and targeted ways. The actor relations in each case were incredibly contingent on the setting, with examples like local grants and connections to specific community needs (i.e., the rest home, underfunded local schools, etc.). In these cases, the directors and staff of each program, enabled by a range of potential mediators internal and external to each IEP, were able to develop international focused processes. The elements detailed in this dissertation might not transfer out of the context but show the potential for growth that is possible in any given setting. In that regard, a more explicit focus on support units measure of funding for these modes of internationalization may help alleviate some of the market-focused behaviors made necessary by declining enrollment revenues.

Practical Applications for Programs

There are several immediate applications that I would suggest based on these implications for those in IEP and International Programs administration that would help to expand the internationalization efforts of a support unit. These generally transfer among contexts, though should be tailored to fit the needs of each program and organizational setting.

First, actively cultivate connections between various members on campus. Most of the cases of fruitful collaboration and expansion of internationalization efforts in each IEP in this study came from 1) IEP-departmental administrative collaborations that grew over time, 2) course projects between faculty, 3) profession and personal relationships outside of the IEP. For example, the collaboration between the Regional State College - IEP and the English department extended from each of these avenues. They had administrative connections to facilitate the assessment of international student writing proficiency, which was supplemented by collaboration between IEP and departmental faculty on sheltered courses for international students, and furthered by developed relationships between administrative staff in each unit. The same was true for the creation of workshops between the Central Farming College - IEP and the Career Services Center (CSC). What began as a personal and professional relationship between faculty members of different units flourished into an opportunity for the IEP to create a workshop for the CSC and potentially benefit the IEP financially in the future. This suggestion mirrors Stoller (2012) in cultivating relationships outside of the program for effective leadership.

In the same vein, identifying existing connections with outside departments that might be beneficial to expand could be a productive starting point.

The second practical application based on the results of this study would be to evaluate internal programmatic competencies and interests that would enhance internationalization broadly and be a benefit to others. This application could come in many forms due to the inherent skill sets and training of faculty and staff. In terms of the primary function of language programs, the most widely displayed competencies by IEPs are ones widely possessed by qualified faculty members including intercultural and second language acquisition expertise. However, the external connections specifically had more to do with the philosophical orientation and extra-programmatic motivations of IEP faculty and staff. For example, in Regional State College - IEP the role of the institutional mission statement was one of the driving factors in the expansion of the Window to the World program. In the case of the State Mining College - IEP, the same was true for Community Coffee 1.0 and 2.0, in that the director's philosophy of "communication between peoples" was a driving factor. A useful first step may be to have IEP faculty and staff develop a list of their own interests and competencies that might be easily folded into the mission and work of the unit. Additionally, this internal assessment could include students. For example, the State Mining College - IEP leveraged their program graduates in specific disciplines to inform the development of course materials related to business, engineering and mathematics.

And finally, another practical take away from this study were the ways in which programs were able to generate revenues to realize their auxiliary internationalization activities. Of course, as with other findings this may be of limited utility depending on the budgetary and organizational limitations of an IEP. However, broadly speaking each IEP had instances where they were able to achieve a short term, mission driven goal due

to the pursuit of external funding. In the SMC-IEP, it was a grant to add international programming to a local school district. The same was true for CFC-IEP for the development of an internal international mentorship program. In the RSC-IEP, they received local funding for the expansion of the Window to the World activity. While the pursuit of grants or other forms of funding is a skill set in and of itself, it can be a way for programs to continue to develop internationalization efforts and rationalize the expense to their larger institution.

Contingencies

In this study, as with any study, there were contingencies that constrained, guided, and furthered the production of research. The findings of the study relate to these practicalities and are bounded by the context and choices of the study. They are not limitations. The goal of the study was not to produce a generalizability across cases, but to trace what was at work within specific states and schools. Readers may be able to transfer this work into their own contexts, but the situated nature of the knowledge produced here puts the burden upon them. These largely relate to three factors related to the development and implementation, more specifically that the study – featured highly contextual sites, was highly resource intensive, and had process driven methodological choices.

The first relates to the highly local, highly contextual factors of each site. The comparison between IEPs and the suggestions for programs above make it clear that there is some possible level of transferability between sites. It is also likely clear that these program's internationalization efforts are highly contingent on their local, contextual

factors. However, my attempt to address this contingency rests in the design of the study and attributes of the programs which were factors that allowed for comparison across sites, such as the linkages of programs by accreditation and the organizational format of the international serving program.

Another bounding constraint was the fact that research tracing actor networks is both time and resource intensive. These resources included time, materials, transcription and other related research expenses. The actors that emerged from this study were as contingent on their local resources as much as the research was on the researcher's resources. While this is a limitation, the conducting of an actor network studies in general is known to be fairly resource intensive. There are cases where an ethnographic ANT study was conducted for months on end. For example, Jill Koyama (2008) followed No Child Left Behind (NCLB), Supplemental Educational Services (SES), The Department of Education (DOE), Tutoring Companies, and Schools within NYC for much longer than I spent at each of my sites. However, in the end the actors were contingent on their local factors and my research was contingent upon these constraints. Moreover, the ANT perspective acknowledges that any study will always be an incomplete tracing of a vastly complex network. The goal should be to describe the situation as completely as possible, and I believe I accomplished that here.

Methodological choices were a product of the process-oriented nature of this study. While Actor Network Theory was a driving force from the beginning of my proposal it was only so in relation to the Comparative Case Study (CCS) methodological framework. Bartlett and Vavrus of CCS brought me to Latour of ANT. My desire to map the data analysis was in response to Latour – this desire to describe a situation is what led

me to the Situational Analysis of Clarke. In a sense, the thinking on limitations involves pondering the road not traveled. How might other methodological approaches have served this study or explored it in different ways? In attempting to explore internationalizations, the doing of internationalizations, it might as easily have been another object-oriented ontology that had piqued my interest in foregrounding all actors within a program setting. Perhaps a more normative versions of case study would have been enough to explore a purely contemporary setting, if not for my background in history or archival work. Rather, the ontological, theoretical, and methodological choices in this dissertation represent progressions in thought as well as the experiences of the researcher.

Future Research

There are many avenues of research that come to mind when considering the results of this mapping implemented, internationalization focused exploration of the practices of intensive English programs. However, there are three research trajectories that I think would complement the work found in this study. They are methodological, curricular and participant driven in nature.

First, while the IEPs were the focus of this dissertation, the mapping practices revealed that there were layers of internationalization taking place in many areas within each institution. Given time and resources to continue following paths of internationalization, it would be fascinating to explore one institution and trace the efforts across a larger site. In the same vein, the exploration of internationalization with other criterion specific actor or actors (i.e., international support office administrators,

international student body presidents, etc.) would likely reveal different paths and parts of an institutional internationalization. A fascinating question would be to see if efforts truly do become comprehensive at a certain point or if certain internationalization networks exist independently of one another as described by study participants.

The second trajectory that I would explore relates to the curricular competencies and outreach of IEP. These should be analyzed more thoroughly through the lens of curriculum internationalization. The finding in this study was the most surprising, as IEP contributions to curriculum were relatively underreported in the literature. The study I propose would trace the connections between IEPs and departments at other universities as they develop internationalized curricula of their own, in greater depth than was represented here. This future research has the potential to inform those collaborations and the expansion of who does what in comprehensive internationalization within curricula.

Third, I would approach future studies of IEP internationalization by engaging with programs in a constructive participatory design. One in which researcher and participants engage in the research and doing of internationalization. This fits quite nicely with the “researcher in relation” aspects of this study. By working with the faculty and staff of an IEP directly, the relation between mediators may move to a more balanced translation of practice and research. The fascinating question here would revolve around the IEP faculty and staff’s perceptions of what aspect of internationalization is of value to research and what research design might best illuminate it.

Conclusions

The path taken to answer the question of how internationalization was and is being formed and operationalized in the Intensive English Programs at three Michigan higher education institutions revealed a complex network of actors, activities and relational tensions. This isn't surprising given the literature separately on both the operationalization of internationalization and complex discussions around the inner workings of intensive English programs. Though I never attempted to directly assess the IEPs in this study with various internationalization models (i.e., the Center for Internationalization and Global Engagement's (CIGE) "Model for Comprehensive Internationalization"), I made a fair number of links between the activities of an IEP and the elements of comprehensive internationalization. This was in part due to the galling quality of various actors that relatively ignored intensive language programs save for their contributions to student mobility. This was at least until external, for profit companies created agreements with universities to create pathways programs and generate additional revenue for the institution. This injustice parallels the literature that details the complaints of many language programs in the 90s and 00s, that IEPs were at their core, neoliberal capital generators or 'cash cows'. In some estimations, they were being replaced even in this role – with their replacement getting the credit for furthering student mobility in internationalization.

However, this study has shown that IEPs are capable of most other internationalization behaviors. I found explicit goals related to each program's internationalization efforts, engaged leadership at each program for implementing those goals, curricular competences adding global components to university practice, policies

that encourage faculty to develop impactful global and intercultural competence and experiences, the movement of students across country and disciplinary borders, and intense collaborations and partnerships that provide international experiences for students and faculty. Each of these elements maps on to a pillar of the CIGE model for comprehensive internationalization, but more importantly are something taking place organically within these programs. My hope is that this dissertation will contribute to the recognition of these programs in other contexts and their ability to develop international elements into various university practices.

More specifically, I think the IEP contributions to curriculum and their focus on engagement with external community partners are especially significant. When considering the globalized curriculum, these findings have implications for universities with limited international office capacity for internationalized curricular assistance. The same is true for university departments that do not have the budgetary flexibility to hire their own international support services. Each of the programs in this study showed a capacity beyond language instruction to further mutual global goals. When considering the community partners, the findings of the study indicate that even globally minded programs have an embeddedness in their community. Each of the programs reflected a connection articulated by their larger institution and their own philosophies of bringing people of different languages and cultures together.

The ecology metaphor that I used in the introduction of this study seems an appropriate approximation of an IEP engaged in relational internationalization that defines and delivers international, intercultural, or global elements. What Latour (2003) would describe as a network that has not always been around, is of humble origins, never

fully controlled by its makers and “which needs for this reason to be protected and maintained if it is to continue to exist” (pp. 15-16).

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APPENDIX A
ARCHIVAL AUDIT TRAIL NOTE FORM

Topics	How is internationalization formed and operationalized in the Intensive English Programs at four Michigan higher education institutions? The sub-questions are:		
	<p>1) How do various actors within the IEPs perceive internationalization?</p> <p>2) What are the stated rationale for engagement in internationalization efforts?</p> <p>3) What actors are included in the formation of internationalization, and how might these connections move outside of the IEP?</p> <p>4) How are these “internationalizations” similar and different across IEP contexts?</p> <p>Consider Documents Listing: 1) who or what mediators are acting (e.g., IEP director, internationalization plan, standards), 2) the relation between the mediators (e.g., partnership, lawful compliance, subordinate) 3) the situation of the relation (e.g., inter-university, state-program, professional association-employee)</p>		
<p>Tunnel: (1) range of documents being investigated (include box number/call number) 2) general idea of contents, 3) if meeting topic criteria, detail below:</p> <p>E.x. 1) Program Records 1996-1997, 2) contained budget reports, receipts</p>			
Item Name	Location in Archive	Reason for Inclusion	Notes
3) 1999 Budget Report	Box 33, Folder 12	Included information about partnership with Japanese University	<ul style="list-style-type: none"> - Noted everyone involved in the process, C. Smith, J. Doe and S. Wellington - Nature of partnership
Next step based on this collection of documents:			

APPENDIX B

RECORD SHEET FOR INTERVIEW RELATED DOCUMENTS

Topics	<p>How is internationalization formed and operationalized in the Intensive English Programs at four Michigan higher education institutions? The sub-questions are:</p> <hr/> <ol style="list-style-type: none"> 1) How do various actors within the IEPs perceive internationalization? 2) What are the stated rationale for engagement in internationalization efforts? 3) What actors are included in the formation of internationalization, and how might these connections move outside of the IEP? 4) How are these “internationalizations” similar and different across IEP contexts? <p>Consider Documents Listing: 1) who or what mediators are acting (e.g., IEP director, internationalization plan, standards), 2) the relation between the mediators (e.g., partnership, lawful compliance, subordinate) 3) the situation of the relation (e.g., inter-university, state-program, professional association-employee) and 4) if they relate, to the operationalization or written plans of the IEP.</p>
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Item Name	Given By /Requested From	Reason for Inclusion	Notes
Policy email about international students	Tom Jones	Included information about new internationalization initiative at university	<ul style="list-style-type: none"> - Noted involved parties - Established next steps in internationalization plan

APPENDIX C

CONTEMPORARY SEMI-STRUCTURED INTERVIEW PROTOCOL

Introduction Questions:

1. Could you tell me a little bit about your position in the [program/university/etc.] and how long you've been doing it?
2. Tell me more about your job at the [prgm/univ./etc.], what were your responsibilities?
3. [If outside of the IEP] Please describe how you were affiliated with the [program].

Origins of IEP:

4. Can you speak your understanding of how and why the IEP was created?
5. Who was involved in creating the program?

Internationalization:

6. How do you define internationalization?
7. How do you think internationalization is defined at [university]
8. How do you think internationalization is defined in higher education in general?

[Statement to redirect if participants definition of internationalization is radically different: By some, internationalization is considered “processes that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education.]

9. How does the university's deliver international, intercultural, or global elements?
10. How does the program deliver international, intercultural, or global elements?
11. What elements (people/written plans/organizations/policies/departments, etc.) are part of the university's internationalizations efforts?
12. What elements (people/written plans/organizations/policies/departments, etc.) are part of the programs internationalizations efforts?
13. Who did the program work with in these duties?
 - a. What do they do?
 - b. What was your relationship with them?
 - c. What is their relationship with others?

Prompts related to internationalization:

- Help articulate institution's commitment to internationalization (strategic planning, international committees, stakeholder assessments, other assessments)?
- Influencing curriculum at the university level? (building international perspectives/global competences?)
- Working with university faculty to create international competence?
- Support for students who leave IEP or other international students?
- Development or input of partnerships between program - others, university – others

14. Is there anything else you'd like to share?
15. Do you have any questions for me?
16. If needed, can you meet for an additional interview?

APPENDIX D
DATA COLLECTION MATRIX

Axis	Phase	Tool/Data
Transversal	1. Archival Search	<ul style="list-style-type: none"> ● Researcher Memos
	1. Comprehensive Review/ Preliminary Analysis	<ul style="list-style-type: none"> ● Data from Archival Search ● Researcher Memos
Horizontal	1. Semi-Structured Interviews/ Document Collection (Parallel)	<ul style="list-style-type: none"> ● Contemporary Semi-structured Interviews ● Data from Documents Collection ● Researcher Memos
	1. Comprehensive Review/ Preliminary Analysis	<ul style="list-style-type: none"> ● Data from Horz. Semi-Structured Int. ● Data from Horz. Documents Collection ● Researcher Memos
Vertical	2. Semi-Structured Interviews/ Document Collection (Parallel)	<ul style="list-style-type: none"> ● Interview protocols for unknown vertical connections ● Data from Documents Collection ● Researcher Memos
	1. Final Review/ Analysis	<ul style="list-style-type: none"> ● Data from Archival Search ● Data from Horz. Semi-Structured Int. ● Data from Horz. Documents Collection ● Data from Vert. Semi-Structured Int. ● Data from Vert. Documents Collection ● Researcher Memos

APPENDIX E
CONTEMPORARY SEMI-STRUCTURED INTERVIEW PROTOCOL -
EXTERNAL CONNECTIONS

Introduction Questions:

1. Could you tell me a little bit about your position in [organization] and how long you've been doing it?
2. Tell me more about your job at [organization], what were your responsibilities?
3. [If outside of the IEP] Please describe how you were affiliated with the [program].

Origins of IEP: (if appropriate)

4. Can you speak your understanding of how and why the IEP was created?
5. Who was involved in creating the program

Internationalization:

6. How do you define internationalization?
7. How do you think internationalization is defined at [university]
8. How do you think internationalization is defined in higher education in general?

[Statement to redirect if participants definition of internationalization is radically different: By some, internationalization is considered “processes that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education.]

9. How does the university's deliver international, intercultural, or global elements?
10. How does the program deliver international, intercultural, or global elements?
11. What elements (people/written plans/organizations/policies/departments, etc.) are part of the university's internationalizations efforts?
12. What elements (people/written plans/organizations/policies/departments, etc.) are part of the programs internationalizations efforts?
13. Who did the program work with in these duties?
 - a. What do they do?
 - b. What was your relationship with them?
 - c. What is their relationship with others?

Prompts related to comprehensive internationalization:

- Help articulate institution's commitment to internationalization (strategic planning, international committees, stakeholder assessments, other assessments)?
 - Influencing curriculum at the university level? (building international perspectives/global competences?)
 - Working with university faculty to create international competence?
 - Support for students who leave IEP or other international students?
 - Development or input of partnerships between program - others, university - others, others-others
14. Is there anything else you'd like to share?
 15. Do you have any questions for me?
 16. If needed, can you meet for an additional interview?

APPENDIX F
INTRODUCTION LETTER

Dear [Title] [Last Name],

You are cordially invited to participate in my dissertation study titled, *A Comparative Case Study of Internationalization Networks in the Intensive English Programs of Michigan Public Universities*. My project is a qualitative study that explores the relationships between Intensive English Programs (IEPs), their host universities and other related entities in constructing a local instance of internationalization. It is aimed at 1) better understanding the role of an IEP as agents of internationalization and 2) informing practice of university internationalization efforts at higher education institutions. This study has been approved by the Arizona State University Institutional Review Board (#00009030).

I hope to conduct individual semi-structured interviews with program directors, coordinators, faculty and staff at [Program Name] and analyze related documents to respond to my research questions. Should you agree to participate in the study, you will: 1) participate in a one-on-one interview in a location of your choosing that should last approximately 90 minutes; and 2) provide me with any documents you feel may help me better answer the research questions of the study.

If you have any questions, please contact me at atclark3@asu.edu. The research is being conducted under the guidance of my committee chair, Dr. Mirka Koro-Ljungberg, Professor of Qualitative Research at Arizona State University. She can be contacted at Mirka.Koro-Ljungberg@asu.edu, please feel free to contact her if you have any further questions or concerns.

I am also attaching a consent form for your review. We will review the statement again prior to the interview and I will ask you for signature at that time.

Thank you for your time and consideration.

Sincerely,
Adam Clark
PhD Candidate
Mary Lou Fulton Teachers College
Arizona State University

APPENDIX G
INFORMED CONSENT FORM

Title of research study: *A Comparative Case Study of Internationalization Networks in the Intensive English Programs of Michigan Public Universities*

Investigator: Adam T. Clark and Mirka Koro-Ljungberg

Why am I being invited to take part in a research study?

We invite you to take part in a research study because you are involved in either 1) an intensive English language program or 2) linked to the internationalization efforts of a university or intensive English language program.

Why is this research being done?

There are many elements to internationalization efforts at universities, ranging from articulated institutional commitment to internationalized curriculum/learning outcomes. This research is being done to explore how an intensive English language programs may develop a local internationalization and in turn contribute to university internationalization efforts.

How long will the research last?

We expect that individuals will spend less than 2 interview sessions participating in the proposed activities.

How many people will be studied?

We expect about 30 people will participate in this research study.

What happens if I say yes, I want to be in this research?

If you agree to participate in this research, we will schedule an interview at the location of your choice. The interview would last approximately 90 minutes, and be audio recorded. We may request for a follow-up interview, if needed. You will also be asked to provide documentation that speaks to internationalization efforts of the intensive English language program. You are free to decide whether you wish to participate in this study.

What happens if I say yes, but I change my mind later?

You can leave the research at any time it will not be held against you.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information, including research study records, to people who have a need to review this information. We cannot promise complete secrecy. The results of this study may be used in reports, presentations or publications but your name will not be used. Any data collected from this project, including voice recordings, transcripts and documentation will be retained until the completion of the dissertation project.

Who can I talk to?

If you have questions, concerns, or complaints, talk to the research team:

Adam Clark (Primary Contact) - atclark3@asu.edu

Mirka Koro-Ljungberg - Mirka.Koro-Ljungberg@asu.edu

This research has been reviewed and approved by the Social Behavioral IRB. You may talk to them at (480) 965-6788 or by email at research.integrity@asu.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Your signature documents your permission to take part in this research.

Signature of participant _____
Date

Printed name of participant

Signature of person obtaining consent _____
Date

Printed name of person obtaining consent

APPENDIX H
TIMELINE FOR RESEARCH

- September 17- October 3:** Establishing Connections with Research Sites
- Submitting IRB Authorization
 - Planning archive and beginning web document collection
 - Planning trip logistics
- September 27 - October 3:** Tentative Proposal Defense Date Range
- October 1-8:** Travel to Research Sites
- October 8-12:** Central Farming College
- October 15-19:** Regional State College
- October 22-26:** Mining State College
- November 2 - November 15:** Review and Follow-up with Sites
- Return to Arizona
- November 15 - May 1:** Continued Data Analysis and Writing
- April 15:** Oral defense of a thesis/dissertation

APPENDIX I
DEFINITION OF KEY TERMS

There are several key terms that have been used in the introduction and the chapters of the dissertation that may require future reference. This list represents the most pertinent conceptual terms.

Actor: Any human or non-human element that exists in relation to create networks.

Examples foregrounded in this study are mission statements and internationalization plans (non-human) and IEP employees and university members (human). Each has a sense of agency in their ability to coexist and transform, translate and modify meaning within networks (Crawford, 2004; Latour, 2005).

Barrier Relational Connections: a relation that has been blocked by a mediator – a mediator preventing other mediators from coexisting.

Globalization: Considered to be “social relations across world-space” (James, 2012, p. 762). Alternative definitions focused on economic, political and socio-cultural elements are considered valuable but part of a larger whole. Those elements contribute to a plural definition of globalization(s).

Internationalization: Relational processes (programs and policies) that define and deliver international, intercultural, or global elements into the purpose, function and delivery of postsecondary education (Altbach, 2007; Knight, 2003).

Internationalization Cycle – Operationalization: A focus is on implementation of services and policies while building a supportive culture for internationalization. In this case specifically starting with written plans (Childress, 2007; Knight, 1994).

Mediator: actors that “transform, translate, distort, and modify the meaning or the elements they are supposed to carry” (Latour, 2005, p. 39).

Network: “processual, built activities, performed by the actants out of which they are composed. Each node and link is semiotically derived, making networks local, variable, and contingent” (Crawford, 2004, p. 1).

Translation: when considering networks, a relation that “does not transport causality but induces two mediators into coexisting” (Latour, 2005, p. 108).

APPENDIX J

ARTIST PHOTO PERMISSION

Adam Clark (Student)

From: Michael Belmore <michaelbelmore@gmail.com>
Sent: Friday, April 3, 2020 6:20 AM
To: Adam Clark (Student)
Subject: Re: Request for Photo Permission (Educational Use)

Hello Adam,

You have my permission to use an image of Shorelines for your dissertation.

Michael Belmore

On Tue, Mar 31, 2020 at 4:02 PM Adam Clark (Student) <Adam.T.Clark@asu.edu> wrote:

Hi Michael,

I hope this email finds you well with everything that is going on in the world.

I wanted to follow up on this email as I'm nearing my defense date. Is it still ok if I use an image of *Shoreline* in one of my chapters?

Thanks again for everything,

Adam