

ATHABASCA UNIVERSITY

BUILDING COMMITMENT FOR A CAMPUS-WIDE INTERNATIONALIZATION  
INITIATIVE – A CASE STUDY OF A PRESIDENT’S CREATIVE CHALLENGE AT  
SHERIDAN COLLEGE

BY

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**Approval of Dissertation**

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A CASE STUDY OF A PRESIDENT'S CHALLENGE AT SHERIDAN COLLEGE**

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### **Abstract**

The process of building commitment for a President's creative challenge with an internationalization theme at Sheridan College, a large community college in Ontario, is analyzed as an exploratory case study in this dissertation. Sheridan College was selected for this study because it is an institution that has a long history of success in leveraging its unique culture (i.e. creative campus) to enable cross-unit collaborations. Kezar's (2005) stage model of collaboration development was the theoretical framework used to identify the institutional strategies employed by the senior leadership of Sheridan to remove barriers to building commitment for its President's creative challenge (PCC). This model was also used to identify the essential organizational elements that were instrumental in building commitment for the PCC. Past studies have shown that personal elements are also important for building commitment for collaborative cross-unit endeavours. This study adds to the body of knowledge on collaboration by considering the personal elements that were not addressed in Kezar's (2005) model of collaboration.

Through interviews with administrators, faculty members, and support staff involved in the President's creative challenge and the analysis of documents dating back to 2010, the institutional, organization, and personal factors for building commitment were illuminated in this study. This case study highlights the features of a strong plan to internationalize a College in Ontario but then explains the barriers that prevented that plan from ever being implemented.

This case study highlights the fact that differing cultures and structures between Sheridan College and the universities that Kezar (2005) examined led to differences in the elements that were instrumental in building commitment. This case study also examined the interaction among the elements to explain how the leadership at Sheridan created a sense of urgency for collaboration and encouraged social networking to take place for a PCC with an internationalization theme at Sheridan. This study also revealed that it is the examination of institutional, organizational, and personal

considerations for building commitment that are important for future management practice since all of these factors need to be considered to make a transformational change like internationalization happen within a community college.

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### List of Acronyms

Acronym	Name
ACCC	Association of Canadian Community Colleges
AUCC	Association of Universities and Colleges of Canada
CAAT	Colleges of Applied Arts and Technology
CBIE	Canadian Bureau of International Education
CIC	Citizenship and Immigration Canada
CIDA	Canadian International Development Agency
CSPA	Canadian Studies Program Abroad
CTL	Center of Teaching and Learning
EAIE	European Association for International Education
ECE	Early Childhood Education
ESA	Educational Service Agency
ESL	English as a Second Language
FAST	Faculty of Applied Science and Technology
FOB	Faculty of Business
GST	Goods and Services Tax
HEI	Higher Education Institution
IRPA	Immigration and Refugee Protection Act
KPI	Key Performance Indicator
LAC	Local Academic Council
ODA	Overseas Development Assistance
OGLI	Office of Global Learning Initiative
OMTCU	Ontario Ministry of Training, Colleges and Universities
OSAP	Ontario Students Assistance Plan
PEQAB	Postsecondary Education Quality Assessment Board
QEP	Quality Enhancement Plan
SINCI	Sheridan International Network for Creative Initiative
SWOT	Strengths-Weaknesses-Opportunities-Threats
TLA	Teaching & Learning Academy

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## **Chapter 1 - Introduction**

### **Section 1.1 - Introduction**

As senior management of higher education institutions (herein HEIs) consider redesigning the elements of their institutions to build commitment for their internationalization initiatives, it is valuable for them to look at case studies of other community colleges and universities that have made significant progress in this area. Although there are case studies that have identified important institutional and organizational elements for building commitment for cross-unit initiatives, none of the case studies have defined them specifically for internationalization initiatives. Thus, it is important to identify these elements and explain how the systematic integration of these elements allowed the commitment to be built for a cross-unit internationalization initiative. This study will examine how Sheridan College (herein Sheridan), a community College in Ontario, initiated the first stage of collaboration – building commitment stage for a President’s creative challenge (herein PCC) that had a theme of internationalization. Even though Sheridan’s senior leadership team developed a good plan to internationalize its operations these plans were only partially operationalized. The implications of this lack of execution was that the collaborations and the internationalization initiative were not entirely successful.

### **Section 1.2 – Overview of the Problem**

Over the past two decades, theorists like Knight (1994), Elingboe (1998), deWit (2002), Childress (2009) and Hudzik (2011) have advocated for the need for higher education institutions to internationalize their operations. Knight (1997) argued that internationalizing higher education institutions’ operations refers to “the process of integrating an international intercultural dimension into the teaching, research and service functions of the institution” (p. 27). Building on the work of these

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scholars, many researchers have demonstrated the importance of increasing collaboration for internationalization initiatives (Childress, 2009; Dewey & Duff, 2009; Knight, 1997). Many established reasons why higher education institutions should pursue internationalization initiatives include foreign policy development, political stability, national security, world peace, globally literate populations, revenue generation, economic growth, global competitiveness, labour market growth, citizenship development, intercultural competence, community engagement, cultural sensitivity and quality educational standards (Altbach & Knight, 2007; Knight, 2004; Qiang, 2003; Knight, 2008).

Despite all the benefits of internationalization initiatives, Altbach and Knight (2007) said that there are hundreds of examples of failed internationalization initiatives all over the world. A major reason cited for failed internationalization initiatives is the lack of cross functional collaborations for internationalization initiatives (Altbach & Knight, 2007; Knight, 1997). This sentiment is supported by many internationalization scholars who argue that collaborative efforts across the various stakeholders within the many functional areas of HEIs are needed to operationalize internationalization initiatives (Bond, 2006; Childress, 2010; Friesen, 2013; Hudzik, 2010; Hudzik, 2011; Kezar, 2006; Knight, 1994; Knight, 2008; Navarro, 2004; O'Connor, 2009; Odgers, 2006; Rumbley, 2007; Williams, 2008).

In particular, cross-unit collaborations have been cited as being important for operationalizing internationalization plans (Childress, 2009; Childress, 2010; Knight, 1994); implementing an internationalized curriculum (Bond, 2003; Elingboe, 1998; Williams, 2008); fostering engagement in joint international research projects (Clarke & Reid, 2013); facilitating the development of study abroad programs (Ault & Martell, 2007; Hudzik, 2011); encouraging participation in faculty exchange programs (Ault & Martell, 2007; Elingboe, 1998); facilitating the development of interdisciplinary programs (Hudzik, 2010); improving student learning (Kezar, 2006; Williams, 2008); and achieving

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international student recruitment goals (Grierson & Hyland, 2011). Cross-unit collaboration has also been found to enhance student learning (Dale & Cheshir, 2009; Dunkel, Shams & George, 2011; Frost, Strom, Downey, Schultz & Holland, 2010; Kezar, 2003; Knefelkamp, 1991; Kuh, 1996; Kuh & Banta, 2000); research production (Dundar & Lewis, 1998; Jongbloed, Enders, & Salerno, 2008; Shin & Cummings, 2010); governance and management (Kezar & Sam, 2014; Kezar & Lester, 2009); and interdisciplinary teaching (Fox, Baloy & Sens, 2014; Starman, Larson, Proffitt, Guskey & Ma, 2014).

Hudzik (2011) identified three specific subunits within HEIs that are important to operationalizing internationalization. The three units he identified were academic units, specialty international programming support units and general HEI service units. Hudzik said that “Without connection to academic departments and their faculty and the substance of ideas and learning, internationalization risks becoming a vacuous process” (p. 20). This is because according to him programs such as study abroad programs need learning objectives and structured learning that are connected to the curriculum otherwise internationalization risks being tourism for credit. He said that specialty support units such as mobility offices, study centers and internationally focused research centers connect the campus beyond national borders. He also argued that participation of general service units is also critical to the operationalization of internationalization because of the wide range of academic support services provided by these units. Hudzik (2010) also said that the collaboration of departments for internationalization also assist with the development of interdisciplinary programs that will reduce program duplications across the institutions.

The common barriers to internal collaborations for internationalization initiatives include: siloed construction of HEI bureaucracies (Childress, 2009; Hudzik, 2011; Kezar, 2006; Knight, 1994); lack of rewards systems (i.e. tenure and promotion) for internationalization efforts (Childress, 2010; Kezar,



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2006); paradigm differences between the departments involved in internationalization efforts (Kezar, 2006; Kezar & Lester, 2009); and lack of faculty awareness and participation in internationalization activities (Childress, 2010; Navarro, 2004; O'Connor, 2009; Williams, 2008). According to Watts (2012) it is sometimes the factors that were not present during a stage of collaboration that can explain the barriers to collaboration. Kezar & Lester (2009) further add that breaking down barriers to collaborations is not possible without effective leadership.

Although collaborations on internationalization initiatives are considered important, very little research has been done in this area (Childress, 2010). According to Kezar (2005, p. 831) there has been “virtually no research on how to enable HE institutions to conduct collaborative work”. This statement made by Kezar still holds true according to other researchers (Duffield, Olson, & Kerzman, 2013). This research is essential as internationalization plans tend to cross over traditional reporting structures and requires the support of both people (i.e. faculty members, administrators) and groups (i.e. academic departments, student services) within the colleges for them to be successfully operationalized (Childress, 2010; DeSouza, 2014; Knight, 2008; Rumbley, 2007).

The siloed construction of HEIs also means that there could be high levels of subunit differentiation and thus it is possible that each department has its own set of rationales, approaches and definitions for internationalization. This would further complicate the process of collaboration if the participants from the various subunits come in to the process with a different understanding of what internationalization should look like at their HEI. The different interpretations and understanding on internationalization would make it difficult for the senior leadership of an HEI to integrate the perspectives (Lawrence & Lorsch, 1967).

## BUILDING COMMITMENT FOR A CAMPUS-WIDE INITIATIVE

This study will provide a case example of the cultural and structural strategies that the senior leadership of Sheridan employed to build commitment for its initiative to internationalize Sheridan. It will then explain the organizational and personal elements that were present in the building commitment stage of the PCC. Even though the organizational features were redesigned to organize for internationalization there were many barriers that prevented the plans formulated to be implemented. This case study will highlight these barriers and then recommend strategies for overcoming these barriers. Since a qualitative research design is employed in this study there will be ‘thick’ descriptions provided about the building commitment stage of a PCC with an internationalization theme. However, since the PCC never made it past its initial stage of collaboration only the building commitment stage will be showcased in this case study.

### **Section 1.3 – Definition of Key Terms in the Study**

The following are the key terms that will be used throughout the study:

*Approaches for internationalization* are defined as “the manner in which the implementation of internationalization is addressed” (Knight, 2004, p. 18).

*Collaboration* is defined as “a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (Wood & Gray 1991, p. 437).

*Differentiation* is defined as the state of segmentation of the organizational system into subsystems, each of which tends to develop particular attributes in relation to the requirements posed by its relevant external environment” (Lawrence & Lorsch, 1967, p. 5).

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*Globalization* is defined as the “process that is increasing the flow of people, culture, ideas, values, knowledge, technology and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. 4)

*Horizontal Alignment* is defined as the “coordination of efforts across the organization and is primarily relevant to the lower levels in the strategy hierarchy” (Maheshkumar, Joshi, & Porth, 2007, p. 505).

*Integration* is defined as the “the process of achieving unity of effort among the various subsystems in the accomplishment of the organization's task” (Lawrence & Lorsch, 1967, p. 5).

*International Education* is defined as fostering “an international orientation in knowledge and attitudes and, among other initiatives, brings together students, teachers, and scholars from different nations to learn about and from each other” (Epstein, 1994, p. 918).

*Internationalization* is defined as “the process of integrating an international dimension into teaching/training, research and service functions of a university or college or technical institute” (Knight, 1997, p. 29).

*Rationales for internationalization* are defined as the “motivations for integrating an international dimension into higher education” (de Wit, 2002, p. 84)

*Structural Alignment* is defined as the “collaboration that exists among departments that are required to achieve unity of effort by the demands of the environment” (Lawrence & Lorsch, 1967, p. 11)

*Tasks* are defined as the “basic or inherent work to be done by the organization and its subunits or the activity the organization is engaged in, particularly in light of its strategy” (Nadler & Tushman, 1980, p. 44).

*Vertical Alignment* is defined as the “configuration of strategies, objectives, action plans, and decisions throughout the various levels of the organization” (Maheshkumar, Joshi, & Porth, 2007, p. 505).

## BUILDING COMMITMENT FOR A CAMPUS-WIDE INITIATIVE

A review of the literature for both internationalization and collaboration led to the discovery of definitions for both of these terms. The definitions have the word ‘process’ in common which is why this study is guided by both Knight’s (1994) process model of internationalization and Kezar’s (2005) stage model of collaboration. The other terms allow for the identification of the institutional strategies that the senior leadership team of Sheridan employed to bring the PCC to its building commitment stage.

### **Section 1.4 – Context of the Study**

This study will profile Sheridan, a community college located in Oakville, Ontario. Sheridan is a post-secondary educational institution that was established in 1967 (Sheridan College, 2017). It is an award-winning college in Canada with four campuses that serve close to 22,000 full time students and 17,000 part-time and continuing education students. Sheridan’s student population includes international students from over 70 countries across the world. The six top countries that send students to Sheridan are Canada, India, China, Korea, Jamaica and Brazil. Sheridan offers 120 programs across five faculties including 25 degree programs.

Sheridan’s vision statement reflects the need to internationalize its operations in response to the pressures of globalization. In its 2015-2016 business plan, Sheridan’s vision statement read as follows, “To become Sheridan University, celebrated as a global leader in professional education” (Sheridan College, 2015a, p. 23). Sheridan’s mission statement reflects the fact that it will achieve its dream of becoming a global university through creativity and innovation. Sheridan’s mission statement reads as follows: “Sheridan delivers a premier, purposeful educational experience in an environment renowned for creativity and innovation” (Sheridan, 2015a, p. 23). A core value of Sheridan’s is global citizenship and in 2015 one of the key actions to reinforce this value was to incorporate the theme of internationalization into the PCC for 2015.

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In its 2010-2011 business plan, Sheridan recognized that the external pressures of globalization were placing pressures on the institution to expand its international activities (Sheridan College, 2010). At that time, Sheridan had a 74% increase in international student enrollment over a period of one year. Sheridan expected this growth to continue in the future, so plans were put in place to assist international students in adapting to Canadian life. Sheridan planned new mentoring and orientation programs to assist international students with their academic, cultural and social integration issues.

Even though these plans were put in place a key finding of the benchmarking study on Sheridan's internationalization efforts revealed that the sole focus remained on efforts to enroll more international students (Sheridan College, 2013). Based on an assessment of Sheridan's internationalization efforts there was a recommendation that the institution adopt a more comprehensive internationalization strategy. It was recommended that Sheridan initiate cross-unit collaborations on initiatives that would lead to the development of more faculty exchange programs and study abroad programs. These recommendations were intended to help Sheridan achieve its vision of becoming a university.

In early 2014, the federal government introduced Canada's first ever international education strategy (Foreign Affairs, Trade and Development, 2014). This strategy put pressures on HEIs in Canada to double the size of their international student base (Foreign Affairs, Trade and Development, 2014). This international education strategy signaled intense competition for international students in the future.

The president of Sheridan acknowledged these external pressures and responded to them by using his annual 2014-2015 PCC to invite ideas from the Sheridan community on how to make the institution more 'globally friendly'. The theme of the PCC was internationalization and the initiative

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was called ‘Sheridan without borders’. Sheridan was looking to formalize its process of internationalization through the PCC. The 2014-2015 PCC was the initiative selected for this study because: 1) it was a cross-unit collaboration; 2) it had an internationalization theme; and 3) it required the collaboration of various stakeholders from many different subunits within Sheridan.

Through the PCC the senior leadership team of Sheridan were looking to build an awareness for the need, purpose, and benefits of internationalization for its students, staff, faculty and society by asking them to work collaboratively on a proposal to internationalize Sheridan. Sheridan’s leadership team were also looking to transform the beliefs, attitudes and values that were collectively held by all employees at Sheridan about internationalization through the PCC. The president reassured the members of the Sheridan community at the President’s breakfast in August 2014 that the senior leadership of Sheridan were committed to internationalization and would review the ideas and allocate funds in the budget to the best ideas for internationalizing Sheridan. He also said that the ideas and proposals for the PCC would also shape Sheridan’s 2016 internationalization strategy and thus inform the internationalization plans for Sheridan. The ideas would then be operationalized campus wide through the collaboration of the various stakeholders within Sheridan. Therefore, the PCC was intended to be a part of Sheridan’s comprehensive internationalization strategy.

The president encouraged members of the Sheridan community to form teams consisting of faculty members, administrators and support staff. This is because the president wanted a wide variety of perspectives reflected in the proposals. He also encouraged the members of the Sheridan community to collaborate with people outside of their departments on a proposal to internationalize Sheridan.

The call from the president led to submission of 21 proposals of which 18 of them were approved. There were mini conferences held shortly thereafter with the 18 teams who would present to

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the senior leadership team of Sheridan and members of Sheridan’s community. Each presentation was followed by a question and answer period where the senior leadership and members of the Sheridan community could ask the groups questions about their proposals. There were two prizes awarded to the winning teams. One was the President’s challenge award and the other was the People’s Choice award. The judges used a rubric to judge the proposals and the winners were announced in August 2015.

The original plan for the PCC was executed successfully up to the point of when the winning ideas were announced. However, nothing went as planned after the winning teams were announced. This is because none of the winning ideas were implemented. The intent of this study is to highlight the strategies that were employed by the senior leadership of Sheridan to execute a plan that successfully brought people together for the PCC. This study will also illuminate the barriers that prevented the collaborations from being sustained for the PCC. See Table 1.1 below for the key dates and events that took place for the PCC.

Table 1.1

### *Timeline of Key Events for the President’s creative challenge*

<b>Timeframe</b>	<b>Event</b>
August 2014	The theme for the 2014-2015 President’s creative challenge was announced by the President of Sheridan College.
January 2015	Website developed using a third-party agency – Kaldor. It was the first step towards promoting the challenge.
February – March 2015	Interested groups and individuals were invited to enquire about the challenge.
March 2015	Interested groups and individuals were given the deadline of April 15th, 2015, to submit their respective proposals in a one-page format.
April 15th 2015	There were 21 one-page proposal submissions for the challenge by the 5:00 PM deadline.

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April 16th 2015	Schedules for the mini-conferences were assigned and participating teams/ individuals were given instructions on poster submission guidelines and the agenda.
April 20th 2015	1st mini-conference at the Trafalgar Campus was held with 8 participating teams/ individuals.
May 1st 2015	2nd mini-conference at the Davis campus was held with 10 participating teams/ individuals.
June 23rd 2015	Judging panel to re-visit proposals and come to a unanimous decision on the winner of this year's Challenge.
August 2015	The winners of the President's creative challenge award were announced.

The key events that took place during the period of August 2014 to August 2015 were instrumental in building commitment for the PCC. Even though momentum had been built for the PCC there was no progress on this initiative after August 2015. Therefore, both the collaborations and the internationalization initiative were not entirely successful.

### Section 1.5 - Theoretical Framework and Research Questions

Kezar (2005) developed a theoretical model to explain the process of collaboration in HEIs. However, she called for more research on the topic of collaboration in HEIs because she said it was needed to inform the policymaking and institutional leadership practices of these institutions. She also said that future research should focus on other institutional types (i.e. community Colleges). This study will address the key gap in the literature by explaining how commitment was built for a PCC with an internationalization theme at Sheridan.

This study will be based theoretically on Kezar's (2005) stage model of collaboration (see Figure 1.1 below) which indicates that institutions proceed through three stages of collaboration that include: (1) building commitment; (2) commitment; and (3) sustaining commitment. The stage and a brief



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description about the collaborative activities that takes place at each of the stages are summarized in Table 1.2 below.

Table 1.2

### *Description of Kezar's (2005) Stages of Collaboration*

<b>Stages of Collaboration</b>	<b>Description of Stage</b>
Stage 1: Building Commitment	Stage 1 is characterized by identifying the need for collaboration, and the initiation of network building.
Stage 2: Commitment	Stage 2 emphasises commitment of senior management to support collaborations and networks
Stage 3: Sustaining Commitment	Stage 3 builds upon the two previous stages by building on established networks to provide sustainability.

Kezar (2005) found that HEIs needed to redesign their institutional and organizational elements to enable collaborations for cross-unit collaborative endeavors. The institutional strategies for removing barriers to collaboration were cultural and structural strategies to redesign the institution to promote more cross-unit collaborations. The cultural factors included: (1) cross-unit institutional dialogues; (2) visible action; (3) shared values. The structural factors included: (1) strategies; (2) structures; (3) processes; (4) people; (5) tasks; and (6) rewards.

Kezar (2005) then identified eight individual elements of organizational culture and organizational structure that influence the process of collaborative endeavours. She called these elements organizational elements. Kezar (2005) brought these organizational elements together in her stage model of collaboration. These eight core organizational elements included: (1) mission; (2) integrating structures; (3) networks; (4) rewards; (5) values; (6) priorities; (7) external pressures; and (8) learning. Kezar (2005) argued that these organizational elements need to be fulfilled in order for the collaborative endeavours to progress. Table 1.3 below summarizes the organizational elements (i.e.

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cultural elements and structural elements) that were present at each stage of the collaboration process and were instrumental for promoting collaboration in that stage.

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Table 1.3

*Description of the Organizational Elements for Collaboration*

<b>Stages of Collaboration</b>	<b>Organizational Elements</b>	<b>Brief Description</b>
<b>Stage 1: Building Commitment</b>	<b>External Pressures</b>	External groups such as government bodies, accrediting bodies, and funding agencies can place pressures within HEIs to collaborate
	<b>Values</b>	Student centered values tend to foster collaboration because there is a tendency for faculty to see the value of other people's work in maximizing student outcomes.
	<b>Learning</b>	Change agents encouraged people to learn how to collaborate in order to motivate them to engage in collaborative work.
	<b>Networks</b>	Senior leadership initiates network forming for the collaborative activities.
<b>Stage 2: Commitment</b>	<b>Sense of Priority</b>	Collaboration is made a priority when it is actively discussed by senior leaders, connected to strategic goals and objectives and written into official documents such as strategic and business plans.
	<b>Mission</b>	The mission statement of an HEI has to make internal collaboration a part of the identity or role of individuals in order for it to be "lived" and "practiced".
	<b>Networks</b>	Members of the network act as leaders to support the collaborative environment.
<b>Stage 3: Sustaining Commitment</b>	<b>Integrating Structures</b>	Silos need to be broken down in order to sustain collaboration for institution-wide initiatives.
	<b>Rewards</b>	The most effective way to reward faculty for collaboration is through the tenure and promotion process.
	<b>Networks</b>	Campus network overcome barriers that may arise and leads to a redesign of key institutional systems and processes.

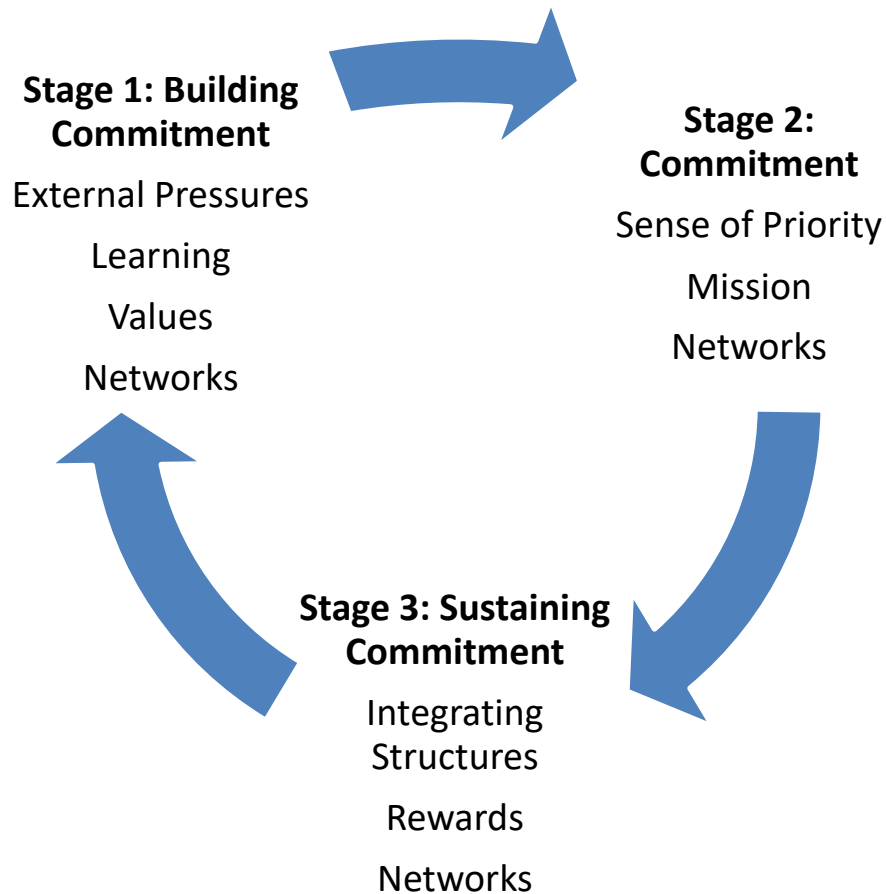
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Kezar (2005) also identified the organizational elements that were most instrumental at each of the three stages of her collaboration model. Kezar (2005) found that the organizational elements that were present for the building commitment stage were: 1) external pressures; 2) learning; 3) values; and 4) networks. The organizational elements that were present for the commitment stage were: 1) sense of priority; 2) mission; and 3) networks. The organizational elements that were present for the sustaining commitment stage were: 1) integrating structures; 2) rewards; and 3) networks. Kezar (2005) found that networks were instrumental in all three stages of her collaboration model because in her study social networks formed to solve problems and create resources to remove any major barriers in the collaboration process. A diagram of Kezar's (2005) collaboration model is provided in Figure 1.1 below.

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Figure 1.1

*A Visual Summary of Kezar's (2005) Model of Collaboration*



Adapted from “Redesigning for collaboration within higher education institutions: An exploration into the developmental process” by Kezar, 2005, *Research in Higher Education*, 46(7), p. 845.

In the building commitment stage, Kezar (2005) found that campus leaders leverage value systems, external pressures, and learning. The leaders also encourage network building in this stage as the network plays a key role in fostering learning by serving as a critical mass of individuals to communicate support for larger institutional moves to collaborate (Kezar, 2005). In stage two of collaboration process, which is the commitments stage, the leaders translate the commitment by creating

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a sense or priority for it and leveraging the mission to promote commitment for their initiatives. In this stage the networks become stronger and support the new collaborative environment. In stage three of the collaboration process the leaders sustain the commitment by establishing integrating structures that break down any barriers to the collaborative efforts. They also change the tenure and promotion system to encourage more collaborative work. In this stage the networks are instrumental in encouraging the redesign of systems and processes at the HEI.

As mentioned earlier the element of networks were instrumental in all three stages of Kezar's (2005) collaboration model. Kezar (2005) argued that relationship building efforts needed to be front-end loaded and that it was important for both the organization and individuals to employ their networking skills to begin the process of forming a network. She said that both HEIs and individuals should tap into existing networks because the relationships and trust are already built in for these networks. She also found that informal networks were instrumental in getting participants of an initiative to collaborate with people outside of their respective departments.

The purpose of this study is to apply Kezar's (2005) stage model of collaboration to understand how collaboration was built for a PCC at Sheridan. Kezar (2005) did not examine an internationalization initiative in her study. A contribution that this research will make to the literature is that the only initiative under study is an internationalization initiative. Kezar (2005) only considered large universities in building her stage model of collaboration. This study will also add to the body of knowledge on collaboration by examining a community college in Ontario. Kezar (2005) only considered institutional and organizational elements in her model. This study will add to her model by also considering the personal elements for building commitment for cross-unit collaborative endeavours (i.e. PCC). This is because past studies have shown that personal factors were instrumental in bringing

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people to together to collaborate on a cross-unit collaboration (Hoag, 2016; Hudson, 2010; Martin, 2014; Watts, 2012). Other studies have shown that the personal beliefs, knowledge, and attitudes that the participants have about the subject matter of an initiative can influence their motivation to be an active participant in that initiative (Major, 2002; Speer, 2008). Therefore, it is important to understand how cross-unit initiatives can be designed to appeal to the personal motivations of the participants.

This research is needed because of findings in other studies that suggest that over 50% of collaborations fail because of poor planning and design (Doz, 1996, Kezar, 2005). In this study Sheridan developed a plan to internationalize its operations but this plan was only partially executed. This is the reason why the PCC never made it past its building commitment stage.

Since the focus of this study is on a college's plan to internationalize its operations it is important to understand what a typical internationalization process looks like for an institution. In order to gain this understanding it is important to review Dr. Jane Knight's scholarship on internationalization. Knight (2005) said that HEIs need to create a culture and climate that supports the international and intercultural perspectives, processes and initiatives. She said that the two strategies HEIs can use to create this supportive culture are (1) internationalization at home; and (2) internationalization abroad.

Knight (2005, p. 27) defined internationalization at home as those activities that pertain to home campus internationalization efforts and include the "intercultural and international dimension in research and in the teaching/learning process, extracurricular activities, relationships with local cultural and ethnic community groups, and the integration of foreign students and scholars into campus life and activities". Knight (2005) classified internationalization at home activities into the following five categories:

1. Curriculum and Programs (i.e., programs and courses with international themes).

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2. Teaching and Learning Process (i.e., international case studies, student mobility for joint courses and research projects)
3. Extracurricular activities (i.e., student clubs, international campus events, peer support groups and programs).
4. Liaison with local cultural and ethnic groups (i.e., involvement of representatives from ethnic groups in teaching and learning activities, research, and extracurricular events).
5. Research and scholarly activities (i.e., joint research projects, international conferences and seminars, research exchange programs).

Internationalization abroad relates to activities that happen across borders. Knight (2005) defined this term broadly as commercial trade in education. Knight (2005) identified the following four categories of internationalization abroad activities:

1. Movement of people (i.e., study abroad programs, faculty exchange programs).
2. Delivery of programs (i.e., educational or training programs offered through partnerships between foreign and domestic institutions).
3. Mobility of providers (i.e., institution or provider moves in order to have a physical or virtual presence in the receiving country).
4. International projects (i.e., joint curriculum development, research, benchmarking, technical assistance, e-learning platforms, professional development, and other capacity building initiatives).

The PCC with an internationalization theme at Sheridan was an internationalization at home strategy (Knight, 2005). This is because Sheridan was looking to add an international dimension to its teaching and learning, research, and service functions in order to better integrate foreign students into the campus life and activities at Sheridan.



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Dr. Jane Knight's (1994) Internationalization Cycle is a comprehensive model of internationalization that was formulated to assist HEIs with their efforts in translating their strong commitment to internationalization into a practical strategy that would assist them with integrating an international dimension into their institutions' systems and values. Knight (1994) developed her internationalization model in 1994 after performing an analysis of the internationalization processes in Canadian universities. There are many scholars that have applied Knight's (1994) model to explain the internationalization process at the HEIs they studied (Beatty, 2013, Childress, 2010, De Souza, 2014, Jons, 2012, Rumbley, 2007). The resultant model consisted of the following six stages: 1) awareness; 2) commitment; 3) planning; 4) operationalization; 5) Review; and 6) reinforcement. A brief summary of each of the stages of Knight's (1994) internationalization cycle is provided in Table 1.4.

Table 1.4

### *Knight's (1994) Internationalization Cycle*

<b>Knight's (1994) Internationalization Cycle</b>	
Stage 1: Awareness	In this stage, there are campus-wide discussions taking place among faculty, students and support staff about the need, purpose, strategies, resource implications and benefits of internationalization.
Stage 2: Commitment	In this stage, commitment must be expressed in terms of both the attitudes and actions of senior leaders and the broader academic and administrative community.
Stage 3: Planning	In this stage, the senior leadership team needs to ensure subunit alignment to the institutional wide plan and policy framework formulated for internationalization.
Stage 4: Operationalization	In this stage, the various stakeholders from the various subunits will collaborate on activities that will operationalize the plans formulated in stage 3 of the cycle.
Stage 5: Review	In this stage, a systematic review of the effectiveness and efficiency of the use of the funds allocated to subunits for internationalization initiatives is assessed by the senior leadership team of the HEI.

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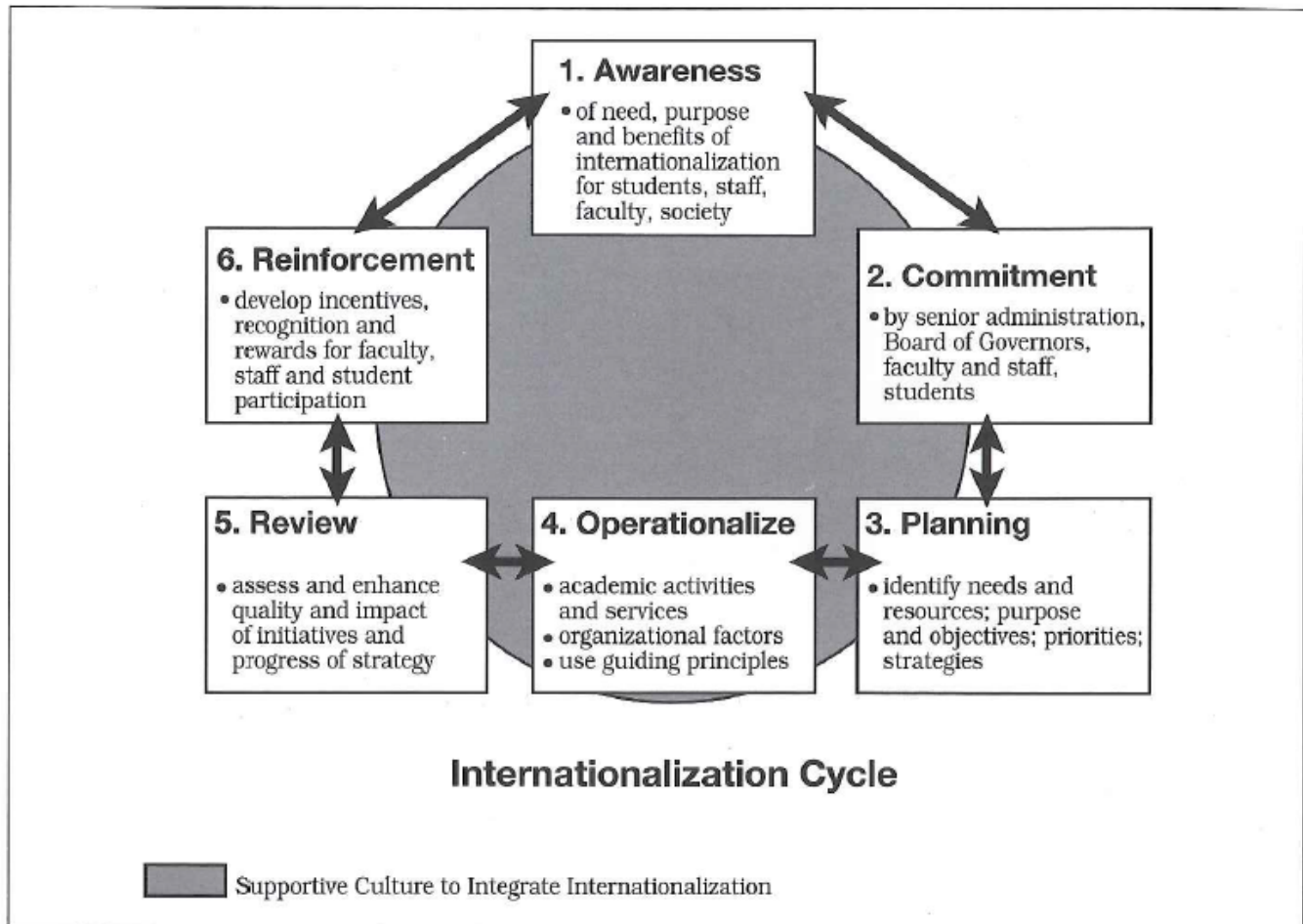
Stage 6: Reinforcement	In this stage, a reward system is implemented to encourage the various stakeholders to engage in internationalization efforts.
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Note: Internationalization Cycle (Knight, 1994).

In her internationalization cycle, Knight (1994) formulated a sequence to the six phases of the cycle but acknowledged a two-way flow between the phases. Knight (1994) also recognized that the cycle is continuous and that each institution goes through it at its own pace. The continuous cycle in this model is surrounded by a supportive culture that is needed to integrate internationalization (Knight & de Wit, 1995). This model demonstrates the importance of collaboration in internationalization initiatives. This is because the progression from one phase to another requires the collaboration of many key stakeholders from the various subunits in the higher education institutions (Knight, 1994). A diagram of Knight's (1994) internationalization cycle is provided in Figure 1.2 below.

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Figure 1.2:

*Knight's (1994) Process Model of Internationalization*

Adapted from “Internationalization: Elements and checkpoints” by Knight, 1994, Canadian Bureau for International Education Research, p. 12.

In order for an institution to progress through its internationalization cycle, the senior leadership of an institution must enable cross-unit collaborations among its key stakeholders. Kezar’s (2005) collaboration model provides guidance on how to enable these collaborations. The internationalization cycle needs a supportive culture to be activated. Kezar (2001) said that the supportive culture needed for a cross-unit collaboration such as an internationalization initiative is only possible if the leaders of an

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HEI create a culture that promotes cross-unit dialogues and conversations. She said that the cross-unit dialogue among the various stakeholders could be enabled through workshops, cultural events, committees, and cross-functional teams.

She also said that the leadership could further nurture a supportive culture by creating visible structures such as an international center, center of academic excellence and a center for teaching and learning. These structures would be instrumental in bringing key stakeholders together from the many different departments within the HEI. Kezar (2001) also said that the leadership of an HEI then need to promote shared values among the collaborators to achieve the supportive culture needed to make the collaborations successful for a cross-unit initiative such as the PCC.

There is an overlap between the scholarship of Knight (1994) and Kezar (2001). This is because Knight (1994) said that a supportive culture is needed to facilitate the dialogues and conversations needed for an HEI to progress through its stages of internationalization. Kezar (2001) defined the cultural and structural strategies for achieving the supportive culture needed for a cross-campus initiative. Later on Kezar (2005) further refined these cultural and structural strategies by specifically defining the cultural and structural elements (i.e. organizational elements) that were needed at each stage of the collaboration process in order for the collaborations to progress from the building commitment stage to the commitment stage and then finally to the sustaining commitment stage.

As mentioned earlier Knight (1994) found that there was a two-way flow between each of the stages of the international cycle (refer to Figure 1.2). Knight (1994) argued that the process of internationalization is cyclical rather than linear for HEIs. This is because reinforcement and reward leads to renewed awareness and commitment. She then said that a broader base of commitment led to

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further planning which then stimulates changes to programs and policies that led to the operationalization of new activities and services.

There is another overlap between Knight's (1994) internationalization cycle and Kezar's (2005) collaboration model in the sense that the element of rewards is essential in the reinforcement stage of the internationalization process and the sustaining commitment stage of the collaboration process. Given the nature of internationalization initiatives the rewards present in the sustaining commitment stage will renew awareness and thus this will mean that the leadership of the HEI will have to renew efforts to build commitment for the need, purpose, and benefits of internationalization. According to Knight (1994) the president and senior administration of the HEI can solidify the awareness of the need, benefits, and purpose of internationalization if they observe commitment from the senior administration.

Kezar (2005) found that the senior administration has to create a sense of priority for the collaborations in order for the initiative to reach the commitment stage of the collaboration process. In this study the participants also said that the president's commitment of prioritizing their proposals and funding them in the next budget did ignite their commitment building activities in the awareness stage. According to Knight (1994) the renewed commitment from all of HEI's internal and external stakeholders will then lead to efforts to plan and operationalize the internationalization initiatives. In Kezar's (2005) model of collaboration this would mean that the commitment would have to be sustained. This means that the two-way flow in Knight's (1994) internationalization process also needs to be present in Kezar's (2005) collaboration model.

According to Knight (1994) a critical mass of faculty and staff are needed at all six stages of the internationalization cycle in order for internationalization efforts to be successful. Knight (1994) argued that networks such as internationalization committees and special internationalization task forces need to

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be created to encourage faculty and staff involvement in the internationalization efforts. They are also essential to the formulation of internationalization plans and the operationalization of these plans.

Therefore, networks in Knight's (1994) model are essential in all six stages of the internationalization cycle. Kezar (2005) also found that networks were essential in all three stages of the collaboration process but did not formalize any two way flows between the stages.

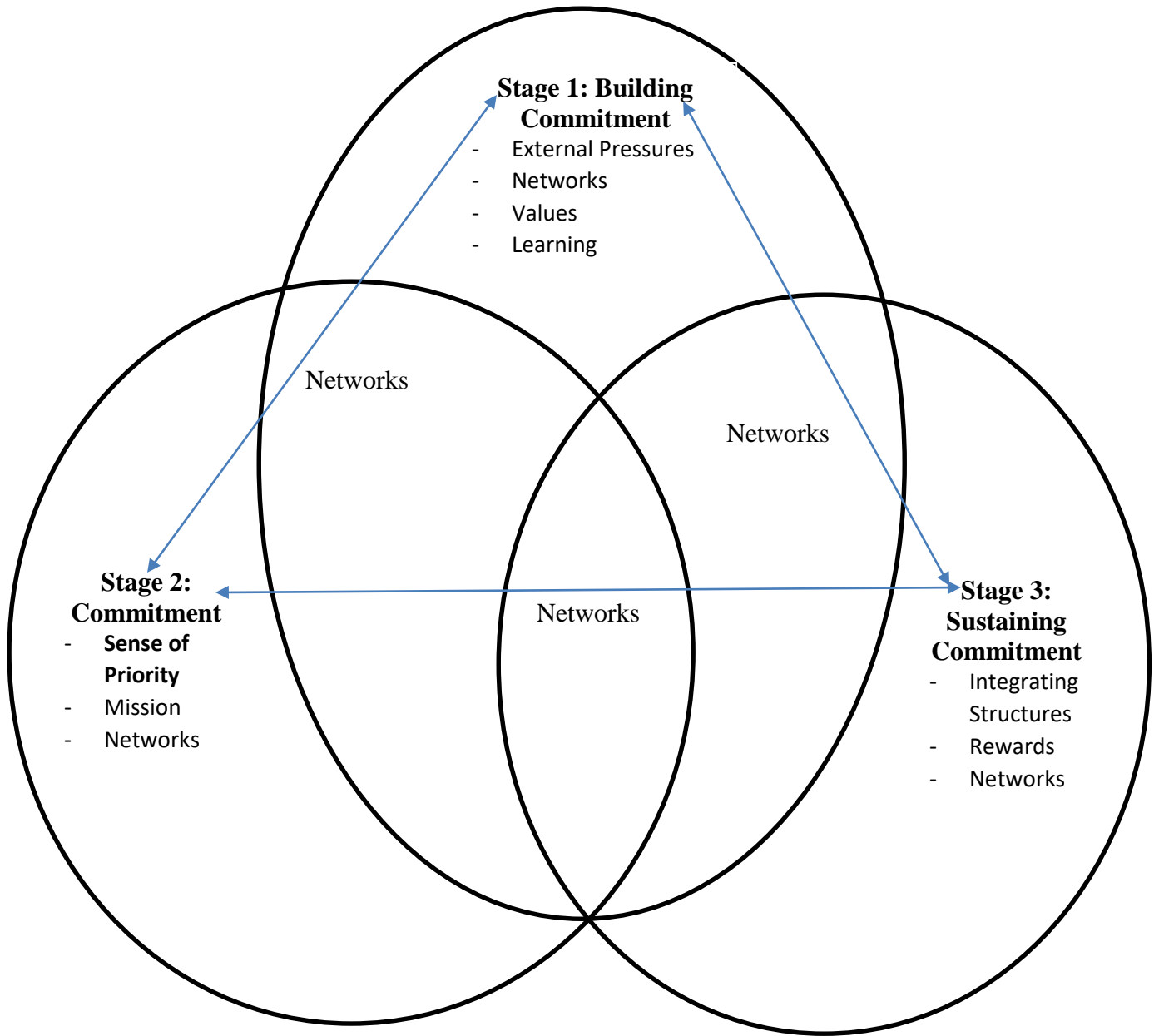
Knight (1994) said that a supportive culture is needed to facilitate the transition from each of the six stages of her internationalization process. Kezar (2005) defined the cultural and structural elements that need to be present at each stage of the collaboration process to enable the collaborative endeavours in higher education settings. The cyclical nature of Knight's (1994) model will also mean that the collaboration process will be cyclical with two way relationships between each of the stages of collaboration.

Social networks such as internationalization committees will be present for all three stages and the networks of faculty, students, administrators, and staff that form at each stage of the collaboration process become existing networks for internationalization. These are networks that the senior leadership of the institution can tap into in the future at any of the stages of the collaboration process for internationalization initiatives because the relationships, trust, and respect are already pre-built into these networks. Examining the two way flows and the importance of networks is an important area of inquiry for future research. In Figure 1.3 below the two-way flow between the stages of collaboration are added and the importance of networks for all three stages are also depicted in the diagram.

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Figure 1.3

*Modified Kezar's (2005) Stage Model of Collaboration with Two Way Flows*



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Even though Kezar's (2005) model of collaboration needs to be further informed it is a good starting point for examining the development process that took place for the PCC at Sheridan. There are many scholars that have called for more research on the development process for collaboration (Denison, Hart, & Kahn, 1996; Doz, 1996; Duffield, Olson & Kerzman, 2013; Kezar, 2005; Kezar & Lester, 2009, Saxton, 1997) as the benefits and outcomes of collaborations have been extensively studied (Doz, 1996; Kezar, 2005, Saxton, 1997).

Kezar (2005) argued that models are more successful if they are modified to the context in which they are applied or used. Kezar (2005) started with an organizational behaviour model developed by Mohrman, Cohen and Mohrman (1995) which focused on how corporations can redesign to enable collaborative work and then modified it for a higher education setting. Kezar (2005) built her model of collaboration based on a study of large universities. The goal of this research is to modify Kezar's (2005) model of collaboration to the context of a large community college in Ontario that specifically addressed a cross-unit collaboration for an internationalization initiative.

Since the PCC never made it out of its building commitment stage only the first stage of Kezar's (2005) collaboration model will be discussed and modified. The goal of this research is to identify the important elements that brought the PCC at Sheridan to its building commitment stage. Therefore, the first objective of this study requires identifying any institutional, organizational, and personal elements that are instrumental in bringing people together to collaborate on internationalization initiatives from a review of the literature on the subject. Using the strategy of Yin's (2009) pattern matching approach the factors identified by Kezar (2005) and any personal factors will be considered predicted ones and these factors will be compared to the empirically based pattern at the site selected for this study. If there is a



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match, then the factor will be considered an important factor for building commitment for the PCC that is under study.

After the factors are identified the second objective of this study is to determine how these factors influenced the process of building commitment for the PCC both individually and interactively. Even though Kezar (2005) developed a stage model for collaboration there are no studies to date that examined how these factors interact with one another to build commitment for internationalization initiatives. This is an important area of inquiry because per Senge (1990) it is the interaction among factors that influence whether an organizational initiative, activity, process or program will grow, decline or remain stable. Therefore, it is important to study these interactions and interrelationships among the factors because it would be difficult to describe the process of building commitment if the focus was on each factor individually. Yin's (2009) explanation building technique will be used to trace how the combination of factors influenced the process of building commitment for the PCC at Sheridan. Yin's techniques allowed the researcher to assemble the chain of evidence that influenced the building commitment stage of the collaboration process for the PCC.

The research questions formulated for this study are as follows:

1. In the perception of the participants what led them to become engaged in the PCC with an internationalization theme at Sheridan?
2. How did the institutional context and personal motivations influence the initial collaboration processes for the PCC at Sheridan?

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### **Section 1.6 – Study Limitations**

This exploratory case study focuses on the efforts of one college to build commitment for its PCC. Using Kezar's (2005) framework, and applying it to Sheridan College, the goals of this study are to examine the factors that were instrumental in building commitment for the PCC and to analyze how the interaction of these factors influenced the building commitment stage of the collaboration process. Only stage one of Kezar's model of collaboration will be illuminated in this study when describing the events and activities that unfolded for the PCC at Sheridan between the periods of August 2014 to August 2015.

Case studies are not intended to make statistical generalizations but instead, analytical generalizations. Yin (1994) described analytical generalizability as situation where "a previously developed theory is used as a template with which to compare the empirical results of the case study" (p. 31). It is up to the reader to decide on extent to which explanations can be applied in other situations (Mertens, 2005). The inferences made by the readers will be based on the quality of the case write-up. In this study the quality of the case study was enhanced by providing the readers with a full chain of evidence from the research questions all the way through to the conclusion of the study.

This study examined Kezar's (2005) collaboration model in a community college setting. This study found that the cultural and structural differences between Sheridan College and the universities that Kezar (2005) examined led to differences in the cultural and structural elements that were present in the building commitment stage. This study also further informed Kezar's (2005) model of collaboration as the participants did feel a personal connection to the theme of the PCC and this did influence their personal motivations for participating in the PCC.

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This study also informed Knight's (1994) internationalization cycle as 'thick' descriptions are provided about how a community college in Ontario created a supportive culture, which was instrumental in bringing the PCC to its building commitment stage of the collaboration process. This study also highlights how the senior leadership of Sheridan redesigned its institutional and organizational elements to bring the PCC to its building commitment stage of the collaboration process and the awareness stage of its internationalization cycle.

### **Section 1.7 – Summary of Chapter 1 and Roadmap for Dissertation**

This chapter introduced the nature of the challenges associated with building commitment enabling collaborations for a cross-college internationalization initiative and the practical and conceptual importance of studying the factors that led to individuals being engaged in an initiative to internationalize Sheridan. This study is informed by Knight's (1994, 2005) concepts on internationalization and Kezar's (2005) stage model of collaboration, which was the theoretical framework selected to study the factors that enabled the collaborations that took place for the PCC at Sheridan. The initiative that is under study never made it past the first stage of the collaboration process so only stage one of Kezar's (2005) model of collaboration will be illuminated in this study when describing the events and activities that unfolded for the PCC at Sheridan.

A roadmap of the coverage of chapters 2, 3, 4 and 5 are provided in Table 1.5 below.

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Table 1.5

*Roadmap of the Topics Covered off in the Future Chapters*

<b>Chapter 1: Coverage</b>
<ul style="list-style-type: none"> <li>- Context of Study</li> <li>- Theoretical Framework</li> <li>- Study Limitation</li> </ul>
<b>Chapter 2: Coverage</b>
<ul style="list-style-type: none"> <li>- Internationalization in Canada</li> <li>- Community Colleges in Ontario</li> <li>- Models of Collaboration</li> <li>- Factors for Promoting Collaboration</li> </ul>
<b>Chapter 3: Coverage</b>
<ul style="list-style-type: none"> <li>- Research Design Justification</li> <li>- Data Collection Techniques</li> <li>- Data Analysis Procedures</li> </ul>
<b>Chapter 4: Coverage</b>
<p>Research Question #1</p> <ul style="list-style-type: none"> <li>- Institutional Factors</li> <li>- Organizational Factors</li> <li>- Personal Factors</li> </ul> <p>Research Question #2</p> <ul style="list-style-type: none"> <li>- Initiating Factors</li> <li>- Reinforcing Factors</li> </ul>
<b>Chapter 5: Coverage</b>
<ul style="list-style-type: none"> <li>- Discussion of Themes</li> <li>- Implications for Future Practice</li> <li>- Recommendations for Future Research</li> <li>- Study Limitations</li> <li>- Conclusion</li> </ul>

## Chapter 2 - Literature Review

### Section 2.1 – Introduction

Internationalization in Ontario Colleges has been reduced to marketing efforts to increase enrollment of international students (Mackay, 2014). However, as the forces of globalization intensify so will the pressures on HEIs to address the cultural, social, and economic issues that colleges in Ontario will have to address in the future. It is important to review the internationalization literature in order to better understand these issues. Since the resources available to address these issues are limited it will be important for the senior leadership of colleges in Ontario to maximize resources for internationalization by encouraging its key internal stakeholders to become more engaged in internationalization efforts. This is supported by Kezar (2005) who argued that fostering successful collaboration can make HEIs more effective as it could lead to higher quality decisions and it could make them more efficient as greater outputs (results) can be achieved with fewer inputs (resources).

Therefore, the collaboration literature will need to be reviewed to understand the institutional and organizational strategies for building commitment for internationalization initiatives. For this reason, the literature review will be divided into the following two parts: 1) review of the internationalization literature; and 2) review of the collaboration literature.

As mentioned in Chapter 1, Kezar (2005) built her model of collaboration based on a study of large universities. A goal of this study is to modify her model to a college context. Therefore, the college context in Ontario will be examined below. Kezar (2005) did not examine an internationalization initiative in her study so this study will examine a cross-unit collaboration that took place at a large college to further modify the model to an international setting. Therefore, the progress of colleges in their efforts to internationalize their operations will also be explored further below.

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The first part of the literature focuses on the historical and current progress of internationalization in Canada and in colleges in Ontario. The trends in the demographical, economic, social, technological, ecological and political factors (i.e. DESTEP model) will be applied to understand the forces in the external environment that are placing external pressures on community Colleges to internationalize their operations. These forces will also be examined for the opportunities and threats they create for a college's international education strategy.

The second part of the literature review focuses on elements that are instrumental in getting stakeholders within an HEI engaged in cross-unit collaborations. In this section, the definitions, levels and types of collaborations are discussed. This is followed by a discussion of the subunit differences within HEIs that make collaborations difficult for internationalization initiatives. After this the different models of collaboration are reviewed and the rationale for the framework selected for this study is provided, and then the final section will address the most prominent factors for getting stakeholders engaged in internationalization efforts.

### **Section 2.2 – Internationalization in Canada**

Internationalization has evolved over the last 50 years in terms of government reforms and this has created intense rivalry among the HEIs in Canada to focus their internationalization efforts on enrolling more international students. It is important to review these reforms in order to better understand how they shaped the HEIs rationales for internationalizing their operations.

In Canada, it was during Prime Minister Diefenbaker's (1957-1963) leadership that international education in Canada became a priority for the federal government (Trilokekar, 2015). The federal government established the Overseas Development Assistance (ODA) that became an important component of Canada's foreign policy and this new body would be at the forefront of

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internationalization in Canada. The ODA's role in internationalization in Canada further strengthened with the creation of the Canadian International Development Agency (CIDA) under Prime Minister Pearson (1963-1968). This agency was instrumental for making Canada one of the more generous donors among the industrialized countries and during this era the federal government was praised for building a strong reputation for Canada in world affairs, middle power, and peace building (Trilokekar, 2015).

During the leadership of Prime Minister Trudeau (1968-1984) there was a radical shift in Canada's foreign policy (Trilokekar, 2015). During this era, there was an increased emphasis on defining Canadian culture and extending national policies abroad. The federal government established clear cultural diplomacy goals that became a part of Canada's foreign policy. The Canadian Studies Program Abroad (CSPA) became a part of Canada's international academic relations and its mandate was to promote knowledge about Canada by dealing with some aspect of Canada's culture, social conditions and place in the world. This period was known as the "Canadianization" of higher education. During the mid-1980s the CSPA continued to build Canada's image abroad and raise its profile among international decision makers. It also funded the research of foreign scholars and helped foreign universities to develop programs, courses, research or events in the defined field of studies. During this era though the CSPA came under fire as it was felt that Canadian tax dollars should be spent on sending students from Canada to study abroad or funding the research of Canadian scholars. The HEIs in Canada were also experiencing major budget cuts which then led to a shift from cultural diplomacy goals to trade goals (Trilokekar, 2015).

The shift to trade goals heightened the emphasis on foreign student recruitment in Canadian HEIs (Trilokekar, 2015). There were more investments in the marketing of educational services and the

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belief that Canadian tax dollars should not be used to fund the education of foreign students led to differential tuition fees. During the Mulroney era (1984-1993) the Conservative government did not make international education a major priority. It was not until Chretien's Liberal regime (1993-2003) that international education became a pillar in Canada's foreign policy objectives during the Chretien's Liberal regime. However, the Chretien government inherited a national deficit and thus reduced the funds provided to the CSPA for internationalization initiatives. Nevertheless, Chretien's Liberal regime government was focused on increasing marketing abroad to recruit more international students to Canadian HEIs. In 1992, Canadian HEIs hosted 37,000 foreign students which was a substantial increase from the 1980s. The federal government also increased efforts to increase the number of Canadian students studying abroad during this era (Trilokekar, 2015).

In the 2000s, the release of Canada's innovation strategy of 2002 shifted the Canadian federal government's focus on recruiting international students to attracting them as future immigrants (Trilokekar, 2015). A new Immigration and Refugee Protection Act (IRPA) was introduced and thus Citizenship and Immigration Canada (CIC) became a prominent federal department with high stakes in international education in Canada. This change in mandate also led to an increase in the cultural diplomacy goals under the Martin era (2003-2006). Martin separated foreign affairs from international trade and increased developmental assistance for global citizenship initiatives. Martin increased funding to attract international students but encouraged Canada's research granting councils to make foreign student recruitment a part of a larger innovation strategy. However, the Martin era was short lived and fell in 2006 and with it fell all the planned internationalization initiatives (Trilokekar, 2015).

During the Harper era (2006-2015), the federal government combined foreign affairs and international trade into one department (Trilokekar, 2015). This demonstrated a shift back to trade goals



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rather than cultural diplomacy goals. The Harper government cancelled federally funded international academic exchange programs while at the same time decentralizing the responsibility of educational programs under provincial jurisdiction. The Harper government was criticized heavily for focusing more on bringing international students in rather than sending more students out to study abroad. The response to this criticism was that the recruitment of international students was part of the government's competitive agenda to meet Canada's labour market needs. To reinforce this strategy, the government introduced a 2008 global commerce strategy where \$2 million would be invested for educational marketing and new scholarship programs would be introduced to attract the best international graduate students and researchers (Trilokekar, 2015).

In 2011, the Harper government appointed a six-member advisory committee to assist in developing an international education strategy for Canada (Trilokekar, 2015). Canada's Economic Action Plan of 2011 allocated funds for the development of the strategy. Canada's Global Markets Action Plan identified international education as one of the 22 priority sectors for Canada's economy. In 2014, the Minister of International Trade announced Canada's first ever international education strategy. The strategy positioned international education at the very heart of Canada's current and future prosperity (Trilokekar, 2015).

Canada's international education strategy has a goal to attract 450,000 more international students to Canada by 2022 (Foreign Affairs, Trade and Development Canada, 2014). Roslyn Kunin & Associates (2012) reported that the international education strategy will do the following:

- Create at least 86,500 net new jobs in Canada.
- Increase international student expenditures in Canada to over \$16.1 billion.
- Provide an estimated \$10 billion annual boost to the Canadian economy; and

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- Generate approximately \$910 million in new government tax revenues.

Per the Canadian Bureau of International Education (CBIE), the economic action plan of 2013 is looking to strengthen Canada's position as the choice of study through the following funding initiatives:

- \$10 million of funding over two years for the post-secondary education institutions' international marketing activities.
- \$13 million of funding over two years for the post-secondary education institutions' study abroad programs; and
- \$42 million of funding over two years to enhance the processing capabilities of the temporary resident program (CBIE, 2013).

Canada made a significant amount of progress on its internationalization goals under the Harper government. However, Harper's mobility policy was criticized for having too many barriers to entry even though it was marketed in 2015 as a policy that stressed security and caution (Hadfield, 2017). During the elections that took place in 2015 the mobility policy was perceived domestically as hard-hearted and one that Canadians would not be proud of. The situation became worse for the Harper government when it had to defend against accusations that the mobility policy is too restrictive when Alan Kurdi a three-year old Syrian boy drowned and washed ashore on a Turkish beach. It was later learned that a reason for the death was the fact that the toddler and his family were denied entry into Canada. This created a lot of media and public backlash for the Harper government.

Eventually the Harper government was defeated in the 2015 federal election. Canadians voted in record numbers and elected Justin Trudeau as the prime minister of Canada. The liberal government had won a majority government under the leadership of Justin Trudeau. Most media outlets believed

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that Canadians had lost faith in Stephen Harper's ability to run Canada and thus decided that change was needed for Canada to prosper in the future.

Trudeau has since made massive changes to Canada's mobility policies to enable more immigration into Canada (Hadfield, 2017). These changes will be beneficial to both Canadian HEIs and the Canadian labour force. The following 10 Liberal proposals are being actively implemented to reform the immigration system in Canada:

1. Double the number of immigrant applications allowed for parents and grandparents sponsorships.
2. Reduce wait times for immigration applications by doubling the budget for processing family class immigration applications.
3. Increase points allocated to applicants who have siblings in Canada that are on Express Entry applications.
4. Lift visa requirements for Mexican travel to Canada.
5. Eliminate the Labour Market Impact Assessment fee for families seeking caregivers.
6. Restoring free access to healthcare for refugees pending a decision on their application by the government.
7. Changing the Canadian Experience Class Program to reduce the barriers to entry for international students.
8. Restore the Canadian citizenship residency time credit for international students in Canada.
9. Bypass the two-year waiting period for permanent resident for spouses of sponsored individuals.
10. Restore the maximum age for dependents from the age of 19 to 22 so that it is easier for immigrant families to bring their older children to Canada.

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Under Justin Trudeau's leadership Canada is focusing both on its trade goals while at the same time keeping the focus on the cultural diplomacy goals of Canada. The action steps taken by Justin Trudeau will address the future threats of skilled labour shortages while at the same time positioning Canada for success in the market for international students.

A review of the government reforms in Canada show the differing government philosophies with respect to the strategy of enrolling international students. There were some governments that encouraged the enrollment of more international students to further Canada's trade goals. There were other governments that encouraged the enrollment of international students with a view of attracting them as new immigrants in Canada to further Canada's cultural diplomacy goals. The Trudeau government is focused on achieving a balance with respect to both of these goals. The past emphasis on trade goals meant that funding for HEIs were cutback and these HEIs were expected to fund budget shortfalls by increasing international student enrollment. This is the reason why the rationale for enrolling more international students has been predominantly an economic one.

### **Section 2.3 – Community Colleges in Ontario**

Colleges in Ontario stand to benefit from Trudeau's reformed immigration policies. This is because Trudeau's policies make Canada a more attractive destination for international students. It is important to review the progress or lack of progress that Ontario Colleges have made with respect to its internationalization efforts. This is because many internationalization scholars have cited the lack of collaboration as a common barrier to the internationalization efforts of HEIs (Childress, 2009; Hudzik, 2011; Kezar, 2006; Knight, 1994).

Per the Association of Canadian Community Colleges (ACCC), community colleges were created to be a fair reflection of the communities they served and their distinctiveness lies in their ability

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to deliver an employer centered curriculum (ACCC, 2010). Based on a study conducted by the Canadian Bureau for International Education (CBIE) Canadian employers said that they valued international and intercultural skills in today's graduates because of the increased globalized world of the 21<sup>st</sup> century (CBIE, 2012). There is evidence to suggest that colleges in Canada are responding to the need to prepare individuals for the more globalized workplace. Per the First National Report on International Education and Mobility published by the ACCC in 2010, 60% of the colleges in Canada were engaged to some extent in internationalization activities and 70% of these respondents had a dedicated international office (ACCC, 2010). A finding of this report was that the primary motivation for engaging in internationalization activities was to provide students with the requisite international competencies needed to succeed in the global workplace.

Despite the progress made in the colleges' efforts to engage in internationalization activities, 23% of the colleges in the ACCC study had not yet engaged in internationalizing their curriculum and 35% of them were not actively facilitating the international mobility of faculty and students (ACCC, 2010). The reasons cited for this poor progress were a lack of knowledge and funding to undertake the process and the lack of awareness and commitment exhibited among faculty within the institutions. Another finding of this report was the importance of college faculty in their roles in promoting and facilitating international academic mobility for students but suggested that for this to happen faculty members needed sufficient international opportunities and skills themselves (ACCC, 2010).

The lack of funding provided to colleges in Ontario has had an adverse impact on the progress they have made on their internationalization efforts (PwC, 2017). In 2015, an organization representing the colleges in Ontario called Colleges Ontario reported that international student enrollment was highly concentrated as 63.4% of the international students were enrolled in just five colleges in the Greater

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Toronto Area (Colleges Ontario, 2015a). Outside of this cluster though international student enrollment had declined significantly in many other colleges (Colleges Ontario, 2015a). This is why Colleges Ontario lobbied for a new investment of \$8 million over three years to help facilitate the expansion of international student enrollment in Ontario Colleges (Colleges Ontario, 2015a).

Colleges Ontario also said that more funding for study abroad programs were needed to further all of the colleges' efforts to internationalize their operations (Colleges Ontario, 2015a). Colleges Ontario argued that study abroad programs broaden the perspectives of all students (Colleges Ontario, 2015a). They said that Canada as a whole is behind its competitors in international mobility as only 1.5% of college students in Canada study/work abroad (Colleges Ontario, 2015a). In order to encourage students to study abroad Colleges Ontario asked for \$1 million for study abroad scholarships (Colleges Ontario, 2015). They also said that in order to provide an adequate amount of funding for travel costs a minimum amount of \$3,500 per student would be needed (Colleges Ontario, 2015a).

These calls for additional funding were not answered as in early 2017 Ontario's 24 colleges were seeking an urgent meeting with Premier Kathleen Wynne to address the funding crisis that has colleges in Ontario facing a cumulative \$1.9 billion shortfall by 2024-25 (Colleges Ontario, 2017). Fred Gibbons, who is the chair of Colleges Ontario said,

The chronic underfunding of college education has reached the breaking point. High-quality programs that are critical to helping people pursue rewarding careers are in jeopardy as the government continues to ignore the escalating cost pressures at colleges (Colleges Ontario, 2017).

A study that examined the funding crisis for Ontario Colleges in more depth was conducted by an audit firm named PricewaterhouseCoopers (PwC). This study was conducted by PwC on behalf of

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the Colleges Ontario. PwC found in its study that the excessive cost cutting needed for the colleges to operate could adversely impact their reputation as high quality education providers and it could hurt their ability to fulfil their mandate of providing students with the skills needed by Ontario's employers. An impaired reputation could make it difficult for the colleges to attract more international students, which will then have a negative impact on their revenues (PwC, 2017). Therefore, instead of looking externally for resources to fund internationalization initiatives it is important for the colleges to focus on creating the necessary resources by building commitment internally for their future internationalization initiatives.

Another major reason cited for the lack of an internationalized curriculum and the lack of study abroad programs at the Colleges in Ontario is because of the lack of faculty engagement (Curtis, 2010, Mackay, 2014). This research will provide college leaders with guidance on how to get stakeholders like faculty members engaged in internationalization initiatives, which will be a contribution to the literature.

### **Section 2.4 – Internationalization in Ontario Colleges**

To study international education in Ontario colleges, it is important to trace their origins and the changes made to include a more global mandate. The Ontario Colleges of Applied Arts and Technology (CAATs) were established in 1967 with the mandate to provide education and training directed toward the economic development of the province of Ontario. Ontario has a large manufacturing presence and thus the goal for colleges was to focus more on the provision of technical education over two to three years and to award a diploma rather than a degree upon graduation (Curtis, 2010). The CAATs have been highly successful at fulfilling their original mandate as there are currently 24 institutions serving 220,000 full-time and 300,000 part-time students (Colleges Ontario, 2015c).

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The original mandate of CAATs did not include any internationalization activities. However, this changed in 2002 as the Ontario Ministry of Training, Colleges and Universities (OMTCU) revised the original mandate and re-wrote it to include internationalization activities to reflect the new realities of a globalized marketplace (Cudmore, 2005). In 2004, the province of Ontario approved an annual allocation of \$1 million for the international marketing of post-secondary education (Steenkamp, 2008). The purpose of the additional funding was to improve the reputation of post-secondary institutions as providers of programs that meet the needs of an increasingly diverse population of learners. In 2005, the OMTCU announced that a further \$5 million would be invested to assist in the internationalization of Ontario's post-secondary education. To further Ontario's commitment to international education the premier of the province at that time made the following two recommendations: 1) create an Ontario International Study Program to encourage more study abroad programs; and 2) increase international marketing efforts to promote Ontario as the destination of choice for students. In response to the recommendations made by the premier a program called the Reaching Higher Plan was launched in Ontario. In this plan, the Ontario government would invest \$1 million in 2006-2007, \$3 million in 2007-2008 and \$5 million in 2008-2009 and beyond, to support the internationalization of Ontario's postsecondary education system (Steenkamp, 2008).

Ontario's commitment to international education has allowed it to become a force in the global competition for international students. In the 2011-2012 academic year, the number of international students in Ontario's colleges was 18,025 (Popovic, 2013). This represented unprecedented growth as it was a 23% increase from the 2010-2011 year. Most international students in Ontario's college system were enrolled in the GTA schools such as Centennial College, Humber College, Seneca College, Sheridan College and George Brown College. These five colleges collectively represented 72% of



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international students in the Ontario College system. The clear majority of these international students come from India, China, South Korea, Nigeria, Russia, Vietnam and Pakistan. The breakdown of international students by program was 50% for Business, 25% for Technology, 18% for Applied Arts and 7% for Health (Popovic, 2013).

In 2010, the Open Ontario Initiative was launched as a long-term strategy to address Canada's domestic concerns such as an aging population and low birth rate (OUSA, 2010). Under this initiative, the plan was to increase enrollment of international students by 50% over a five-year period. The plan was to attract individuals with global knowledge to create new opportunities in all of the major sectors in Ontario. However, in the 2012 Ontario budget the provincial government announced that it would cut funding by \$750 for every international student (CFS, 2012). This would mean that the colleges in Ontario would have no choice but to increase the tuition of international students to fund the budget shortfalls.

In a 2014 report on education in Ontario colleges, a main finding of this report was that cuts in government funding were being funded by increased enrollment of international students (Mackay, 2014). A key insight from the same report was that Ontario colleges were not reinvesting the funds into the development of international students and to make matters worse they were cutting back on language programs designed to assist these students. Per Choi, Khamalah and Burg (2014) if HEIs are going to increase their financial resources through increased international student tuition and grant funding then they must also expend financial resources to increase the HEI's capacity to invite, and host international students and scholars. There were also calls for more curriculum reforms as the current curriculum was not meeting the needs of international students (Mackay, 2014). Another rather surprising development

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from the same report was that the faculty members of Ontario colleges had little input in developing curriculum for the students.

To address some of the issues noted above the leaders of Ontario Colleges began working together to enhance international education within their institutions. This collaborative effort began in 2015 when the presidents of all of the colleges in Ontario worked together on an initiative to formulate College Ontario's 2015-2018 strategic plan (Colleges Ontario, 2015b). The colleges would then implement the strategic plan jointly to ensure that Ontario was at the forefront of higher education. The goal of this collaborative initiative was to promote economic growth and stronger communities. The international aspects of the strategic plan were as follows:

1. Globalize learning and teaching. The Ontario colleges would work in collaboration with the provincial government to design a broad-based internationalization strategy.
2. Expanding the credentials framework to reflect global realities. The Ontario colleges would broaden their range of career-specific four-year degree programs and offer three-year degrees that are also career focused.
3. Enhance global competencies in future graduates. There are many sectors in Ontario that rely on colleges to produce globally competent individuals that can practice in a global workplace.

The collaborative endeavor that took place between the College presidents in 2015 provide more support for the fact that that one of the rationales for internationalizing Ontario Colleges will be economic. This point is further supported by a study conducted in 2016 by the Canadian Bureau for International Education (CBIE). According to this study, the main drivers of increasing international student enrollment in Ontario Colleges will be: 1) slow growth in future domestic student enrollment; 2) decreased government funding; 3) Canada's internationalization education strategy; and 4) increased

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revenues from higher tuition from international students (CBIE, 2016). However, the path to increasing international student enrollment in Ontario colleges will rely less on marketing efforts and more on efforts to better meet the needs of international students (Colleges Ontario, 2015a).

This initiative among the presidents of the colleges to jointly shape the 2015-2018 strategic plan of Ontario colleges proved to be a success as in 2016 as the OMTCU issued a call to all Ontario colleges and universities to submit proposals for a comprehensive postsecondary international education strategy (OMTCU, 2016). In this initiative, the OMTCU was looking to get collaboration from students, faculty, institutions, and select community partners on the formulation of an international education strategy for Ontario. In a discussion paper issued by the OMTCU it defined the themes for future collaborations to be as follows:

- Enhancing the student experience.
- Creating skilled and talented workers.
- Driving economic growth.
- Strengthening the postsecondary education system.

A review of the literature on the internationalization efforts of Ontario colleges revealed that the key drivers of internationalization in Ontario Colleges are: 1) globalization; 2) the funding crisis in Ontario colleges; 3) the international education strategy in Canada; 4) the expected international education strategy in Ontario; 5) the need for more student/faculty mobility programs; and 6) the need for an internationalized curriculum.

### **Section 2.5 – Environmental Scanning through the DESTEP Model**

The drivers of internationalization will create a ‘perfect storm’ for Ontario colleges to build commitment for their future internationalization initiatives. Kezar (2005) found that external pressures

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were the starting point for building commitment for cross-unit collaborative endeavors in HEIs. Since the initiative under study is an internationalization initiative it is important to examine the forces in the external environment that could be either opportunities or threats with respect to the colleges' efforts to internationalize their operations. The senior leadership of Ontario colleges need to understand these opportunities and threats in in order to establish a need for collaboration and network formation, which are both essential to the building commitment stage of a collaboration process.

It is also important to understand both the environmental factors that can be controlled and the ones that cannot be controlled. The DESTEP model is a tool that provides information about both sets of factors (Kotler & Keller, 2009) and it was applied in this study. A DESTEP analysis involves performing a broad analysis of the following: (a) Demographical; (b) Economic; (c) Social; (d) Technological; (e) Ecological; and (f) Political factors that are expected to have an impact on the organization and its operations (Tripathi, 2009). Figure 2.1 below provides a visual summary of the factors that are covered off in the DESTEP model.

Tripathi (2009) elaborated further by stating that a DESTEP analysis allows for an understanding of how factors such as population (demographic), government regulations (political), market conditions (economic), corporate citizenship (social, ecological) and innovations (technological) impact the industry that an organization operates in. This analysis also provides a framework for understanding and prioritizing the macroeconomic factors and allows managers to remain current with any environmental changes and forecast future changes (Kotler & Keller, 2009).

The DESTEP model can also reveal external pressures and these pressures could create opportunities and threats for Ontario Colleges. It is important for the senior leadership team of colleges to make these external pressures visible to its key stakeholders in order to encourage cross-unit

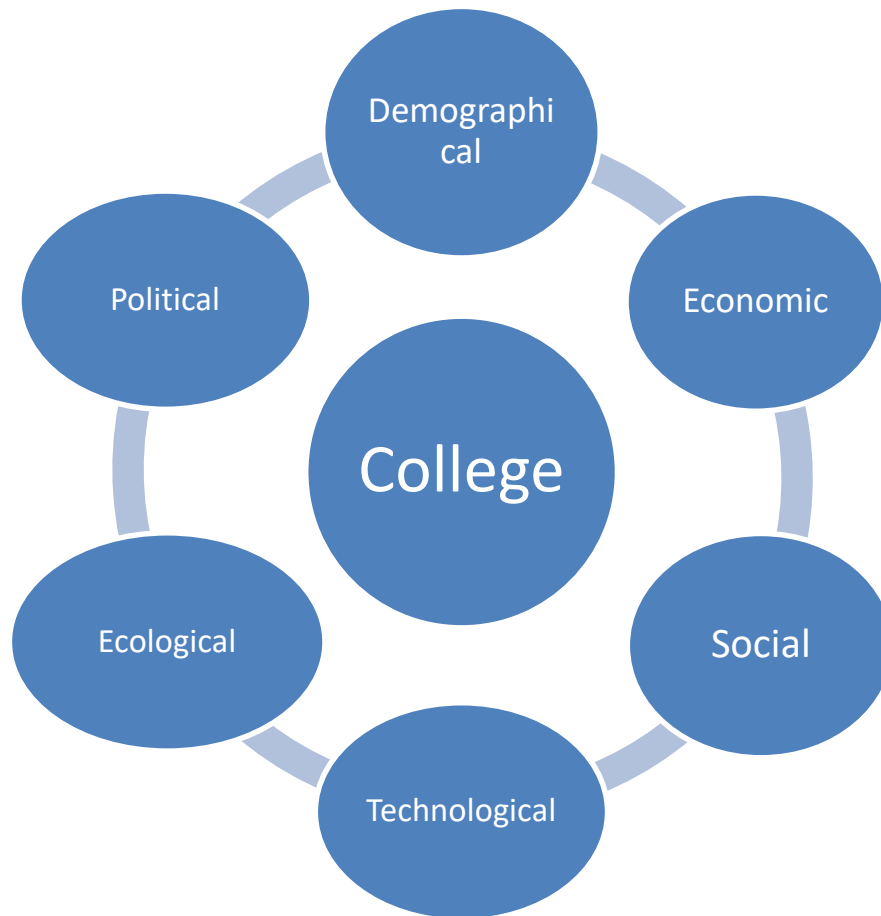
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dialogues on solutions to address these pressures. The ongoing dialogues facilitate network formation for internationalization initiatives and this is needed to build commitment for internationalization initiatives. As relationships and trust builds within these networks the social networks for internationalization it will lead to more collaborative efforts to internationalize the operations of the colleges. The collaborative efforts will also lead to ideas and proposals that will help the college address the forecasted future changes in the external environment.

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Figure 2.1

Visual Summary of the DESTEP Model



In order to reinforce the need to collaborate on internationalization initiatives it is important for the college leadership to make collaborations on internationalization initiatives highly visible to its stakeholders. An environmental scan was conducted below to understand any trends in the external environment with respect to the future of international education in Ontario.

**Section 2.5.1 – Demographical Forces.** The applicant age group for colleges range between 18 to 25 years. In the 2017, the Ontario Ministry of Finance projects that the number of Ontarians aged 18 to 25 years old to drop from about 1.54 million in 2015 to 1.43 million in 2024 (Weingarten, Kaufman,

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Jonker & Hicks, 2017), which represents a reduction of 7%. Furthermore, the population levels for this cohort is not expected to recover to the 2015 levels until 2035. The implication of this trend is that the demographics will not contribute to enrollment growth in the future for Ontario colleges (Weingarten, Kaufman, Jonker & Hicks, 2017).

Based on the 2016 Statistics Canada census the population in Canada is aging at a faster rate (Statistics Canada, 2016). The 2016 census showed that the increase in the senior population from the last census in 2011 represented the largest increase since Confederation. The proportion of those aged 65 and older increased to 16.9% of Canada's population which exceeded the share of the population of those under 15 which represented only 16.6% of the population. Statistics Canada predicts that the population of seniors could reach 25% of the total population by 2031. These trends have the potential to put Canada in a state of crisis, as shortages in skilled labour are anticipated since the baby boomers are nearing retirement (Gopal, 2014). These shortages in skilled labour have the potential to negatively impact Canada's growth and prosperity.

The key demographical characteristics of students in community colleges in Ontario in 2015 are as follows:

- 51% of the students were females and 49% were males.
- 40% of the students were below the age of 21 and 39% were in the age category of 21-25 years (See Table 2.1 for full details).
- 63% of the students were Caucasian and the rest were from various ethnicities (See Table 2.2 for full details).
- 15% of all the students were international students (i.e. 34,155 students) (Colleges Ontario, 2016).

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Table 2.1

*Age Breakdown of College Students in Ontario*

<b>Age</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<21 years	40%	41%	40%
21-25 years	41%	39%	39%
26-30 years	10%	10%	11%
31-35 years	4%	4%	4%
>35 years	6%	6%	6%

Adapted from Student and Graduate Profiles - Environmental Scan 2016 (Colleges Ontario, 2016a, p.

15)

Table 2.2

*Breakdown of College Students by Ethnicity in Ontario*

<b>Ethnicity</b>	<b>2014</b>	<b>2015</b>
Caucasian/White	64%	63%
Visible Minority/Aboriginal	35%	34%
Other	1%	3%

Adapted from Student and Graduate Profiles - Environmental Scan 2016 (Colleges Ontario, 2016a, p.

15).

The two major demographical trends are: 1) aging population; and 2) declining future domestic student enrollment. This creates opportunities for internationalization because increasing the enrollment of international students could address the potential shortages in skilled labour caused by an aging population. The increased enrollment of international students also creates a new revenue stream for Ontario colleges, which could address the potential decline in future revenues from the enrollment of domestic students.



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**Section 2.5.2 – Economic Forces.** The Canadian economy experienced moderate growth until 2007 and then it contracted after the financial crisis in 2008 (CAUT, 2015). During the period of 2000-2007, the various levels of government in Canada were running surpluses but the surpluses were used to cut taxes rather than boost investment in infrastructure and public services. The federal goods and services tax (GST) was reduced from 7% to 5% and the combined federal and provincial corporate tax rate was reduced from 42.3% in 2000 to 26.3% in 2013. The federal governments and most of the provinces were running deficits after the financial crisis. In order to fund these tax cuts the government imposed significant financial austerity measures (CAUT, 2015).

In Ontario Colleges, the per student revenue from operating grants and tuition fees continues to be the lowest among all the provinces (Colleges Ontario, 2016). In 2015-2016, the real operating fund per student (FTE) was 6.8% higher than 2000-2001 levels but 16.3% lower than during the peak in 2007-2008. The total revenues in the 2014-2015 year totaled \$3.9 billion dollars and the expenses amounted to \$3.8 billion (See Table 2.3 for a historical breakdown). The major sources of revenues were government grants and international students fees and the largest expense for Ontario colleges was salaries and benefits. Currently, the Ontario colleges employ 46,000 employees, which represents a 30.6% increase over the 2000-2016 period, but FTE enrollment increased by 33.2% during the same period (Colleges Ontario, 2016).

In 2017, Colleges Ontario hired PricewaterhouseCoopers (PwC), which is a leading audit and tax firm in Canada to assess and forecast the future financial condition of Ontario. According to PwC if the Ontario colleges continue to operate based on status quo they will run a deficit of \$420 million by the year 2024-25, and a cumulative debt of \$1.903 billion over the entire projection period of 2015-16 to 2024-25 (PwC, 2017). PwC projects that international student enrollment will need to increase by 7%

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per year in order to ensure the the future fiscal sustainability of the colleges (PwC, 2017). These projections signal tough future economic times for Ontario colleges.

Table 2.3

*Revenues and Expenses for Ontario Colleges*

<b>Financial Resources (in billions)</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Revenues	3.4	3.5	3.7	3.8	3.9
Expenses	3.2	3.4	3.5	3.7	3.8

Adapted from College Resources 2016 (Colleges Ontario, 2016b, p. 2). Note: These figures are reported in the same format as the report from Colleges Ontario.

Based on the breakdown of the sources of revenues the trends show that grant revenues account for about 48% of the revenues generated and the revenues generated from international student fees are increasing (See Table 2.4 for a historical breakdown).

Table 2.4

*Sources of Revenues for Ontario Colleges*

<b>Sources of Revenues</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Grant Revenue	49.8%	47.0%	50.2%	48.9%	47.7%
Other Revenue	10.5%	11.5%	7.2%	6.7%	6.8%
Other Student Fees	12.4%	12.5%	12.1%	11.6%	11.2%
Apprenticeship classroom fee	1.1%	1.1%	1.2%	1.9%	1.8%
International Student tuition	7.2%	8.8%	9.6%	10.4%	12.1%
Additional cost recovery tuition	4.0%	4.2%	4.8%	5.2%	5.3%
Regulation tuition	15.0%	14.9%	14.9%	15.3%	15.1%

Adapted from College Resources 2016 (Colleges Ontario, 2016b, p. 3). Note: These figures are reported in the same format as the report from Colleges Ontario.

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The trend of increased revenues from international student fees is consistent with the fact that enrollment of international students in Ontario Colleges has increased substantially over the last 10 years (See Table 2.5 for a historical breakdown).

Table 2.5

### *International Student Enrollment in Ontario Colleges*

<b>Colleges Ontario</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
International Student Enrollment	14,576	17,889	20,371	23,273	28,198	34,115

Adapted from Student and Graduate Profiles - Environmental Scan 2016 (Colleges Ontario, 2016a, p. 9).

Canada has joined the aggressive recruitment efforts for international students to fund shortfalls caused by government cutbacks (Kizilbash, 2013). The growing worldwide demand for high quality education with rising income levels in Asia, and a surge in mass air travel led to the birth of a new industry as HEIs all over the world compete for international students (Simon, 2014). The universities and colleges all over the world now rely heavily on foreign students for their revenues and this has led to intense rivalry among the HEIs.

The Ontario Chamber of Commerce (herein OCC) (2016) stated clearly in a recent report that international students should not be treated as cash cows. Rather it argued that international students possess talents that are critical to filling many existing skills gaps which costs the Ontario economy up to \$24.3 billion in foregone GDP and \$3.7 billion in provincial tax revenues each year. The OCC also argued that international students are equipped with valuable language competencies as well as foreign social networks and market knowledge that could contribute greatly to the competitiveness of Ontario businesses.

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Therefore, the financial crisis creates threats and opportunities for Ontario Colleges. The threat is that the extreme cost cutting measures required to ensure the fiscal sustainability of the colleges could mean less funding for internationalization initiatives which in turn could lead to a decline in international student enrollment. The opportunity that the financial crisis creates is that instead of colleges competing intensely for resources externally for their internationalization initiatives they look to maximize their resources internally for their internationalization initiatives by building commitment for these initiatives.

**Section 2.5.3 – Social Forces.** Many scholars suggest that internationalization is how Canadian HEIs are responding to the pressures of globalization (Altbach, 2002; Knight, 2008; Knight & DeWit, 1995). The increased push to internationalize their operations is one way that Canadian HEIs are looking to improve the social capital of their schools. As the competition for international students heats up it will become even more important for Canadian HEIs to operationalize their internationalization initiatives.

Based on a study conducted by the Canadian Bureau for International Education (CBIE) the internationalization efforts of Canadian institutions will need to address the integration issues that international students encounter while studying at these institutions (CBIE, 2015). In their study of “more than 3,000 post-secondary international students at 25 universities and colleges across Canada, 56% of the respondents reported having no Canadian students as friends” (CBIE, 2015, p. 1). The CBIE found this to be a disturbing finding because it believes that Canadian institutions need to do a better job of promoting meaningful interactions between international students and Canadian students as this is needed to create a cross-cultural social inclusion characteristic of an internationalized campus (CBIE, 2015, p. 8).

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Per the Association of Universities and Colleges of Canada's (AUCC) 2014 Internationalization survey, the most prominent finding was that Canadian universities are deeply committed to internationalizing their operations. The survey results showed that 95% of all Canadian institutions surveyed said that internationalization was a major part of their strategic planning process and 82% of the respondents considered it to be one of their top five priorities. Those 89% of respondents said that internationalization at their respective institutions had accelerated over the last three years (Association of Universities and Colleges of Canada, 2014). Canadian HEIs will also be expected to focus on operationalizing the following internationalization initiatives: student and faculty exchanges, student and faculty mobility, joint research, joint curriculum development, joint course delivery and joint academic and skills development programs (Foreign Affairs, Trade and Development Canada, 2014).

There is also a trend towards more applied research in colleges in Canada. A recent report on applied research in Canadian colleges reported that the colleges collectively engaged 32,093 students in applied research in 2013-2014, up by 9% from 2012-2013 (Colleges and Institutes Canada, 2015). The students were engaged in applied research through in-class projects, summer jobs, internships and the integration of research approaches in the curriculum. In addition, 87% of colleges supported student entrepreneurship and 7,639 students received support to pursue an entrepreneurial idea which is a 52% increase from the previous year (Colleges and Institutes Canada, 2015).

Colleges in Canada are also engaging in efforts to promote student mobility. For example, the 24 colleges in Ontario recently announced the first ever province wide agreement on credit transfers (Colleges Ontario, 2015c). This allows students who transfer to another college at the end of the first or second year to have their previous years' credits fully recognized; thus the students do not have to repeat any of the courses. This agreement was announced in partnership with the Ontario Council on

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Articulation and Transfer and it applies to students in programs such as accounting, business administration, marketing and human resources (Colleges Ontario, 2015d).

Another social trend for Colleges in Canada is making the campuses safe for students. In Ontario for example, the Ontario College presidents voted in 2014 to take new steps to address the sexual assault and sexual violence issues (Colleges Ontario, 2015d). The colleges worked collaboratively to implement a new sexual assault and sexual violence policy and protocol. The materials developed included information about protecting the privacy of the victim and outlined the steps that should be taken if someone witnesses report a sexual assault (Colleges Ontario, 2015d).

The colleges in Canada are also looking to improve the post-secondary attainment. In Ontario for example, the post-secondary attainment rate for young adults (ages 25-34) exceeds that of any country (except Korea and Japan) or any U.S. state (Colleges Ontario, 2015d). This is largely due to the strength of Ontario's college system. There are three times as many Ontarians (ages 25-34) with career-oriented diplomas and trades certificates as Americans. As well, there are more Ontarians (ages 25-34) with degrees and advanced degrees than Americans. In the U.S., there is a 29% drop out rate while in Ontario the dropout rate is only 8%. Most of the young adults who are aboriginal or who have disabilities have attained a post-secondary education in the colleges. The employment rate for the 25-64 age group with post-secondary credentials is 76%, which would put Ontario in 10<sup>th</sup> place among advanced economies if it was a country (Colleges Ontario, 2015d).

The efforts of Ontario colleges in improving their social conditions have translated into more satisfaction among the students. The historical trends in Ontario colleges also show that the graduation employment rate, graduate satisfaction rate and graduate rate are increasing. See Table 2.6 for full details of the results for these three-key metrics.

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Table 2.6

*Satisfaction and Graduation Rates at Ontario Colleges*

<b>Colleges Ontario Stats</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Graduation Employment Rate	83.6%	83.4%	84.0%
Graduate Satisfaction Rate	80.0%	80.1%	80.0%
Graduation Rate	64.8%	65.4%	65.8%

Adapted from 2016 KPI Survey Report by Colleges Ontario, 2017, Colleges Ontario, p. 1.

The analysis of the social factors suggests that adding an international dimension to the teaching and learning, research, and service functions of an institution is needed to for a college in Ontario to be renowned as an international institution. The colleges in Ontario addressed social challenges associated with sexual assault by bringing awareness to it through its core curriculum. The same needs to be done to address the integration issues that international students encounter in colleges. This can be done by creating an awareness of the value that international students bring to the campuses and providing more opportunities within the classroom for international students to interact with Canadian students. The interactions help all students as international students build stronger language skills through these interactions and Canadian students build stronger cultural awareness and sensitivity skills that will make them more effective in the global workplace.

**Section 2.5.4 – Technological Forces.** Colleges in Canada are investing a significant amount of resources in applied research. It was reported that in 2013-2014 there were 107 colleges in Canada that had a dedicated applied research division with a total of 2,491 faculty and staff engaged in applied research (Colleges and Institutes Canada, 2015). It was also reported that 5,633 companies collaborated with colleges in both business and industrial research. The colleges received \$207 million of external funding from both the government and the private sector and the colleges allocated \$52 million of internal resources to applied research (Colleges and Institutes Canada, 2015).

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The OMTCU published a discussion paper in 2013 recommending reforms related to the areas of innovation, creativity and knowledge for Ontario's Post-Secondary Education System to cut costs (Mackay, 2014). The reforms called for more community colleges in Ontario to offer online courses. To implement this recommendation, the Ontario government has provided substantial investments over the last two years for the colleges in Ontario to develop new online courses and redesign existing ones (Colleges and Institutes Canada, 2015). The funding has supported the development of more than 150 college online courses and modules in a broad variety of programs. These new courses expanded offerings in apprenticeship, certificate, diploma and degree credentials (Colleges and Institutes Canada, 2015).

Although the motive for these online courses seems to reflect the new technological trends, there are critics who argue that colleges in Ontario were being encouraged to offer more courses online because of budgetary considerations rather than a pedagogical criterion (Mackay, 2014). This is supported by research done by Mackay (2014) who interviewed faculty members from 24 community colleges in Ontario on a series of topics such as internationalization, academic freedom and online learning. The faculty members in this study reported their students' dissatisfaction with the online delivery of courses. The students in this study complained that they found it difficult to learn effectively online or in blended format courses. Many of them did not appreciate the fact that they did not have the option of taking required courses face-to-face (Mackay, 2014).

In order to transform the educational experiences through technological innovations a special committee called the Educational Technology Committee (ETC) was formed by the Ontario Colleges (Educational Technology Committee, 2017). The ETC is described as follows,

It is a network of representatives from each of the Ontario Colleges who are directly involved in



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the practice and applied research of educational/learning technologies. Teaching and learning technologies are broadly defined as any technologies employed to facilitate the opportunity for learning (Educational Technology Committee, 2017).

The ETC sponsor an annual conference that brings together approximately 200 college educators across the province of Ontario to engage in collaborative and meaningful discussion of the issues and challenges involved in using technology to enhance and transform the teaching and learning process. The educators collaborate on a wide range of topics such as the use of wikis, blogs, simulations, gaming, classroom management, and trends in instructional technology (Educational Technology Committee, 2017).

In summary, there are challenges associated with maximizing student experiences through online courses. However, there are collaborations that are taking place among the educators of Ontario colleges to leverage technology to improve the teaching and learning process. The major opportunity here is to add an international dimension to the technological innovations to facilitate more meaningful interactions among international and domestic students.

**Section 2.5.5 – Ecological Forces.** Colleges in Ontario are looking to become the leaders in promoting a green economy (Colleges Ontario, 2010). Themes such as sustainability, energy conservation and innovation are informing the colleges' curriculum, driving the colleges' infrastructure and growth, producing partnerships with industry, and creating graduates with skills and knowledge for careers in the sustainable economy. To ensure that college students in Ontario are at the forefront of green skills training the colleges are working with employers to modify curriculum for existing occupations and develop curriculum for new occupations. This has led to 35 new diploma or certificate programs related to the sustainable economy (Colleges Ontario, 2010).

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The Canadian Bureau for International Education (CBIE) organized the Internationalization Leaders Network (ILN) to create ethical principles for Canadian education institutions to follow in their approach to internationalization (CBIE, 2017). The following seven principles were formulated by the ILN:

1. Internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good.
2. Given its importance and central role in society, internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution.
3. International students should be valued and recognized for all of their contributions, including enriching institutional life and the educational experiences of all students; providing direct economic and social benefits to local communities beyond the institution; and creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit.
4. Ideally, internationalization is inclusive, pervasive and comprehensive, encompassing all aspects of the work of the institution (teaching, research, service and community outreach) and the full range of institutional goals and actions, including: curriculum and program design; teaching and learning development; student, faculty and staff mobility; language education and training; research and innovation; projects and services; community outreach and local economic development.

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5. Internationalization is important to the financial sustainability of many institutions and should not be undertaken without adequate allocation of resources; however, the financial imperatives must not dictate the internationalization agenda.
6. Internationalization that comprises capacity building across borders and cultures must benefit all parties involved; institutions should use a collegial, participatory and mutually beneficial approach to the establishment of international and global partnerships.
7. Internationalization engages a wide range of community members (including students, faculty and staff) in the design and development of activities, and aims for equitable access to activities. Access need not be exactly the same for all, or to the same extent, but internationalization should engage all members of the education community (CBIE, 2017).

The major threat that the CBIE was looking to address with these principles is that internationalization should not be seen as a way of filling budget deficits by Canadian institutions (CBIE, 2017). The CBIE acknowledges that the enrollment of international students is important but emphasizes the social responsibility that institutions have to ensure that all efforts are being made to integrate them into the institutions so that everyone sees the educational experiences of all students. The CBIE advocates for a comprehensive internationalization at home strategy that is purposeful in the sense that an international dimension is added to the teaching and learning, research, and service functions of the institutions. The CBIE also advocates for an internationalization abroad strategy whereby the institutions are creating relationships with other global institutions in order to create more opportunities for their students to study abroad. The CBIE also advocates that HEI take a more collaborative approach to operationalizing internationalization within their institutions (CBIE, 2017).

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Therefore, in order to address the threat of internationalization becoming a vehicle for addressing funding deficits the CBIE provided ethical principles for internationalization that give institutions the opportunity to become renowned global leaders in international education. The CBIE emphasized the need for the senior leaders of Canadian education institutions to build commitment for their internationalization by actively engaging its entire community of stakeholders.

**Section 2.5.6 – Political Forces.** Globalization has accelerated student mobility with estimates showing that more than seven million students will be studying outside of their own countries by 2020 (Altbach, Reisberg, & Rumbley, 2009). Globalization is defined as the “process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. 4). Canada is planning to benefit from this globalization trend by formulating a new strategy for international education that will double the size of the international student base from 239,131 in 2011 to more than 450,000 by 2022 (Foreign Affairs, Trade and Development Canada, 2014).

Canada’s plans to double the enrollment of international students may not be based solely on economic rationales. Per Guo, Schugurensky, Hall, Rocco and Fenwick (2010) Canada is a low demographic area that has immigration policies tied to the recruitment of top talent. Therefore, recruiting international students can also be a strategy employed by Canada to address the brain drain problem.

Per a study conducted by the CBIE, the top reasons why Canada is the destination choice for international students include: academic reputation, Canada’s reputation as a safe and welcoming country, affordability of education, opportunities to work after graduation and permanent residence (CBIE, 2013). To make it easier for international students to work, Canada changed its regulations

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around study permits. An international student is now authorized to work 20 hours per week during the academic session and full-time during scheduled breaks with no requirement for a separate work permit (ICEF Monitor, 2014).

The colleges in Ontario are lobbying for the Ontario government to allow them to offer three-year degree programs, expand the range of four-year degree programs, and allow several colleges to offer nursing degrees (Colleges Ontario, 2015b). The colleges believe that offering more degree programs will provide post-secondary graduates with the qualifications and advanced skills needed to succeed in the innovation economy. They also believe that increasing the degree programs in their colleges is needed to attract more international students as the diploma credential is not well understood outside of Canada. The provincial government has responded by granting three-year degree programs to colleges. In 2015, the provincial government appointed Postsecondary Education Quality Assessment Board (PEQAB) to perform an organizational review of any request placed by a college to offer a three-year degree (Laurence , 2017). This organizational review would involve examining the college's finances, administrative structure, and policies. Eight months after the review officials from PEQAB would evaluate the faculty and academic offerings. If the organizational review proved successful, then the college would be granted the ability to offer the three-year degree program.

As mentioned earlier the political pressures are the main drivers for internationalization in Ontario. However, the funding crisis is a major threat because it will reduce government funding and lead to cost cutting that could adversely impact the quality of education. Even though efforts to increase international student enrollment will increase there will be a more efforts by the colleges to integrate these students effectively so that their contributions are being valued by the community of stakeholders within the colleges. Despite the funding crisis there are attempts being made by the colleges to ensure

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that the quality of education is not adversely impacted by the lack of government funding. In order to maximize resources internally it will be important in the future for the senior leadership of the colleges to build commitment for their internationalization initiatives. This study will provide a case example of how this was done at Sheridan.

**Section 2.5.7 – Summary.** Based on an analysis of the DESTEP, colleges in Ontario are encountering a financial crisis that could adversely impact the quality of education and thus their reputation in the global marketplace for education. Even though the lack of government funding is a major contributor to the financial crisis there are also other demographical factors such as an aging population and declining domestic student enrollment that make this financial crisis a serious threat to the long-term success of the colleges in Ontario.

The first national Canadian international education strategy has placed pressures on colleges to increase the enrollment of international students. Even though the enrollment of international students is increasing it is not enough to address the dire financial situation of Ontario Colleges (PwC, 2017). Ontario colleges are severely under funded and thus this will lead to severe cost cutting measures that could impact the quality of education (PwC, 2017). This reduction in quality could adversely impact the enrollment of international students and the Colleges' reputation as a global provider of education.

There are also external pressures on the colleges in Ontario to adopt a more ethical approach to internationalization. This means that international students cannot be seen as 'cash cows' but rather the colleges have to create a more inclusive environment that is more welcoming to international students. The colleges will also need to improve their efforts to address the academic, social, and cultural integration issues that international students encounter in colleges. The colleges also need to make the value that international students more visible to the rest of their community of stakeholders so that

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everyone can benefit from interacting with them. In order to do this there will need to be more efforts to ‘internationalize at home’.

The DESTEP model also revealed that in addition to an ‘internationalization at home’ strategy, the Ontario colleges will also need to employ an ‘internationalization abroad’ strategy to promote more student mobility across borders. The ‘internationalization abroad’ strategy also provides an opportunity to build partnerships with other institutions in other countries. This will facilitate the development of more study abroad programs which are needed to give students more global awareness.

A comprehensive ‘at home’ and ‘abroad’ internationalization strategy will require the collaborative efforts of the entire community of the colleges. Therefore, there will need to be more efforts by the senior leadership of the colleges to build commitment for their internationalization initiatives. This will mean creating a sense of urgency for collaborating on internationalization initiatives and promote the formation of social networks for future internationalization initiatives.

### **Section 2.6 – Collaboration in Higher Education Institutions**

The resource requirements for ‘internationalization at home’ and ‘internationalization abroad’ approaches to internationalization are substantial and require a transformational change (Olson, 2005). Olson (2005) described transformational change as,

Change, which is both broad and deep, results from and brings about interrelated changes—one policy change produces a cascading series of other changes, in the case of internationalization of the curriculum, for example, new attention to faculty development and interdisciplinary practices. This will in turn require different approaches to faculty rewards and the hegemony of the academic department (p. 55).

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Olson said that comprehensive internationalization can be offered as language for transformational change because,

Comprehensive internationalization is both broad (affecting departments, administrative units, curriculum, programs, and co-curriculum) and deep (expressed in institutional culture, values, policies, and practices) (p. 55).

Therefore, the process of internationalization at an HEI requires two major changes. The first is the change to a more collaborative environment (Kezar, 2001; Knight, 1994) and the second is a change towards an international orientation in the teaching, research, and service operations of an HEI (Childress, 2009; Knight, 1994). Since collaboration is closely tied to change (Kezar & Eckel, 2002) it is important to assess strategies for transformational change.

The following three prominent models of transformational change were reviewed: Kezar and Eckel's (2002) model of transformational change; Johnston and Edelstein's (1993) lessons from campus practice; and Kelleher's (1996) model of international program development. Kezar and Eckel's (2002) model of transformational change is a general model of change that does not specifically address the internationalization context. The other two models are models of change but they specifically address an internationalization context.

A review of the three models of change revealed that there was a significant overlap in the factors for transformational change in HEIs. In all three models of change, factors such as senior administrative support and faculty involvement were considered important for transformational change initiatives such as internationalization. All three models also emphasized the importance of leadership but the concept of collaborative leadership was emphasized in Kelleher's (1996) and Kezar and Eckel's (2002) models of transformational



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change. The authors of all three models argue that staff development is an important factor for transformational change but they place more importance on the need for faculty development. The models of Kezar and Eckel (2002) and Johnston and Edelstein (1993) emphasize the need for visible action while Kelleher (1996) emphasizes the importance of indicators, which show “whether an institution has incorporated international education into its identity” (p. 421).

Even though there are similarities in the factors, it was Kezar and Eckel’s (2002) model of transformation that provided thick and detailed descriptions of the factors they identified as being instrumental for transformational change. The authors of the other two models provided very brief and vague descriptions of the factors they identified. Therefore, the model of change that will be examined in more depth for this study will be Kezar and Eckel’s (2002) model of transformational change. As part of the analysis of this model the factors that overlap among the three models as well as factors unique to Kezar and Eckel’s (2002) model will be discussed in more depth below.

Kezar and Eckel (2002) used an ethnographic approach and two conceptual frameworks of culture to study change and assess strategies for transformational change at the following six HEIs: one research university; a community college; three doctoral-granting universities; and a liberal arts college. The data was collected over a four-year period and it was analyzed through the following two conceptual frameworks of culture: Tierney’s (1988) institutional culture and Bergquist’s (1992) institutional archetypes.

Kezar and Eckel (2002) determined that there were seven strategies for transformational change that they tested to determine whether they had a role in driving the change process at the six institutions involved in their study. These seven strategies for transformational change that they tested were: 1) a willing president or strong administrative leadership; 2) a collaborative process; 3) persuasive and

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effective communication; 4) motivating vision and mission; 5) long-term orientation; 6) rewards or incentives; and 7) supportive structures. Table 2.7 below provides a brief summary of each of the strategies for transformational change.

Table 2.7

*Kezar & Eckel (2002) Strategies for Transformational Change*

Strategies for Transformational Change	Description of Strategies
1) A willing president or strong administrative leadership	The support of the president and other individuals with positional power facilitates the change process allowing it to occur more quickly since they can secure human and financial and focus institutional priorities
2) A collaboration process	Collaboration refers to involving stakeholders throughout the organization in the change process.
3) Persuasive and effective communication	Leaders develop a communication plan that describes the change process and makes it understandable to employees. The benefits of communication include fostering buy in, facilitating collaborative leadership, and developing relationships.
4) Motivating vision and mission	A motivating vision or mission becomes the blueprint and compass for many employees. This compass allows people to move toward something new and beneficial, not just unknown.
5) Long-term orientation	Several problems related to not having a long-term orientation have been connected to the failure of many change efforts, for example: a) not providing incentives for the long-term effort; b) not developing strategies to capture and hold attention through distractions; c) not presenting the long-term commitment to staff so they end up being disillusioned; or d) turn over in leadership before the change effort takes root.
6) Rewards or incentives	The range of incentives can vary from computer upgrades, summer salaries, merit increases, conference travel money, public recognition, and awards

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7) Supportive structures	This could include new centers or positions, realigning roles, reallocating resources, is central for sustaining and achieving change.
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Among their findings, Kezar and Eckel (2002) discovered five core strategies in which three were from the seven strategies tested for transformational change and two of them were new strategies. The three strategies from the seven strategies tested were: 1) senior administrative support, which was evident through vision statements, values, resources, and administrative structures; 2) collaborative leadership, which is a situation whereby the senior leadership of an institution empowers and engages stakeholders throughout the institution in both designing and implementing the key aspects of a change process; and 3) robust design, which referred to communicating a clear and understandable vision and then establishing objectives for achieving the vision. The two new strategies for transformational change that they discovered were: 1) staff development, which requires training the key stakeholders on the issues related to the subject matter of the change; and 2) visible action, which consisted of undertaking visible activities that built momentum and the need for the cross-unit change effort.

In a subsequent study, Eckel and Kezar (2003) said that organizational transformation will take place in higher education institutions only when the senior leadership of an HEI employ cultural strategies to alter underlying assumptions, beliefs, attitudes, and behaviors that are deeply held by members of the HEI. They also argued that structural strategies also needed to be employed to alter the structures and processes that would allow for transformational change. These findings have been confirmed by other studies (Kezar, 2001; Kezar, 2005; Kezar & Lester, 2009; Mohrman et al., 1995).

This focus of this study is on collaboration, which is an important part of transformational change (Kezar & Eckel, 2002). This research is important because HEIs with collaborative environments will be more conducive to achieving success in their change efforts with respect to

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internationalization. Since collaborations are more difficult to achieve in HEIs versus Corporations it makes this research even more necessary. This is echoed by Kezar (2005) who said, “Unlike corporations where collaboration can be mandated from the hierarchy, creating a collaborative context within higher education mirrors the process of inter-organizational collaboration where the parties need to be convinced of the importance of commitment.” (Kezar, 2005, p. 846). The identification for the need to collaborate is instrumental in the building commitment stage of the collaboration process (Kezar, 2005).

In this study the focus will be on the building commitment stage of the collaboration process. This is an important part of the collaboration process needed to initiate transformational change because unless an HEI can get individual engaged in internationalization initiatives then all efforts to internationalize will fail (Childress, 2009, Childress, 2010, Knight, 1994, Knight, 2004). Since building commitment for internationalization initiatives is going to be important to maximize resources for internationalization initiatives it is important to review the literature on collaboration.

There are many barriers to collaboration in HEIs so it is important to understand how commitment is built within the siloed construction of HEIs. This study will review the literature on collaboration with the intention of illuminating the institutional, organizational, and personal factors for building commitment.

**Section 2.6.1 – Definitions of Collaboration.** As the central focus of this study is on building commitment it is important to review the literature on collaboration to find a definition of collaboration to guide this study. Collaboration is a difficult term to define because researchers have experienced difficulties with establishing what constitutes collaboration in organizations (Katz & Martin, 1997). There are multiple definitions of collaboration in the literature. Kocchar (2008) for example defined

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collaboration as a “process of participation through which people, groups, and organizations form relationships and work together to achieve a set of agreed upon results” (p. 7). Winer and Ray (1994) said that “a collaboration occurs anytime people work together to achieve a goal” (p. 21). Wood and Gray (1991) defined collaboration as a “a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (p. 437). A common theme in these definitions is that there is a partnership that emerges that is “based upon an understanding and agreement of two or more parties that they will work together on a given problem, task, or enterprise” (Grace, 2002, p. 8).

Wood and Gray’s (1994) definition of collaboration was used to guide this research. This is because per Kezar (2005), “in order to be considered collaboration, it is key that the process entail an interactive process (relationship over time) and that groups develop shared rules, norms and structures, which often become their first work together” (p. 833). Watts (2012) supports the use of Wood and Gray’s (1994) definition of collaboration because a definition in organizational development is needed given the nature of colleges and universities.

**Section 2.6.2 - Levels and Types of Collaborations.** Russell and Flynn (2000) argued that there is a continuum with which collaboration occurs in organizations. At a minimum level, collaboration involves two individuals or two organizations that are communicating together for a specific purpose or objective. Further along the continuum the two or more subunits or organizations may agree to establish a process or structure to enable joint decision making. At a maximum level, collaboration involves a long-term ongoing working partnership with two or more parties having a formal, legal contractual arrangement that specifies the formal responsibilities of each party involved in the collaboration (Russell & Flynn, 2000). The collaborations that took place for the PCC at Sheridan occurred in the middle of

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the continuum as individuals from different sub-units established a process to enable joint decision making on an idea to internationalize Sheridan (Sheridan College, 2015b).

Kezar (2005) identified two different types of collaboration discussed. The first type of collaboration she identified is internal collaboration, which is the process of two or more groups within a larger organization working together. The second type of collaboration she identified is external collaboration, which is the process of organizations or subunits working in conjunction with entities that are outside the organization. A third type of collaboration that could occur are hybrid collaborations. Hybrid collaborations are situations where teams are collaborating both face to face and virtually (Cheng, Azadegan & Kolfshoten, 2016). In hybrid collaborations, the virtual nature of the interaction could impact the trust building process among the teams. The collaborations that took place for the PCC at Sheridan were internal in nature as it involved many internal stakeholders to come together and collaborate on an internationalization initiative (Sheridan College 2015b).

The term collaboration has been closely tied to the concept of structural alignment. Lawrence and Lorsch (1967) defined structural alignment as the “collaboration that exists among departments that are required to achieve unity of effort by the demands of the environment” (p. 11). The term structural alignment can be further subdivided into vertical and horizontal alignment. Vertical alignment examines the alignment between the subunits and the missions and strategic goals of the organization. Maheshkumar, Joshi & Porth (2007) defined vertical alignment as the “configuration of strategies, objectives, action plans, and decisions throughout the various levels of the organization” (p. 505). They said that it is achieved when the overall strategy formulated at the corporate level is implemented in a bottom-up fashion and lower-level decisions are aligned to decisions made at the upper level. The same authors defined horizontal alignment as the “coordination of efforts across the organization and is

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primarily relevant to the lower levels in the strategy hierarchy” (p. 505). They argued that horizontal alignment can also be defined in terms of cross-functional and intra-functional integration. For them the process of horizontal alignment requires both exchange and cooperation among various functional activities.

Vertical and horizontal alignment will be difficult to achieve in HEI because of the high degree of subunit differentiation. Lawrence and Lorsch (1967) defined differentiation as “the state of segmentation of the organizational system into subsystems, each of which tends to develop particular attributes in relation to the requirements posed by its relevant external environment” (p. 5). This definition of differentiation contains elements of the formal division of labour as well as the behavioural attitudes of members of the organizational subsystems. Boyer and Crockett (1973) identified internal organizational properties that make HEIs different from industrial organizations. They argued that HEIs have lower degrees of task interdependence among groups and between individuals. This means that the departments within HEIs tend to carry out their activities in relative isolation from other departments except on issues related to budgets. The faculty members of their respective departments design and evaluate their teaching without extensive consultation with their colleagues, which fosters an organizational pattern that looks more like a collection of individuals rather than an integrated team working towards a common set of educational goals. Lawrence and Lorsch (1967) argued that organizations with a high degree of sub-unit differentiation that operated in uncertain environments would need to ensure a high degree of integration across the differentiated subunits. Integration in their study was defined as “the process of achieving unity of effort among the various subsystems in the accomplishment of the organization's task” (p. 5).

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Per Kezar & Lester (2009) the desire to maintain the high levels of subunit differentiation within the institution will lead to resistance to any efforts that look to transcend these departmental boundaries. This is because individual faculty members will look to protect their respective department's norms associated with academic freedom and professional autonomy. The budgeting process used by the HEI can also have an impact on collaborations (Keeling, Underhile & Wall, 2007). This is because enrollment based budgeting systems allocate resources to academic departments based on the enrollment of students. This means that the academic departments will provide support for efforts that increase student enrollment rather than any collaborative activities outside of their departments.

Therefore, a possible explanation as to why collaborations fail for internationalization initiatives is because of the high potential for subunit differentiation. This means if there is too much autonomy given to departments to internationalize their operations and this is done in isolation of other departments then it makes integration difficult. This is why it is important to examine institutional strategies for breaking down these barriers.

**Section 2.6.3 - Collaboration and Internationalization.** The issue of subunit differentiation makes it difficult to integrate internationalization efforts across departments. However, there are many research studies that show that it is also difficult to get the key stakeholders within an HEI to become engaged in a cross-unit internationalization initiatives. Childress (2009) argued that the limited involvement of key stakeholders in the planning and operationalization of internationalization plans makes building commitment for internationalization initiatives even more difficult. Stakeholders may also avoid engaging in internationalization initiatives because participating in them could be time consuming and it could mean that it takes them away from other priorities that are more important for



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them (Demers, 2007). There are also other scholars who have found that reward systems at HEIs do not value international work, which made it difficult to get key stakeholders engaged in internationalization efforts (Childress, 2009; Childress, 2010, Kezar, 2001, Knight, 2004). Hawawini (2011) found that internationalization initiatives failed due to the lack of financial and human resources allocated to them. This case study will look to add to the body of knowledge by examining the building commitment stage of the collaboration process for a cross-unit internationalization initiative.

This case study is also important because Kezar (2005) did not consider an internationalization initiative in her study on collaborations. In order to fill this gap in the knowledge the only initiative that is being examined is an internationalization one. The goal of this research is to explain the factors that are instrumental in building commitment for an internationalization initiative in a college setting. The following section will discuss the challenges related to building commitment for internationalization initiatives. Dr. Jane Knight's scholarship and internationalization concepts will be examined to illuminate the fact that internationalization is a large scale change effort that requires the engagement of all stakeholders within an HEI.

**Section 2.6.3.1 - Definitions of Internationalization and Collaboration.** Depending on the level of subunit differentiation within an HEI it is quite possible that each subunit has a different definition of internationalization. This could hinder efforts to promote collaboration for internationalization initiatives if the stakeholders within each of the subunits have a different interpretation of what it means to internationalize the operations of the HEI. This is echoed by Kezar who said in an interview with Association of International Educators that the "stakeholders who are engaged with international issues may not be working with the same definition of internationalization" (West, 2012, p. 3). In the same interview, she then argued that campus leaders who are looking to

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promote collaboration for these initiatives need to be mindful of the different definitions of internationalization.

The internationalization literature supports the assertion that communicating the definition of internationalization is an important part of the collaboration process for internationalization initiatives. In an earlier study on internationalization, Schoorman (2000) found that the term “internationalization” meant different things to different people even within a single department. Per Knight (2005) this is a problem because different interpretations of internationalization will cause confusion and misunderstanding about what it means to internationalize an HEI’s operations. Knight (2005) acknowledged that there will be no such thing as a universal definition of internationalization. She does however argue that a common understanding of the term is needed when advocating for increased attention and support from both policymakers and academic leaders.

In a study conducted by Knight (1997) the respondents were asked to rank their choices for a definition of internationalization. Knight (1997) defined internationalization as “the process of integrating an international dimension into teaching/training, research and service functions of a university or college or technical institute” (p. 29). The respondents in Knight’s (1997) study ranked this definition as their first choice.

Another key finding of her study was that the respondents felt that a clear definition of internationalization could lead to better collaboration among the various stakeholders who are involved in the internationalization efforts (Knight, 1997). Qiang (2003) argued that the definition provided by Knight (1997) emphasized that internationalization is a dynamic process rather than an isolated set of activities. Olson (2005) said that this definition will encourage leaders of higher education institutions to revisit the core functions of their institution as they think about how to foster international learning.

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Knight (2008) updated her definition of internationalization to be the “process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels” (p. 21). Knight (2008) explained each element of this definition. Knight (2008) used the term “process” to emphasize that internationalization is an ongoing and continuing effort. She used the terms international, intercultural, and global because these terms as a triad reflect the breadth and depth of internationalization in HEIs. For Knight (2008) the term “international” carries with it the sense of relationships that exist among the various nations, cultures, or countries. Knight (2008) used the term “intercultural” to emphasize the diversity of cultures that exists within the various countries, communities and institutions. Knight (2008) used the term “global” to add a worldwide scope to the definition. The terms purpose, function and delivery in the definition were also carefully chosen by Knight (2008). She used the term “purpose” to refer the overall role that higher education has for the country/region, or it specifically refers to the mission of the HEI. Knight (2008) used the term “function” to describe the primary elements or tasks that characterize a national higher education system and an individual HEI. Knight (2008) said that at the institutional level this includes research, teaching and learning, and at the national level it includes any scholarly activities and services that benefit society at large. Knight (2008) used the term “delivery” to refer to courses and programs either domestically or in other countries.

Knight’s (2008) definition is comprehensive because it can be applied to the national and institutional contexts of higher education. A comprehensive definition of internationalization is needed to encompass the fact that HEIs are engaging in both internationalizations at home and internationalization abroad initiatives. Since internationalization affects the entire organization it is

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important to determine if the key stakeholders involved in the initiative are attaching the same meaning to the term.

Within Table 2.8 there are other prominent definitions for internationalization provided. The common elements in these definitions is that internationalization is a process that will require the cross-unit collaboration of various key stakeholders within the HEI to enhance the quality of education and research for society.

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Table 2.8

*Definitions of Internationalization*

<b>Authors</b>	<b>Definition</b>
Knight (1997, p. 29)	Internationalization is defined as the “the process of integrating an international dimension into teaching/training, research and service functions of a university or college or technical institute”
Ellingboe (1998, p.199)	Internationalization is defined as "the process of integrating an international perspective into a college or university system. It is an on-going, future oriented, multidimensional, interdisciplinary, leadership driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever changing external environment".
Van der Wende (2001, p.253)	Internationalization is defined as “any systematic, sustained effort aimed at making higher education (more) responsive to the requirements and challenges related to the globalization of societies, economy and labour markets”.
Knight (2008, p.21)	Internationalization is defined as a “process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels”.
de Wit & Hunter (2015, p.3)	Internationalization is defined as the “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”

Note: Future of internationalization (DeWit & Hunter, 2015), Strategies to internationalize a campus

(Elingboe, 1998); Model of internationalization (Knight, 1997); Changing world of internationalization

(Knight, 2008).

**Section 2.6.3.2 - Approaches to Internationalization and Collaboration.** There are many approaches to operationalizing internationalization in HEIs. Knight (2004) stated that at the institutional level internationalization can be described in terms of the rationales, activities, competency, ethos (internationalization at home) and process approaches to internationalizing the operations of HEIs. The problem is that if there is a high level of subunit differentiation it could mean that each department may

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adopt a different approach to internationalizing their operations. Since the intended outcomes of internationalization are tied to the approach taken by the HEI it will be difficult to achieve common goals if every subunit applies a different approach.

Knight and DeWit (1997) categorized the rationales for internationalization into four major classifications: political, economic, academic, cultural and social. Kreber (2009) argued that until the 1990s the internationalization of higher education was largely understood as a cooperative effort with its rationale based primarily on political, cultural, and academic arguments. The political, cultural and academic rationales were largely based on the ethos of cooperation. The rationale for internationalization that is considered predominant today is the economic rationale, which is based on the ethos of competition. Table 2.9 contains the basis for each of the four rationales for internationalization.

Table 2.9

### *Rationales for Internationalization*

<b>Knight's (1997) Rationales for Internationalization</b>	
Political Rationale	This rationale views international education as a beneficial tool for setting foreign policy with respect to political stability and world peace.
Economic Rationale	This rationale views international education as path to exporting education products to international markets. Knight cautions though that if the goal of the HEI is to improve the quality of education and not developing an international export market then there must be a balance between income generating motives and academic benefits.
Academic rationale	This rationale is based on the argument that internationalizing the curriculum, offering language programs, offering student and faculty mobility programs and encouraging cultural diversity through international student enrollment enhances the quality of higher education.

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Cultural and Social Rationales	This rationale is based on the premise that adding an international dimension to teaching and learning will allow individuals to develop the international and intercultural competencies needed to practice in the global workplace.
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Note: Model of internationalization (Knight, 1997).

It is possible for HEIs to have multiple rationales for their internationalization initiatives. Choi et al. (2014) found that the political and academic rationales were the primary reasons for internationalizing operations at the HEI they studied. The respondents in their study indicated that promoting global citizenship and cooperation and enhancing campus diversity were the primary rationales for internationalization. There were other respondents in their study who also wanted to see more infusion of an international dimension in the interdisciplinary programs and curriculum. A major finding of their study was the need to hire faculty with an international background to revise courses with international perspectives.

Whatever the rationale, an institution can only achieve its political, economic, social and academic objectives through collaboration among its departments, faculty members, support staff and students (Altbach, 2004). Iuspa (2010) argued that various stakeholders from the government, private and educational sectors can influence an HEI's rationale for internationalization. She said that within the educational sector there are departments, faculty members, students and staff who will all have their own rationales. She then stated that it is only when these key stakeholders interact with one another that they will know where the overlaps in the rationales are so that either change can be made to them or a combination of them can be used to guide the internationalization process. Olson (2005) also said that stakeholders will likely have different rationales for their involvement with internationalization as some will be focused on academic goals while the others may be focused on economic, social, or foreign policy goals. These rationales could be complementary or contradictory, which makes it imperative for

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leaders to initiate collaborative conversations among the key individuals involved in the internationalization initiatives.

The basis for the other approaches are summarized in Table 2.10 below.

Table 2.10

*Approaches to Internationalization*

<b>Knight's (1997) Approaches to Internationalization</b>	
Activities Approach (Knight, 1997)	In this approach to internationalization HEIs promote activities such as international student enrollment, student and faculty mobility programs, curriculum internationalization, joint research projects and innovation.
Competencies Approach (Knight, 1997)	This approach to internationalization emphasizes the human development of global and intercultural competencies in students, staff, and faculty members.
Internationalization at Home Approach (IAH) Knight (2005, p. 27)	IAH is defined as those activities that pertain to home campus internationalization efforts and include the “intercultural and international dimension in research and in the teaching/learning process, extracurricular activities, relationships with local cultural and ethnic community groups, and the integration of foreign students and scholars into campus life and activities”.
Process Approach (Knight, 1997)	This approach emphasizes the infusion of an international and intercultural dimension into the teaching, research, and service functions through a combination of a wide range of activities, policies and procedures.

Note: Model of internationalization (Knight, 1997); Internationalization Model (Knight, 2005).

The major drawback of the activities approach is that it is difficult to achieve any synergies across the activities because the activities tend to be stand alone, unintegrated, uncoordinated and fragmented (Strittmatter, Bharadwaj, & Camp, 2013). Qiang (2003) also sees the fragmented nature of the activities approach to be problematic because it is the departments rather than the institution that decide on the internationalization initiatives or activities. This means that there is the potential that the activities initiated by the departments are not co-ordinated or disseminated to other departments in the



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HEI. The major criticism of the competencies approach is that there is very little research done on what specifically is meant by global competencies (Strittmatter, Bharadwaj, & Camp, 2013). This means that each department could attach a different meaning to global competencies making integration difficult for the senior leadership of the institution. Per Hudzik (2014) an Internationalization at Home strategy will never come to fruition unless there is collaboration across offices and individuals. He said that unless a strategy of integration and collaboration is followed the efforts to implement a comprehensive internationalization strategy will be marginalized.

**Section 2.6.3.3 - Internationalization Process and Collaboration.** The subunit differentiation in HEIs can also hinder an institution's efforts to internationalize its operations. This is because a comprehensive internationalization strategy will impact the entire HEI and it will require cross unit collaboration from all the departments in the HEI. This means that administrators, faculty members, support staff and students will all need to be actively engaged to allow the HEI to progress through the various stages of internationalization.

Dr. Jane Knight's (1994) Internationalization Cycle is a comprehensive model of internationalization that describes the stages of internationalization that take place at HEIs. Knight (1994) developed the model in 1994 after performing an analysis of the internationalization processes in Canadian universities. Since then Knight's (1994) "Internationalization cycle has become the most highly used theoretical or conceptual perspective to explain the process of internationalization through which institutions should proceed to achieve their internationalization goals" (Pinder, 2012, p. 86). There are many scholars that have applied Knight's (1994) model to explain the internationalization process at the HEIs they studied (Beatty, 2013; Childress, 2010; de Souza, 2014; Jons, 2012; Rumbley, 2007).

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In her internationalization cycle, Knight (1994) formulated a sequence to the six phases of the cycle but acknowledged a two-way flow between the phases. Knight (1994) also recognized that the cycle is continuous and that each institution goes through it at its own pace. The continuous cycle in this model is surrounded by a supportive culture that is needed to integrate internationalization (Knight & DeWit, 1995). This model demonstrates the importance of collaboration in internationalization initiatives. This is because the progression from one phase to another requires the collaboration of many key stakeholders from the various subunits in the higher education institutions. The problem is that the siloed construction of HEIs could make integration difficult if the academic departments choose to follow their own process of internationalization.

The six phases of the internationalization cycle are summarized in Table 2.11.

Table 2.11

### *Knight's Internationalization Cycle*

<b>Knight's (1994) Internationalization Cycle</b>	
Stage 1: Awareness	In this stage, there are campus-wide discussions taking place among faculty, students and support staff about the need, purpose, strategies, resource implications and benefits of internationalization.
Stage 2: Commitment	In this stage, commitment must be expressed in terms of both the attitudes and actions of senior leaders and the broader academic and administrative community.
Stage 3: Planning	In this stage, the senior leadership team needs to ensure subunit alignment to the institutional wide plan and policy framework formulated for internationalization.
Stage 4: Operationalization	In this stage, the various stakeholders from the various subunits will collaborate on activities that will operationalize the plans formulated in stage 3 of the cycle.
Stage 5: Review	In this stage, a systematic review of the effectiveness and efficiency of the use of the funds allocated to subunits for internationalization initiatives is assessed by the senior leadership team of the HEI.

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Stage 6: Reinforcement	In this stage, a reward system is implemented to encourage the various stakeholders to engage in internationalization efforts.
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Note: Internationalization Cycle (Knight, 1994).

A diagram of Knight's (1994) Internationalization Cycle is provided in Figure 1.2 in Chapter 1. It highlights the two-way linkages that occur among the various stages of the internationalization cycle. It also emphasizes the importance of ensuring that each department does not work in isolation of one another to internationalize its operations. It also shows that collaboration among faculty and support staff needs to take place at all stages of the internationalization process. Knight (1994) also argued that the senior leadership of HEIs need to create a supportive culture in order to proceed through the stages of the internationalization cycle.

**Section 2.6.4 – Summary.** The literature review revealed that internationalization is a process that requires a transformational change to implement. In order to make this transformational change cross-unit collaborations need to take place among the various stakeholders to add an international dimension to the teaching and learning, research, and service functions of an HEI. Therefore, it is important to study the factors that are instrumental in bringing people together to collaborate on internationalization initiatives. It is also important to study the strategies and factors that need to be considered in breaking down the barriers to collaborations within the siloed construction of HEIs.

### **Section 2.7 – Models of Collaboration**

A review of the internationalization literature shows that no approach to internationalization will be successful unless there is collaboration among the departments and various stakeholders within those departments. The question then becomes how do HEIs foster collaboration within their institutions given the high levels of potential subunit differentiation that exists. The answer to this question is a difficult one because “Very little research has focused on the process of collaboration or its

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development” (Kezar, 2005, p. 834). This statement made by Kezar still holds true per other researchers (Duffield, Olson & Kerzman, 2013). This is an important consideration given that without good planning and good design, research suggests that over 50% of collaborations will fail (Doz, 1996; Kezar, 2005). Per Eddy (2010) there is a need for more models of collaboration because it allows organizations to fill in the gaps of their knowledge about how to foster successful partnerships within their organization and provides participants in the partnership with templates that are based on successful collaborations. As well, Eddy (2010) states that models of collaboration also provide knowledge about important barriers and potential pitfalls that should be avoided to ensure that the partnership achieve its desired goals. The next section will review some of the process models of collaboration development from the literature.

**Section 2.7.1 - Weiss’s (1987) Process Model of Collaboration.** Weiss (1987) developed a process model of cooperation based on a study of nine educational service agencies (ESAs). Weiss (1987) argued that ESAs needed to proceed through a three-step process to achieve the level of collaboration needed to achieve the maximum execution of an initiative. In her model, a starting condition was that external pressures (i.e., legal commitments, internal organizational issues and societal expectations) were needed to compel and encourage participants to collaborate on organizational-wide initiatives. The external pressures could be random (i.e., sudden flow of external funding for projects) or systematic (i.e., pressures to comply with legal regulations). Then the parties to the collaboration needed to agree on the problem identified. The second step of the process required that the participants in the collaboration have the necessary resources (i.e., financial and human resources) to address the problem identified. In the third step of the collaboration process there must be institutional capacity to support and sustain the collaborations formed for an organization-wide initiative. This requires forming

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communities within the organization that have the resources and social capital to collectively solve complex problems (Weiss, 1987). Weiss's (1987) model made a significant contribution to the literature by identifying possible impediments to successful collaborations on organization-wide initiatives; however, later studies that applied Weiss's (1987) model found that collaborations failed despite having followed all three of the stages of the process (Ansell & Gash, 2008; Imperial, 2005).

**Section 2.7.2 - Ring and Van de Ven (1994) Model of Collaboration.** Like Weiss (1987), Ring and Van de Ven (1994) also developed a process model for collaboration on organization-wide initiatives. In their model, they explained how relationships among the partners emerged, grew and disbanded over time. They conceptualized collaboration as a “repetitive sequence of negotiation, commitment and execution stages, each of which is assessed in terms of efficiency and equity” (Ring & Van de Ven, 1994, p. 97). Their model describes the evolution of partnerships as occurring in stages of negotiation, commitment and execution. The stages are sequenced in such a way that they could be concurrent or repetitive. At each of the stages of the process the partners assess the partnership for both equity and efficiency. This assessment could lead to new negotiations, commitments and executions. These revisions could lead to the continuation or dissolution of the partnership.

In the negotiation stage of the process, there is an organizational initiative that brings parties together. The parties then develop joint expectations about their motivations, possible investments and perceived uncertainties of an organizational objective that they are exploring to implement jointly. For negotiations to take place effectively a combination of formal bargaining and informal sense making are needed. In the commitment stage of the process the “wills of the parties meet” (Ring & Van de Ven, 1994, p. 98) with respect to the obligations and rules for future actions in the relationship. In this stage, an interaction of formal contracts and psychological contracts takes place to build commitment. The

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parties to the partnership contractually formalize their commitments, obligations and functions. The execution stage involves carrying out the commitments made through the organizational roles and personal interactions of the parties involved in the collaboration process.

In their model of collaboration, Ring and Van de Ven (1994) focused on the relationships and their potential outcomes and consequences. They argued that when partners interact with one another regularly and become comfortable with one another, trust improves, leading to more cooperation.

**Section 2.7.3 – Doz’s (1996) Model of Collaboration.** Doz (1996) used a case study approach to identify factors that either fostered or hindered learning in an inter-institutional partnership. Her model examined how initial conditions such as: task definition, partner routines, interface structure, performance expectations and behaviours facilitated or hindered the partners’ learning about the environment, tasks, collaboration process, skills needed and goals of the partnership. After the partners scan and learn from the environment they are operating in and carry out the tasks defined, they will acquire the requisite skills and information about the collaboration process that will assist them in setting joint goals for the partnership. After the partners put into practice what they have learned, the next stage of the model is for the partners to monitor the partnership for efficiency, equity and adaptability. This will lead to a revision of the initial conditions of the partnership.

Doz (1996) found that failed partnerships occur when learning took place individually rather than jointly. This is because it is the joint learning that must be put into practice and when this does not happen it will negatively affect the efficiency, equity and adaptability assessments of the partnership. This will then lead to the conclusion that readjusting the initial conditions will not lead to better outcomes and hence the partnership will be dissolved.

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On the other hand, Doz (1996) found that successful partnerships occur when the partners engage in a process of learning and assessment that leads to more trust and flexibility in the relationship, which in turn leads to more co-operation and commitment to the partnership. In her model of collaboration, Doz (1996) considers learning to be the factor that determines the ultimate successes or failures of collaborations.

**Section 2.7.4 – Kezar’s (2005) Model of Collaboration.** In her qualitative case study on collaborations, Kezar (2005) explored the reasons why collaboration was so important in higher education institutions. This was a major contribution because as Kezar (2005) notes, higher education institutions: “are generally not structured to support collaborative approaches to learning research and organizational functioning. Departmental silos, bureaucratic and hierarchical, administrative units, unions and other rigid structures act as barriers to cross-divisional work and partnerships... Within this environment collaborative ventures struggle to emerge and be sustained” (p. 833). Kezar (2005) set out to understand the process of collaboration development in higher education institutions through her main research question where she asked, “How does the context for collaboration emerge, grow and become implemented and succeed or fail?” (p. 840). For Kezar (2005), “to be considered collaboration, it is key that the process entails an interactive process (relationship over time) and that groups develop shared rules, norms and structures, which often become their first work together” (p. 833).

Kezar’s (2005) goal for the study was to develop a model of collaboration development within higher education that examined the organizational context that enhances collaboration. In building her model, Kezar (2005) used a model from the business literature developed by Mohrman, Cohen, and Mohrman (1995) to position the topic of how to organize for collaboration within HEIs. Mohrman et al., (1995) argued that collaborations fail because leaders impose group outcomes on organizational

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structures that encourage individual outcomes. Therefore, they said that organization needed to redesign their institutional features (i.e. cultural and structural) to promote more collaborative work. Their model emphasized the need to redesign the following six elements to promote more collaborative efforts: (1) strategies; (2) tasks; (3) structures; (4) processes; (5) rewards; and (6) organizational members. The need to redesign institutional elements became a presupposition of Kezar's (2005) study as she explored the structural and cultural elements of HEIs that needed to be modified to make cross-functional collaborations successful. Kezar (2005) further informed the Mohrman, Cohen and Mohrman (1995) model by identifying the organizational factors that enable collaborations in higher education settings.

Like other scholars (Ring & Van de Ven, 1996; Doz, 1994), Kezar (2005) considered relationships, learning, and assessment to be the prominent reasons for collaboration development. After interviewing 20 faculty members, staff members and administrators at four different sites, Kezar (2005) created a model of collaboration development that demonstrated the importance of relationships, learning, and assessment to the process of collaboration. One key finding in Kezar's (2005) study was that the participants of partnerships in higher education institutions were more likely to base collaboration on established relationships rather than learning. Kezar's (2005) explanation for this was that, "It might be the difficulty of creating learning that resulted in people using relationships more as a strategy for moving the organization toward collaboration" (p. 853).

Kezar (2005) built a model for collaboration, which included the following three stages: building commitment, commitment and sustaining commitment. The building commitment stage requires that the individuals involved in the collaboration process for an initiative agree on the need for collaboration. In this stage, networks are formed and they provide an avenue or means for building support and grounding ownership of the process. In the commitment stage, the senior leadership demonstrate support



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and re-examines the mission of the institution. The networks formed in the building commitment phase provide a critical mass of energy in moving the collaboration process forward even when other strategies fail to deliver the desired results. In the sustaining stage, structures develop to support collaboration. The roles assigned to the networks consist of sustaining previous work and generating new collaborative opportunities. The networks also provide means and avenues for addressing any barriers that could be hindering the collaboration process. Kezar (2005) found that relationship building and networking were important in all phases of the development of the collaborations she studied.

Kezar (2005) also found that all three phases of collaboration relied on the following eight organizational factors: (1) a mission that encourages collaboration; (2) integrating structures that integrate work that is normally done individually or in isolation; (3) campus networks of individuals that enable internal collaboration; (4) rewards that encourage internal collaborations, (5) a sense of priority from people in senior positions; (6) external groups that create pressure to collaborate; (7) values that are invoked in planning and campus-wide activities; and (8) learning the process of internal collaboration through informal information sharing. Each factor defined was not exclusive to any stage in the collaboration model developed by Kezar (2005). However, with respect to the stages of her collaboration model, external pressures, values, and networks were all critical in the building collaboration stage. A sense of priority, mission, and networks were essential for the commitment stage. Integrating structures, rewards, and networks were important for the sustaining commitment stage. Kezar (2005) found that even though all eight factors were necessary in promoting collaboration only three of them were essential. The three essential factors of collaboration were mission and vision, campus networks and integrating structures.

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**Section 2.7.5 – Summary.** The similarities among all the collaboration models examined are as follows:

- All of them contain a three-step process for collaboration.
- All the models suggest that the stages of collaboration could be executed repeatedly until the desired result is achieved.
- All of them have initial conditions that need to be met.
- All the models suggest that a problem needs to be identified.
- All of them emphasize relationship building, learning and assessment.
- All the models suggest that the collaboration process will go through a series of revisions.
- Building trust among the participants is considered very important for fostering cooperation.

The differences among all the collaboration models examined are as follows:

- All the models (except Doz's model, 1996) emphasize relationships as the essential feature for promoting collaboration.
- All the models (except Kezar's (2005) model) were done in corporate settings.
- Kezar's (2005) model is the only model that considered in depth the organizational features that influenced the collaboration process.
- Kezar's (2005) model is the only model that identified the importance of building networks to promote collaboration. Her model also provided guidance on how to create these networks.
- All the models promoted efficiency and effectiveness but Kezar's (2005) model also added student learning as a possible outcome of successful collaborations.

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Based on the similarities and differences of the collaboration models examined, Kezar's (2005) collaboration model was used as the theoretical framework for this study. This is because the goal of this study is to examine the institutional and organizational factors that promote collaboration for internationalization initiatives at a community college in Ontario. Kezar's (2005) model is the only one that was done in a higher education setting. She also explained how the senior leadership of HEI can redesign the features of its HEI to encourage individuals to become engaged in cross-unit collaborations. The other collaboration models did not consider the specific organizational factors and per Kezar (2005) when processes were examined they tended to "to miss the systemic elements of the organization that need to be changed to make collaboration successful" (p. 834). This is a major gap that Kezar (2005) addressed with her stage model of collaboration. The institutional and organizational factors identified by Kezar (2005) provided key areas of inquiry for this study.

Kezar (2005) also called for more research on the area of collaboration in higher education as she felt that it was needed to inform policies and leadership practices. She suggested that future research examine the process of collaboration in different institutional types such as community colleges. The site selected for this study was a large community college in Ontario and this research filled the gap identified by Kezar (2005). There are other scholars (Kezar & Lester, 2009; Loveday, 2009; Markland, 2009; Smith, MacKenzie & Meyers, 2014; Watt, 2012) who have examined Kezar's (2005) model in other contexts and confirmed her findings. However, no studies to date, however, have examined Kezar's (2005) model in an internationalization setting until this research study. This study only examined the collaborations in an internationalization setting so that 'thick' descriptions could be provided about the building commitment stage of the collaboration process for an internationalization

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initiative. The international focus of this study will add to the body of knowledge on how to get the key stakeholders of an HEI engaged in cross-unit internationalization initiatives.

### **Section 2.8 - Factors for Promoting Collaboration**

Kezar's (2005) stage model of collaboration is the starting point for inquiry for this study because it is important to examine the factors that she identified as being instrumental in enabling collaborations within HEIs. This is important because in an earlier study, Kezar (2001) advocated for the need to address sources of conflict and barriers within a collaboration. Huxham (1996) identified the following three general sources of conflicts within collaborations that need to be addressed: 1) differences in aims, language, culture, and perceived power; 2) lack of authority structure; and 3) lack of time to manage logistics. Kanter (1994) examined 37 collaborations and identified the following four barriers to collaborations: 1) partners to do the collaboration did not know one another; 2) partners did not share the same level of commitment to the endeavour; 3) partners did not understand the strategic context of the collaborations; and 4) partners did not have enough time to dedicate to the project. Kezar (2005) identified the following three factors as things that could negatively impact the success of collaborative endeavors: 1) competing institutional initiatives; 2) mistrust of the process; and 3) lack of buy in from the key stakeholders.

In order to overcome these conflicts and barriers in collaboration, Kezar's (2001, 2005) scholarship on collaboration illuminated institutional strategies for promoting cross-unit collaborations. She categorized them as: 1) cultural factors of collaboration; and 2) structural factors for collaboration. Kezar (2005) then identified the specific organizational elements that needed to be redesigned to encourage more collaborative efforts.

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Kezar's (2005) model did not consider the personal elements that could be instrumental in bringing people together to collaborate on a cross-unit collaboration. This became an important line of inquiry for this study and will be addressed below. The next section will discuss both Kezar's scholarship with respect to how to create a context of collaboration within HEIs and any personal elements that also need to be considered in the design of collaborative endeavors.

Even though this study is focused on strategies for enabling cross-unit collaborations it is important to also discuss the implications of failed collaborative efforts. Based on Kezar and Eckel's (2002) model of transformational change, the stakeholders involved in the change efforts need to be engaged throughout the collaboration process in order for the change efforts to be successful. The failure to sustain collaborative efforts can lead to the failure of change initiatives. The failure of these change initiatives can be costly. Past research studies have shown that the costs of failed change efforts include: decreased employee loyalty, decreased employee satisfaction, high employee turnover, lowered probability of achieving organizational goals, a waste of financial and human resources, and difficulty in fixing the failed change effort (Kotter, 1995; Mohrman, Tensaki, & Mohrman, 2003).

**Section 2.8.1 - Cultural Factors of Collaboration.** Kezar (2001) examined the influence of both cultural and structural strategies for enabling collaborations within the various groups in different organizational contexts. Kezar (2001) found that the "human and cultural characteristics best defined reasons for success" in collaborations among faculty and support staff (p. 44). Even though she recommended that the leaders of HEI not ignore the structural factors for collaboration she stressed that the cultural factors had a larger influence on the collaborations she studied. Eckel and Kezar (2003) provided further support for this point by stating that the beliefs and values held collectively by the

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members of the organization need to be transformed before any structural elements (i.e. strategy) of the HEI can be changed.

Kezar (2006) said that collaborations are doomed to fail unless there is effective leadership. She said that leaders can facilitate collaborative endeavors by encouraging relationships to build among the collaborators for a project. They can do this by modeling the behaviors they wish to see in those collaborators. Kezar (2006) also argued that leaders need to be visible throughout the collaborative process. She said that by actively signaling their interest and ongoing support for the collaborative endeavor the leaders can give energy and resources to get commitment from others for the project. She said that leaders need to be both cheerleaders that encourage the heart and referees that resolve conflicts when they occur.

Leaders also need to have an understanding of the different subunits and their respective cultures in order to remove any barriers to collaboration (Kezar, 2006). Kezar (2001) found that cultural differences among departments can lead to conflicts that serve as barriers to the collaboration process. She noted that the cultures of the departments involved in the collaboration process within HEIs tend to be independent, unique and contradictory. She also said that each department will likely have their own set of unique values rather than shared values. Furthermore, the power and authority exercised by the collaborators will be determined more so by the group they belong to and the expertise they possess rather than any organizational structure relationships. She also noted that the collegial culture within HEIs are characterized with unclear goals and an unclear chain of command which serves to hinder the collaborative efforts at the institution.

The collegial culture of an HEI leads to the development of departmental subcultures that

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naturally emerge and could influence the collaborations among departments (Matthews, 1997). Matthews (1997) found that the boundary lines between support staff and faculty were drawn at the departmental level. She called these departmental subcultures because they create a culture at the departmental level that could be different from the dominant culture of an institution. She found that departmental subcultures can become barriers to building engagement for cross-unit initiatives.

This sentiment was echoed by the research of Philpott and Strange (2003). In their case study of a collaboration that took place between faculty and support staff they found that these two groups had distinct subcultures with each subculture having conflicting norms, values, attitudes, and beliefs. This led to major cultural clashes between the two groups which led to frustration and suboptimal outcomes. Philpott and Strange (2003) described the relationship between the two subcultures as:

Characterized by infrequent contact, a lack of knowledge and interest on the part of each about the purposes and functions of the other, and frustration over what appears to be skewed priorities in the distribution of institutional resources.

Although these two groups work at the same institutions with the same students, they sometimes act as if they were in different worlds. (p. 78)

Fried (1995) described the collaboration between faculty members and student affairs as a border crossing for both constituencies when she said,

Both student affairs staff members and faculty members are strangers in each others' land. They don't speak each others' language, aren't familiar with the protocol in each territory and seem

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generally uncomfortable in each other's neighborhoods. Getting to know each other professionally can be considered a cross-cultural experience for each. (p. 179)

Both Philpott and Strange (2003) and Fried (1995) argued that it would be beneficial to create more opportunities for the two groups to engage with one another as their collaborations are important to improving student outcomes. Ahren (2008) echoed this sentiment but warned that the divide between the two groups is very wide because faculty value autonomy while support staff value collaboration. She said that at times these values can be conflicting. This is echoed in the following statement, "the dichotomy between autonomy and collaboration alone may be the most illustrative of the divide between these two groups" (p. 85). Kezar, Hirsch, and Burak (2002) found that the biggest barrier to collaborations between faculty and support staff was the lack of time. They said that the groups need adequate time to collaborate with one another so that trust builds in the relationships.

The different values among faculty members and administrators could also become a barrier to them collaborating effectively on a cross-unit collaboration. Kezar (2001) also argued that collaborations between faculty and administrators could be difficult because both groups tend to have different approaches for resolving issues. She said that administrators will tend to favor a process while faculty members will tend to favor logic and perspective that is very much shaped by their fields. Administrators that favor a top down approach to develop and implement change initiatives could limit stakeholder engagement (Burke, 2011). Kezar (2001) argued that the divide between these two groups would mean that "change will be slow and difficult, and perhaps a political process in which different values systems represent different interest groups" (p. 68).

To overcome these cultural barriers of collaboration Kezar (2001) advocates for cross unit institutional dialogue. Bohm (1996) said that dialogues is a form of conversation that has the potential



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for changing the world view that is collectively held by members of an organization. He said that dialogue is neither a discussion nor negotiation that is geared towards convincing others about a position held by any organizational members. Instead he said that dialogue is an exchange of understanding. Senge (1990) echoed this point and said that deep trust and rich understanding builds over time when participants meet regularly under the conditions for effective dialogues. Senge et al., (2001) added that the effective exchange of information through dialogues can also lead to exploration, insight, and discovery. They said that dialogues produce a shared environment of collective assumptions, shared intentions, and beliefs of the group which are instrumental in building a shared understanding among the members of an organization.

Another cultural strategy for breaking down barriers to collaboration is a term that Kezar (2001) and Eckel and Kezar (2003) called 'visible action'. Eckel and Kezar (2003) found that visible action demonstrates to the collaborators that there is progress being made in the efforts to implement an articulated goal. They argue that the progress being made on an articulated goal also shows collaborators that the initiative is an institutional priority. They said that visible action is critical with long-term transformational change projects like campus internationalization because over time the focus and momentum tend to drift, which leads to pessimism among the stakeholders involved in the initiative. This pessimism results because the stakeholders engaged in the collaborative endeavor believe that little or no progress is being made on the initiative. Eckel and Kezar (2003) said that leaders can take visible action by investing in structures like an international center or investing in a series of workshops and conferences.

A third cultural strategy for breaking down barriers to collaboration are encouraging shared values among the participants involved in a collaborative endeavour (Kezar, 2001; Kezar, 2005; Kezar

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& Lester, 2009). Kezar and Lester (2009) said that “to foster collaboration at postsecondary institutions, organizational culture, particularly values, must be considered” (p. 89). Philpott and Strange (2003) found that in order to implement a transformational change then the senior leadership have to alter attitudes and beliefs collectively held by members of an organization so that they become shared among the different subcultures that are engaged in the collaborative endeavor. They argued that the misalignment of values among the different subgroups engaged in a collaborative endeavour could impact the success or failure of an initiative.

Walker, Senecah, and Daniels (2006) found that the misalignment of values among collaborators led to conflict among them as they worked together on improving student engagement and retention. Inkpen and Currall (2004) found that shared values among the collaborators to an initiative led to the growth of trust, which was instrumental in binding people together in social networks.

Therefore, cultural strategies such as: 1) promoting cross-unit dialogues; 2) taking ‘visible action’; and 3) promoting shared values are all needed to break down the cultural barriers to collaborations at both the institution and departmental levels. After the cultural elements of an institution is redesigned the senior leadership of an HEI have the influence and power to create structures that will further reduce the barriers to collaborations (Kezar, 2001; Kezar, 2005; Kezar & Lester, 2009). These structural elements will be discussed next.

**Section 2.8.2 - Structural Factors of Collaboration.** Even though cultural factors need to be prioritized for redesign, Kezar (2001) found that the senior leadership of an HEI needs to also consider the structural factors for enabling collaborations within their respective institutions. Kezar (2002) stated that structure can be examined through the organizational charts that provide guidance on the divisions “...of labour, roles, rules, regulations, relationships among people, and objectives” (p. 67). These

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organizational charts are an instrumental aspect of the internal structure of an HEI that needs to be examined for any barriers to collaborations.

The structuring of HEIs has been cited as one major obstacle in promoting collaboration among the various stakeholders and subunits within the HEIs. This is because HEIs are widely described as loosely coupled systems (Weick, 1976). Per Weick (1976), the term “loose coupling” means that coupled events are responsive but each event preserves its own identity and some evidence of its physical and logical separateness. In a loosely coupled system the term loosely reflects how a system’s elements are “...subject to spontaneous changes and preserve some degree of independence and indeterminacy” (Orton & Weick, 1990, p. 204). The fact that these elements are “...linked and preserve some degree of independence and indeterminacy” are captured by the word coupled (Orton & Weick, p. 204). The term loosely coupled in the context of HEIs has been used to describe their weak control, influence, coordination and interaction among events, components and processes (Pajak & Green, 2003). Per Reponen (1999) the loose coupling in HEIs make standard setting difficult in universities which is why many of the objectives set in HEIs tend to be general and difficult to measure and this results in measures that are defined around resources rather than outcomes. Reponen (1999) also argued that administrative management tends to be separate from program management, which causes contradictions between administrative and teaching staff because neither understands the objectives and outlooks of the other.

Per Kezar and Lester (2009), HEIs with loosely coupled systems tend to decentralize authority in the institution to the departments but there is very limited co-ordination and collaboration among the various departments in the HEI. This is the reason why they say that if collaboration does occur in HEIs it will happen in small pockets at the local levels. Kezar and Lester (2009) further emphasize the point

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that the structure of higher education systems promotes individual efforts, which make it difficult for university leaders and change agents to initiate and promote collaborative efforts.

Despite the organizational management issues associated with a loosely coupled system there are some benefits that cannot be ignored. For example, loose coupling can help educational institutions better position themselves for organizational survival because each autonomous and independent subunit within the university will have creative freedom to innovate (Orton & Weick, 1990). Loosely coupled systems also facilitate the development of organizational competencies that will allow subunits to become highly skilled knowledge centers (Weick, 1976). Even though change is slow and incremental in universities, the change that does occur is continuous and is based on a balance of different perspectives and interests (Kezar, 2001). The many deficiencies and dysfunctions of a loosely coupled system can be compensated for by activities such as enhanced leadership, focused attention and shared values (Weick, 1976).

To overcome these structural obstacles Kezar and Lester (2009) study revealed that institutional features such as strategy, tasks, structure, processes, people and rewards of an HEI needs to be redesigned to enable collaborative efforts. Strategy, which is akin to a mission, is what the HEI is trying to accomplish. Tasks are the work of the organization and this could be considered the teaching and learning process. Structures are the integrating mechanism for promoting collaborative work. Processes are the goal setting and decision-making processes that are redesigned to promote collaborative work. People need to develop skills for how to become more collaborative. Rewards are incentives that encourage team outcomes rather than individual outcomes. Their study also revealed that successful collaborations required managers to support redesign efforts and encourage the development of collaboration skills among the key stakeholders involved in the initiative.

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To get a more comprehensive picture of the elements that need to be redesigned it is important to examine Nadler and Tushman (1980) study. Per Nadler and Tushman (1980) studied the collaboration and functioning among groups or subunits within an organization were outputs of an organization's system that affect organizational level outputs such as goal attainment, resource utilization and organizational adaptability. In their model of organizational congruence, Nadler and Tushman (1980) argued that organizations take inputs (i.e., environment, resources and organizational history) and convert them into outputs (i.e., organizational performance) through their major component parts (i.e., tasks, individuals, formal organization and information organization). Tasks are defined in this model as the "basic or inherent work to be done by the organization and its subunits or the activity the organization is engaged in, particularly in light of its strategy" (Nadler & Tushman, 1980, p. 44). Nadler and Tushman (1980) argue that individuals in the organization perform the organizational tasks and need to be assessed with respect to their knowledge, skills and behaviours. They also said that the formal organizational arrangements are the structures, processes, methods and procedures that are formally developed to get individuals to work towards the organization's strategic objectives. These formal organizational arrangements for them also encompass organization design which is "the way jobs are grouped together into units, the internal structure of those units, and the coordination and control mechanisms used to link those units together" (Nadler & Tushman, 1980, p. 44). The informal structure for them includes the "different structures, processes, and arrangements that emerge while the organization is operating" and they complement "formal organizational arrangements by providing structures to aid work where none exist" (Nadler & Tushman, 1980, p. 44). This means that the informal structures that emerge could be leadership behaviours, rules and procedures and communication. Thus, these informal structures can either aid or hinder organizational performance.

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In an internationalization setting an institution could ask its organizational members (i.e. faculty members) to internationalize the curriculum so that it is more inclusive and promotes cultural diversity. Therefore, the HEI would take resources (i.e. knowledge, expertise, and experience) from its environment (Nadler & Tushman, 1980) and then redesign the strategy, structure, tasks, processes, people, and rewards to convert the inputs into outputs such as collaborations and an internationalized curriculum (Kezar, 2001, Kezar & Lester, 2009). As faculty members for example perform their task of internationalizing the curriculum there will be informal structures such as leadership behaviours, rules, and processes that facilitate the collaborations among the various organizational members so that all programs and courses reflect a more inclusive curriculum.

Nadler and Tushman's (1980) study not only illuminated the institutional elements that need to be redesigned but it also suggests that institutions need to be mindful of the fact that a change to one element could mean a disruption to other elements in the system. Therefore, an institution need to make changes to the entire system to maximize the benefits of collaboration.

**Section 2.8.3 - Organizational Factors of Collaboration.** After identifying the institutional strategies to promote more collaborative work, Kezar (2005) then defined the specific organizational elements (i.e. cultural elements and structural elements) that need to be redesigned to further enable a context that encourages collaborations within an HEI. In Kezar's (2005) stage model of collaboration she identified the following three stages of collaboration: 1) building commitment; 2) commitment; 3) sustaining commitment. Please see Table 1.2 for full a description of the activities that take place in each of Kezar's (2005) stages of collaboration. She then found that the specific organizational elements that needed redesign were as follows: 1) external pressures; 2) mission; 3) values; 4) sense of priority; 5)

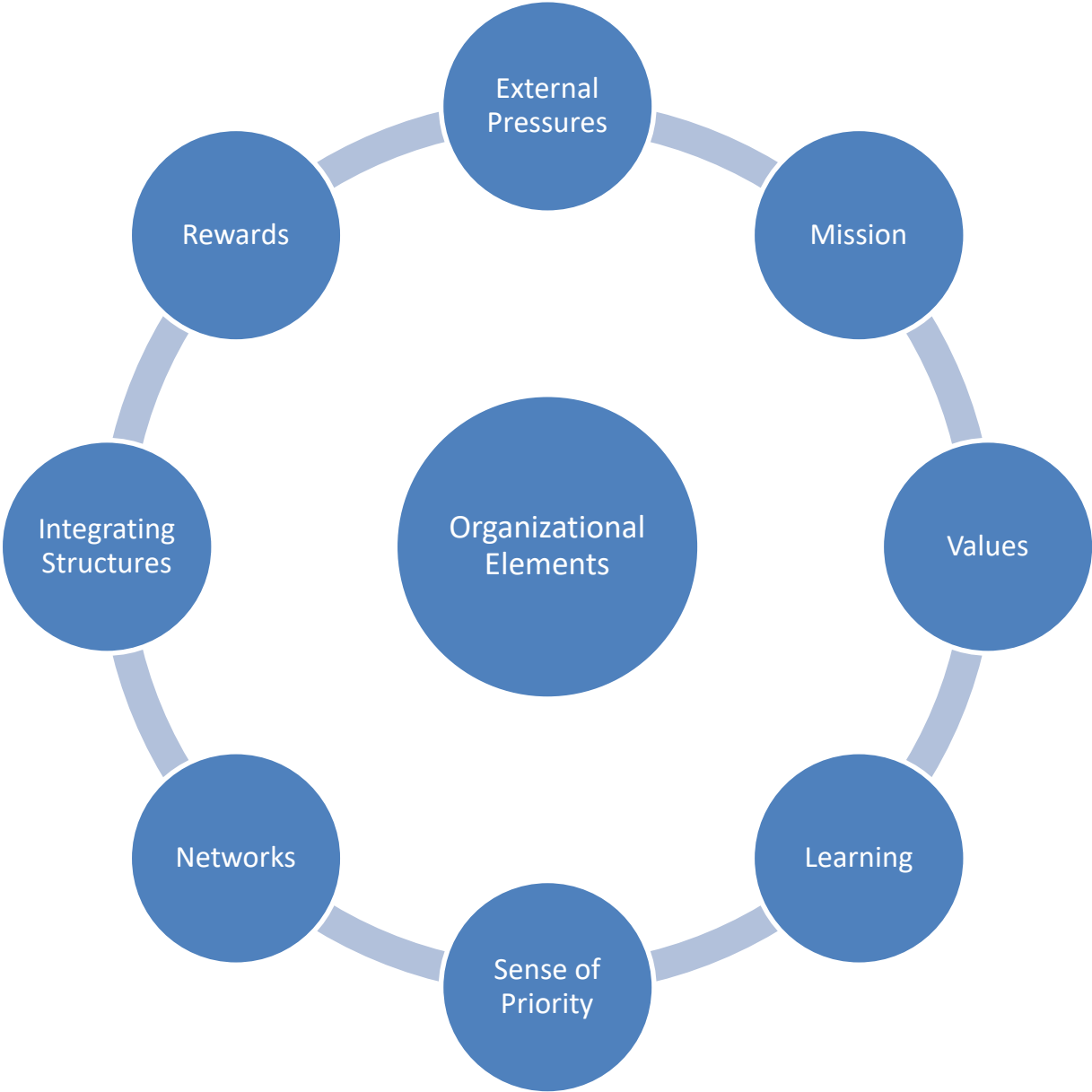
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networks; 6) integrating structures; 7) learning; and 8) rewards. Refer to Table 1.3 for a description of each of the elements in Kezar's (2005) model of collaboration.

These organizational elements will be examined further in order to understand the influence they have on the cross-unit collaborations in general and in particular for internationalization initiatives. The in-depth examination of these organization will also allow for an analysis of how these factors interact with one another to build commitment for cross-unit collaborations. Figure 2.2 below provides a diagram of all of Kezar's (2005) organizational elements that will be examined in the next section.

Figure 2.2

Kezar's (2005) Essential Organizational Elements for Enabling Cross-Unit Collaborations





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**Section 2.8.3.1 – External Pressures.** Kezar (2005) said that external pressures are forces outside of an institution that influence the internal functioning of that institution. The sources of external pressures on HEIs include: decreased funding, higher costs, technological growth, public scrutiny, changing values, changing demographics, and globalization (Eddy, 2010; Kezar & Eckel, 2002). These pressures become the starting point for collaborative endeavors within HEIs and they also encourage the development of social networks for collaborative endeavors (Kezar, 2005).

In their study of highly collaborative institutions, Kezar and Lester (2009) found that the senior leadership of an HEI used external pressures to make the importance, values, and need for more collaborations more visible to the key stakeholders of their respective institutions. Kezar (2005) found that collaborations were unlikely to occur unless there were some external pressures forcing them to develop. Even though social networks are essential to the collaboration process it is external pressures that cause these networks to call for change. Kezar (2005) also found that the senior leadership of an institution can leverage external pressures to overcome some of the barriers to collaboration as she said that “because collaboration is such a difficult transition to make, external pressures seem needed to overcome institutional inertia and disciplinary silos” (p. 826).

External groups such as government bodies, accrediting bodies, and funding agencies can place pressures within HEIs to collaborate (Kezar, 2005). HEIs rely heavily on government funding so as a condition of the grant there could be conditions imposed, which will mean more collaboration between the subunits within the HEI (Kezar & Lester, 2009). The government could also pass legislation to force all HEIs to offer special programs (i.e., teacher training programs) that will require collaboration across all the subunits within the HEI (Eckel & Kezar, 2003). There are also increasing external pressures on

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HEIs to improve student learning by mandating that faculty members collaborate on assessment strategies (Guetterman & Mitchell, 2015).

The forces of globalization are also placing significant pressure on higher education institutions to internationalize their operations. Globalization is a term used by many scholars to explain how macro external factors such as social, economic, political and societal forces affect the operations of HEIs. For example, globalization has been described as the “process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more interconnected and interdependent world” (Knight, 2008, p. 4). Altbach and Knight (2007) defined globalization as “the economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (p. 290). These definitions of globalization emphasize the growing importance of international education for HEIs all over the world.

The key elements of globalization that are creating changes in the core operations of higher education institutions all over the world include the growing importance of the knowledge-based economy (Beck, 2012; de Whitt, 2013; Spring, 2014; Wood & Robertson, 2015); the innovations related to information and communication technologies (Ololube, Dudafa, & Uriah, 2013; Patel, Gali, & Parmar, 2011); the development of new trade agreements for educational services (Green, Marmolejo, & Egron-Polak, 2012; Muravska, Berlin, & Sparling, 2015); and the role of the market economy (Marginson, 2011; Spring, 2014). These factors have become the driving forces behind new developments in higher education which include the increasing mobility of students across national borders (Beck, 2012; Jones & de Wit, 2012); the development of new forms of delivering education that include virtual and distance education (Anderson & Karim, 2013; Knight, 2015); and the entry of new educational providers such as virtual and corporate universities (Mazzarol & Soutar, 2012). With these

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new developments come major challenges for HEIs all over the world. This is because globalization has caused intense competition for students (Altbach & Knight, 2007; Cudmore, 2005, Knight, 2015) and this new source of revenue for HEIs has led to significant declines in government funding for HEIs (Cudmore, 2005). The reduction in government funding for higher education institutions across the world has forced these institutions to seek additional income from cross-border sources (Marginson & Van Der Wende, 2007). This is why there is support that the economic rationale for internationalization is of greater concern for higher education institutions than the political, social and academic rationales (Dolby, 2011). There are also political pressures being placed on higher education institutions to demonstrate that effective resource utilization is taking place for internationalization activities (Altbach & Tiechler, 2001).

De Souza (2014) found that her university established a review process for evaluating the impact of the many external fundraising campaigns that were implemented to get additional funding for their internationalization initiative. The university in her study would look to get additional financing and reinvest it into building capacity or hiring experts that could support the buildout of international programs. The additional funding was also used to further support the university's faculty exchange programs and study abroad programs. These programs were expensive so without this funding it would be very difficult for the university to become a global institution (De Souza, 2014). De Souza's (2014) study demonstrates that external pressures are also placing pressures on HEIs to be accountable for their spending on internationalization initiatives.

Globalization has also led to the development of global ranking systems for higher education institutions. These global ranking systems have placed pressure on university leaders

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to compete and cooperate internationally (Horta, 2009). The pressure to gain national and international rankings has accelerated the need for higher education institutions to internationalize their operations (Croom, 2012). There are also global models of internationalization that are emerging, and this has placed pressures on higher education institutions to adopt similar characteristics and practices (Dolby, 2011). External reviewers of curriculum are also placing pressures on the departments of universities to infuse a global dimension into their course content and teaching and learning practices (Mazzola, 2007).

According to Beatty (2013) the changing economic, political and social climates are impacting the functions of higher education institutions. He argued that the external factors are placing pressures on educational administrators to offer students more interdisciplinary learning opportunities in order to prepare them for a globally diverse workforce. Beatty (2013) found that a global dimension is also being infused into the curriculum by increasing the foreign language requirements and adding new majors. Rumbley (2007) said that a change in the government's objectives towards more internationalization can also place pressures on higher education institution to make internationalization a strategic priority. She also said that it could also lead to more collaboration among faculty and staff if internationalization is an important part of their evaluation.

De Souza (2014) found that external financing provided by external stakeholders such as corporations and government pressured the leadership teams of the higher education institutions to implement the internationalization initiatives in an efficient manner. The leadership of the higher education institutions in her study defined the internationalization initiatives and its process with the institution from a variety of perspectives to promote collaborations from both an individual and a business unit perspective. After that they communicated the benefits of internationalization to align the goals of both departments and individuals to the overall institutional goals.

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In the models of collaboration reviewed, external pressures tend to be an initial condition for collaborations. The literature review supports the assertion that external pressures from various sources (i.e. globalization, government, ranking systems, and funding agencies) can influence the collaboration process for internationalization initiatives. To build commitment for collaborations it is important for the senior leadership of HEIs to make these external pressures known to its key stakeholders (i.e. faculty and staff). The ability to make external pressures visible to the stakeholders will become an impetus for the key stakeholders within an HEI to look for solutions to address these external pressures.

**Section 2.8.3.2 - Mission.** External pressures are the starting point for collaborations (Kezar, 2005). Kezar (2005) said that once a collaboration is formed it needs to be guided by the mission of an HEI. This mission could be motivated by the external pressures inspiring the collaboration, and it creates common ground for the work to be completed (Kaplan, Brownstein, & Graham-Day, 2017). Mission creates a sense of purpose for the many stakeholders of a campus and it is a “shared vision and sense of purpose for members of campus” (Kezar & Lester, 2009, p. 61). The vision is “aspirational and expresses where an organization hopes to be in the future” (Kezar & Lester, 2009, p. 61). Kezar (2005) found that the mission is used by members of a campus to guide their priorities. In this sense then a mission is similar to values because it encourages action. Kezar (2006) found that an institution with a mission that encourages collective learning and one that values student-centeredness and innovation were better able to encourage engagement for their collaborative endeavors.

Many studies show that internal collaborations need to be an essential component of a mission statement for it to be operationalized (Gramling, Maletta, Schneider, & Church, 2004; Kezar, 2005; Kezar, 2006; Kezar & Lester, 2009; Scheepers, Venkitachalam, & Gibbs, 2004; Tierney, 2002). The extent to which collaborations are reflected in the mission will depend on the extent to which the senior

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leadership makes it a priority for the stakeholders. Kezar and Lester (2009) found that on campuses that created a collaborative context, collaboration was a part of the mission statement and, as several senior administrators noted, “defines who we are” (p. 68). Per Kezar (2005) the mission statement of an HEI must make internal collaboration a part of the identity or role of individuals for it to be lived and practiced. Kezar (2005) argued that revisiting or revising a mission statement is not enough to achieve effective collaborations for campus-wide initiatives. She said that the senior leadership of an HEI must use public speeches, orientations, convocations, or town hall meetings to socialize and re-socialize individuals to the mission. Kezar (2006) found that, “many people noted that a philosophy of collaboration that is tied to the mission of the institution made collaboration a systematic process and part of all work in which they engaged” (p. 817). Therefore, the senior leadership of an HEI needs to link a philosophy of collaboration to the institution’s mission statement in order to make the collaboration process more systematic within the HEI.

To foster the collaboration needed to implement internationalization higher education institutions must incorporate an international dimension in their respective mission statements (Knight, 1994). This is because it is difficult to get key stakeholders (i.e., administrators, faculty, students) to participate in internationalization initiatives unless the institution expresses its commitment to internationalization through its mission statement (Stohl, 2007). Raby, Culton and Valeau (2014) echoed this point as they found that after the colleges in their study included international education in their mission statement the collaboration among the administrators improved and this led to an increase in the number of study abroad and international student programs. Beatty (2013) also found that a main reason why faculty members participated in internationalization was to support the university’s broader mission, which included an international dimension. Knight (1994) stated that the colleges and universities that

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emphasized the importance of international education in their mission statements were better able to foster the commitment and collaboration needed to operationalize their internationalization initiatives.

**Section 2.8.3.3 - Values.** Like the mission, the values of an institution also promote action (Kezar, 2005). Kezar (2006) found that in her study of highly collaborative institutions, the values of these institutions were reflected in the mission of these institutions. The intent behind reflecting the values in the mission was to promote shared values (Kezar, 2006). Kezar (2001) found that promoting shared values is also a cultural strategy for removing barriers to collaborations.

The problem is that shared values are difficult to achieve in HEIs (Kezar & Lester, 2009). This is because the specialized nature of the work done in HEIs results in a lack of shared values and common language (Kezar & Lester, 2009). Kezar (2005) said that HEIs can counter the tendencies towards specialization and fragmentation by working towards a shared understanding of a mission that encourages collaboration. This shared understanding can be achieved by promoting shared values that also encourage teamwork and social networking. According to Kezar and Lester (2009), “Values are beliefs that guide behaviours and shape underlying assumptions” (p. 85). In their study of highly collaborative institutions Kezar and Lester (2009) found that values such as innovation, egalitarianism, and student-centeredness were instrumental in building commitment for collaborative endeavors. This is evident in the following statement,

Campuses that embrace these three values seem to be able to foster collaboration more easily because they provide a common ground for collaboration (for students), an ethos to experiment (innovation), and an egalitarian ethic that allows people to value other people’s work by eliminating some of the common barriers in an elite culture, such as hierarchies of disciplines,

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position (faculty, staff, administration), and administrative unit (academic versus student affairs). (Kezar & Lester, 2009, p. 91)

Kezar and Lester (2009) found that internal values provide a compelling reason for collaboration in HEIs. In their research, the campuses they studied used values to illustrate the alignment of collaboration with other deeply held beliefs. Kezar (2005) argued that student centered values tend to foster collaboration because there is a tendency for faculty to see the value of other people's work in maximizing student outcomes. HEIs that share the value of improving student learning and teaching over values such as research productivity are in a better position to encourage collaborations within their institutions (Kuh, Kinzie & Whitt, 2005).

Kezar and Eckel (2002) found that values were a foundational aspect of an HEI's culture and are crucial to building commitment for collaborative endeavors. One of the main findings of their study was that the success of change efforts was influenced by the culture of the HEI. They argued that change strategies would fail if they challenged a cultural norm. Therefore, it is important to for the senior leadership of an HEI design collaborative endeavors by understanding the cultural elements of the collaborations.

To promote collaboration among its key stakeholders for its internationalization initiatives, an HEI must communicate to its key stakeholders the fact that it values international education (Knight, 1994). This can be articulated through mission statements, vision statements, policies, documents, campus side internationalization plans, departmental internationalization plans, and internationalization committees (Childress, 2009; Childress, 2010; Knight, 1994; Rumbley, 2007).

After an institutional commitment to internationalization has been articulated it is important to get both departmental and individual commitment to internationalization. This requires the top



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management of HEIs to change its key stakeholders' assumptions, beliefs, attitudes, values and practices about international education (Knight, 1994). This is echoed by Green (2003) who found that a major barrier to internationalization is the "lack of faculty interest, negative attitudes, or the unwillingness or inability of faculty to integrate international learning into their disciplinary perspectives" (p. 1). Jung (2009) also found that the primary obstacle to internationalization at the institutions he studied was not financial strains but rather the understandings, values and attitudes towards internationalization. Iuspa (2010) argued that the top management of HEIs must engage in ongoing dialogue with its key stakeholders to keep internationalization efforts current and allows for modifications in the values, beliefs, and practices where needed.

Mazzola (2007) found that the university she studied transformed the beliefs, values, and attitudes of departments, faculty, staff and students through its entrepreneurial culture. The entrepreneurial culture she observed empowered the deans of the departments to do what they wanted to implement the internationalization initiatives. She also observed that if there were limited resources the departments were encouraged to generate their own resources. Furthermore, if any of the departments in her had differing levels of resources, the faculty members could go to their dean and rest assured that if the idea was good it would be funded. Mazzola (2007) found that the entrepreneurial culture encouraged the faculty and staff of each department to treat the money as if it was their own, and invest it where the highest return would be generated.

De Souza (2014) found that the university she studied demonstrated its institutional values towards internationalization by hiring faculty from abroad, recruiting more international students, facilitating faculty exchanges and investing in study abroad programs for students (De Souza, 2014). The university in her study also added an international dimension to its research function by creating an

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international infrastructure of research and writing about international affairs. This led to many faculty members in her study being engaged in international work. As part of its audit of undergraduate education, the university in her study developed a campaign to promote its overseas studies. This campaign was intended to appeal to donors for additional funding and to increase enrollment of international students. It allowed the university to further build awareness for the need to internationalize its operations.

Jung (2009) interviewed senior administrators at a university and one of them made the following remark, “When implementing internationalization, it is important not to be biased towards one culture or another but to attempt to connect with as many different countries as possible and to form a relationship with each culture on equal grounds” (p. 134). Per Jung (2009), it is a university’s push to educate students to see the world from different cultural perspectives that made it possible to develop a wide range of student exchange programs.

Rumbley (2007) found that awareness levels at the university she studied were increasing for some time as it demonstrated its institutional values towards internationalization by maintaining a long history of relations with other universities abroad. This allowed the university to establish study abroad programs for students. The university was also actively involved in recruiting more international students, and to reinforce this policy decision it had established an international relations office with individuals in senior roles solely dedicated to furthering internationalization efforts at the university. Even though there was a strong push for internationalization it was not without its challenges. The university in question did have issues promoting awareness for the need to internationalize at the faculty level because many professors demonstrated a lack of interest in the need to engage in international work. Rumbley (2007) also found that the awareness levels varied across the different subgroups in the

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organization. Some of the participants in her study suggested that in certain academic areas (i.e., journalism) there was a stronger push to build international contacts. Other study participants noted that younger professors had a stronger desire to participate in internationalization initiatives than older faculty.

Jons (2012) interviewed senior leaders at Midwestern University who believed that there was a lack of awareness among students about the institution's values towards the importance of international education. The senior leaders in his study felt that the students were pursuing higher education to prepare for the workplace, and thus many of them did not see the benefits of developing global competencies. Per Navarro (2004) campus enrichment activities such as support and advisement of internationalized clubs is a way to improve international awareness around campuses. Other activities for enriching international awareness included "...Seminars, debates, film shows, international coffee hour, international food contests..." (p. 75). Jons (2012) and Navarro (2004) findings demonstrate that institutional values towards internationalization need to be expressed in both actions and in words.

Rumbley (2007) echoed this point based on her interviews with the vice president of international relations at the university she studied. Rumbley (2007) provided a list of activities that she felt demonstrated her university's commitment to internationalizing its operations. These activities included setting up overseas centers, international professorships and study abroad programs. The university in her study also established creative ways to encourage collaborative international research by offering its faculty members a scholarship to spend three to twelve months working on joint research projects with faculty members from other countries. Rumbley (2007) also reported that the university she studied had an informal and unsystematic review process for measuring the quality of internationalization activities. There were also no formal criteria for evaluating the internationalization

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activities, and if feedback about programs was needed then the faculty members and students would be asked to provide input in an informal manner. Even though the review process was nonexistent at the university the senior leaders of the international relations felt that the internationalization initiative was a success because there was a significant amount of student mobility and the budget allocated to the international relations department continued to grow.

A review of the literature suggests that beliefs, values and attitudes collectively held within an HEI needs to be transformed to promote collaboration for internationalization initiatives. To do this effectively the senior leadership teams of HEIs need to adopt an entrepreneurial culture that promotes ongoing dialogues with key stakeholders about the value of internationalization. This is echoed by Kezar who said in an interview with the Association of International Educators that a “strategy for getting internal stakeholders to understand the value of internationalization is to make existing collaborations more visible” (West, 2012, p. 4). This point is echoed in the review of the literature as many researchers found that the senior leadership teams of the HEIs they studied were communicating their institutions’ values towards an international orientation through the success of its programs.

**Section 2.8.3.4 - Sense of Priority.** The mission and values of HEIs can encourage collaboration but it in order to action the collaborations it is up to the senior leadership of the HEIs to create a sense of priority for collaborative endeavors (Kezar & Lester, 2009). Kezar and Lester (2009) found that without pressure from the top leadership of an institution it would be difficult to overcome barriers to collaborations caused by the siloed construction of HEIs.

Even though collaborative endeavours have the highest likelihood of success when they are championed by faculty members, staff, and administrators it is important for the senior leadership of an HEI to model collaborative behaviours and incorporate collaboration into the institution’s strategic

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initiatives (Kezar, 2005). Kezar (2005) said that collaboration is made a priority when it is actively discussed by senior leaders, connected to strategic goals and objectives, and written into official documents such as strategic plans and business plans. If a sense of priority for collaboration is not supported by senior administration then the silos within HEIs will continue to serve as barriers to collaboration (Kezar & Lester, 2009). To ensure that the departments are allocating resources for collaboration the department heads and administration must show support for interdisciplinary and collaborative programs (Kezar, 2005; Kezar & Lester, 2009; Smith et al., 2014; Weiman, Perkins, & Gilbert, 2010).

Per Kezar (2005), a sense of priority for a collaboration could be demonstrated through planning documents. Knight (1994) echoes this point and said that HEIs need to formulate internationalization plans before they can begin operationalizing these plans. She said that internationalization plans stimulate and inform practice. She also said that they also provide direction, express commitment and communicate internationalization goals for an institution. She did caution though that if there is no cross-unit support for the articulated goals in the internationalization plans, then it will just become another public relations exercise for the HEI and its stakeholders. Knight (1994) said that internationalization plans need to be a part of the larger strategic plans for an institution. She further stated that to operationalize the internationalization plans an HEI needs the “involvement of a critical mass of supporters or champions” (p. 13).

Childress (2009) found that an HEI could promote collaboration for its internationalization initiatives through its internationalization plans. Childress (2009) found that internationalization plans serve as “(a) a roadmap for internationalization; (b) a vehicle to develop buy-in; (c) a mechanism for explaining the meaning and goals of internationalization; (d) a medium for interdisciplinary

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collaboration; and (e) a tool for fund-raising” (p. 289). Childress (2009) also found that the institutions in her study had the following three types of internationalization plans: institutional strategic plans, distinct documents, and unit plans. The strategic plan per Childress (2009) have specific references to internationalization as well as other major priorities for the HEI. The distinct documents per Childress (2009) outlines the resources and institution-wide commitment needed to operationalize its internationalization initiatives. The unit plans guide per Childress (2009) describes the internationalization efforts in the various subunits across the HEI.

Knigh’s (1994) and Childress’s (2009) scholarship demonstrated the positive effects that the presence of internationalization plans has on the collaboration efforts for operationalizing internationalization initiatives. Their research showed that various types of internationalization plans can be used to promote collaboration across units (e.g., between academic departments and student services), disciplines (e.g., in interdisciplinary research and team teaching), and functional offices (e.g., in the creation of cross-functional teams). Per Kezar (2005) this type of collaboration will lead to better efficiency, effectiveness, and student learning.

Rumbley (2007) found that her university’s efforts to internationalize its operations was hindered by the fact that senior administrators of the university did not create a sense of urgency to internationalize the operations of the university. She then argued that HEIs will also experience difficulties if a sense of priority is not created at both the organizational and departmental levels. This is echoed by Beatty (2013) who found that there was a high sense of priority at the university level but not at the departmental level for internationalization initiatives. In his study, the lack of alignment in priorities led to poor collaboration efforts because those who wanted to participate in the

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internationalization initiatives chose not to due to factors such as institutional planning, promotion and tenure policies and insufficient resources.

Per de Souza (2014) the top management of the university she studied created awareness for the need to internationalize its operations by investing a significant amount of funds into its overseas programs. The president of the university in her study became the project champion for internationalization and was also considered to be a charismatic leader who actively promoted internationalization within his college. De Souza (2014) observed that the senior administrators in the university she studied led the process of change to internationalization but acknowledged that both the faculty members and support staff were needed to operationalize the internationalization initiatives. She said this resulted in senior management of the university establishing an entrepreneurial culture whereby faculty and staff were given full autonomy and authority to do whatever they thought would be innovative and interesting. Many members of the senior administration in her study followed the lead of their president and became project champions for the internationalization initiative but all of them decentralized decision making to faculty members and staff. The subunits of the university in her study were given full authority to operationalize internationalization in their respective areas.

Mazzola (2007) found that it was the president and provost in her study who made internationalization a priority for their institution. According to her, they did this both by their words (i.e., communicating this priority to the university community) and by their actions (i.e., travelling abroad to promote the university's global agenda). To promote collaboration efforts for their institution's internationalization initiatives in her study both the president and provost formed a task force on global engagement. This task force consisted of senior members of the administration (i.e., two deans as chairs and the assistant provost as co-chair) to further demonstrate the sense of priority for

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institutional internationalization. The task force was tasked with the responsibility of identifying major initiatives that would advance the university's international mission of teaching, research, and service.

The task force engaged key stakeholders such as faculty members, staff, and students to formulate the recommendations. Then after the recommendations were communicated to the university community the task force worked with the departments to implement the initiatives. The two leaders continued to demonstrate their commitment by ensuring the successful implementation of recommendations made by the task force on global engagement (Mazzola, 2007).

Jung (2009) found that in the two universities he studied, internationalization was a central administrative priority. The goals of the two universities in his study were to become global institutions. The central administration in his study knew that speaking about internationalization was not enough and that it needed to be embodied in policy documents. Therefore, the senior leaders of the universities in his study decided to make internationalization a shared value rather than a top down initiative. Like Mazzola (2007) found, the central administration of one of the universities in his study formed faculty committees of faculty members and senior administrators to act as liaisons across the universities. The specific roles of the faculty committees in his study was to work with the various departments on establishing partnerships with foreign institutions, enhancing faculty exchange programs, facilitating teaching and research in collaboration with foreign scholars, initiating new international projects and providing advice on international distant learning.

Abu Bakar and Abdul Talib (2013) did a case study on the internationalization process at a university in Malaysia and concluded that the absence of strategic direction with respect to internationalization led to a lack of consensus and commitment from top management. They argued that



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a clear strategic direction that was supported by top management would iron out the structural and non-tangible issues and thus lead to an organization-wide commitment to internationalization.

The internationalization literature supports the assertion that the administrators' ability to create a sense of urgency for internationalization is a potential factor that can influence collaborations on internationalization initiatives. To create a sense of urgency members of the senior leadership team need to be project champions for internationalization. The urgency they create needs to be expressed both in words and actions to be effective. It is best practice for the senior leadership team to formalize its internationalization mandate in official documents (i.e. strategic plan, business plans etc.). Then to create a commitment from a critical mass of supporters it is important for them to establish special committees and task groups to bring people together from the various subunits. It is then critical that there be subunit alignment to internationalization and that internationalization be a part of the unit plan. The senior leadership team should then look to decentralize authority over internationalization to the subunits. Since internationalization crosses over the various departmental lines it is important for the subunits to work collaboratively with one another to implement cross-unit internationalization initiatives.

**Section 2.8.3.5 - Networks.** The senior leadership team that creates a sense of priority for collaborations can also become conduits for putting in place special networks (i.e. task forces) to support the collaborations. The senior leadership team will also need to promote network formation for their collaborative endeavors. Social networks are people interconnected "through some form of interdependency such as values, preferences, goals, ideas, or friends" (Kezar & Lester, 2009, p. 99). The social networks can be either formal networks or informal networks created for collaborative endeavors. Formal networks can be easily identified because the relationships could be formalized on

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the organizational chart (Kezar & Lester, 2009). Informal networks are more difficult to identify because they are not readily observable and patterns of trust and respect within these networks need to be examined in depth in order to identify them (Kezar & Lester, 2009).

Kezar and Lester (2009) said that “Institutions need to be aware that offering multiple opportunities for network building helps to build the critical mass necessary for collaboration” (p. 105). Kezar and Lester (2009) found that institutions that hosted both social and educational networking events were successful in creating strong networks for their collaborations and were instrumental in building commitment for collaborative endeavors. They also found that many of the social and educational networking events were initiated at the departmental level but the institution had also created networking opportunities at a more global level and these included faculty development centers and human resource sponsored events. Kezar and Lester (2009) said that, one human resource department described themselves as “a hummingbird, pollinating flowers all over campus with the seeds of collaboration” (Kezar & Lester, 2009, p. 109).

Kezar (2006) said that campus networks (i.e., coalition or alliance between groups of individuals) are effective in promoting collaborative work in HEIs. Kezar (2005) argued that campus networks are the most effective when they are established earlier on in the collaboration process and continue to function throughout the collaboration process. Kezar and Lester (2009) found that change efforts were much more successful when existing networks were tapped into than when new campus networks were created to achieve a present or future goal. Per Kezar (2014):

Campuses that use their centers for teaching and learning, for example, to create networks of faculty with similar interests on an ongoing basis were much more likely to

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be able to implement changes around assessment, engaging pedagogies, interdisciplinary, or responding to diverse students than establishing new networks. (p. 100)

Kezar (2005) argued that existing social networks and new networks created through collaborative endeavors ease subsequent collaborations. The use of existing networks allows collaborative groups within an HEI to become productive earlier on in the collaboration process because of pre-existing norms, values, trust, respect, and relationships.

It is not uncommon for institutional networks and campus networks to form for internationalization initiatives. Childress (2010) explained that, “as collaboration is a critical component of internationalization, institutional networks are essential to create the communication channels for faculty to learn about international opportunities, resources and their colleagues’ areas of expertise and regional interests” (p. 142). Green (2007) found that 44% of the colleges she studied had a campus network that was solely committed to internationalization initiatives. Hou (2011) also reported that the president of the university she studied tapped into a network of deans from the academic departments and administration to collaborate on major internationalization initiatives that would advance the university’s international mission of teaching, research and service. Iuspa (2010) also observed a group of individuals from the departments, faculty members, students and administrators getting together to collaborate on an internationalization initiative called the Quality Enhancement Plan (QEP). This network of individuals participated in international research projects, acted as liaisons between the departments, and the QEP leadership and provided recommendations for global learning to the OGLI (Iuspa, 2010).

**Section 2.8.3.6 - Integrating Structures.** The senior leadership team can also be conduits for creating integrating structures for collaborative endeavors. These integrating structures would be

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instrumental in bringing together people from the different functional areas of the HEIs. Weick (1976) argued that the purposeful use of integrating structures and systems may be particularly important for HEIs because of their loosely coupled systems. This view is supported by Kezar and Lester (2009) who described HEIs as “siloed, bureaucratic, and hierarchical organizations” (p. 22). They argued that silos need to be broken down to sustain collaboration for institution-wide initiatives. Kezar (2005) cites the following three distinct integrated structures: (1) a central unit for collaboration and cross-institutional work; (2) a set of cross-campus institutes and centers for interdisciplinary projects; and (3) a new accounting, computer and budgeting system. The central unit per her generally reports to the president or provost and has strong support from the senior administration of the HEI. For Kezar (2005), the central unit and subsequent centers bring together individuals from different departments to collaborate on research, academic program and campus-wide initiatives. Kezar (2005) also believes that the budgeting and accounting system allow for faculty members to be shared for initiatives such as team teaching and joint appointments.

Lawrence and Lorsch’s (1967) seminal work on organizational integration focused on removing barriers to collaboration through integrative devices. These integrative devices included coordinating departments, task forces and cross functional teams (Lawrence & Lorsch, 1967). Boyer and Crockett (1973) also found that integrative devices such as team teaching, interdisciplinary study, new developments in instructional media and movements towards an open university are approaches HEIs can use to ensure that departments, educators and student staff members are working more collaboratively rather than independently.

Integrating structures are also widely used by higher education institutions to promote collaboration among the key stakeholders that are instrumental to the success of internationalization

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initiatives (i.e., internationalized curriculum, study abroad programs, faculty exchange programs). Iuspa (2010) reported that the higher education institution she studied setup the Office of Global Learning Initiative (OGLI) to promote collaboration for its internationalization initiatives. The OGLI reported to the interim provost and executive vice-president and it was responsible for the implementation of global learning at the university. This required the OGLI to work collaboratively with all the different departments in the university to develop the learning outcomes of global learning. After the global learning outcomes were approved the OGLI and the departments worked collaboratively to develop new global learning courses. The OGLI became an integrating structure for the university because it provided financial and human resources, developed faculty development programs, and encouraged cross-functional collaborations for internationalization initiatives (Iuspa, 2010).

De Souza (2014) found that the president of the university she studied formed a special committee that would be responsible for performing a full review of undergraduate education. A report was prepared by the committee outlining a strategy that would be employed to ensure that there were more efforts to internationalize the operations at the university. This report was used as a reference guide by faculty members and staff who were at the forefront of internationalization activities (De Souza, 2014).

In some universities, the international office became a mini campus within the main campus because it had to deal with all the various offices and departments throughout the university (Johnsen-Smith, 2015). Johnsen-Smith found that the international office in her study was a “central resource to the campus community in their efforts to prepare faculty and students to embrace diverse cultures” (p. 122). The international office in their study was also responsible for bringing the various departments together for internationalization initiatives. An example of this occurred when the international office

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was able to bring together academic services and the faculty members from the various departments to operationalize an internationalization initiative to support non-native English speaking students on campus (Johnsen-Smith, 2015).

Per Friesen (2013) the participants in her study said that the central international office created opportunities for “internationally engaged faculty members to meet each other, share experiences and develop a sense of best practices for international work” (p. 151). Childress (2009) also noted in her study that the central international office functioned as an internal foundation that provided faculty members with funds to attend conferences, conduct research, and pursue service projects overseas. In her study, the central international office became a means for like-minded colleagues from the various departments to work together on internationalization initiatives.

Even though international offices can be an effective integrative structure for higher education institutions looking to internationalize their operations it is important to note that these offices need to be endowed with skills, knowledge and resources to be effective. This is supported by Li and Ashirbekov (2014) who found that the international centers in their study did not possess the necessary skills to initiate or sustain co-operation for their institutions’ internationalization initiatives. They said that more training opportunities, both domestically and internationally, were needed for the staff of these international offices. This point is echoed by Green and Ferguson (2015) who argued that as more higher education institutions professionalize their international education operations they will need to invest more in the professional development of their international office staff.

The optimism around more investment in international offices is not supported by some scholars. Dorothy and Lo (2013) found that the international centers they studied were understaffed and underfunded. They said that the lack of funding hindered the international offices’ abilities to promote

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internationalization efforts on the campuses. There were some participants in the study conducted by Friesen (2013) who said that their universities scaled back their international offices so much that it led to them providing minimal support for faculty members who wanted to participate in internationalization initiatives. Weber (2007) found that it was smaller universities that invested in international centers rather than larger universities. She observed that much of the work done by the international office was being done by the sub-units of the larger university.

Rumbley (2007) noted that the university she studied centralized the administrative burdens of internationalization to the international relations office so that the faculty members could concentrate on their international work. Despite tight financial times, the university established an international relations department with its own set of dedicated staff, people, and budget. The establishment of an international department was a signal to administrators, faculty members, support staff and students that internationalization was a major priority for the university. The university reinforced that commitment further by developing an international relations department dedicated to serving the unique needs of international students (Rumbley, 2007).

Rumbley (2007) also observed a centralized planning process over internationalization activities at the university she studied. The university in question established a separate international affairs department and the senior leaders of this department were given full authority over the planning process for internationalization at the university. The subunits and faculty were not actively engaged in the planning process and had very little influence over the internationalization activities that would be approved for their respective areas. Rumbley (2007) reported that the university she studied viewed internationalization as engaging in the active recruitment of international students, engaging in study abroad and faculty exchange programs, and participating in international university networks. The fact

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that the university was actively engaged in all three activities meant that the centralized authority given to the international relations department of the university was effective in operationalizing the plans (Rumbley, 2007).

Marginson and Considine (2000) found that universities that were in financial ruins developed structures such as cross disciplinary departments to circumvent academic departments and weaken their power to improve both revenue and service. The authors recommended that university leaders avoid this practice because this strategy could backfire in the long-run when decisions are not economic ones.

Bissonette et al. (2013) found that the college they studied excluded English as a Second Language (ESL) faculty members and international student advisers from the global education committee. This caused structural problems for the college as the internationalization activities were fragmented and uncoordinated across the academic units and the student services departments.

These studies support the assertion that integrating structures can individually influence the collaboration process for internationalization initiatives. The integrating structures that were cited in the research studies above are also instrumental in supporting the relationship building efforts that are fundamental to building effective collaborations. Since integrating structures are instrumental in bringing people together to collaborate on internationalization initiatives these structures are also instrumental to building social networks for these initiatives.

**Section 2.8.3.7 - Learning.** The formation of networks and the presence of integrating structures will reinforce a shared value of learning about the value of collaborating with others. Learning as an organizational element refers to learning how to “communicating the need and importance of collaboration” and learning “how to collaborate” (Kezar & Lester, 2009, p. 195). Kezar and Lester (2009) said that once the HEI has responded to external pressures by creating a need to



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collaboration and forming networks, the collaborators then need to learn the value of collaboration. In other words, the parties to the collaborations must be convinced that their participation in the collaborative endeavours will benefit everyone.

Kezar and Lester (2009) found that in highly collaborative institutions individuals learned to collaborate with people outside of their department through informal networks, formal workshops, meeting spaces, and discussion forums. Learning from others requires dialogues and conversations. Therefore, in order for information sharing and learning to take place it was important for an institution to have a culture that promotes cross-unit dialogue and experimentation (Kezar, 2005; Kezar and Lester, 2009). Kezar and Lester (2009) said that simple initiatives such as luncheons, online discussion forums, and workshops provide an outlet for dialogues on the various subject matters of the collaborative endeavors.

Kezar (2005) found that change agents encouraged people to learn how to collaborate to motivate them to engage in collaborative work. The process of learning how to collaborate needs to be a shared responsibility among the campus leaders, faculty members, and staff and the transmission of knowledge should occur through scholarly research, expert presentations, and discussions about the importance of collaboration (Kezar & Lester, 2009).

Learning and collaboration are two terms that have been used to define international education. Epstein (1994) for example defined international education as fostering “an international orientation in knowledge and attitudes and, among other initiatives, brings together students, teachers and scholars from different nations to learn about and from each other” (p. 918). Knight (1994) found that international education brought faculty together from different disciplines and this was an effective way for them to learn collectively about the various international teaching, research, and service projects that

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were occurring throughout the campus. Knight (1994) then argued that collective learning could be used as a springboard for promoting collaborations efforts to address other international issues. Jurse and Mulej (2011) found that in order for an institution to enable faculty members and staff to develop the capabilities to learn to adapt to the new rules of the game for internationalization it must create a supportive culture.

According to Kezar (2005) a supportive culture that encourages learning requires change agents and campus leaders to educate the participants about the benefits of collaboration. In other words, the participants involved in a partnership needed to be encouraged to learn how to collaborate and unlearn the non-collaborative skills. Campus leaders and change agents can achieve this by providing the participants with research on the benefits of collaboration and encouraging them to attend workshops on the various types of collaborations they are trying to encourage.

**Section 2.8.3.8 - Rewards.** Kezar and Lester (2009) defined a reward as “something given in return for performance of desired behaviour” (p. 147). Many scholars have said that reward systems in HEIs tend to reward individual work and fail to value collaborations (Colbeck, 2002; Huber, 2002; Kezar, 2005; Kezar, 2006; Kezar & Lester, 2009; Lee & Rhodes, 2004). Kezar (2005) argued that if faculty members are not rewarded for collaboration then it cannot be sustained long-term at the HEI. Kezar (2005) said that the single biggest barrier to organizational change is a reward system that recognizes individual efforts instead of group collaborations.

Kezar and Lester (2009) found that rewards enable collaboration because they demonstrate to the stakeholders of HEIs the institution’s commitment to create support for its mission. They argued that institutions need to redesign their tenure and promotion system to reward collaborative efforts or provide start-up funds that never existed before for initiatives. They also argued that leaders can also offer

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intrinsic rewards to encourage collaborative efforts. This could include providing more opportunities for people to collaborate with other people outside of their departments so that they could build their social networks. It could also be by recognizing the efforts of the collaborators by making their collaborations more visible to the entire community of stakeholders within the institution. It could also be done by providing more opportunities for the participants of an initiative to build new skills and knowledge.

In the internationalization literature, both the intrinsic and extrinsic rewards for encouraging collaboration on internationalization initiatives are discussed. Per Beatty (2013) intrinsic benefits are “associated with activities that appear to be driven more by interest or enjoyment and exist within the individual than relying on an external reward or desire” (p. 86). Extrinsic benefits are “those that refer to the performance of an activity to attain a desired outcome” (p. 86). Beatty (2013) found that the faculty members in his study participated in internationalization initiatives more for the intrinsic benefits rather than the extrinsic benefits. A lot of them enjoyed their collaborations with their colleagues worldwide, and those who were involved found international engagement to be an exciting form of scholarly work. This supports a finding by Stohl (2007) who argued that universities can increase faculty involvement in internationalization initiatives by appealing to their excitement for learning, discovery and international scholarship. De Souza (2014) also found that the university she studied provided incentives to both the students and faculty members, who actively participated in fundraising campaigns for international education. In her study, the university formalized a performance management system that rewarded faculty for conducting international research. The university in her study also established an overseas program that was considered a success as many of the fundraising efforts led to significant endowments the university used to further build its international infrastructure.

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The extrinsic benefits that tend to increase the participation of faculty in internationalization initiatives are research support funds, reduced teaching load and a shared reward structure (Otieno, 2012). Per Childress (2009, p. 72) it is critical that “planning leaders provide incentives to implement internationalization plan goals through rewards and recognition in the institution’s evaluation, promotion, and hiring guidelines”. This is echoed by Knight (1994) who argued that to create a culture that supports internationalization higher education institutions must integrate an international dimension into its hiring, tenure, and promotion policies.

Even though extrinsic benefits are needed to encourage participation in internationalization initiatives there are studies that have noted that the tenure and promotion policies of the higher education institutions studied did not recognize international work (Beatty, 2013; Ellingboe, 1998; Rumbley, 2007). The review of the literature on the system of rewards needed to promote collaboration for internationalization initiatives suggests that higher education institutions need to offer a balance of intrinsic and extrinsic rewards to the key stakeholders involved in internationalization initiatives. This will allow for collaboration to be sustained for internationalization initiatives, which will always be ongoing for higher education institutions (Knight, 1994).

Birmingham and Ryan (2013) found that professional development for faculty members was also needed to demonstrate a strong commitment to internationalizing the college’s operations. Professional development at the college they studied was described as “dynamic” and it “raised expectations, demanded new insights, and inspired deep commitment” (p. 58) among faculty members and senior administrators. The college had developed relationships with colleges from abroad and then facilitated exchanges between the colleges so that both faculty and senior administrators would have the opportunity to travel and work abroad. The professional development institutes at the college integrated

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faculty members from abroad into broader faculty and staff meetings where topics such as curriculum development, cultural competencies, and learning styles were discussed.

Furthermore, the focus of the research on reward systems tend to focus on explaining how to get faculty members more engaged in international work. This is likely because many scholars argue that no comprehensive internationalization initiative will be successful unless there is active involvement from faculty members (Childress, 2010; Ellingboe, 1998; Knight, 1994). Rumbley (2007) found that the HEIs in her study needed to offer additional salary, resources, release time or recognition to get faculty members to actively engage in internationalization activities. However, internationalization initiatives require the collaboration of other key stakeholders (i.e., student support services, administrators) and thus it is important to understand how colleges design reward systems to appeal to them as well.

Even though the literature on internationalization recommends many alternatives for rewarding individuals for their participation in internationalization initiatives it may be difficult for HEIs to fund the rewards given their current financial crisis. This point is supported by the research of Bissonette and Woodin (2013). They found that the core internationalization activities at the HEI they studied were being underfunded and that the board members were putting tight controls on the revenues and expenses for each of the internationalization initiatives. Thus, the participants were not even receiving enough funding to run their programs let alone any rewards.

There is evidence in the internationalization literature to support the assertion that rewards can influence the collaboration process for internationalization initiatives. These rewards could be in the form of intrinsic or extrinsic rewards as well as personal and professional development.

**Section 2.8.4 - Personal Factors of Collaboration.** Kezar's (2005) model of collaboration considered only the institutional and organizational factors for promoting collaboration. It neglects to

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consider the personal elements that are also instrumental in enabling collaborative endeavors. This is important because higher education literature has illustrated that the collaboration process can be further enhanced if the barriers can be reduced by personal factors that promote the development of strong social networks (Loveday, 2010; Martin, 2014; Sonnenwald & McLaughlin, 2005; Watts, 2012). Watts (2012) called for more research to illuminate the personal factors that promote collaborations for cross-unit collaborations. In order to address this gap in knowledge and further inform Kezar's (2005) stage model of collaboration this study will examine the personal factors that were instrumental in building commitment for the PCC at Sheridan.

The authors of a study that examined the factors that promoted collaboration for a natural science research collaboration found that the personal factors were instrumental in enabling the collaborations (Sonnenwald & McLaughlin, 2005). The personal factors that were found to be instrumental included the following: personal expertise, social networks, trust, personal compatibility, and common professional traits. The expertise was the knowledge of previous research, techniques, and methods that each person brought to the collaboration. The social networks were the collection of collegial relationships that each person brought to the collaboration. This factor was very instrumental because it gave the collaborators the ability to access key resources needed for their research. The trust or faith in another person's skills, ethics or ability was also said to be instrumental in enabling the collaborations. The fact that the participants enjoyed working with one another made it easier for them to collaborate. The common traits of looking to create new knowledge also facilitated the collaboration process (Sonnenwald & McLaughlin, 2005).

In a study of a collaboration among teachers who were looking to better address student needs the author found that personal factors were instrumental in the success of the collaboration (Martin,

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2014). The author of this study stated that personal relationships, mutual respect, shared mission and personal values were personal factors that encouraged the participants to become engaged in a collaboration to address students' needs.

In a study that examined collaborations between faculty members and administrators on an initiative to improve student retention, one of the main findings was that the personal motives for participating in the initiative was to inform the practices of the participants and to improve the student outcomes (Charpentier, 2011). Hoag (2016) found that the participants in her study participated in a collaboration on student learning to inform their own personal definitions of student learning and to learn how they can better enhance student learning through their individual roles.

In developing their model of multidimensional partnerships, the authors noted that both personal and professional connections often provided the intrinsic motivation to relationship development (Amey, Eddy, & Ozaki, 2007). Hudson (2010) also found that a major reason why the stakeholders became engaged in a collaboration on the use of academic technologies in higher education is because of the personal connections they would make with other participants involved in the collaborative endeavor.

In a study of a collaboration that took place for a student success initiative among the administrators, faculty members, and staff the author found that "personal factors such as cooperation, staff attitudes, common goals, and personalities had the biggest impact on collaboration" (Loveday, 2010, p. 50). In another collaboration that took place among historians on a teacher education program revealed that personal relationships, past experiences, and status (i.e. tenured status) were the personal factors that were instrumental in making the initiative a success (Watt, 2012).

Buys and Bursnall (2007) investigated the impact of the factors that encourage strong community partnerships within universities. The participants in their study identified personal factors

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such as open communication and transparency, and trust, as essential factors for promoting successful community partnerships within the universities. They also said trust could be fostered through open communication, respect, and the delivery of high quality outcomes, and nurturing relationships through personal interactions. They also found that trust is also reinforced by the delivering high quality work in a timely and professional manner.

Fullan (2001) said that leaders emerge in collaborative endeavors and their ability to build commitment requires them to build personal relationships with their followers. He found that leaders in his study needed to have a moral purpose that could be articulated to their followers. This moral purpose was instrumental in bringing people together to collaborate on initiatives. He said that in order to strengthen the trust and relationships in the collaborative efforts the leaders needed to exhibit personality traits such as “energy-enthusiasm-hopefulness” throughout the collaboration process (p. 7).

Senge (1990) argued that a leader’s ability to foster a shared vision was instrumental in building commitment for change. He said that a shared vision starts with a leader’s personal vision and in order for it to have an impact it has to be brought to the other participants and their personal visions also have to be incorporated in it. The multiple personal visions reflected in the shared vision leads to everyone accepting as its own.

Kezar (2005) did not consider personal factors in her model but past research studies have shown that these factors are instrumental in getting individuals engaged in collaborative endeavors. This is an important finding because the leadership of HEIs need to design their collaborative efforts to provide the participants with opportunities to improve their trust, personal connections, personal learning, student outcomes, professional development, personal relationships, and professional relationships.



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**Section 2.8.5 - Revisiting Collaboration and its Role in Transformational Change.** A major finding in the literature review is that internationalization requires a transformational change. In order for that transformational change to occur institutions have to foster more collaborations within their institutions. Kezar and Eckel (2002) defined strategies that were instrumental in making transformational change happen in institutions. These strategies are similar to the ones Kezar (2005) defined for collaboration based on the review of the literature. In other words, there is overlap between Kezar and Eckel's (2002) strategies for transformational change and Kezar's (2005) institutional and organizational factors for enabling collaborations. This is significant because as HEIs redesign to become more collaborative their institutional strategies and redesigned elements will also allow them to achieve transformational change, which is needed to implement a comprehensive internationalization strategy. Figure 2.3 below summarizes the overlap between the two models.

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Figure 2.3

Overlap between Kezar and Eckel's (2002) Model of Transformational Change and Kezar's (2005)

Stage Model of Collaboration

Kezar and Eckel's (2002) Model of Transformational Change	• Kezar's (2005) Model of Collaboration
1. A willing president or strong administrative leadership	• Organizational Element: Sense of Priority
2. A collaboration process	• Kezar's (2005) Stage Model of Collaboration
3. Persuasive and effective communication	• Cultural Strategy: Cross-Unit Dialogues
4. Motivating vision and mission	• Organizational Element: Mission, Vision, and Values
5. Long-term orientation	• Sustaining Commitment Stage of Collaboration • Visible Action
6. Rewards or incentives	• Organizational Element: Rewards
7. Supportive Structures	• Organizational Elements: Networks and Integrating Structures
8. Staff development	• Organizational Element: Learning • Structural Factor: People
9. Visible action	• Cultural Strategy - Visible Action

Note: Kezar and Eckel's (2002) Model of Transformational Change; Kezar's (2005) Stage Model of Collaboration

It is important to note that a willing president or strong administrative leadership in the transformational change model closely aligns to the organizational element of sense of priority within the stage model of collaboration. Persuasive and effective communication in the transformational model closely aligns to the cultural strategies of cross-unit dialogues in the stage model of collaboration. The aspect of a motivating vision and mission corresponds to the organizational elements of mission, vision

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and values in the stage model of collaboration. The last next three aspects of the transformational model can be achieved by establishing networks, integrating structures, and rewards in the stage model of collaboration. The concept of staff development in the model of transformational change closely relates to the concept of learning in the stage model of collaboration. The concept of visible action is present in both models.

Therefore, the scholarship of Kezar and Eckel (2002) and Kezar (2005) suggest that HEIs that create a context that enables collaborations are also creating a context that is conducive to transformational change. Since internationalization requires a transformational change (Olson, 2005) and a supportive culture (Knight, 1994) the senior leadership of an HEIs need to make collaborations a systematic process within their institutions. This research is significant because it will showcase a college in Ontario that was successful in getting its stakeholders engaged in a cross-unit internationalization initiative.

As mentioned in Chapter 1, Kezar's building commitment stage will be modified to a college context in this study. However, it is important to note that since there is an overlap in the factors for collaboration and change the modified model of building commitment for this study will also be a model of change. This is because the modified building commitment stage for this specifically relates to an internationalization initiative that took place in a college context.

**Section 2.8.6 – Summary.** Based on a review of the literature internationalization is a key trend in higher education. Canada has already formulated a Canadian international education strategy. The Trudeau government is taking significant steps to position Canada as the destination choice for international students with its recent policies and initiative. At the provincial level, Ontario colleges are collaborating with one another and with the provincial government to formulate an international

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education strategy for Ontario. This strategy is in development and when it is released it will impact the strategic goals of the colleges. These external collaborations will lead to more internal collaborations in the future. This is because an international education strategy in Ontario will place more internal pressures on colleges to promote more collaborative efforts for their internationalization goals. The challenge for the senior leadership teams of HEIs will be on how to encourage collaboration development for their internationalization initiatives.

The DESTEP model suggested that the potential for labour market shortages, aging population, and low birth rates will lead to a stronger push for more internationalization efforts. The analysis showed that HEIs are now changing their rationale to internationalize their operations from an economic motive to a more academic and social/cultural rationale. The efforts to internationalize operations will be positioned to enhance the quality of education and promote more intercultural competencies in their graduates. These rationales will improve the reputation of the HEIs as global institutions. These trends suggest that HEIs in Ontario will focus on internationalizing their curriculum and facilitating more exchanges of both students and faculty abroad. This will require a collaborative effort which is difficult to achieve in HEIs that tend to have a siloed construction.

This study addressed this issue with the support of Kezar's (2005) stage model of collaboration. Kezar's (2005) model provides guidance on the institutional and organizational elements that need to be redesigned to enable more collaborative work. A review of the literature for this study confirmed that all the factors noted by Kezar (2005) were important factors for promoting collaborative efforts for internationalization initiative. A review of the literature also showed that Kezar's (2005) stage model of collaboration needed to be further informed for the personal factors that are also very instrumental in promoting collaborative work. It is also important to acknowledge from the review of the literature that

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examining each factor independently on collaborative development will not be able to explain how the context of collaboration developed within an HEI. This is the reason why it is important to examine the cumulative effect of these factors on collaboration development.

Even though Kezar (2005) identified only a subset of factors for building commitment. As part of the literature review the researcher of this study examined all of Kezar's (2005) factors. This is because there are key differences between the context in Kezar's (2005) study and this study. For example, Kezar (2005) built her model of collaboration by examining large universities. She called for more research to take place within a college context. This research is looking to add to the body of knowledge by examining a college in Ontario. It is important to note here that there will be cultural and structural differences between the college in this study and the universities in Kezar's (2005) study. These differences could mean that the elements that are instrumental in enabling a collaboration process could be different. This is why all of Kezar's (2005) elements were examined. It allowed the researcher to keep an open mind to other explanations for the collaborations that were built for the PCC.

Another major difference between this study and Kezar's (2005) study is the subject matter being assessed for the collaborative endeavors. In this study the subject matter being addressed is internationalization while Kezar (2005) examined student engagement and student learning initiatives. Therefore, the timing and impact of the elements could differ because of the subject matter. Therefore, a complete literature review on all of the elements were examined in depth.

In the next chapter, the methodological design for this study will be outlined including the theoretical framework and research questions guiding this study. The next chapter will also provide full details of how the data was gathered and analyzed for this study.

## Chapter 3 - Methodology

### Section 3.1 - Introduction

Building commitment for internationalization initiatives requires bringing together various stakeholders from the different subunits within an HEI to become engaged in cross-unit collaborative endeavors. The two goals of this study are to: 1) identify the institutional and personal elements that were instrumental in getting individuals engaged in a PCC with an internationalization theme; and 2) explain how the cumulative effect of these elements built the commitment for the PCC at Sheridan.

This study will address four gaps identified in the literature. The first gap in the literature was identified by Kezar (2005). Kezar (2005) developed her collaboration model based on a case study of large public institutions. She acknowledged this as a limitation and said that further study was needed to explore the dynamics of collaboration in other institutional contexts. This study will add to the body of knowledge by examining how commitment was built for a PCC with an internationalization theme within a community College context. The second gap in the literature is that there are very few studies that investigate how to achieve collaboration development for an internationalization initiative. This study will add to the body of knowledge as the only initiative examined in this study is an internationalization one. The third gap is that the prominent collaboration models focus only on the organizational factors that promote collaboration. These models fail to consider the personal factors that are instrumental in getting individuals engaged in collaborative endeavors. This study will add to the body of knowledge by illuminating the personal motivations that drove individuals to become engaged in a collaborative endeavor to internationalize a College in Ontario. The fourth gap relates to the fact that many studies neglect to explain the interaction among the elements of an institution that promote collaboration. For example, the eight organizational elements of Kezar's (2005) collaboration model

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have been confirmed individually as having an influence in building commitment for collaborative endeavors but very few studies have investigated how the systematic integration of these elements allowed for the commitment to be built for these initiatives. This study will add to the body of knowledge by examining how the interaction among the organizational elements allowed for the commitment to be built for a PCC at Sheridan.

The gaps identified in the literature were addressed by the research questions formulated for this study. The research questions are as follows:

1. In the perception of the participants what led them to become engaged in the PCC with an internationalization theme at Sheridan?
2. How did the institutional context and personal motivations influence the initial collaboration process for the PCC at Sheridan?

The first research question addresses the first three gaps identified in the literature. This is because the participants will identify the things that were instrumental in getting them to participate in a PCC with an internationalization theme at Sheridan. The second research question addressed the fourth gap in the literature by examining the interaction among the institutional and personal elements that were instrumental in bringing people together for a PCC with an internationalization theme at Sheridan.

### **Section 3.2 - Research Design Justification**

Both quantitative and qualitative methods were considered for this study. Based on the purpose and the nature of the research questions, a qualitative research design was selected for this study. The next section will outline the reasons for a qualitative research design for this study.

In a quantitative research design, the researcher tests hypotheses and examines cause and effect relationships with a view of making predictions that are generalizable to other settings (Lodico,

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Spaulding, & Voegtle, 2010). Qualitative researchers on the other hand look to understand and interpret social interactions with a view of producing specialized findings that are less generalizable to other settings. In this study, the purpose of the research was not to test a hypothesis or examine cause and effect relationships, but rather it was to examine how social networks came together for a PCC with an internationalization theme at Sheridan.

Quantitative research is located within a positivist paradigm because it assumes that the phenomena that is under study can be measured and reduced to numerical values that can be analyzed using data analysis techniques like statistical analysis (Guba & Lincoln, 1989). Qualitative research is located within an interpretive paradigm because it assumes that the phenomena under study cannot be measured but rather explained through the interactions among individuals (Lincoln & Denzin, 2003). To interpret and understand the phenomenon under study the researcher will rely on the participants' values, beliefs and experiences and will reduce data to texts, images, journals, notes, and videos. Quantitative research requires studying behavior in a controlled setting and involves building a narrow angle lens of the phenomenon under study and it deductive in nature. Qualitative research requires researchers to study behavior in natural settings and it also involves a process of building a wider-angle lens of a specific phenomenon that is under study and is inductive in nature (Denzin & Lincoln, 2000). This study took place in a natural environment with the intent to provide thick descriptions of how commitment was built for a PCC with an internationalization theme at Sheridan.

In quantitative research, there is a single reality that is objectively constructed and the focus is to test the hypothesis and theory with the data collected. In qualitative research, there are multiple realities that are socially and subjectively constructed and the focus is to examine the depth and breadth of the phenomenon (i.e. collaboration process) with the data collected. The intent of qualitative research



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studies is to “understand a particular social situation, event, role, group or interaction” (Creswell, 2009, p. 194). A qualitative researcher can also get detailed perspectives of the individuals, groups, or descriptions of processes thereby ensuring a comprehensive understanding of the phenomenon of interest (Curry, Nembhard & Bradley, 2009). Qualitative researchers are also “interested in events: what they are, when they happened, and what their connections to other events are (or were) – to preserve chronology and illuminate the processes occurring” (Miles & Huberman, 1994, p.111). This study was based on the social constructionist viewpoint that there are multiple truths and that these realities are socially constructed. The purpose of this study was to illuminate the things that faculty, administrators and support staff identified as having an influence on their decision to become engaged in an initiative to internationalize Sheridan. Through a better understanding of the cultural, structural, and personal elements that were influential in bringing together people for a PCC with an internationalization theme at Sheridan, the researcher was looking to provide thick descriptions of the building commitment stage of the collaboration process.

In quantitative research, the sample size is large and randomly selected. The sample sizes in qualitative research tend to be small and are not randomly selected. In this study, the sample size was small and there was a pre-defined criterion for selecting the participants for this study.

The data collection instruments in quantitative research are structured and validated to ensure that the data is based on precise measurements. The purpose of data analysis is to uncover statistical relationships among the specific variables studied. In qualitative research, the data is collected is through qualitative interviews, participant observations, observational journals, field notes and reflections. The purpose of data analysis is to uncover themes, patterns, and features. The intent of this study was not to use statistical techniques to examine relationships among variables but rather it was to

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identify common themes about the things that led to the engagement of the participants in a PCC with an internationalization theme at Sheridan.

Based on all the factors above, this study was best located within an interpretive paradigm as it endeavours to examine the variety of participants' perspectives through natural settings and to understand and interpret the phenomena (building commitment stage of the collaboration process) under study and the meanings the participants bring to them.

As with any research design, there are challenges that a researcher has to address to ensure rigour and the trustworthiness of the study. The major challenges of qualitative research are that: (1) the data cannot be objectively verified; (2) it requires a labour intensive analysis process such as categorization and recoding; (3) it needs skilled interviewers to perform the primary collection methods; and (4) the participants have more control over the content of the data collected (Choy, 2014).

Patton (2002) acknowledged the difficulty of ensuring objectivity in qualitative research as the interview instrument is designed by a human being, which means that the intrusion of a researcher's own biases will be inevitable. He said that the researcher must take steps to ensure that the findings of the study reflect the real experiences of the participants rather than the biases or preferences of the researcher. In order to ensure objectivity, the researcher of this study performed a practice called 'member checking'. All of the participants in this study were given an opportunity to review their transcripts to ensure that the researcher captured their true experiences and ideas. The researcher also attempted to mitigate the risk of his own biases by triangulating the data collected from interviews with the data contained in the documents collected for this study.

The researcher used NVivo 11 software to perform a line by line coding of all nine transcripts and documents collected for this study. The software made the process less labour intensive for the

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researcher because he could code and recode the data. NVivo 11 software also provided the researcher with the flexibility of reducing the number of codes to a manageable number by combining them where applicable.

The readers can assess the skills of the researcher for this study as a full audit trail of the methods used to conduct this study has been provided. The findings of this study are structured so that a full chain of evidence is provided from the research questions to the findings and conclusions of this study. The researcher has also made this study replicable as all the templates and instruments used to conduct this study have been provided.

In order to reduce the balance of power that the participants had over the content of the data collected the researcher took field notes during the interview and documented observations in a reflective journal. The researcher engaged in active listening as he allowed all of the participants to tell their stories and accounts of the things that encouraged them to become engaged in a PCC with an interationalization theme at Sheridan. As he was listening to the stories though he took notes that allowed him to further probe the participants. This practice allowed the researcher to gain more control over the content of the data collected. If the researcher felt that a participant was side stepping or avoiding addressing certain areas it was noted in the observational journal.

It also does not matter whether qualitative methods are used to develop or test a theory. It is important for a qualitative researcher to ensure that theory development occurs during the design phase of the study (Yin, 2009). Yin (2009) said that “the simple goal is to have sufficient blueprint for the study, and this requires theoretical propositions” (p. 36). The theoretical framework will then provide “guidance in determining what data to collect and the strategies for analyzing the data” (p. 36). Yin (2002) stated that the prior development of propositions guide both data collection and analysis. The

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propositions of a study can also be considered to be statements that assist the researcher in determining the scope of data that should be analyzed. This point is supported by Yin's (2002) definition of analysis. Yin's (2002) defined analysis as "examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study" (p. 109).

Since this study is exploratory in nature, Rowley (2002) argued that these types of case studies do not begin with propositions developed from a review of the literature. He said that in this type of case study the analytic strategy is for a researcher to use a theoretical framework that will guide data collection and data analysis. This study relied on Kezar's (2005) stage model of collaboration and this framework was used to collect and analyze the data for this study. Her theoretical framework was used to identify and analyze the factors present for the building commitment stage of the PCC at Sheridan.

### **Section 3.3 - Case Study Method**

There were three qualitative research designs considered for this study. These research designs included the grounded theory approach, ethnographic research approach and the case study approach. All three of these approaches will be discussed below.

One type of qualitative research design is the grounded theory approach. In this approach, the researcher looks to generate theory about a process, action or interaction (Glaser & Strauss, 1967). The theory that is developed will be grounded in the data collected from many participants that have experienced the process, action or interactions. The researcher typically conducts 20 to 30 interviews and will make frequent visits to the field until the data collected provides no additional new information (Strauss & Cobin, 1990). As the purpose of this research design is to formulate a theory the researcher will use a theoretical sampling approach to select participants for the research. In grounded theory, the individuals selected for the study are not necessarily situated in the same place and are likely not

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interacting with one another regularly so no shared patterns of beliefs, behaviours, and language emerge from the data.

Ethnography is a qualitative research design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a culture-sharing group (Harris, 1968). To understand the culture shared by a group the researcher becomes immersed in the day to day lives of the people being observed. The primary data collection techniques are participant-observer approaches and interviews. The sample size tends to be larger than those of grounded theory.

A case study is defined as a strategy of inquiry in which the researcher explores in depth a program, event, activity, process or one or more participants (Creswell, 2009). Merriam (1998) describes case studies as an “intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (p.27). In case studies the data, collection techniques include interviews, documents and observations.

The intent of this study was not to study culture or develop a theory but rather it was to perform a deep analysis of a phenomenon (i.e. building commitment stage of a collaboration process). This is why a case study methodology is being used for this study.

Per Yin (2003a) a case study methodology is appropriate in situations where ‘how’ or ‘why’ questions are being asked. Yin (2003) argued that ‘how’ and ‘why’ questions can be useful in answering questions on how an initiative reached the building commitment stage of its collaboration process. It can also be used to answer ‘what’ when an exploratory study is being undertaken to research a phenomenon for which there is very little understanding.

Yin (2003a) stated that a case study methodology is also appropriate when the research is focus is on a contemporary phenomenon within some real-life context. The research focus of this study is on

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the building commitment stage of a collaboration process (i.e. contemporary phenomenon) that took place within a real-life context (Sheridan College). Yin (2003a) also said that the researcher should have little or no control over the events. In this research study, the researcher was not involved in this initiative and thus had no control over the events. These points lend further support for the use of a case study for this study.

The level of analysis for this study took place at the organizational level because the researcher needed to determine if Sheridan has any cultural and structural elements that encourage individuals to become engaged in internationalization initiatives. To determine this a qualitative single case exploratory case design was employed.

Per Yin (2009) single case study designs are the most common types of case studies used in research. He said that they are often used to examine the presence of a phenomenon in an unusual or rare circumstance. This study examined the building commitment stage of the collaboration process that took place for a PCC (i.e. a unique or rare circumstance). The PCC is unique to Sheridan College as many colleges do not have one. What adds to the rarity of this initiative is the fact that it had the theme of internationalization. Per Dyer and Wilkins (1991) a single case study can enable a researcher to study in much more depth the context within which the phenomena being studied occurs. In this case study, a single case design allowed the researcher to identify the cultural, structural, organizational, and personal elements that were instrumental in building commitment for a PCC with an internationalization theme at Sheridan.

Sigglekow (2007) also argued that single case studies give researchers the ability to richly describe the existence of the phenomenon that is under study. The single case design allowed the researcher of this study to illuminate the things that encouraged individuals to become engaged in a PCC

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with in internationalization theme at Sheridan. The identification of the elements that were instrumental in bringing together people for the PCC allowed for ‘thick descriptions’ to be provided about what the building commitment stage looked like for a PCC at Sheridan. The focus on one single case also allowed the researcher to delve deeper into the situation and explain how successful Sheridan’s collaborative and internationalization efforts were through the PCC.

Yin (1994) also stated that a single case is a good fit if the researcher has rare accessibility to observe and analyze the features of the phenomenon being studied. The researcher in this study did have rare accessibility as he was a full-time faculty member at Sheridan College at the time of the study. This rare access made it easier for the researcher to collect the pertinent documents related to the PCC with an internationalization theme that is under study. The researcher was also able to collect other documents that allowed him to reconstruct the events that happened during the building commitment stage of the collaboration process for the PCC at Sheridan.

Yin (2009) provided five reasons for conducting a single case study. The rationales were as follows: (1) Critical case – a single case is used to test a well-established theory in order to confirm, challenge or extend it; (2) Extreme case – the single case occurs in very rare circumstances (i.e., clinical psychology settings); (3) Representative case – the objective of the single case is to describe in depth the conditions of an everyday or ideal situation; (4) Revelatory case – the researcher has the opportunity to analyze a phenomenon that was previously not accessible to social science inquiry; and (5) Longitudinal case – a situation where the same single case is studied two more times at different points of time. This case study meets Yin’s (2009) definition of a critical case as Kezar’s (2005) collaboration model, which is a well-established theory that was developed through the research of large universities and their student driven initiatives. The model also examined the cultural, structural, and personal elements that

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were instrumental in bringing people together for a PCC at Sheridan. This study extended this model by examining its applicability in the college context. Unlike, Kezar's (2005) model the initiative under investigation is an internationalization initiative and this study will look to add a dimension to Kezar's (2005) model by examining the influence that personal motivations had in building commitment for a PCC at Sheridan.

Yin (2009) also noted that the case study research design has been used for exploratory and explanatory research in education and in many academic areas. Yin (2003b) differentiated between explanatory and exploratory cases. He said that an explanatory case study is a situation where the researcher aims to explain how the events occurred based on some cause and effect relationships and then explanatory concepts will be used to understand the practices that were observed. He said that an exploratory case study is used when little is known about the phenomenon and there are no single set of clear outcomes for the object that is being evaluated. This research was exploratory in nature because very little is known on how to build commitment for internationalization initiatives.

Miles and Huberman (1994) believe that clearly defining the boundaries and parameters of the case is an essential part of the research design stage because it will reduce the likelihood of collecting unnecessary and irrelevant data. They also defined a case as "a phenomenon of some sort occurring within a bounded system" (p. 25). Merriam (1998) described a bounded system as a single entity that could be an individual, group, policy or community and this system consists of a finite number of people. Merriam (1998) also emphasizes the importance of have a unit of analysis that is bounded clearly and argued that data collection would become never ending unless distinct boundaries exist.

The unit of analysis for this study was the building commitment stage of the collaboration process for a PCC with an internationalization theme at Sheridan. This met the criteria for a clear



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bounded system as the focus is on a single phenomenon (i.e. the building commitment stage of the collaboration process) in one college (Sheridan) and for one initiative (PCC with an internationalization theme). The initiative took is bounded by time because it started in August 2014 and ended in August 2015. The fact that the building commitments stage of the collaboration process was clearly bounded in terms of site and time, it made the data collection process more manageable for the researcher. The participants also had a good recollection of the events and had no problems describing the events that took place during the time commitment was being built for a PCC with an internationalization theme at Sheridan.

Per Yin (2003) the purpose of case study research is to retain the holistic and meaningful characteristics of real-life events such as small group decisions and organizational processes. The focus of this research was on a single phenomenon (i.e. building commitment stage of the collaboration process) at one college so this focus allowed the researcher to illuminate the cultural, structural, organizational, and personal elements that brought together people for a PCC with an internationalization theme.

Merriam (1998) believes that qualitative case studies have the following three distinguishing characteristics: “particularistic, descriptive, and heuristic” (p. 29). This case study had all three characteristics. Merriam (1998) said that particularistic case studies focus on a specific phenomenon (i.e. building commitment stage of the collaboration process) to illuminate the elements that brought people together to collaborate from the various subunits within Sheridan. This study focused on the institutional and personal elements that influenced the individuals to become engaged in an initiative to internationalize Sheridan. Merriam (1998) claims that descriptive case studies provide ‘thick’ descriptions about the complexities of a situation. This study is descriptive because the researcher

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examined the elements that were instrumental in bringing people together to collaborate on a PCC with an internationalization theme. She also said that heuristic case studies attempt to “explain why an innovation worked or failed to work” (Merriam, 1998, p. 31). This study will illuminate the elements of Sheridan that were present in building commitment for the PCC and it will discuss the elements that were only partially fulfilled, which is the reason why the PCC never made it past its building commitment stage.

Merriam (1998) also found that case studies work well in education since they are grounded in real life situations and can thus inform practice. Merriam (1998) further adds to this point by stating that case study research designs are good for exploring practice and adding to the knowledge base when the intent is to improve practice since it focuses on understanding a phenomenon from the perspective of those individuals being interviewed. There are also many scholars that have used case study methodology to explore exemplary institutions that had developed an organizational context to support collaborations for various campus-wide initiatives (Coll & Stewart, 2002; Consolvo, 2002; Croker, Higgs, & Trede, 2009; Kezar, 2005; Kezar & Lester, 2009; King, 1993).

To determine the number of participants for this study it was important for the researcher to weigh the benefit of including a high number of respondents so that meaningful conclusions could be made versus the risk of depleting a significant amount of limited resources of the independent researcher (Yin, 2009). Therefore, Stake (1995) recommends a guideline of including a minimum of four participants and a maximum of ten participants in the study. Per Merriam (2009) the researcher of this study conducted interviews until the data and findings were saturated. Merriam (2009) stated that the point of saturation happens when the researcher hears things over and over again and no new information is expected to be revealed by conducting more interviews. For this study, the point of

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saturation or redundancy occurred by the seventh interview (See Table 3.1). This is because by the seventh interview the same codes and themes were recurring and no new codes and themes emerged. The researcher conducted two more interviews to confirm the saturation point so in total nine interviews were conducted for this study. However, the researcher was prepared to conduct 10 to 15 interviews if the saturation point had not been reached by the ninth interview.

Table 3.1:

### *Point of Saturation for this Study*

Interview	Position	Code	New Themes
Interview #1	Support Staff #1	S1	Yes
Interview #2	Support Staff #2	S2	Yes
Interview #3	Faculty Member #1	F1	Yes
Interview #4	Administrator #1	A1	Yes
Interview #5	Support Staff #3	S3	Yes
Interview #6	Administrator #2	A2	Yes
Interview #7	Faculty Member #2	F2	Yes
Interview #8	Faculty Member #3	F3	No
Interview #9	Administrator #3	A3	No

### **Section 3.4 - Data Collection Strategies**

Multiple sources of evidence are found in case studies. The six common sources of evidence are: documents, interviews, direct observation, participant observations, archival records and physical artifacts (Yin, 2003). The primary methods of data collection that were used for this study were documents and interviews. Each source of evidence was selected to provide a thorough description of the building commitment stage of the collaboration process for the PCC that is under study and this assisted with triangulating the results of this study.

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Document analysis is needed in this study to reconstruct events or decisions that could have taken place even before the participants' involvement in the PCC at Sheridan. All the collaboration models reviewed as part of the literature review suggest that there are initial conditions that need to be met in order to build commitment for a collaborative endeavor. The decisions around these initial conditions could have taken place before the collaborations began and thus document analysis was needed to reconstruct these events. It may be impossible to provide an accurate account of the building commitment stage of the collaborations process for an internationalization initiative unless documents are thoroughly examined.

Per Yin (2010) there are many documents that can be a good source of evidence because of the details they contain. He said that these could include the “spelling of names, titles, organizations, the affixing of specific dates to events, and the specific language used in mottos, slogans, mission statements and other communications” (Yin, 2010, p. 149). Yin (2010) also argued that examining documents can also reduce the challenges of reflexivity. This is because he said that the documents being examined were created for some reason other than the inquiry of the study, and thus they could not have influenced this inquiry. He said that the same cannot be said for qualitative interviews, which can be reflexive in two directions: the researcher's influence on the participant and the participant's influence on the researcher. Yin (2010) also pointed out that the act of observing participants can have a one-way reflexive effect, which is the influence the researcher will have on those participants who are being observed.

Despite all the benefits of document analysis, Creswell (2014) noted the following limitations with this data collection approach:

- May be protected information that is not freely available to the public.

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- Requires the researcher to search out information in hard to find places.
- The presence of the observer could bias the responses.

Due to the nature of the research questions, and the need to understand how the institutional elements of Sheridan influenced the initial stage of the collaboration process for a PCC with an internationalization theme, an extensive review and analysis of the institutional documents was completed. Per Kezar (2005) the starting point for any collaborations are external pressures. Institutional documents such as business plans, accountability reports, annual reports, financial statements, financial forecasts, capital plans, operating plans, and the President's reports were reviewed and analyzed in order to understand any external pressures that were being placed on Sheridan to internationalize its operations.

Sheridan's internal news system called the 'Sheridan Insider' was mined to identify the cultural and structural elements at Sheridan that were instrumental in building commitment for past collaborative endeavors. The documents collected from the 'Sheridan Insider' contained valuable information about past collaborative endeavors. In particular, the documents that proved to be the most valuable were ones that had information about past PCCs. There were also other documents that provided information about other events, workshops, town halls, coffee talks, and online discussions that were instrumental in getting members of the Sheridan community engaged in other collaborative endeavors. These documents also allowed the researcher to identify structures and special networks that were created to bring together people from the different functional areas to collaborate on campus-wide initiatives. These structures were instrumental in breaking down the barriers to collaborations caused by the siloed construction of HEIs.

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Documents also needed to be collected to better understand the PCC with an internationalization theme at Sheridan. The documents reviewed and analyzed included: reports, social media posts, frequently asked questions document, and communications sent to the participants about the event, deliverables and presentations. The documents issued before, during, and after the event were all reviewed and analyzed to reconstruct the events that took place for the PCC.

The document analysis and the literature review informed the interview questions that were used as the primary source of data collection for this study. Per Stake (1995) interviews can provide an effective method of obtaining both a description and an interpretation of the object under study from people who have experienced the phenomenon first hand. Many scholars consider interviewing to be a mandatory component of qualitative research (Atkinson, Coffey, Delamont, 2003; Creswell, 2009; Seidman, 1998; Stake, 1995; Yin, 2003). The qualitative interview allows a researcher to become directly involved in the participant's world (Patton, 2002) and provides a set of skills and an approach to learning about the lived experiences of the participants (Rubin & Rubin, 1995). Merriam (1998) writes that interviews are important in understanding the feelings, thoughts and intentions, individual meanings and perceptions and accounts of historical events and behaviors. Opie (2004) believes that interviews have the purpose of encouraging participants to express their views and interpretations of the world and that the questions asked during the interview should encourage participants to express themselves in a meaningful way.

Per Yin (2003) semi-structured interviews represent one of the most important sources of inductive and more open data in case study information. Merriam (1998) believes that the semi-structured format of interviews allows a researcher to respond to the individual and situation being studied and enables the viewpoints of the participants to be uncovered in such a way that it brings about

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new insights and thinking about the topic. Glesne (2006) supports Merriam's (1998) viewpoint and emphasizes the importance of researchers to consider their interview questions to be tentative so that modifications can be made.

Per Yin (2009) there are two main levels of case study questions that are important to consider especially in the planning stage of the study. The first level are questions asked for the specific interviewees and the second level are questions asked for the individual case. In her case study, Thompson (2014) asked level 1 questions in a way that did not reveal to them what she was thinking as her intent was to avoid leading or biasing them. She directed the conversation but left it open-ended so she could get candid information and even information that she might not have even asked for. Thompson viewed herself as detective during the process of asking level 2 questions because it allowed her thinking to move into different directions. The researcher of this study took a similar approach in asking level 1 and level 2 questions.

The semi-structured interviewed were focused interviews. Focused interviews are best applied in scenarios where the interviewee is interviewed for a short period and open-ended questions are asked in a conversational manner (Yin, 2009). Yin (2009) also said that interviews conducted in this way would generate specific data from each participant interviewed.

Despite all the benefits of qualitative interviews, Creswell (2014, p. 241) noted the following limitations with this data collection approach:

- Provides indirect information filtered through the views of the interviewees.
- Provides information in a designated place rather than natural field settings.
- Researcher's presence may bias responses.
- Not all people are equally articulate and perceptive.

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In order to address these limitations, the researcher assured rigor in the study. This was achieved by triangulating the data collected from interviews with the data collected from documents. The researcher also did member checking of the transcripts and the finding of the study to ensure that the participants' accounts were complete and accurate.

Through semi structured interviews with key faculty members, administrators and support staff members involved in the PCC under study and the analysis of documents dating back to the start of the program, the researcher attempted to identify the important factors for collaboration. After the factors were identified a narrative was prepared explaining how these factors interactively allowed the collaborations to develop and grow over time. The researcher of this study ensured the validity of the results by interviewing an adequate number of key informants and then using the documents analyzed and the literature review to support the data collected (Weiss, 2008). The President's creative challenge, Sheridan without borders initiative is a good fit for this study because it is campus wide, it required the collaboration of several departments, it is tied to the mission and vision of the college, and it occurred over a one-year timeframe.

**Section 3.4.1 - Study Participants.** The first step in the interview process required the recruitment and selection of the participants for the study. Per Weiss (1994) qualitative interview studies do not use samples but rather they seek, "people who are uniquely able to be informative because they are expert in an area or were privileged witnesses to an event" (p. 17). This is echoed by Patton (2002) who recommended selecting participants for a qualitative study who are information rich and have knowledge and experience in the area that is under study. Maxwell (2005) stated that the most important consideration in the selection process is finding individuals that can provide information that will answer the research questions formulated for this study.



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Based on all the considerations above the purposeful sampling approach was selected for the study. Purposeful sampling is a technique that is used when the researcher selects information-rich participants to explore a phenomenon (i.e. collaboration process) in more depth (Maxwell, 2005, Merriam, 2009; Patton, 2002). Krueger and Casey (2009) explained that in purposive sampling the participants should be selected based on the objectives of the study. This is different from random sampling where researchers select participants at random in hopes of generalizing their results.

Miles & Huberman (1994) stated that a sampling strategy should have six attributes for it to be effective. The six attributes and the relevance to this study are provided in Table 3.2 below.

Table 3.2

### *Attributes of Sampling Strategies*

<b>Attributes of Sampling Strategies</b>	<b>Relevance to this study on collaboration</b>
The sampling strategy should be relevant to the conceptual framework and the research questions formulated for this study.	There is only one site selected for this study and it has redesigned its organizational elements to enable more collaborative efforts for its initiatives. This makes it a good site for the conceptual framework and the research questions formulated for this study.
The sample should be able to provide rich information about the phenomena studied.	The individuals selected for this study clearly represent the phenomenon being studied and are thus capable of providing information rich information.
The sample should enhance the generalizability of the findings.	The concern of this study is on transferability rather than statistical correlations.
The sample should provide believable descriptions.	The sample provided a detailed account of their experiences with the collaboration process for the PCC.
The sampling strategy should be ethical.	The sampling strategy was approved by both two research ethics boards (i.e. Athabasca University and Sheridan College).
The sampling plan is feasible.	The purposeful sampling approach was very feasible for this study.

Note: Qualitative data analysis (Miles & Huberman, 1994)

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The interviewees were identified through the support of the Director of International Studies at Sheridan. This individual had knowledge about the PCC that is under study. The Director of International was one of the organizers for the events and he also interacted with the teams during the challenge. Since he had first-hand knowledge of the most influential participants for each team he short listed them for the researcher. The Director of International Studies at Sheridan provided a listing that included the names and e-mail addresses of the potential participants of this study. Prior to providing this list of potential participants the Director of International asked each participant to provide consent for sharing their names with the researcher of this study. It was only after consent was provided that the Director of International provided the list of participants to the researcher of this study.

The researcher selected participants from different groups to get a wide variety of different perspectives. The selection process included selecting participants from the following three groups of individuals:

1. Senior administrators.
2. Faculty members from the various subunits.
3. Support staff.

The participants were also selected to include a mix of novice and veteran faculty members, administrators and support staff. The study also included participants with different levels of educational attainment (i.e. bachelor's degree, master's degree, and PhD).

After the participants were identified, the researcher of this study then e-mailed all the potential participants and asked them about their interest in participating in the study. The first e-mail sent out to the participants was a description of the study. If a participant responded and agreed to be a part of the study, then a second e-mail was sent to them asking them for informed consent. After the signed

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consent form was sent to the researcher then a date, time, and location for the interview was set with the participant.

There were 18 proposals for the PCC and the individuals that participated in this study represented 8 of the proposals. This allowed for a variety of perspectives on the collaboration process for the PCC at Sheridan. Per Kezar (2005) it is important to gather data from “individuals across the institution as faculty, staff and administrators often have varied perspectives about organizational life to ensure that the views were commonly held and not reflective of their specific positioning within the institution” (p. 842). Kezar believes that interviewing individuals from the various groups allows for analysis to take place at the individual and group levels. The researcher can also triangulate the data if multiple perspectives are considered in the study (Stake, 1995).

The Table 3.3 below provides details of the demographical characteristics of the participants. To ensure that none of the participants in the study get identified as per Athabasca University and Sheridan’s REB requirements the participants will only be identified by code.

Table 3.3

### *Demographical Characteristics of the Participants*

<b>Code</b>	<b>Position</b>	<b>Gender</b>	<b>Years of Experience</b>	<b>Education</b>
S1	Support Staff	Male	6	Bachelor's Degree
S2	Support Staff	Female	6	Master's Degree
S3	Support Staff	Male	3	Bachelor's Degree
F1	Faculty	Female	20	Master's Degree
F2	Faculty	Female	5	Master's Degree
F3	Faculty	Male	21	Master's Degree
A1	Administrator	Female	15	PhD
A2	Administrator	Female	6	PhD
A3	Administrator	Female	18	PhD

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There were no power relationships in play as the researcher is a faculty member and thus is not of a higher rank to any of the participants. This allowed the participants to freely provide their detailed account of their collaboration process for the PCC. The Director of International had no influence on the participants either since he was in charge of the international department that provided support to all of the departments. The participants did not directly or indirectly report to the Director of International. All of the interviews were conducted on site and in person. With permission from the participants in the study, all interviews were recorded and then later transcribed for proper data analysis. The interviews in this study adhered to a semi-structured format with open ended questions.

**Section 3.4.2 - Data Collection & Identification of Themes.** Document analysis was used in this study to develop a better understanding of the context of the case. The primary researcher of this study used the documents to triangulate the data gathered from the semi-structured interviews.

The documents that were reviewed for this study were a combination of institutional documents and materials pertaining specifically to the PCC that is under study. The documents that were reviewed for this study were business plans, annual reports, web pages, memos (e-mails), meeting minutes, press releases, institutional planning documents and institutional reports that are related to the PCC. Documents (i.e., e-mails, meeting minutes, and institutional documents) were requested of the participants of the study. All documents collected were scanned into PDF documents and stored on a laptop for analysis. Any documents related to the PCC that were stored on the college's intranet website were provided to the researcher by the manager of special projects in the President's office.

The interviews conducted for this study were semi-structured. An interview protocol was established to guide the discussions with the participants but the interview questions and the order of the question differed based on the responses provided and the themes that emerged. This approach is

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supported by Yin (2009) who said that interviews are intended to be “guided conversations rather than structured queries” (p. 106).

Prior to the data collection process, the interview questions were piloted with three faculty members and one program co-ordinator who were actively engaged in other collaborative initiatives at Sheridan College. These participants were asked to describe their collaboration process for any cross-unit collaborations they have been involved in. These individuals were not a part of the study for the PCC. The piloting of interview questions was employed for this study because this process allowed the researcher to identify questions that were confusing and irrelevant and it led to new lines of inquiry that were not originally considered (Merriam, 2009). The pilot interviews also allowed the researcher to adapt interview questions that were too general to avoid getting answers that “may often appear very clichéd and empty of any grounded meaning” (Mason, 2002). By piloting the questions before the data collection, the researcher was also able to fine tune the questions to enhance the clarity of each question.

The interview protocol is provided in Appendix A. In Table 3.4 the researcher outlined how each question was used to answer the research questions formulated for this study. There were also questions in the study that helped the researcher learn more about the participant and the initiative. As well, other questions were formulated to understand the impact of structural and cultural factors on the collaboration process as well as the barriers and outcomes of the collaboration process.

Table 3.4

### *Interview Questions and Research Questions*

<b>Interview Question #</b>	<b>Interview Question</b>	<b>Purpose</b>
1	Please tell me about yourself.	Learn more about the participants
2	Please tell me about your role at Sheridan College.	Learn more about the participants

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3	Please tell me about the President's Creative Challenge – Sheridan Without Borders initiative that you participated in?	Learn more about the initiative
4	Describe your involvement in the President's Creative Challenge – Sheridan Without Borders initiative?	Learn more about the initiative
5	What was it like to be a part of this initiative?	Learn more about the participant's role in the initiative
6	What was your role in the initiative?	Learn more about the participant's role in the initiative
7	How would you describe your experience in this initiative?	Learn more about the participant's role in the initiative
8	How would you define the word 'collaboration'?	Learn more about similarities and differences in how the participants define the word 'collaboration'.
9	How would you describe your interactions with the other participants of this initiative?	Research Question #1: Factors for promoting collaborations.
10	What personal factors led to your involvement in the President's Creative Challenge – Sheridan Without Borders initiative?	Research Question #1: Factors for promoting collaborations.
11	What has enabled your group to successfully come together to develop and implement the President's Creative Challenge – Sheridan Without Border Initiative?	Research Question #1: Factors for promoting collaborations.
12	What do you think were the most important organizational factors that facilitated your group's ability to collaborate effectively?	Research Question #1: Factors for promoting collaborations.
13	Do you think collaboration is a process? If so can you tell me what the collaboration process looked like for the President's Creative Challenge?	Research Question #2: Interaction among the factors
14	What do you think were the most important organizational factors that hindered your group's ability to collaborate effectively? Please describe those barriers and your reactions to them.	Research Question #2: Interaction among the factors
15	What do you think Sheridan college could do differently to better support cross-functional collaboration?	Learn more about the institutional factors that need to be redesigned.
16	How have you benefited personally from your involvement in this initiative?	Learn more about the institutional factors that need to be redesigned.

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17	How have you benefited professionally from your involvement in this initiative?	Learn more about the institutional factors that need to be redesigned.
18	What do you think are some of the outcomes of this collaboration?	Learn more about the institutional factors that need to be redesigned.

Each audio recorded interview had an average length in time of 60 minutes and was conducted after each participant read and signed the informed consent form to record the interview. During the interview, the researcher of this study prepared field notes to capture things about the interviews that would not be captured by the audio recordings (Bogdan & Biklen, 2003). The field notes included observations about the participant and setting. The notes were initially written on the interview guide and then were subsequently rewritten and expanded on in the observational journal prepared by the researcher. After each interview was completed the researcher recorded observations in an observational field journal. The notes in the journal consisted of inspirational quotes, ideas, and themes that emerged from each interview. In Table 3.5 the format of the observational journal that was completed by the researcher after each interview is provided.

Table 3.5

## Sample Observational Journal

<b>Position</b>	<b>Description</b>	<b>Analysis</b>	<b>Interpretation</b>
Administrator #1			
Administrator #2			
Administrator #3			
Faculty Member #1			
Faculty Member #2			
Faculty Member #3			
Support Staff #1			
Support Staff #2			
Support Staff #3			

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To refine the emerging themes, the researcher listened to the audio recordings again and wrote more notes about the inspirational quotes provided by the participants. After the interviews were transcribed and the written transcript was received the document was uploaded into NVivo 11. This allowed for the development of codes which were then analyzed for themes and patterns.

### **Section 3.5 - Data Analysis Strategies**

Per Merriam (2009), “Data analysis is the process of making sense out of data,” and thus involves “consolidating, reducing, and interpreting what people have said and what the researcher has seen and read is the process of meaning making” (p. 175). Miles and Huberman (1994) developed a three-step process of data analysis that will be used in this study. The three-step process includes: (1) data reduction; (2) data display; and (3) conclusion drawing and verification.

Miles and Huberman (1994) said that qualitative researchers should perform early analysis of the data. Per them, this practice will serve to enhance both the data collection and analysis process. In this study, data analysis was done concurrently with the documents collected and the semi-structured interviews. The primary researcher of this study prepared field notes and noted observations in a journal. This allowed the researcher of this study to engage in reflective thinking during the interview and document collection process.

After this initial stage was completed the first step of the process required performing data reduction. Data reduction refers to the process of “selecting, focusing, simplifying, abstracting, and transforming the data that appears in notes, documents, and transcriptions” (Miles & Huberman, 1994, p. 11). The process of data reduction began after the interviews were transcribed in their entirety and this technique that was applied throughout the entire data analysis process.



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The recording of the interviews was transcribed by a transcription service and the researcher of this study verified the accuracy once the document was received. The researcher listened to each interview within 12 hours of its completion because it allowed the researcher to add to the notes taken during his time with the participant. Listening to the interviews also allowed the researcher to identify whether the research questions were being answered and it allowed the researcher an opportunity to enhance the data collection plan while still in the field. Document collection began a month before the first site visit and continued throughout the research process for this study.

The Miles & Huberman (1994) pre-structured case analysis sequence was then applied to analyze the data collected for this study. The sequence is a three-step process that includes data reduction, data display and conclusion and verification. Miles & Huberman (1994) argued that this sequence for data analysis is appropriate if the following conditions are met:

1. Researcher is well acquainted with the case context and setting.
2. A theoretical framework is being applied with specific research questions.
3. The sampling plan for the study is clearly outlined and defined.

All three conditions are met as the literature review revealed a theoretical framework for collaboration that is being used in this study. The research questions formulated for this study are also directly tied to applying the framework to understand the collaboration process for the building commitment stage of the PCC at Sheridan. The sampling plan was clearly defined and it contains the six characteristics as outlined by Miles & Huberman (1994).

The first stage of the analysis involved reflecting on the field notes taken during the interviews and the observations recorded in a journal after each interview was completed. The second stage of the analysis began after the interviews were transcribed and the documents were collected. The transcribed

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interviews and documents were uploaded into Nvivo 11 software and analyzed in there. Nvivo 11 software made it much easier to code and analyze the data.

Nvivo 11 software treats each transcript and document as a source. The researcher highlighted the text and assigned a code to it. The text can be assigned a code or multiple codes. The codes can then be setup as categories and subcategories. Nvivo 11 software also allowed the researcher to move codes around or combine them. This made the coding process a lot easier for the researcher. The coded data was shown by source, which made it easier for the researcher to see themes and patterns in the data collected.

The researcher of this study started coding using an open coding process. In the open coding process, the codes were derived from the data collected rather than the theoretical framework for the study. There were 25 codes generated during the open coding stage which cover many areas such as structures, culture, relationships, learning and the collaboration process. Table 3.6 displays the codes and their definitions.

Table 3.6

### *Open Coding*

#	Code	Definition
1	Challenges	Anything that could hinder collaborative efforts
2	Change	Any references to change
3	Culture	References to the cultural climate at the college
4	Definitions	Any definitions provided for collaboration
5	Experiences	Any stories about past or present experiences in relation to collaborative efforts
6	Feelings	Any positive or negative feelings expressed
7	Goals	Any references to personal or organizational goals
8	Interdependency	A potential link among individuals and groups
9	Knowledge	Statements related to any knowledge gained
10	Leadership	Any references to the role of leadership in this initiative

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11	Learning	Any references to learnings from these collaborative efforts
12	Personal Characteristics	Any references to personal attributes about the participant
13	Preferences	Any references to preferences stated by participants
14	Pressures	Any pressures placed on individuals or groups to collaborate
15	Process	Any references to collaboration as a process
16	Relationships	Any references to relationships formed during the collaborative efforts
17	Respect	Statements related to respect for others
18	Respect for Leadership	Any statements related to the respect participants had for leadership
19	Skills	Statements related to any skills developed
20	Structures	Any groups or individuals that promoted or hindered efforts to collaborate
21	Student Centeredness	Any instances or references related to student centeredness
22	Success	Any success stories with respect to the collaborative efforts
23	Support	Any references to support provided for the collaborative efforts
24	Trust	Statements related to trust
25	Values	Any references to personal or shared organizational values

The second stage in coding the data analysis stage required a process called focused coding (Esterberg, 2002). Following the approach of Miles & Huberman (1994), in this stage codes were created based on Kezar's (2005) collaboration model, research objectives, research questions and literature review. The data was then revisited, re-examined, and re-evaluated continually throughout the analysis to refine and revise the codes. This process led to the identification of the important codes that were kept and there were other ones that were dropped.

As part of the focused coding process the researcher created codes related to the theoretical framework for this study (Yin, 2009). The categories were built around Kezar's (2005) eight factors of collaboration. There were no new categories created for the organizational factors but there were new categories created for the personal factors. A theme that was unexpected was that the personal factors were just as instrumental as the organizational factors in building commitment for the PCC at Sheridan. Another unexpected finding was that the factors that were instrumental in building commitment for the

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PCC was different than the factors that Kezar (2005) identified in her study. Kezar found that external pressures, learning, values, and networks were organizational elements that were instrumental in the building commitment for her student driven initiatives. This study confirmed the presence of all of Kezar's (2005) organizational elements except for extrinsic rewards in the building commitment stage.

The researcher established keyword(s) for each category. A sample matrix for the interview review is provided in Table 3.7.

Table 3.7

### *Interview Categories Matrix*

<b>Category</b>	<b>Keyword(s)</b>	<b>Phrase</b>	<b>Participant #</b>	<b>Code</b>
External Pressures				
Values				
Learning				
Networks				
Sense of Priority				
Mission				
Rewards				
Integrating Structures				

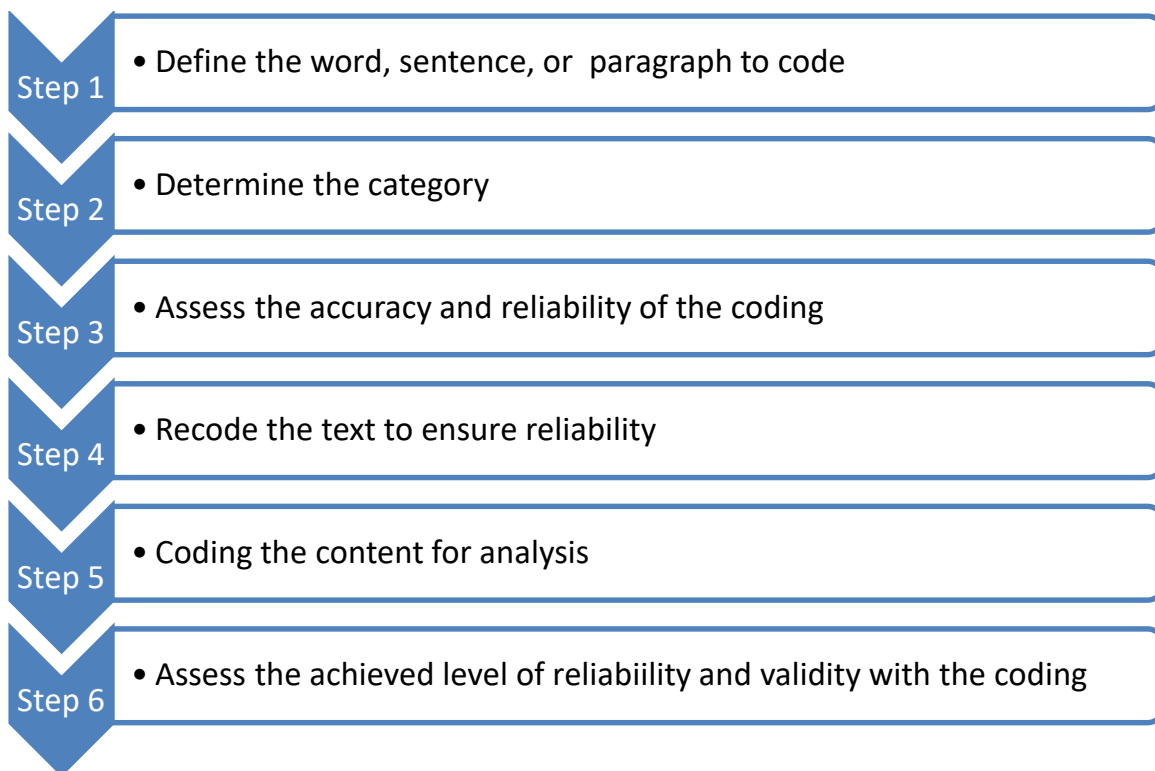
Weber's (1990) six step process for document analysis was applied for this study. The six step process is summarized in Table 3.8 below.

The first step required defining the unit (i.e. word, sentence, and paragraph) to code. The second step was to define the category. The third step required testing the sample text to validate the accuracy and reliability of coding. The fourth step was to recode the text to test the reliability of the coding. The fifth step requires the actual coding for analysis. The final step confirmed the achieved level of the reliability, validity, and trustworthiness.

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Even though Weber's six step of data analysis is sequential in nature it was applied many times to the same document as themes were identified during the document analysis stage and then later on in the interview stage of the study. Any new text, words, phrases, and sentences identified in documents and interviews resulted in the reanalysis of previous documents that had already been analyzed to ensure further support the themes that emerged for this study. Through key word searches the new words, phrases, and sentences were identified in the document and then coded. Therefore, in this study the document analysis process was also iterative to ensure the reliability and validity of the coding.

Table 3.8

*Weber's Six Steps of Document Analysis*

Source: Weber (1990). Basic content analysis. Thousand Oaks, CA: Sage

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The codes established through open coding and focused coding were then applied to the data from both the interviews and documents collected. The researcher went line by line through each of the data and assigned them to the proper code. In situations where a new code needed to be created for the data the researcher added it to the list of codes for the study. Per Miles and Huberman (1994), the “stuff of analysis” requires the researcher to differentiate and combine the data and then once this process has been completed the researcher needs to reflect on the data collected. The researcher followed this approach by examining the data assigned to each code and then looked to combine codes based on the participant interviews and documents. For example, codes such as relationships and interdependency were combined into the main code called networks. This process continued until the main categories and subcategories were built. This strategy allowed the researcher to make sense of the coded data and by combining the codes it made it easier to uncover patterns and themes in the data.

To uncover patterns and themes in the data the techniques of pattern matching and explanation building were employed. Yin (2009) introduced a technique called pattern matching. In this technique, a researcher will compare an empirically based pattern with a predicted one. In this study, the eight factors from the theoretical framework were compared to data collected from the semi-structured interviews and the documents. When there was a match, there is support for the assertion that the organizational factor did individually influence the building commitments stage of the collaboration process. This technique was needed to answer the first research question.

To answer the second question of how the factors influenced the process of collaboration on the campus-wide internationalization initiative, Yin's (2009) second strategy of data analysis called explanation building will be applied. Yin (2009) said that explanation building is a form of pattern matching where the researcher performs an analysis of the case study to build an explanation for the



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**Legend**

<b>Participant Code</b>	<b>Participant</b>
<b>F1</b>	Faculty Member #1
<b>F2</b>	Faculty Member #2
<b>F3</b>	Faculty Member #3
<b>A1</b>	Administrator #1
<b>A2</b>	Administrator #2
<b>A3</b>	Administrator #3
<b>S1</b>	Support Staff #1
<b>S2</b>	Support Staff #2
<b>S3</b>	Support Staff #3

The final part of the analysis process was completed through Miles and Huberman's (1994) conclusion drawing and verification process. In this process, the researcher had to determine what was meant from the data. This meant identifying patterns, connections and regularities that were observed throughout the study. The researcher of this study had started data analysis while collecting the data so he had already generated field notes and an observational journal that were all subsequently loaded into NVivo 11 for further analysis. The transcribed interviews and the documents collected in the study were also loaded into NVivo 11. The multiple sources of data became a database for the researcher to mine for themes, patterns and connections. The researcher grouped the sources of data by research question to analyze the data. For example, the interview questions in the transcripts were grouped by the research question they helped answer. This allowed the researcher to extract quotes from each transcript for each factor to determine whether the factor was an important factor for collaboration. It also allowed the researcher to identify similarities and differences about the perspective taken about the factor being examined for this study. In this final part of the analysis all the patterns, connections, and regularities



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identified were fine-tuned and firmed up so that the cumulative effect of the factors on the collaboration process for the PCC could be examined.

### **Section 3.6 - Validity and Reliability**

**Section 3.6.1 - Construct Validity.** Per Yin (2009), construct validity relates to the appropriateness of measures that are used in the study for the concepts that are being examined. He further elaborated that “with data triangulation, the potential problems of construct validity also can be addressed because the multiple sources of evidence essentially provide multiple measures of the same phenomenon” (p. 117). To ensure construct validity in this study the researcher triangulated data through the collection of multiple sources of evidence that included semi-structured interviews and document analysis.

Per Miles & Huberman (2014) a researcher needs to think about the construct validity of the study by performing a detailed independent audit of the evidence collected throughout the research process. This validity check requires filing all the data in such a way that the reader can follow the chain of evidence from the first time the researcher began documentation to the completion of the final report. The audit trail for this research consisted of notes on the research questions, Kezar’s (2005) theoretical framework, internationalization models and frameworks and draft interview protocols. The rest of the evidence included the research proposal, interview schedule, audio tapes, annotated transcripts, NVivo 11 tables of themes, tables and reports and the final report. Per Yin (1994) maintaining a chain of evidence allows the readers to trace the conclusions of the final report back to the initial research questions formulated for the study.

The findings of this study are structured so that the reader can follow the case study from the research questions to the conclusions of the study. The audit trail is setup so that the reader can retrace

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the steps taken by the researcher either from research questions to conclusions (forwards) or conclusions to research questions (backwards).

**Section 3.6.2 – Internal Validity.** Internal validity measures the degree to which the findings match the actual reality of the phenomenon under study (Merriam, 1998). To achieve internal validity for this, study the researcher examined multiple sources of data to triangulate the data and employed a technique called member checking for all 9 interview transcripts.

The multiple sources of data used to increase the credibility of the findings were interviews and documents. The process of member checking involved the following steps:

1. Making transcripts available to the participants to review and edit.
2. Asking them to confirm that their realities were captured accurately by the researcher.
3. Providing drafts of the findings for the study.
4. Review the details of the final report to ensure that their confidentiality was protected.

**Section 3.6.3 - External Validity.** External validity measures the degree to which the findings of this study can be applied to other similar situations (Yin, 2003). Yin (2003) argued that external validity could be strengthened within a single case study when findings can be generalized against at theoretical framework. He called this analytical generalizability. Yin (1994) described analytical generalizability as a situation when “a previously developed theory is used as a template with which to compare the empirical results of the case study” (p. 31). In this study Kezar’s (2005) stage model of collaboration model is the developed theory that was used as template with which the empirical results of this study could be compared.

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Mertens (2005) said that external validity or the extent to which explanations can be applied in other situations is an essential step to achieving true analytical generalization. He said that the ability to make such inferences is left up to the reader based on the strength of the case study write-up and the details provided. A strategy to ensure that external validity was achieved in this study was to make it clear to the reader that the only stage of the collaboration process that is being covered off is the initial building commitment stage. This means that the findings of this can only be applied to setting where the focus is getting individuals engaged in a cross-unit collaborative endeavor. The researcher also highlighted to the reader that the differing cultures and structures within HEIs could make it difficult to generalize the results to other settings.

This research study also intends “to understand the particular in depth, not to find out what is generally true of many” (Merriam, 1998, p. 208). There are established theories that guided this study so if another researcher chooses to replicate this study in a different setting then the theory in the study will enhance external validity in future studies.

**Section 3.6.4 - Reliability.** Reliability is concerned with minimizing biases and errors in the study (Yin, 2003). A study is also considered reliable if the research and its findings can be replicated in other settings. Analytical generalization is only possible if the study can be replicated in other settings (Yin, 2004). To achieve reliability for this study the researcher triangulated the data and provided a full audit trail of how the data was collected and analyzed. The researcher also maintained a portfolio of all the evidence collected for this study to enhance the reliability of research.

Since the researcher is an active faculty member at Sheridan there is potential for bias. In order to mitigate this risk, the researcher chose an initiative he had no involvement in (i.e. PCC under study). He also did not know any of the participants that were interviewed for the study. In order to further

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mitigate the risks of researcher bias the researcher wrote a memorandum outlining any biases he had towards the things at Sheridan that could promote collaboration for the PCC. This memorandum was written prior to any data collection or analysis and it was intended to bracket any of his biases.

The process of bracketing his own biases allowed the researcher to focus more on what the participants said about their own experiences with respect to the PCC at Sheridan. The documentation of the biases allowed the researcher to set aside any preconceived notions and listen more closely to the participants own lived experiences.

### **Section 3.7 - Ethical Considerations**

Stack (1995) asserted that “qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict” (p. 459). To ensure this Institutional Review Board (IRB) permission was obtained for all data collection, analysis and reporting for this study. All efforts were made to prevent biases at all stages of the study. This meant ensuring that all the participants’ thoughts, realities, and accounts were accurately represented and free from manipulation or the researcher’s biases. This process was completed through member checking.

In order to avoid coercion in the participant recruitment process the participants were contacted directly by the researcher. Even though the names were provided by a senior member (i.e. Director of International) of Sheridan, this individual contacted the participants first for their consent on providing the researcher with their names. It is only after the Director of International obtained consent from these participants that the names were provided. The researcher is a faculty member at Sheridan so three of the participants were administrators meaning that they were more senior to him on the organizational chart. There were three faculty members in this study so these individuals were at the same level as the researcher. The three support staff members did not directly or indirectly report to

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the researcher. Therefore, all of the participants in this study could have refused the invitation to participate as there were no power relationships in play. The researcher also did not know the participants from any prior relationships or interactions.

An informed consent form was obtained from Sheridan College for the formal approval to use the college as the site of the research, to review the college's documents and to interview selected employees. Informed consent forms were obtained from the participants in the study prior to the start of the interviews. The participants were informed of the fact that they can opt out or withdraw from the study at any time. No personally identifiable information would be recorded for any of the participants in the study. All information provided by the informants would be identified by participant code. To safeguard all the sensitive information obtained in this study, all documents, interviews, field notes, interview tape recordings, and interview transcripts will remain secured in a locked cabinet for seven years. At the end of the seven years, all the materials collected for this study will be destroyed in an appropriate manner.

### **Section 3.8 – Summary**

This chapter detailed the design of an exploratory case study used to answer the research questions formulated for this study. The primary data collection techniques employed for this study were interviews and documents. The data analysis was done through a multi-stage process that involved the open coding of interviews and documents, which was then followed by focused coding. The next stage of the data analysis process involved creating matrices and tables for the coded data. The analysis process then continued through the creation of diagrams and maps that were used by the researcher to uncover the major themes for this study.

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The following chapter presents the participants' perceptions of the strategies, elements, and factors that were most instrumental in the building commitment stage of their collaboration process. Since the collaborations for the PCC never made it past the first stage of the collaboration process only the first stage of the process will be detailed in the next chapter. Since a major goal of this research is to modify Kezar's (2005) building commitment stage to a college context and internationalization context a new modified model of building commitment will also be developed and presented in the next chapter.

## **Chapter 4 - Findings**

### **Section 4.1 - Introduction**

This chapter will be divided into sections based on the two research questions formulated for this study. This is because the first research question requires identifying all the elements that were instrumental in encouraging organizational members to become engaged in a PCC with an internationalization theme. The second research question requires examining the interaction among the factors to explain how the cumulative effect of these factors led to strong network formation and a strong urgency for a cross-unit collaboration for an internationalization initiative.

### **Section 4.2 - Research Question #1: In the perception of the participants what led them to become engaged in the PCC with an internationalization theme at Sheridan?**

In this chapter the findings from interviews with faculty, administrators, and support staff are summarized along with an analysis of the documents related to illuminate the elements that were instrumental in building commitment for a PCC with an internationalization theme at Sheridan. The first section of this chapter employs a technique of pattern matching. According to Yin (2009) this involved comparing an empirically based pattern with a predicted one. The predicted elements are those identified in Kezar's (2005) model of collaboration as outlined in Chapter 2.

Kezar (2001, 2005) found that there were many cultural and structural barriers within HEIs that make cross-unit collaboration difficult to achieve. Kezar (2001) found that the cultures of HEIs are characterized by unclear goals and an unclear chain of command, which makes collaboration difficult to achieve. Kezar (2005) said that the specialized nature of work in HEIs encourages individual efforts, which makes collaborations difficult to achieve within HEIs. Kezar (2005) argued that the leadership of

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HEIs need to redesign their institution's elements to encourage more collaborative efforts. She defined the institutional and organizational elements that need to be redesigned to enable collaborative efforts.

**Section 4.2.1 - Institutional Factors.** In the literature review conducted for this study it was revealed that efforts to internationalize requires a transformational change at HEIs (Olson, 2005). Based on a model of transformational change developed by Kezar and Eckel (2002) a core strategy for achieving transformational change is a collaboration process that keeps individuals engaged throughout the change process. This study is focused on examining the initial stage of a collaboration process for an internationalization initiative at Sheridan. An examination of Kezar and Eckel's (2002) change model and Kezar's (2005) stage model of collaboration revealed similar strategies for enabling both collaborations and change. In order to explain the progress and lack of progress that was achieved for the collaborative endeavour under study it is important to examine these strategies.

Per Kezar (2005) the institutional elements of an HEI need to be redesigned to promote more collaborative work. The main institutional factors discussed by Kezar (2005) are factors related to the organizational culture and organizational structure of an HEI. Internationalization is a large-scale change initiative that requires cross-unit collaboration (Kezar & Eckel, 2002). However, cross-unit collaboration is difficult to achieve given the unique cultures and structures of HEIs. The situation with collaboration becomes even more complicated when there is a high level of subunit differentiation within the HEIs (Lawrence & Lorsch, 1967). The study of the institutional factors for the PCC was based on the review of the literature and the theoretical framework selected for the study. Within the interview protocol the questions that assisted with identifying both cultural and structural factors enabling the collaboration for the PCC were questions 14 through to 18.



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**Section 4.2.2 - Cultural Factors.** The three main cultural factors that will be discussed for the PCC at Sheridan are: 1) cross-unit institutional dialogue; 2) shared values; and 3) visible action. Kezar (2005) found that the cultures of departments within an HEI tend to be independent, unique, and contradictory, which makes collaborations difficult. Even though structures need to be redesigned, Kezar (2005) argued that cultural factors have a stronger influence on collaboration than structural factors. A summary of the cultural factors and their applicability to the PCC at Sheridan is provided in Table 4.1 below.

Table 4.1

*Cultural Factors of Collaboration and their Application to the PCC*

<b>Cultural Factors</b>	<b>PCC - Internationalization Theme</b>
Institutional Dialogue	President encouraged Sheridan Community to work collaboratively on an idea to internationalize Sheridan.
Visible Action	Social media and integrating structures were used to promote collaboration for the PCC.
Shared Values	Transformed beliefs, values and attitudes about internationalization.

**Section 4.2.2.1 - Cross-Unit Institutional Dialogue.** Kezar (2001, 2005) found that promoting cross-institutional dialogues among members of the HEI was instrumental in breaking down the cultural barriers of collaboration. The senior leadership of Sheridan promotes cross-unit dialogues among its key stakeholders through its quarterly creative problem-solving workshops and its annual PCCs. The problem-solving workshops are facilitated by experienced practitioners that develop activities that provide opportunities for members of the Sheridan community to work together on solving a problem. These activities are not focused on the participants convincing each other about their respective positions on the issue but rather it is to promote an exchange of understanding about an issue (Bohm, 1996). Since Sheridan offers these workshops four times a year it allows for deep trust and rich

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understanding to be fostered among the participants (Senge, 1990). This is echoed by Participant (S2) who met her teammates for the challenge at a problem solving workshop said that “I feel like we kind of became close and comfortable in discussing ideas, because we were already in a space together where we could discuss ideas”.

Sheridan also hosts an annual event called the PCC. Each year there are external pressures on Sheridan that shape the subject matter of the PCCs. The members of the Sheridan community are asked to work in cross-unit teams to formulate ideas to address the challenge. The president of the college encourages the organizational members to share information about the external pressure in hopes that it will lead to exploration, insight, and discovery of potential solutions that could address the pressures (Senge et al., 2001)

In 2014, Canada’s first ever international education strategy was announced (Foreign Affairs, Trade and Development Canada, 2014). This strategy called for doubling the number of foreign students in Canada by 2022. Sheridan’s President decided to make this external pressure visible to the Sheridan community by making the theme of the 2014-2015 PCC internationalization. This was effective as Participant (A1)’s team referenced the international education strategy as support for their idea for internationalizing Sheridan.

The PCC with an internationalization theme was announced by a ‘willing’ president of Sheridan at an all employees meeting called the President’s breakfast in August 2014. The president built momentum for the challenge by telling the members of the Sheridan community that both human and financial resources will be provided for the winning ideas for internationalizing Sheridan. Even though he gave the members of Sheridan the opportunity to pick their own teams he encouraged the teams to be cross-functional. These cross-functional teams could consist of faculty, administrators, and support

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staff. This strategy for team formation was effective because it breaks down the barriers to collaborations caused by departmental subcultures (Philpott & Strange, 2003). This is because the trust and respect is already built in since the team members know one another and the role that they occupy within Sheridan. Even though the initiative was top-down to begin with the teams were self-directed and had full creative freedom to work together collaboratively on a solution for addressing the challenge. This removed barriers to participation caused by a lack of autonomy (Burke, 2011).

The president assured employees that more details about the challenge would be provided in a short period of time in order to ensure that there was enough time for people to collaborate on a solution for this challenge (Huxham, 1996). However, there were some participants that commented on the fact that the instructions for the PCC came out to late. This reduced the amount of time that the teams could collaborate on the PCC. This is echoed by Participant (A1) who said,

Like, it came up really quickly. I think time, more time to work on it. I also think, you know, at any one time, there's so many things happening, we're juggling, and so I could only devote a specific number of hours to this project because I had other things to worry about. You know, I had a whole faculty to worry about, right? So, I think time would be one.

The president's message did trigger cross-unit dialogue as 22 teams were formed and some of these teams consisted of administrators, faculty members, support staff, and students. This demonstrated that the president did develop a good communication plan that described the change process in a manner that was understandable to the participants (Kezar & Eckel, 2002). This is echoed by Participant (A1) who said,

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I think there were six objectives in the President's Challenge. I read those through very carefully to see which one fit ours. Because if you had something that didn't fit the objectives, you shouldn't be doing it.

This communication plan also fostered both buy-in and it also fostered relationships to be formed for this initiative (Kezar & Eckel, 2002). This is because out of the 22 proposals there were 18 proposals accepted in total and mini-conferences were held with a question and answer period where all members of the Sheridan community could ask the groups questions about their respective proposals.

The participants also said that the efforts of other departments within Sheridan were instrumental in enabling their collaborations for the PCC. In some cases, these departments assisted the participants in the idea generation stage and in other cases they became a part of the solution for the proposal.

Participant (S2) said that she needed a website to host her team's idea of 'Sheridan Sounds'. She said that she approached the digital marketing team at Sheridan and the manager was very supportive. This is echoed in the following statement,

Yeah, and the one person who did the site for me was like a digital marketing manager, he was really cool about that, he was like oh that's really neat and he was talking to me about other things within our department.

Participant (S3) said that both the Student Union and the Cafeteria provided support for their proposal called 'Sheridan Dishes on International Narratives: Sheridan Cookoff'. This is echoed in the following statement,

We talked to the café, they wanted to sponsor us and give us food. And then we talked to the Student Union, they were willing to give us swag for it. Just, anyone we told, they were so on board with it and so willing to help that I think I just had a very overall positive experience.

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Participant (A2) said that her team got the support of the co-curricular record office, the international center, and the peer mentor office for their proposal for a 'cultural conversations model'. This is echoed in the following statement,

Well, the folks at the co-curricular record office were really excellent. They, you know, provided an opportunity for us to do this, they helped advertise the opportunity and they made sure that everything sort of happened smoothly from that procedurally just a kind of perspective. The groups that we spoke to about recruiting students were the international office and I think perhaps the peer mentor office, I don't remember what the other one was, they were again very helpful in promoting the opportunity and sharing it around to students who might be interested.

The dialogues that took place between the participants and the other departments demonstrate a further exchange of understanding about what internationalization should look like at Sheridan (Bohm, 1996). The type of dialogues that took place for the PCC have the potential to produce a shared environment of collective assumptions, shared intentions, and shared beliefs (Senge et al., 2001).

The participants also said that Sheridan's culture encourages creativity and experimentation. In this initiative, the participants were free to select their own team members and were encouraged to think outside the box as a team on a solution for how to internationalize Sheridan. This is echoed by Participant (S3) who said,

Yeah, I would say we had complete control of what we needed to do. I mean, they had a guideline of what you needed, but in terms of the ideas and the creativity of what your presentation would be, they kind of gave you full range. I mean, they gave you like the time structure, but besides that, you could fill it with pretty much anything you wanted.

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This demonstrates that the senior leadership of the institution encouraged collaborative leadership at the lower levels for this initiative (Kezar & Eckel, 2002). This is because they empowered others within Sheridan to become leaders for their respective areas to achieve a common goal (Kezar & Eckel, 2002). The senior leadership of Sheridan also encouraged trust, honest dialogue, and openness to diverse opinions which fosters an environment for collaborative leadership (Kezar & Eckel, 2002). This is echoed by Participant (S1) who said,

I know my leader, I was very much aware that if I'm going to bring this thing to her, she will definitely accept it. If there could be someone else and that person is always like don't do it and like and you know that, you know there's no point that I would have taken that initiative, two reasons for the first, that it's definitely an extra work. Second, I just came on the board, so I myself was learning the stuff of this office. So, at that point of the time, taking an initiative to represent my own department is a big, you know, it's a big thing. But, you know, trusting my abilities and my, you know, my strength, my department and my leadership said yes, go for it, we are with you. So, it's a good thing.

In April 2015, the mini-conferences were held where each team of participants would present their proposal to the senior leadership team and other members of the Sheridan community. The teams were expected to exchange information with members of the Sheridan community but they were expected to convince the senior leadership team that their proposals should be declared a winner. The dialogues in the mini-conferences lead to exploration, insight, and discovery (Senge et al, 2001). Since members of the senior leadership team were expected to challenge the ideas the dialogues turned into healthy debates. However, this healthy debate is needed for collaborative leadership because the senior leadership were very much open to diverse opinions (Eckel & Kezar, 2003).

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In April 2015 after the first mini conference concluded the president reassured the participants that funding from the budget would be provided for the winning ideas. He said that the exchange of information that took place for the PCC would make Sheridan a better place for everyone. In August 2015, the winning teams were announced and the initial stage of the collaboration process concluded.

However, the collaborations never reached the second stage of the collaboration process. According to Kezar (2005) in the commitment stage the senior leadership of the HEI demonstrate their commitment to support both the collaborations and the networks formed for the initiative. This did not happen for the PCC as none of the ideas were implemented campus-wide. The participants in this study had viewed each other's ideas at the mini-conferences and felt that all of them could have been implemented by Sheridan. This is echoed by Participant (F1) who said that,

I felt quite hopeful when I saw everyone's challenges thinking I wish all of these ideas could be put into – I think like the Sheridan Sounds, like the podcast idea I think was fantastic, but after that I didn't see anything happening. I heard that – from the winners that nothing happened with them either.

The once 'willing' president was no longer facilitating a change process or providing any resources to implement the winning ideas. There was no communication plan developed to further engage the participants in implementing the ideas. Therefore, the buy-in, collaborative leadership, and relationships dismantled. There was also no long-term orientation added to this initiative as there were no further resources provided to implement the ideas (Kezar & Eckel, 2002). Therefore, the lack of commitment for the initiative could explain why the collaborations never made it past the initial stages (Kezar, 2005).

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The collaboration process is instrumental to transformational change (Kezar & Eckel, 2002). The fact that the collaborations did not progress through all of the stages also meant that Sheridan's efforts to internationalize its operations were not entirely successful. This supports Knight's (1994) research that a supportive culture is needed for an HEI to progress through the various stages of the internationalization process for an HEI. Table 4.2 below provides details of Knight's (1994) internationalization cycle.

Table 4.2

*Knight's (1994) Internationalization Cycle*

<b>Knight's (1994) Internationalization Cycle</b>	
Stage 1: Awareness	In this stage, there are campus-wide discussions taking place among faculty, students and support staff about the need, purpose, strategies, resource implications and benefits of internationalization.
Stage 2: Commitment	In this stage, commitment must be expressed in terms of both the attitudes and actions of senior leaders and the broader academic and administrative community.
Stage 3: Planning	In this stage, the senior leadership team needs to ensure subunit alignment to the institutional wide plan and policy framework formulated for internationalization.
Stage 4: Operationalization	In this stage, the various stakeholders from the various subunits will collaborate on activities that will operationalize the plans formulated in stage 3 of the cycle.
Stage 5: Review	In this stage, a systematic review of the effectiveness and efficiency of the use of the funds allocated to subunits for internationalization initiatives is assessed by the senior leadership team of the HEI.
Stage 6: Reinforcement	In this stage, a reward system is implemented to encourage the various stakeholders to engage in internationalization efforts.

Based on Knight's (1994) internationalization cycle Sheridan's PCC was intending to reach stage four (i.e. operationalization stage) of the process. This is because the ideas from the PCC were intended to shape Sheridan's 2016 internationalization strategy and then these ideas would be



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implemented campus-wide. Since the senior leadership team did not continue promoting cross-unit dialogue after the winning proposals were announced a supportive culture was not created and thus at best the PCC achieved the building commitment stage and only achieved stage one (i.e. the awareness stage) of the internationalization cycle. The efforts that took place in the building commitment stage of the collaboration did create meaningful conversations about internationalization among members of Sheridan's community.

In summary, Kezar's (2001, 2005) predicted factor of cross-unit dialogues was found to be instrumental in the initial stages of the collaboration process. However, this factor was only partially fulfilled, which halted progress for both creating a context that encourages collaboration and the efforts to internationalize Sheridan's operations.

**Section 4.2.2.2 - Visible Action.** In order to further break down the cultural barriers of collaboration the leadership need to take 'visible actions' to demonstrate to the organizational members that collaborations are a priority (Kezar, 2005). The visible actions that were instrumental in building momentum for the PCC were the new structures that emerged during the challenge (i.e. August 2014-August 2015).

Past studies on internationalization showed that the presidents of HEIs created new roles and task forces to support their efforts to internationalize their operations (Childress, 2009; Knight, 1994; Knight, 2004; Rumbley, 2007). The president of Sheridan made the international center the main organizer of the event. The president also created a special task group called the PCC team that was formed to administer the event. There was also a new role created called the PCC Co-ordinator. This person was responsible for answering any questions the teams had about the challenge. This became 'visible action'

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because it showed the participants the resources that were committed to making this challenge a success (Kezar & Eckel, 2002). It also demonstrated the institutional-wide commitment to internationalization.

The visible actions of the international center and the president's office were very much recognized and appreciated by the participants in this study. This is echoed in the following statement made by Participant (A1),

Yeah. I thought they did a good job. I thought they worked well. I mean, everything worked well. I mean, I was impressed, actually, because when I turned up to present my poster with my two faculty members, everything was all set up – there was a booth, and you know, there was food. I was quite impressed that they really did a good job about, you know, setting it up and organizing it.

Even though visible actions were present in the initial stage of the collaboration process for the PCC there were no visible actions taken by the leadership of Sheridan to show any progress in implementing the ideas presented at the challenge. This led to pessimism as some participants felt that no action was being taken either by the senior leadership team or their department management. Instead, they felt that they would have to take personal action to implement the idea they presented at the PCC. This is echoed by Participant (F2) who said,

I don't feel like the other departments got involved, individuals did. The library was very involved because it was something that they secretly wanted and like I said were committed to doing regardless of whether we got the money.

Kezar (2005) said that an important strategy for building commitment within the institution is taking 'visible action'. She said that collaborative endeavors and change processes will fail if people do not see some progress. The lack of progress signal to them that their time and energy is being wasted.

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The collaboration process did not progress because there was no long-term orientation added to the process (Kezar & Eckel, 2002). This is because no visible actions were taken to: 1) capture and hold the attention of the participants; and 2) present a long-term commitment to staff (Kezar & Eckel, 2002).

This study confirmed that visible actions were present in the initial stage of the collaboration process but no progress was ever communicated to the participants leaving this strategy only partially fulfilled.

**Section 4.2.2.3 - Shared Values.** Kezar (2005) and Kezar and Lester (2009) argued that the values of departments tend to be unique and sometimes contradictory. In order to overcome these barriers, it is important for the senior leadership of Sheridan to encourage shared values. Prior to the start of PCC Sheridan did not have a formalized internationalization strategy. There were also no formal documents that outlined Sheridan's definitions, approaches and rationales for internationalization. It would be difficult to transform beliefs, values and attitudes that are collectively held by the Sheridan community about internationalization unless the senior leadership team makes Sheridan's rationale for internationalization visible to its stakeholders (Knight, 1994).

Knight (1994) also said that shared values for internationalization need to be fostered at both the departmental and individual level. The PCC at Sheridan was geared too much towards fostering commitment at the individual level rather than the departmental level. Iuspa (2010) argued that HEIs must engage in ongoing dialogues with its key stakeholders and allow for modifications in the values, beliefs, and practices where needed. The ongoing dialogues on internationalization do not seem to be occurring at Sheridan because if these dialogues took place then through input from departments and individuals Sheridan would have an internationalization strategy. It would not need to rely on the ideas and proposals from the participants to formulate this strategy.

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Since there was no formalized internationalization strategy there were not any rationales, approaches, or definitions for internationalization that were documented in Sheridan's formal documents. It is difficult to achieve shared values for internationalization at the local levels if it is not known what the institution values with respect to its internationalization efforts. The organizers of the PCC attempted to address this issue by creating short videos outlining the institution's internationalization values. In the videos, internationalization was defined as "a process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (Sheridan College, 2015c). This definition is Knight's (1997) earlier definition for internationalization. The rationale for internationalization was both an academic rationale and social/cultural rationale. This is because the videos emphasized that Sheridan's goal of internationalization involved improving the quality of education by fostering the development of intercultural competencies in its graduates. The approach taken was Knight's (2005) internationalization at home strategy as the participants were being asked to develop proposals that would integrate an international dimension to the teaching, research and service functions of Sheridan.

The majority of the participants said that the online resources for the PCC were very helpful to them in preparing their proposals. This is echoed in the following statement made by Participant (S1),

There was a great resource online also, I remember they posted what they were expecting from this presentation, there was a video also. So, it definitely helped us a lot in actually thinking about the expectations for this project.

Even though the videos on Sheridan's internationalization values were helpful they need to be formalized in Sheridan's official documents to be 'lived' and 'practiced' (Kezar, 2005). If these values are formalized in official documents, then like the mission Sheridan can socialize and resocialize its

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organizational members to these values. The socialization process then will lead to an organizational culture that promotes action on internationalization initiatives.

Mazzola (2007) found that the institution she studied transformed the beliefs, values, and attitudes of departments, faculty, staff, and students through its entrepreneurial culture. She found that the deans of the department could approve ideas and proposals for internationalization initiatives from their associate deans, faculty members, and support staff. This entrepreneurial culture does not seem to exist at Sheridan because in order to get funding for their ideas deans, associate deans, faculty members, and support staff had to participate in the PCC where the senior leadership team would provide the funding for the ideas.

De Souza (2014) found that the institution she studied showed its commitment to internationalization through international student enrollment, faculty exchange programs, and study abroad programs. Sheridan has for the most part focused its efforts on international student enrollment (Sheridan, 2013). In order to address this issue, the senior leadership of Sheridan designed the PCC so that broader and creative ideas could be presented for internationalizing Sheridan. There were many innovative ideas that were presented for the PCC and are discussed in more details below. Since none of them were implemented it became a lost opportunity for Sheridan's leadership to demonstrate their commitment to internationalization.

The participants in this study exhibited a shared value of student centeredness as their proposals focused on doing more to help international students understand the college's cultural and academic expectations. They believed that this appreciation would help international students build their social networks and improve their academic outcomes. This is echoed by Participant (A1) who said,

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Yeah. And I think, as I said before, we really wanted to – we were really concerned about how we do treat international students and how inclusive we are at Sheridan, right? I know we are, but I think we need to do more to be inclusive and to, well, be more welcoming to international students.

Participant (A3) worked in collaboration with her team to recommend an initiative whereby second-year students in the program would be paired up with first year international students in a ‘befriending’ type arrangement. The second-year student could be an international student or a domestic student. The second-year student would act as a mentor to the first-year international student. This would help international students gain a better awareness of the academic expectations for the program. Participant (A3) said that this initiative would also benefit the domestic students as it would help them build their cultural awareness and cultural sensitivity skills. This is echoed in the following statement made by Participant (A3), “we see this as a reciprocal learning relationship so as much as it is for the international students it is for our domestic students first and foremost”.

Even though there were shared values of student centeredness exhibited at the local levels, there were some participants that felt that these values were not shared by the management of the college and that their priorities were on administrative matters given that none of the ideas in the PCC were implemented. This is echoed by Participant (F2) who said,

Sometimes I think that’s really, I think it’s a big problem at Sheridan that we’re not thinking about students and academics. We’re so worried about management stuff, it doesn’t matter.

At the local levels the shared values among the participants led to the growth of trust, which were instrumental in making their social networks stronger. This supports the findings of Inkpen and Curall (2004). The PCC allowed Sheridan to create the blue print for transforming the values, beliefs,

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and attitudes of its key stakeholders about internationalization. However, there needs to be more ongoing dialogues about internationalization at both the individual and department levels. Instead of shaping Sheridan's internationalization strategy through proposal and ideas from the PCC it is more important for departments and individuals to collectively shape the strategy. It is also important to foster an entrepreneurial culture within the institution so that future internationalization ideas are funded and implemented.

**Section 4.2.2.4 – Summary of Cultural Factors.** This study revealed the following cultural barriers to collaboration:

- Departmental subcultures
- Lack of institutional values for internationalization
- Lack of entrepreneurial culture

As mentioned in Chapter 2, Kezar (2005) and Kezar and Lester (2009) identified the elements of organizational culture that are instrumental in building commitment for collaborative endeavours. The factors are summarized in Figure 4.1 below.

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Figure 4.1

*Cultural Strategies for Building Commitment*

In this study it was confirmed that the senior leadership of Sheridan employed Kezar's (2001) cultural strategies for promoting collaboration for the PCC. However, these strategies were only employed in the initial stage of the collaboration process. Since these strategies were not employed throughout the planned collaboration process both the collaborations and the internationalization were not entirely successful.

**Section 4.2.3 – Structural Factors.** Kezar and Lester (2009) found that collaborations tend to occur in small pockets because of the loosely coupled systems that exist within HEIs. In these loosely coupled systems the authority is decentralized to the departments but there is little co-ordination and collaboration among the various departments within the HEI (Kezar, 2005; Kezar and Lester, 2009). In order to overcome these structural barriers, the senior leadership need to redesign elements such as: 1)



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strategy; 2) structure; 3) processes; 4) tasks; 5) people; and 6) rewards. A summary of the structural factors and its applicability to the PCC at Sheridan is summarized in Table 4.3.

Table 4.3

*Structural Factors of Collaboration and their Application to the PCC*

<b>Structural Factors</b>	<b>PCC - Internationalization Theme</b>
Strategy	Sheridan invited its community to shape its 2016 Internationalization strategy
Structure	International Center was the integrating structure for this initiative
Processes	The decision-making process for internationalization would be shaped by the ideas presented by the participants
Task	Participants were asked to recommend ideas to internationalize the curriculum
People	There were no workshops to teach collaborative behaviors
Rewards	Participants were told that the winning idea would be funded

**Section 4.2.3.1 - Strategy.** Kezar and Lester (2009) said that the strategy supports the mission and it is what the HEI is looking to accomplish. As mentioned earlier the PCC is a strategy for addressing an external pressure on Sheridan but it also supports the mission of a creative campus as individuals are encouraged to form self-directed teams to formulate a proposal for addressing the challenge.

Even though Sheridan did not have a formalized internationalization strategy, the participants were asked to assume a ‘internationalization at home’ strategy. This strategy would mean that broader strategies would have to be employed to add an international dimension to the teaching and learning, research, and service functions of the college. The focus of the challenge would not be to recommend marketing strategies to enroll more international students. Instead the focus would be on how to better integrate international students into the college.

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The president of Sheridan initiated the President's creative challenge based on advice he received from someone he knew at Harvard University. He said that the purpose of the PCC was to come up with an annual theme for the PCC that had the potential to make Sheridan a better place for the Sheridan community. This is echoed in the following statement made by the president.

I have been just thrilled by how the President's creative challenge has played out over the past few years as you may recall it's been a few years now that we came up with this idea and it is an idea that started at Harvard University and someone told me about this and said it would be great thing for Sheridan to do. And so for the President's challenge, we focus on an annual basis on a theme that helps Sheridan become a better place or a stronger place in some unique way (Sheridan, 2015d).

The idea behind the PCC was then to invite the various stakeholders from the different subunits of the college to collaborate on a proposal that would position Sheridan for success in achieving better outcomes for the theme of the challenge. According the president, the past challenges have produced great ideas that have been funded and they also shaped initiatives related to the theme after the challenges ended. This is echoed in the following statement made by the president,

And in our first year we focused on a sustainability theme and I can guarantee you and demonstrate to you the impact of that initial creative challenge in our budget and in the kinds of things we have done with zero waste and our integrated energy and climate master plan so it is having a real impact on the organization in helping us to be a greener and more sustainable organization and that all started with the first challenge. In the next year, we had a challenge related to healthy aging and there were some excellent ideas that we implemented and it in fact it inspired our Sheridan Elder Research Center onto a number of great initiatives and they are

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growing and thriving bigger than ever. Last year it was more of an internal theme around emphasizing our new visual identity and our new brand and we had a competition that had students identifying interest ways to reflect the Sheridan 'S' which is all about our creative journey (Sheridan College, 2015d).

The president then went on to explain why the theme of internationalization was chosen for the 2014-2015 PCC when he said the following,

And of course, this year our theme is of internationalization and how do we become truly a more international institution that embraces the globe and embraces students that come here from around the world but also allows us to us to understand our world the world we operate in in a more compelling way (Sheridan College, 2015d).

He then went onto explain that the presentations he had seen at another campus a week earlier were stellar and that he felt that the big win from the collaborations that took place for these initiatives were the ideas that came out of the conference. He said that the goal for Sheridan's senior leadership team was to sustain these ideas. This is echoed in the following statement,

And so, we had the initial conference just a week ago at the Trafalgar campus and it went very well and there were some excellent ideas and while this will be about awarding some prizes I think that it is less about the prizes or who wins and more about the creative ideas that we are encountering that we want to do is look for ways to sustain and carry them on (Sheridan College, 2015d).

The president then reassured the participants that all attempts will be made by the senior

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leadership team of the college to fund the ideas that came out of the challenge. He reinforced the fact that funding these ideas would make Sheridan a better place for the entire Sheridan community. This is echoed in the following statement made by the President,

We need to sit down now and look at all the excellent ideas and I think there is lots here for us to think about as we move into the budget cycle and we will plan to fund this activity through our budgeting and planning process because it will make us go from great to greater (Sheridan College, 2015d).

However, the participants said that the president of Sheridan did not follow through with implementing their ideas so their collaborations were not sustained and their ideas were not funded. All of the participants said that they also did not get any formal feedback on their proposals and no one approached them about implementing their proposals. Participant (A1) said that she “would’ve loved to have follow-up” on her proposal. Participant (F2) said that “there was no closure and there was no feedback whatsoever”. Participant (F3) said that it seemed “like for a top down thing it wasn’t followed up very well”. Participant (A3) said that,

I think the other thing is, like, “So what? Now what?” right. Organizationally, what happens next? And where is support for the ideas moving – or not even ideas at that point, I guess, right? Like, the pilots that are being proposed. So those are pieces, I think, that need to be refined in the process.

At the beginning of the challenge the participants were encouraged to participate in the challenge because their ideas would shape Sheridan’s 2016 internationalization strategy. This was confirmed in the final report for the 2014-2015 PCC in a statement that reads as follows:

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In August 2014, the theme for the 2014-2015 President's Creative Challenge was announced by President Jeff Zabudsky. The focus was on Internationalization from a post-secondary perspective. The proposals and ideas presented by participants were expected to feed into the larger Internationalization Strategy for 2016.

The president's actions to involve members of the Sheridan community to shape the internationalization strategy demonstrated strong collaborative leadership (Kezar & Eckel, 2002). This is because collaborative leaders engage stakeholders throughout the organization in both designing and implementing the core components of a change process (Kezar & Eckel, 2002). For the PCC the participants would not only shape the internationalization strategy but they would also be involved in implementing their ideas campus wide.

Per the participants their ideas did not shape any strategy. In fact, as of 2017 Sheridan still did not have an internationalization strategy and this initiative ended in August 2015 when the winners were announced. The absence of an internationalization strategy suggested two things: 1) the collaborations for the PCC never made it past the first stage of the collaboration process (i.e. building commitment); 2) Sheridan is in the awareness stage of Knight's (1994) internationalization cycle.

A possible reason for why the internationalization ideas were not implemented could be because the senior leadership team was looking to push the internationalization efforts to the departments. This would mean that it would be up the department heads to implement the ideas of the participants. There is support for this assertion as Participant (A3) said that despite winning the challenge the onus was on her and her department to implement the proposal. She also said that she did not expect any funding from the President's office. This is echoed in the following statement made by Participant (A3),

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Our intent was always to inform our practice within the program area. “Now, what are we going to do to see this through, now that the spotlight’s not on us and potentially there’s no more money coming from the President’s office to fund this.”

Another possible reason for why the internationalization ideas were not implemented could be because of the changes in leadership that took place in 2016 at Sheridan. The two leaders that organized the challenge were the president and the Director of International for the College. It was announced in July 2016 that the president would be leaving the college and one month later it was announced that the Director of International would also be leaving the college. Therefore, the two principals behind the PCC would no longer be with Sheridan. Sheridan is still in search for a new president and a new Director of International was hired on March 2017. Therefore, a possible reason why the ideas were not implemented is because of the changes in the leadership that took place at Sheridan in 2016. According to Kezar and Eckel (2002) a long-term orientation for a change process could be derailed if there is turnover in the leadership before the change effort takes place.

Sheridan still does not have a formalized internationalization plan and this could be hindering efforts to promote collaborations for internationalization initiative (Childress, 2009). Childress (2009) found that internationalization plans serve as a roadmap for internationalization that encourages buy-in from the key stakeholders and communicate the goals for internationalization. She also found that the institution’s internationalization plans shape the plans of the subunits, which then need to be integrated into the institution’s overall internationalization plans.

Even though an ‘internationalization at home’ strategy was the approach for the PCC it did not provide direction on what Sheridan wanted to accomplish because it was a strategy made just for the challenge. It was not the formal strategy that Sheridan had in place prior to the challenge. Knight

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(1997) identified many approaches for internationalization (See Table 2.10) and argued that it was the approach that drove the ideas for internationalization. This is because each approach entailed different initiatives and different priorities. The PCC was designed so that the ideas shape the strategy which doesn't work because it promotes buy-in at an individual level but not at a departmental level.

Therefore, this research confirmed that a strategy (i.e. internationalization at home) as per Kezar (2001) was present to encourage engagement in the PCC. However, the effectiveness of the strategy was limited because even though it directed the efforts of the participants it wasn't a formal strategy that directed the efforts of a critical mass of key stakeholders within an HEI. Therefore, buy-in for the strategy was limited to some members of the Sheridan community rather than the entire community.

**Section 4.2.3.2 - Structure.** The absence of a formal strategy could explain why Sheridan did not have formal structures in place for its internationalization initiatives. Based on the literature review conducted some studies found that the HEIs they examined created a formal structure (i.e. committee, office, department) that was responsible for initiating and implementing internationalization initiatives (Childress, 2009; De Souza, 2014; Iuspa, 2010). The formal structure within the HEI reported to the senior leadership of the HEI and were instrumental in bringing together people from the different subunits to collaborate on internationalization initiatives (Childress, 2009; De Souza, 2014; Iuspa, 2010). Sheridan did not have any formal structure in place to initiate and implement their internationalization initiatives. This could explain why the president worked in collaboration with the Director of International to initiate dialogues about internationalization through its PCC.

There were other studies that found that HEIs empowered their international departments to internationalize their operations (Childress, 2009; Friesen, 2013; Johnsen-Smith, 2015). Friesen (2013) and Johnsen-Smith (2015) said that the international departments they studied actively brought together

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faculty members from the various academic departments to collaborate on internationalization initiatives. Childress (2009) said that the international center she studied was empowered to fund internationalization activities of faculty members. At Sheridan the international department was not as empowered because it took a PCC to bring together people from the different areas to collaborate on an internationalization initiative and the funding provided for the winning ideas would be provided by the senior leadership team.

The senior leadership team empowered the international department for this initiative by making them the organizers. They also created special informal structures to facilitate the initial stages of the collaboration process for the PCC. This is echoed in the following statement made by Participant (S3),

I know International Centre really was like the focus, and like, they really had a huge role in this, but I think within that, they had certain people in charge of this competition, so they must have had some sort of task force dedicated this specific challenge.

All of these informal structures were successful in getting individuals engaged in the PCC. Since none of these structures were in place prior to the PCC it didn't allow for any learning to take place on how to initiate and implement internationalization initiatives. This could be a possible reason why the PCC never made it past the initial stages of the collaboration process.

Kezar and Eckel (2002) found that supportive structures need to be in place to make transformational change happen. They found that the senior leadership team in their studies created new centers, positions, roles, and resources to support cross-unit collaborations. This study confirmed that informal structures were present to enable the collaborations for the PCC but the lack of permanency in these structures is a possible reason why the collaborations were not sustained.



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**Section 4.2.3.3 - Processes.** The lack of formal strategy and structure for internationalization could explain why no formal processes were created at Sheridan for its internationalization initiatives. Kezar and Lester (2009) found that highly collaborative institutions redesign their goal setting and decision making processes to encourage more collaborative efforts. Since there was no formal structure responsible for internationalization activities at Sheridan the decision making over internationalization seems to be happening at the department level. This is echoed by the participants of this study. Participant (A2) said that her department had test piloted their idea for the PCC with the Faculty of Business but would now need the support of the other academic departments to implement the idea campus wide. Participant (A1) said that her team's idea would need the support of both the Center of Teaching and Learning (CTL) and all of the academic departments. The other participants also identified the academic departments but also said that student services and the international department would also be instrumental in implementing their ideas.

If there was a formal structure in place with decision making authority over internationalization initiatives, then there would be no need for the ideas for internationalization to be presented as part of a PCC to be funded. Instead these ideas would be prioritized and funded at the discretion of the members of the formal structure created for internationalization initiatives.

The president also gave decision-making authority and goal setting responsibilities to the participants as their ideas would shape an internationalization strategy. Even though empowering organizational members with decision making authority is good for a collaborative leadership style it may not be as good for implementation as any ideas for internationalization would require the buy in of all the various subunits within Sheridan. Past research studies suggest that it may be beneficial instead to empower the existing international department or create a special formal structure that would be

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responsible for initiating and implementing internationalization initiatives (Childress, 2009, Iuspa, 2010, Rumbley, 2007).

Therefore, this study confirmed that a decision making process for approving an internationalization initiative was present for the PCC. However, this was not effective because buy-in would be needed by the subunits of Sheridan to implement the internationalization initiatives. Since the department heads were not involved in selecting the winning ideas it would be difficult to get them to implement these ideas within their subunits.

**Section 4.2.3.4 – Tasks.** The lack of formal processes for internationalization could be because of the lack formalized tasks for the key stakeholders within Sheridan. If the organizational members are not formally tasked with the responsibility to internationalize their curriculum, then there will likely be very few requests placed for funding for their ideas. Kezar and Lester (2009) defined tasks as the work of an organization and said that many of the efforts of the members of an HEI involves transforming the teaching and learning process. As mentioned earlier the loosely coupled nature of HEIs means that departments work in isolation of one another to internationalize their operations (Childress, 2009; Childress, 2010; Knight, 1994). This means that there is potential for subunit differentiation, which makes integration difficult. For the PCC the tasks were redesigned as members of the Sheridan community were asked to work collaboratively with people outside of their department on an idea to internationalize Sheridan.

The participants for this study brought into the PCC an idea that they had piloted in another setting on a smaller scale. Since the participants tapped into existing networks to form a team for the PCC they were able to leverage relationships and trusts within the network to get alignment on their ideas. The next task then would be to work collaboratively on refining the idea so that it could be

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implemented campus-wide. This involved delegating tasks, adding new team members and addressing any issues related to funding and implementation. This is echoed by Participant (A3) who said,

So I was myself as a driver, right, in terms of moving the initiative forward, providing the leadership in terms of the delegation of tasks, making decisions around, “Well, what do we do now? And how do we address budget issues? And how do we address, you know, conceptual challenges? And who else do we need at the table?”

Therefore, in order to break down structural barriers to collaboration the task for the PCC was redesigned so that the members of the Sheridan community would work with people outside of their department to internationalize Sheridan. The integrating structures and informal networks created for the PCC by the senior leadership team of Sheridan led to the development of strong networks for the PCC.

There are many past studies that show that the task of adding an international dimension to the teaching, research, and service functions of an HEI requires the collaborations among faculty, administrators, and support staff (Childres, 2009, Iuspa, 2010, Knight, 1994, Knight, 2004, Rumbley, 2007, Williams, 2008). In order to accelerate its internationalization efforts at Sheridan the senior leadership created the blueprint for the tasks for internationalization that should be performed by all of its organizational members. Even though the collaborations never made it past the initial stage the contributions of the participants were made visible to the other members of the Sheridan community.

Therefore, this study confirms that tasks were clearly defined for the PCC and it was instrumental in building commitment for the PCC. However, the tasks for the PCC has to become the work for the entire Sheridan community in order for them to be effective implementation. This is because winning ideas would have to be implemented by all members of Sheridan. This means that it would have to be a priority for them and there would have to be organizational wide buy-in for the idea.

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**Section 4.2.3.5 - People.** The PCC was the first time the senior leadership team showcased internationalization to all of its stakeholders. The senior leadership team tapped into existing networks to get co-operation for the PCC but this approach does not promote organizational learning for internationalization.

In their study of highly collaborative institutions, Kezar and Lester (2009) found that these institutions created outlets for individuals to learn how to collaborate. Sheridan did not setup any formal sessions that encouraged the participants to learn more about how to collaborate on this specific initiative. However, the participants did state that outside of this initiative Sheridan does provide them with many opportunities to collaborate with other members of the Sheridan community. Participant (S2) said that she met the two faculty members that she worked with on this initiative at a creative problem-solving workshop hosted by Sheridan. Participant (F1) said that she benefited from the advice of one of the creative problem-solving workshop facilitators. This is echoed in the following statement,

Another person that I had met from the creative problem-solving workshop, because I've been a client twice. The first time I was a client I had connected with people outside my department and I was meeting with them off and on, also suggested you know, you need to find out how you can shine, how you can brand yourself.

Therefore, the participants that came into the PCC had learned how to collaborate with one another through previous interactions and as they interacted with one another during the challenge they also learned about internationalization from each other. This was instrumental in bringing the PCC to the building commitment stage. However, implementation is difficult because there has been no formal organizational learning that is taking place across the institution about internationalization. Therefore, if

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individuals don't learn the value of collaborating or the value of internationalization then it will be difficult to get them to implement the winning ideas selected from the challenge.

**Section 4.2.3.6 - Rewards.** Kezar and Lester (2009) found that highly collaborative institutions encourage group outcomes rather than individual outcomes. Unlike most universities, Sheridan does not have a formal promotion and tenure system. This meant that the leadership of Sheridan had to reward potential participants for the PCC in a different way to ensure that the members of the Sheridan community understood that international work was valued at Sheridan. Therefore, in announcing the theme of the PCC for 2014-2015 the President of Sheridan told the members of the Sheridan community that they would be rewarded for their efforts to internationalize Sheridan because the ideas and proposals presented for the challenge would shape the institution's 2016 internationalization strategy. This is echoed in the following statement contained in the final report for the PCC,

In August 2014, the theme for the 2014-2015 President's Creative Challenge was announced by President Jeff Zabudsky. The focus was on Internationalization from a post-secondary perspective. The proposals and ideas presented by participants were expected to feed into the larger Internationalization Strategy for 2016 (Sheridan College, 2015b).

Sheridan does not have a formalized internationalization strategy for 2016 so the senior leadership did not follow through on this promise. Participant (A3) said that a reason for this lack of follow through could be because of the fact that the Director of International left Sheridan in 2016. She said that it would now be up to the new Director of International to formulate an internationalization strategy for Sheridan.

The president reassured the participants at the end of the presentations that all attempts would be made by the senior leadership team of the College to fund the ideas that came out of the challenge. He

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reinforced the fact that funding these ideas would make Sheridan a better place for the entire Sheridan community. This is echoed in the following statement made by the President,

We need to sit down now and look at all the excellent ideas and I think there is lots here for us to think about as we move into the budget cycle and we will plan to fund this activity through our budgeting and planning process because it will make us go from great to greater (Sheridan College, 2015d).

However, the participants said that the President of Sheridan did not follow through with implementing their ideas so their collaborations were not sustained and their ideas were not funded. All of the participants said that they also did not get any formal feedback on their proposals and no one approached them about implementing their proposals. Participant (A1) said that she “would’ve loved to have follow-up” on her proposal. Participant (F2) said that “there was no closure and there was no feedback whatsoever”. Participant (F3) said that it seemed “like for a top down thing it wasn’t followed up very well”. Participant (A3) said that,

I think the other thing is, like, “So what? Now what?” right. Organizationally, what happens next? And where is support for the ideas moving – or not even ideas at that point, I guess, right? Like, the pilots that are being proposed. So those are pieces, I think, that need to be refined in the process.

The participants were also offered a reward called the ‘The People’s Choice Award’. Since all of the presentations were video recorded and then placed on Sheridan’s website for the challenge the members of the Sheridan community could now vote for their favourite idea for internationalizing Sheridan. The proposal that got the most votes would win the ‘The People’s Choice Award’. However,

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participant (F1) said that it was her team's proposal that won this award but that it was never implemented by the College.

Despite the fact that the senior leadership did not follow through with the rewards promised the participants said that they participated in the PCC because it gave them an opportunity to present a proposal that would not only help Sheridan with its official goals but it would also allow them to make recommendations on how the educational experience could be improved for all students. The participants also felt rewarded by the fact that they could hear all the great ideas that were pitched for the PCC at the mini conferences held at all three campuses at Sheridan. They also were very proud to represent their respective departments in this initiative.

This is echoed in the following statement made by Participant (S1),

You know, having a view point from all the departments is necessary and I think so that was the basis of this, you know, challenge. To understand the views of all the departments and understanding the fact that what we want to do. And I think this challenge served the purpose for that. There were so many great presentations, so many great ideas even though I was an international student; I was amazed to see that like, you know, people were coming with such a great wonderful idea. So, again, moving towards that university thing, we need to, you know, we need to have those kind of views regards and how we're going to be on the bigger picture of this map, so you know, taking all together and, you know, having all these ideas all together definitely is going help Sheridan.

In summary, Sheridan looked to offer rewards earlier on in the collaboration process for the PCC because it did not have a formal promotion and tenure system in place. However, the reward system was designed only the PCC rather than for the entire organization. Therefore, the members of Sheridan

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would have no incentive to implement the winning ideas outside of any intrinsic rewards. This could be a possible reason why the collaborations for the PCC were not sustained.

**Section 4.2.3.7 – Summary of Structural Factors.** Based on a review of the structural factors for collaboration a possible reason why the collaborations and the internationalization initiative were not entirely successful was because:

- There was a lack of formal strategy for internationalization.
- There was a lack of formal structures for internationalization.
- There were no formal decision making processes for internationalization.
- There were no formal tasks defined for the entire Sheridan community with respect to internationalization.
- There was no formal training about the value of collaboration and the value of internationalization to its organizational members.
- There was no formal reward system that valued internationalization work.

Therefore, a finding of this study is that the informal structures that Sheridan put in for its PCC allowed it to reach the building commitment stage of the collaboration process. However, the lack of formal structures could be a possible explanation as to why these winning ideas were never implemented.

This study confirmed the structural strategies for collaboration per Kezar (2001). However, these structural strategies were too informal and were thus only employed in the initial stages of the collaboration process. Kezar's (2001) structural strategies for promoting collaboration are summarized in Figure 4.2 below.



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Figure 4.2

*Structural Strategies for Building Commitment***Section 4.2.4 – Summary of Cultural and Structural Factors of Collaboration**

A finding of this study is that the cultural and structural strategies for promoting collaborations for the PCC were successful in bringing the initiative to its building commitment stage. Even though Sheridan has a unique culture that promotes cross-unit dialogues it needs to create a more supportive culture for internationalization initiatives. This requires formalizing Sheridan’s institutional values about internationalization and creating an entrepreneurial culture for its internationalization endeavors.

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It is also important for the senior leadership to take ‘visible action’ regularly by giving all members of the Sheridan community a progress report on its internationalization efforts.

The informal structures in place for the PCC brought it to its building commitment stage but these structures need to be more formalized in order for internationalization ideas to be implemented campus wide. Therefore, the following redesign is needed for the structures at Sheridan for its internationalization efforts:

- The internationalization strategy needs to be formalized with goals, approaches, rationales, and definitions formalized in official documents.
- There needs to be more formal structures that are dedicated to internationalizing the college.
- There needs to be a formal decision making process for approving internationalization initiatives.
- The tasks for internationalization need to be formally defined.
- There needs to be more formal training on the value of collaboration and internationalization for all the organizational members.
- A formal system of rewards that values internationalization also needs to be formalized and implemented.

In order to activate the cultures and structures for internationalization effective leadership at all levels are needed. This will require the senior leadership to consider a collaborative leadership style to empower leaders at all levels to take action to implement the internationalization initiatives.

### **Section 4.2.5 – Other Factors for Collaboration Development**

In the previous section the cultural and structural strategies for getting the key stakeholders engaged in a cross-unit collaboration were discussed. Kezar (2005) refined these strategies by

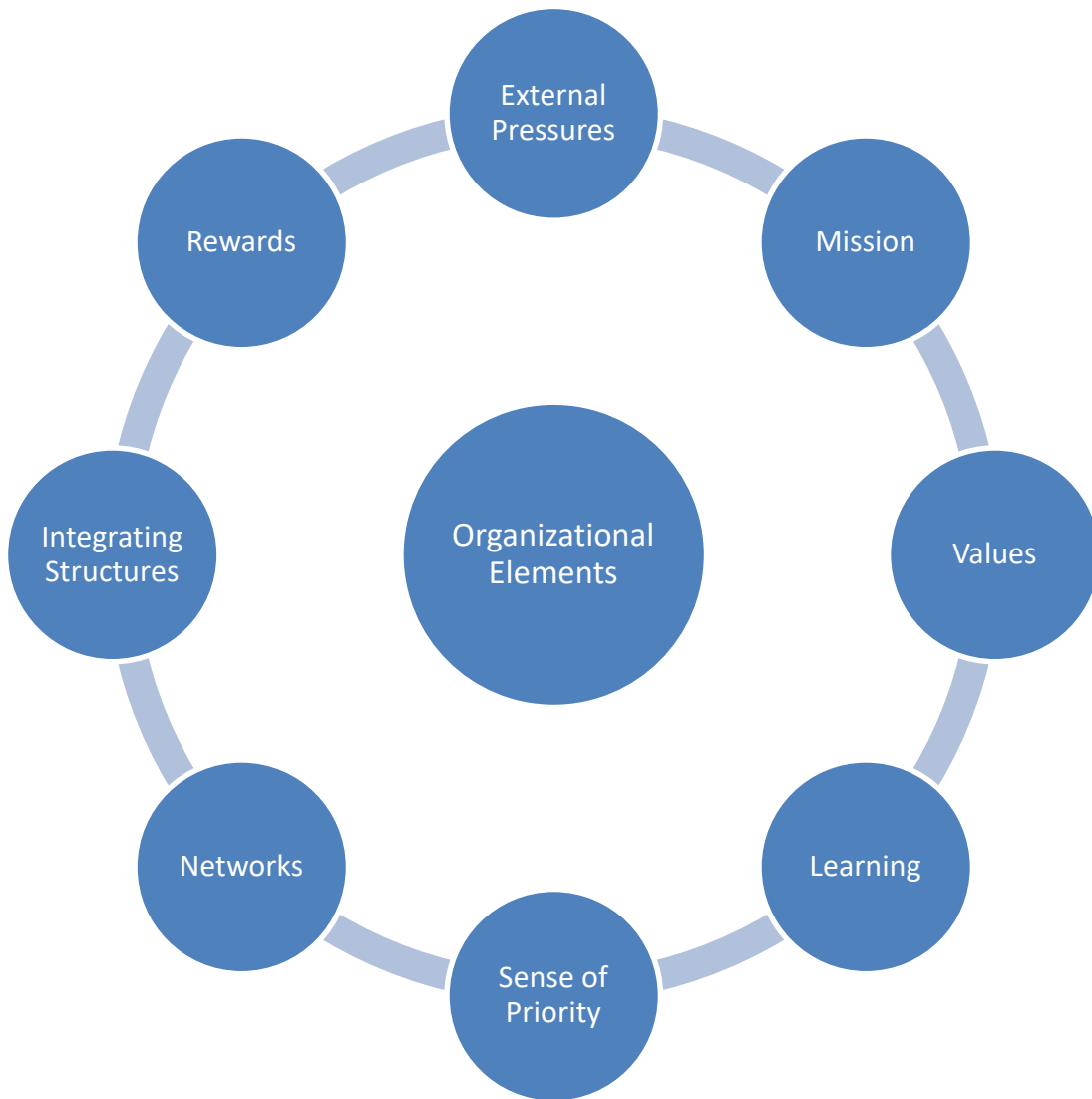
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identifying the specific organizational elements that were considered instrumental for collaborations to occur on cross-unit initiatives. In order to further refine the understanding on how to enable collaborative efforts the literature review revealed that there are personal elements that also need to be considered when designing a collaborative cross-unit effort for an initiative. In this section the study will illuminate both the organizational and personal elements that were considered instrumental in enabling the collaborations for the PCC.

### **Section 4.2.5.1 – Organizational Elements**

The next set of predicted factors are cultural and structural elements of the organizational culture and organizational structure. Kezar (2005) defined these organizational elements and said that the features of an organization that need to be redesigned to encourage more collaborative efforts are: 1) external pressures; 2) mission; 3) values; 4) sense of priority; 5) networks; 6) integrating structures; 7) learning; and 8) rewards. These organizational features become the predicted factors for this study. The empirically based patterns that emerged in this study with respect to the elements of Kezar's (2005) collaboration model will be compared to the predicted ones to determine if there was a match. If there is a match, then the element will be considered instrumental in building commitment for the PCC at Sheridan. Kezar's (2005) organizational elements are summarized in figure 4.3 below. Each of Kezar's (2005) elements will be discussed below with respect to their applicability to this study.

Figure 4.3

*Organizational Elements Instrumental for Collaborations*

**Section 4.2.5.1.1 – External Pressures.** Kezar (2005) found that external pressures became the starting point for collaborative endeavors within HEIs. She said that collaborations were unlikely to occur unless there were external pressures that were forcing them to develop. In Kezar’s (2005) stage model of collaboration external pressures are instrumental in the building commitment stage for

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collaborative endeavors. Kezar and Lester (2009) found that the senior leadership of an HEI leveraged external pressures to make the importance of collaborations more visible to its stakeholders.

Based on the literature review for this study the key drivers of internationalization in Ontario colleges are: 1) globalization; 2) the funding crisis in Ontario Colleges; 3) the international education strategy in Canada; 4) the expected international education strategy in Ontario; 5) the need for more student/faculty mobility programs; and 6) the need for an internationalized curriculum. The DESTEP analysis revealed that the subject matter of future internationalization will need to address external factors such as: 1) labour market shortages; 2) aging population; 3) low birth rates; 4) shifting rationales; 5) intense rivalry for international students; and 6) government funding cuts. In their study of highly collaborative institutions, Kezar & Lester (2009) found that these institutions made their external pressures visible to its keys stakeholders to highlight the need for more collaboration.

Based on documents collected for this initiative Sheridan acknowledged in its 2010-2011 business plan that the forces of globalization were putting pressures on the college to internationalize its operations. The focus at that time was on internationalization. In 2013, a white paper was prepared for Sheridan's vision of becoming a university (Sheridan College, 2013). Based on a benchmarking study the report concluded that the sole focus of Sheridan was to increase enrollment of international students and that more efforts needed to be put in place on both faculty and student mobility across borders. This is echoed in the following statements:

It should be noted here that comprehensive internationalization of a campus requires more than in-coming and out-going student activity. International staff mobility initiatives and faculty exchanges promote stronger deeper relationships between international partner institutions while

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increasing global awareness at the faculty and administrative levels. Faculty mobility also contributes to the building of international networks and research collaboration. (p. 9)

Based on a document collected for this initiative it seems that Sheridan was looking to address this issue through the PCC. This is echoed in a document which stated the following:

For those of you that aren't familiar with this year's creative challenge, this year's theme is Internationalization: Envisioning Sheridan without Borders. Sheridan's international student population has grown to over 4,000 students strong. The challenge was put in place to acknowledge that internationalization is much more than recruiting international students to campus, and that as a community, we can broaden our approach to internationalization through myriad ways. (Sheridan, 2015, p.1)

A common theme that emerged from the data collected for this study was that the proposals presented to internationalize Sheridan were shaped by an appreciation of trends in the external environment that were placing pressures on Sheridan to internationalize its operations. The participants acknowledged that the international student populations were increasing and their proposals focused on improving the educational experiences of these students.

Based on a DESTEP analysis performed there is support for the fact that a key demographic trend is that the population in Canada is aging at a faster rate (Statistics Canada, 2016). Participant (A2) acknowledged this trend and explained an implication of this trend when she said that, "one of the pressing challenges facing the aging population in Canada is that of social isolation". She acknowledged that globalization was bringing in a record number of immigrants into Canada but as they age the risk of social isolation increases and this could be detrimental to their health and well-being. She then further supported this point by stating that, "A study in the UK found that isolation and loneliness

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can be detrimental to one's health the same as if someone smoked 15 cigarettes in one day". She then noted that international students also encounter adjustment, social isolation and acculturation issues. This is why her team collaborated on a proposal to connect international students with the elderly through a mentorship program. Their team wanted to address the issues of social isolation by facilitating meaningful interactions among both international students at Sheridan and the elderly in participating retirement homes.

Based on a DESTEP analysis performed there is support for the assertion that the forces of globalization were putting pressures on HEIs to internationalize their operations (Altbach, 2002; Knight, 2008; Knight & DeWit, 1995). Participant (F3) also acknowledged that globalization was a reason for collaborating on the PCC at Sheridan when he said that, "we are living in a world where globalization is embraced by most developed nations and this has meant that the accumulated wisdom and knowledge of the whole culture and societies can be accessed, learned and applied by any student anywhere". He said his team understood the pressures that globalization was placing on Sheridan to internationalize which led them to ask themselves what Sheridan can do better to ensure the success of their international students.

Participant (A1) said that it was both globalization and the community impact that became a reason for her team to collaborate on the PCC at Sheridan. A DESTEP analysis provided support for the fact that Canada is planning to benefit from this globalization trend by formulating a new strategy for international education that will double the size of the international student base (Foreign Affairs, Trade and Development Canada, 2014). Participant (A1) said that her team's proposal was influenced by Canada's International Education Strategy that looked to "double the number of full-time international students from 239,000 in 2011 to more than 450,000 in 2022". She then said that "Sheridan will be

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getting more international students in the future so you know what the reality for Sheridan is that we will get more of them and you know we need to celebrate them and look at their differences and say that this is great it is not a barrier it is a resource we can use here at Sheridan”. This is why her team’s proposal looked at how Sheridan could better appreciate and embrace international diversity within their campuses.

Participant (S3) also acknowledged that the trend of globalization did impact their collaboration process on a proposal to internationalize Sheridan. He said that Sheridan was getting students from over seventy countries and that there were over 4,000 international students at Sheridan. He then said jokingly that, “we did the research and found that 100% of Sheridan students eat food”. Their plan then was to celebrate the cultural diversity of students on campuses at Sheridan by facilitating meaningful discussion among all students about the different dishes and foods that the people from different cultures eat on a daily basis.

Participant (F1) stated that a company outside of Sheridan was approached to sponsor her team’s idea in exchange for free promotion as the sponsor’s name would be mentioned in all of their presentations and advertising campaigns. Participant (F1) said she felt external pressures to “deliver a good product” because she was “given permission to use their name” in her team’s pitch. Participant (F1) knew that if the proposal was accepted she would need to nurture the relationship with the external sponsor to implement it successfully campus-wide.

Participant (A3) said that her team’s collaboration process to formulate a proposal to internationalize Sheridan was very much impacted by both the trends in globalization and community engagement. She said that in the year that the challenge was announced the “whole year was devoted on building community engagement and community solidarity with a call for action on how we can engage



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our partners both internally and externally”. She said that when the “challenge came forward on internationalization we could not help ourselves we could not resist”. She said that the collaboration process began with an idea to develop a proposal that would support the “precedent setting and award winning federal government host program initiative which saw newcomers work with and befriend volunteer community residents to help with the engagement process”. She said that the idea would be to involve “our second-year students who would act as international connectors (I-Connectors) through a befriending relationship with our first-year students”.

Participant (S2) acknowledged the pressures that globalization was placing on HEIs to internationalize their operations. She also acknowledged that a primary motivation for enrolling international students was an economic one when she said, “I think from a monetary perspective, from an economic, like okay, let’s attract international students obviously, because you know, we’ll get more money from them, to be honest”. She also emphasized the fact that her team’s collaboration process to formulate a proposal that encouraged inclusiveness and diversity was very much influenced by the changing demographical trends in Canada when she said,

Because people are having [less] children and so there will be a greater need for international students because I really do see post-secondary institutions as like a means of like you know, people building a network, getting an education, connecting with people, understanding Canadian culture, like it’s like – you know, our rules and all of the kind of things that we have that’s very reflective of like Canadian culture and like – you know, how people interact in a classroom, like that – it’s kind of like a whole socialization process even just doing that, right?

In summary, external pressures such as globalization, financial pressures, political pressures and changing demographics in Canada were instrumental in building commitment for the PCC at Sheridan.

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Sheridan has made these trends were very visible to its stakeholders. The external pressures also served as a starting point for the brainstorming sessions that took place among the teams. This study confirmed Kezar's (2005) findings that external pressures were instrumental in the building commitment stage of the collaboration process for the PCC at Sheridan. The external pressures became an impetus for collaborating on an initiative to internationalize Sheridan.

**Section 4.2.5.1.2 – Mission.** Kezar (2005) said that collaborations were unlikely to occur unless there were external pressures forcing them to develop. This is the case for the PCC as external pressures led to the PCC having a theme of internationalization. It was the theme of internationalization that brought together people from the different functional areas to collaborate on this initiative. Kezar (2005) argued that once a collaboration is formed it needs to be guided by a mission. The senior leadership of Sheridan did leverage Sheridan's mission of the 'creative campus' to guide the collaborations for the PCC. This is because the teams were self-directed and free to experiment with any ideas they had for internationalizing Sheridan. The participants were asked to look for creative ways to make Sheridan more 'global friendly' to the foreign students that study at Sheridan. All of the ideas presented by the participants looked to address external pressures placed on Sheridan to internationalize its operations.

Kezar and Lester (2009) also said that a mission is a "shared vision and sense of purpose for members of campus" (p. 61). In Kezar's (2005) model, the mission was considered to be an instrumental factor for stage two of the collaboration process, which is the commitment stage. Kezar (2005) found that campus administrators showed support and re-examined the mission of the campus during commitment stage of the collaboration process. Kezar and Lester (2009) found that highly collaborative institutions used their mission, vision, and educational philosophy to enable collaborations

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across organizational lines. Sheridan had many guiding documents that influenced participants' commitment to internationalization and collaboration such as: an institutional mission statement, vision statement and a strategic plan.

Even though Sheridan's mission statement does not specifically address collaboration, it describes a commitment to a deliver a premier and purposeful educational experience through creativity and innovation. The statement reads as follows: Sheridan delivers a premier, purposeful educational experience in an environment renowned for creativity and innovation (Sheridan College, 2012, p. 4).

Kezar (2005) said that in addition to a mission statement emphasizing collaboration the leadership of an HEI must use public speeches, orientations, convocations, or town hall meetings to socialize and re-socialize individuals to the mission. Sheridan socializes and re-socializes individuals to its mission through its creative workshops. Sheridan invites faculty, administrators, and support staff to attend problem-solving workshops that take place at least four times per year. These sessions are run by a "creative campus working group which consists of 16 members, including professors from each of our five academic Faculties, as well as a team of professors from the Faculty of Humanities and Social Sciences, charged with identifying opportunities for the development of creative capacity, conducting work on creativity competencies and designing general education and breadth courses along with a degree in Creativity" (Sheridan College, 2013, p. 1). The participants are encouraged to bring problems to these sessions and then apply their new-found skills to solve these problems collaboratively with other participants at the sessions.

Participant (S2) said that she met her team members for the PCC at a creative workshop at Sheridan. She said that "there was this toy that was brought in to Sheridan, it was called the empathy toy". She then said the participants in the workshop were asked to discuss the significance of the

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empathy in groups. Participant (S2) said that “I feel like we kind of became close and comfortable in discussing ideas, because we were already in a space together where we could discuss ideas”. This statement provides support for the fact that the workshops are an effective integrative device for Sheridan because they bring together people from different areas to collaborate and engage in creative problem solving.

The PCC is deeply rooted in Sheridan’s unique culture as it is a way of bring together people from different areas to collaborate on a proposal that will serve to improve the educational experiences for students. The first PCC occurred in 2011 and it is an annual event for Sheridan. Each year there is a different theme for the PCC (See Table 4.4 below). The PCC is announced by the president at an all employees meeting called the President’s breakfast. The president will provide details of the challenge and then invite the employees to form groups and work together to address the challenge for the year. The teams will submit proposals and then present them to senior management. At the end of the event the winners are announced at the next annual President’s breakfast.

Table 4.4:

### The Themes of the PCC by Year

Year	President's Creative Challenge (PCC) Theme
2011-2012	Sustainability
2012-2013	Designing Communities for all Ages
2013-2014	Redesigning the Sheridan 'S'
2014-2015	Sheridan without Borders
2015-2016	Wellness
2016-2017	Building Communities

A document collected for this study suggested that the 2015 PCC supported Sheridan’s mission and vision. The challenge in this document was described as follows:

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The theme of this year's President's Creative Challenge is envisioning a Sheridan without Borders. Members of the Sheridan community --- staff, faculty and students --- are invited to craft innovative approaches to internationalize Sheridan. Apart from celebrating multiculturalism and fostering inter-institutional partnerships, the challenge also aims at preparing our students to embrace the world with a healthy mix of creativity and international perspectives. Submissions to the challenge will be presented during two mini-conferences in April and May (Sheridan College, 2015e).

In this description, the leadership is demonstrating that collaborations were a priority as it states clearly that an objective of this initiative is to foster inter-institutional partnerships. The invitation to collaborate emphasizes the need to address external pressures of globalization by celebrating multiculturalism. The leadership of Sheridan was also leveraging its mission of creativity and values of creativity and innovation by inviting the Sheridan community to craft innovative approaches to internationalize Sheridan. The leadership of Sheridan also leveraged its mission of creating a world-class educational experiences and values of global citizenship by focusing the proposals on ideas that would better prepare students to embrace a healthy mix of creativity and international perspectives.

The social media campaign for the PCC looked to attract potential participants with the following statement, "You are invited to bring your creative thinking skills to bear in developing proposals for activities, tactics, and projects that will reflect the goals of internationalization and help us move forward in achieving our vision of Sheridan without borders (Sheridan College, 2015f, p.1). The key words in this promotion are creative thinking, which supports the mission and Sheridan without borders which supports the vision of becoming a global institution.

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The participants of this study suggested that their teams were mindful of Sheridan's mission as they collaborated on proposals for the 2015 PCC. Participant (S3) in the study referenced the mission statement when he described his personal outlook on creativity and student learning. He said the following:

I mean, they're always trying to be a more creative campus. They want to push for, you know, more -- what's the word? -- like creative thinking, creative learning. Just learning it, like, looking at things a different way. And I think when we came up with this idea, it was kind of like a creative learning, like a different way of learning. Especially for different cultures.

A common theme that emerged from the data is that the participants believed that Sheridan needed to deliver a "premier, purposeful educational experience" by providing international students with more opportunities to build their social networks through interactions with domestic students, other international students, faculty, support staff, departments, businesses and the elderly. The participants acknowledged that Sheridan would continue to experience significant growth in its international students but they also felt that the college needed to do more to help international student with their adjustment and acculturation issues. They felt that focusing on the academic and social integration issues of international students would improve the educational experiences for all students. This is because domestic students would also gain strong cultural competencies through meaningful interactions with international students. There are many examples provided below that support the fact that the teams that collaborated on the PCC were looking to transform the educational experiences of international students by helping them better adjust to their new lives in Canada.

Participant (A2) said that her team collaborated on the development of a 'Cultural Conversations' model to address the social isolation issues that international students encounter in

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Canada. She said that in this model the “students would sign up for the co-curricular record and then we as the co-ordinators would pair them up with an older adult who is living in a local retirement home”. She said that the goal of this model was for the “students and their older adult partners to begin an online correspondence through e-mail and a video chat”. The older adults would serve as mentors to these international students and thus support them with their adjustment issues in Canada. The online correspondence between the students and the older adults would help international students develop their written and verbal communication skills. The meaningful interactions between the international students and older adults would address the social isolation issues that both groups encounter in their daily lives.

Participant (F3) collaborated with his team on the development of a proposal for an initiative called the Sheridan International Network for Creative Initiative (SINCI). In the previous experiences of participant (F3) he said that international students had started successful businesses with other students they met on campus. SINCI is intended to facilitate these relationships as each student can create an online profile and then interact with one another on initiatives and projects they would like to undertake together in the future. Participant (F3) stated that the purpose of SINCI was “not only to bring people here but actually to send them back better prepared, to affect their own communities, and their own society”. This proposed initiative would also help international students build social networks which would address some of the adjustments and acculturation issues that international students face as newcomers to Canada.

Participant (A1) collaborated with her team on an initiative they called ‘Appreciating and Embracing International Diversity’. This idea came from one of her co-ordinators in the group who interacted with tutors in the tutoring center at Sheridan. The co-ordinator realized from her discussions

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with the tutors she talked to that they had a lot of difficulties helping ESL students because they did not know how to educate them. Participant (A1) then said that the co-ordinator brought this back to her team and their team agreed that they should consider creating workshops for the entire Sheridan community on how to better educate ESL students. In other words, their goal was to improve the educational experience of students by transforming the teaching and learning process for ESL students. These workshops would be video recorded and then posted on the Sheridan Intranet so that other faculty members could download them and view them.

Participant (A3) said that her team collaborated on an initiative they called ‘International Connectors’ (I-Connectors). In this initiative, the second-year students would act as I-Connectors through a “befriending relationship with our first-year students”. The I-Connector could be a domestic student or an international student. She said that in this initiative “we see the ability here to leverage relationships among peers as a way to help international students with settlement, adjustment and academic success”. She also said that, “we would work in a cross-college partnership with student affairs, the international center, and the other academic departments to provide opportunities for that mentorship for activities and shared experiences, which we think will help build a culture of inclusivity, raise cultural awareness and internationalize the curriculum”. In this initiative, the plan was to bring services to the international students in an effort to help them adjust to their new surroundings.

Participant (S1) collaborated with his team on an initiative they called ‘Financial Literacy for Newcomers in Canada’. This initiative is an idea pitched by participant (S1) who is a former international student at Sheridan. He has seen firsthand the issues that an international student encounters from a financial point of view. He said that international students experience difficulties finding employment and are not eligible to apply for the Ontario Student Assistance Program (OSAP)



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and scholarships. The fact that international students cannot obtain financial aid makes the services of the financial aid office very limited for international students. In order to remedy this, his team recommended that the financial aid office provide international students with support on planning and budgeting. His team felt that by aiding in the financial literacy of international students it would help them better adapt to their new life in Canada.

Participant (F1) collaborated with her team on an initiative they called ‘Sheridan Dishes on International Narratives: Sheridan Cook-off’. She said that her team worked with international students every day and what they noticed from conversations with international students was that they would “come together within an ethnic group or invited other students and celebrated and had meals together to learn about each other’s culture”. This inspired the idea of organizing a ‘Master Chef’ style competition where all three Sheridan campuses would host a separate cook-off and “faculty, staff, students, and alumni would be invited to submit recipes that recall memories of their past, recall their cultural backgrounds, or perhaps just something that connects them to other people of their ethnic background”. She then said that these submissions would be accompanied with a story that explains the recipe. This initiative was intended to use the theme of food and international dishes to internationalize the entire college. It was intended to bring together everyone at Sheridan to celebrate the cultural diversity at Sheridan.

Participant (S2) collaborated with her team on an initiative they called ‘Sheridan Sounds’. She said that her team took the “at home approach which really focuses on creating a culture or climate on campus that supports initiatives related to intercultural and international understanding”. The goal of this initiative was to encourage students to create podcasts about their personal stories at Sheridan. There would be two to four podcasts created each semester and each podcast would be ten to fifteen

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minutes in length. The students would be encouraged to work with faculty and other students to ensure that there are multiple voices reflected in the podcasts. The podcasts would be posted to Sheridan's intranet and then it would be available to the entire Sheridan community. This initiative was intended to make the Sheridan community of the different cultural perspectives that students bring with them to Sheridan. The podcasts were also intended to facilitate more meaningful interactions among faculty and students.

Participant (F2) collaborated with her team on an initiative they called 'Cross Cultural Corners'. She said that her team appreciated the fact that students that came from different countries likely encountered feelings of 'isolation' and 'culture shock'. On the flip side her team acknowledged that there may be a lack of awareness and understanding of the unique challenges international students encounter in adjusting to their new life in Canada. She then said that the purpose of this initiative was to connect the international Sheridan community by creating a visible corner with a multimedia collection where cross cultural media and language instruction would be all available in one corner of the library. After the multimedia collection has been collected, the library would then host book clubs, book reading nights, movie nights, grammar clubs, and writing clubs. The intent would be to build on the collection as new content becomes available.

Sheridan's mission did create a sense of purpose for the participants as they collaborated on a proposal to internationalize Sheridan. It also created a shared vision. Kezar and Lester (2009) defined a vision as "aspirational and expresses where an organization hopes to be in the future" (p. 61). Sheridan's vision is "To become Sheridan University, celebrated as a global leader in professional education" (Sheridan College, 2012, p. 4). Sheridan's mission did promote a shared vision as participant (S1) said,

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I think Sheridan is moving towards being as a university in the near future. Definitely have, you know, having a view point from all the departments is absolutely necessary and I think so that was the base of this, you know, challenge. To actually understand the views of all the departments and understanding the fact that what we want to do. And I think so this challenge actually served the purpose for that.

As explained by Participant (S1) the objectives of the PCC support the broader vision of Sheridan and thus the initiative had a 'robust design' (Kezar & Eckel, 2002). This is because the senior leadership of Sheridan also communicated a clear and understandable vision (Kezar & Eckel, 2002).

In summary, Sheridan's mission did create a sense of purpose and a shared vision for the participants. The participants became engaged in this internationalization initiative because they wanted to support Sheridan's broader mission. These findings are consistent with the findings of Beatty (2013) who also found that the mission was instrumental in bringing together key stakeholders for an internationalization initiative at the institution he studied. Sheridan's mission became the compass and blueprint for many employees (Kezar & Eckel, 2002). This compass allowed them to recommend new and creative ideas for internationalizing Sheridan (Kezar & Eckel, 2002). Therefore, Sheridan's mission to "delivers a premier, purposeful educational experience" was an instrumental factor in allowing the PCC to achieve the building commitment stage of the collaboration process.

This finding on mission for this study are different from Kezar's (2005) model of collaboration as she found the mission to be an important factor in the second stage of the collaboration process. The role that mission played in the collaboration process for the PCC is different from Kezar's (2005) model because the culture of Sheridan could be different from the culture of the universities that Kezar (2005) studied. Sheridan has a unique culture that promotes creativity and experimentation so it is only natural

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for the senior leadership of Sheridan to leverage the mission to promote collaborations earlier on for the PCC earlier on in the process rather than later.

After an initiative has reached its building commitment stage, Kezar (2005) found that the leadership at her HEIs reviewed the mission to determine if there are any revisions needed. In this study the senior leadership of Sheridan did not revise the mission statement after the winning ideas were announced. This could be a possible reason why the collaborations did not progress to the commitment stage of the collaboration process. Please see Figure 4.4 and Figure 4.5 below for the differences in the role that mission played for the PCC when compared to the Kezar's (2005) model.

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Note to the reader: Figure 4.4 contained Kezar's (2005) model of collaboration with all the stages and all the elements that were instrumental in each stage of her collaboration process.

Figure 4.4

*Mission's Role in Kezar's (2005) Stage Model of Collaboration*

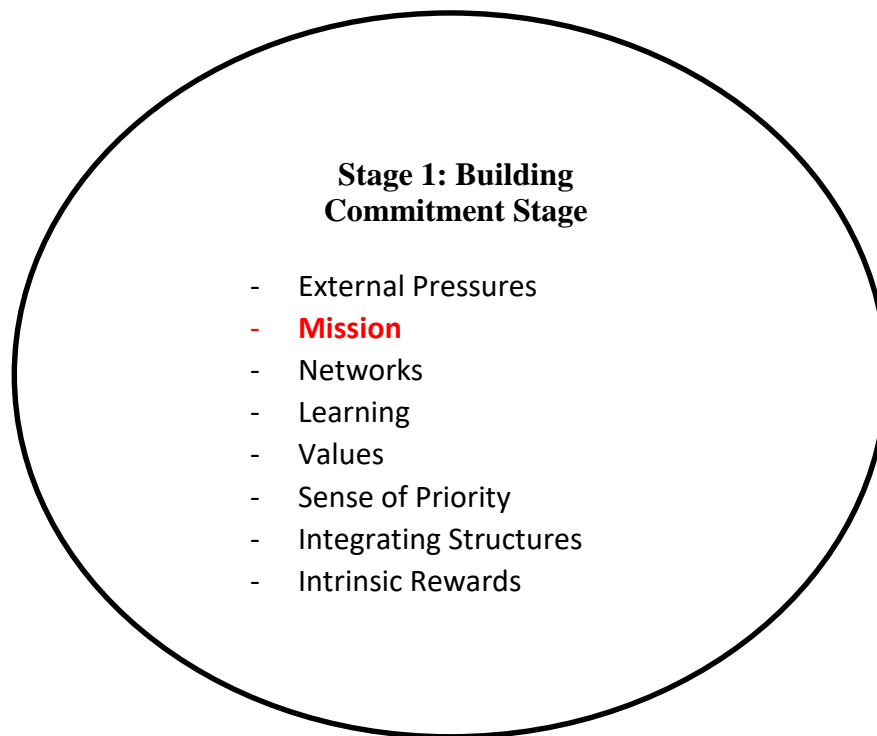


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Note to the reader: Figure 4.5 is a modified version of Kezar's (2005) building commitment stage as it reflects the findings of this study.

Figure 4.5

*Revised Kezar's (2005) Building Commitment Stage with Mission Emphasized*



Sheridan's mission is reflected in the proposals to assist international students with their social and academic integration issues in an effort to transform the educational experiences for all students. Sheridan has aspirations of becoming an international institution so it may in the future infuse an international dimension to its mission. The mission reflects creativity but this can only be achieved through meaningful dialogues and conversations among the members of the Sheridan community.

**Section 4.2.5.1.3 – Values.** Like the mission, the values collectively held by stakeholders within an HEI promotes action. Kezar (2005) said that HEIs can counter the tendencies towards

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specialization and fragmentation, which are barriers to collaboration, by encouraging a shared understanding of the mission. She said this shared understanding can be achieved by promoting teamwork and social networking. The senior leadership of Sheridan designed the PCC with an internationalization theme so that the external pressures to internationalize its operations would be addressed by teams of individuals that would work together on a creative solution to internationalize Sheridan. Therefore, the senior leadership of Sheridan looked to break down the barriers to collaboration by encouraging the development of social networks and promoting a share understanding of its mission by giving the participants full creative freedom to formulate a solution to Sheridan's internationalization goal.

Kezar (2005) found that values were instrumental in stage one of the collaboration process, which is the building commitment stage of the process. Kezar and Lester (2009) found that highly collaborative campuses emphasized the following three values: student centeredness, egalitarianism, and innovation. The value of student centeredness is reflected in Sheridan's core value of academic excellence. The value of innovation is reflected in Sheridan's core value of creativity and innovation. The leadership of Sheridan designed the PCC to promote an egalitarian ethic as the teams that formed for the challenge consisted of individuals from different disciplines and administrative units. Sheridan's core value of global citizenship needs is an additional value that needs to be present in collaborative efforts because of the external pressures placed on HEIs to become international institutions.

**Section 4.2.5.1.3.1 - Academic Excellence.** Sheridan College considers academic excellence to be the core value at the forefront of the Sheridan experience (Student Experience White Paper, 2013). Its commitment to this value is expressed through its vision engagement teams, scholarship of teaching and learning, post-secondary education quality and applied research.

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Academic excellence at Sheridan College is based on student centered learning and ensuring that the needs of the learners are reflected in both the teaching and learning practices and the curriculum. Sheridan College has established a special task force called the Student Experience Vision Engagement Team, which is tasked with the responsibility to examine the impacts of teaching and learning practices on high quality student learning experiences both inside and outside the classroom. Sheridan has also established the Center of Student Academic Excellence which brings together the various departments established to facilitate student learning and development.

The participants at Sheridan consistently voiced and demonstrated a commitment to putting the needs of students first. Most of the participants stated that it was easy to collaborate with one another when the shared values were student centered. This is reflected in a statement made by a participant (S3) who said the following:

I think the main shared value was the students. I think everyone looked out for the students a lot. I think most the presentation and the ideas that were presented were how can we make Sheridan better for the students. And I think that's the main shared value, which I think was one of the reasons why so many people really participated because they knew this is something that could help all the students.

A theme that emerged in interviewing the participants was that it was important to collaborate across departmental lines to meet the needs of students. The participants also felt that it was important to put the students' needs ahead of the department's needs. This is reflected in a statement made by a participant (A3) who said the following:

So, I thought we had the right stakeholders around the table. We knew we needed to be collaborative to address the need within ECE, but more fundamentally because we weren't just



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trying to win the President's challenge. Regardless of whether we won the President's challenge, going to LAC assured me that I had backing of my dean to move forward with this initiative. I had three faculty who, I mean, didn't directly report to me, but felt a sense of obligation to this project because some of what we had prepared to do was, then, make linkages back to the teaching and learning pieces to better support faculty in their roles, in addition to providing mentorship opportunities for students and mentee opportunities for students. So, it really was, I think, a win-win in terms of a sustainable approach to transformative change in internationalization.

The shared value of putting students at the heart of the learning process is reflected in the proposals for the PCC at Sheridan. Participant (A2) said that her team put international students at the forefront of the 'Cultural Conversations' model by "creating an additional opportunity for senior level students to act as supervisors so now we are creating sort of a dual opportunity for these international students so not only do they have the opportunity to form these meaningful partnerships themselves but then they also have the chance to organize and co-ordinate their lower-level peers". Participant (F1) said that the inspiration for her team's idea of the Master Chef cookoff came from discussions with international students who said that they had meals with other students and these experiences allowed them to celebrate the cultural differences that each person brings to the table. Participant (F3) said that his team came up with the idea of SINCI because they have "students that have graduated and they have started companies with other students they have met here, they felt comfortable with them, and they have done some work with them, and we actually have a group project that facilitates that and so they have gone on to build companies and build initiatives". Participant (S2) said that the idea of 'Sheridan

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Sounds' came from brainstorming sessions with students. These examples demonstrate that the participants of this study had shared values of student centeredness.

The participants in this study indicated that the shared values of student centeredness were nurtured rather than ones that were there to start with. Participant (S2) stated that her team consisted of administrators, faculty members, students, and support staff. She said that everyone on her team brought a different vantage point to the PCC based on their respective positions, experiences, preferences, and beliefs. This did make it difficult for everyone to align on the idea that would best meet the objectives of the PCC. Participant (S1) stated that even though his team had shared student-centered values the understanding of the challenges that international students encounter in Canada were not well known by his teammates. This did make the collaborations difficult because the team had to go through many brainstorming sessions to align on an idea.

A common theme that did emerge from the data collected is that there was student centered values that were shared among the participants of the PCC at Sheridan. The proposals that were formulated reflect these student-centered values as all of the initiatives were focused on better integrating international students. The path to accomplishing this goal was to better connect these students with the wider community of stakeholders (i.e. other international students, domestic students, faculty members, support staff, elderly, alumni, and departments).

**Section 4.2.5.1.3.2 - Creativity and Innovation.** Sheridan has recognized that creativity and innovation are core values (Sheridan, 2012). They have tasked the applied disciplinary research and the scholarship of teaching and learning engagement teams to ensure that both creativity and innovation are infused in the curriculum and teaching and learning practices. Sheridan believes that faculty and student

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collaborations and innovative teaching practices are the path to success in ensuring a premier and purposeful educational experience for the students.

Most of the study participants stated that different stakeholders from different areas allowed for meaningful conversations to take place about activities that would internationalize Sheridan. This is echoed by a participant (S2) who said the following about what the challenge is:

Like an opportunity for people to get creative and – and I think when your kind of create a space where you have different people from so many different levels collaborating and coming up with the ideas, I think even if it's like okay, maybe this project can come out, it inspires other things to kind of trickle down. Some people are like oh yeah, that was a cool idea, I'm going to go talk to this Associate Dean to see if we can start getting some stuff because even – I ended up meeting with one of the Associate Deans that told me that we're looking to do a radio program.

The study participants voiced and repeatedly stated that creativity and innovation were shared values and that they were looking to improve the formal curriculum with their proposals. Participant (A2) said that her team would apply a research lens on the 'Cultural Conversations' model and once they learn more about the international student experience with this model and the how technology can be leveraged to improve learning then "all of these results can be funnelled back into the curriculum and back into the programming to support the more formal sort of curriculum and education that happens here". Participant (A1) said that 'Appreciating and Embracing International Diversity' initiative was intended to improve the teaching and learning process at Sheridan as experts in teaching ESL students would partner up with faculty from all the academic departments to enhance student learning in the classroom. Participant (A3) said that the I-Connectors program would requires a cross college collaboration and that "if we really want to impact and influence change we need to do that within the

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classroom and we need to start acknowledging within the pedagogy and our teaching and learning facilitation strategies the way that we evaluate”.

The interviews and documents collected for this study demonstrate that the shared value of creativity and innovation did guide the collaboration process for the PCC at Sheridan. The participants were mindful of ensuring that their recommended internationalization strategy also transformed the teaching and learning process at Sheridan.

**Section 4.2.5.1.3.3 - Global Citizenship.** Sheridan’s vision is “To become Sheridan University, celebrated as a global leader in professional education” (Sheridan College, 2012, p. 4) communicates the fact that Sheridan values international education (Knight, 1994). Sheridan’s value of global citizenship reinforces Sheridan’s vision of becoming an international institution.

Sheridan considers the world to be its community (Sheridan College, 2012). It is for this reason that Sheridan considers it to be essential to the success of its students and its institution to ensure a student learning experience that includes the development of global competence, global citizenship, and global sustainability through the internationalization of curriculum, opportunities for placements abroad and within international companies, and the recruitment of international students to its campuses. It is core to Sheridan’s beliefs that creating a globally aware and socially responsible community will result in an enriched student experience and it is an essential ingredient to future student success and institutional success.

Sheridan has made its values towards global citizenship very visible to its participants in its promotions for this event. One of the documents contained the following statement: “The challenge is open to Sheridan professors, staff members, students or alumni. Your ideas may involve collaboration with external partners (e.g., community groups, international institutions, aid organizations, etc.)”

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(Sheridan, 2015, p. 1). The statement above demonstrates Sheridan's commitment to building a globally aware community.

The final value that emerged from this research was a commitment to internationalizing the operations of Sheridan. Even though this value is specific to the theme of the PCC it was nonetheless consistently mentioned throughout the study by the participants. Most of the participants acknowledged that the international student numbers will increase in the future but felt that more needed to be done to support these students. These participants used the PCC as an outlet to help international students. Participant (S2) reinforced this point by saying the following,

I think we all definitely share values in that, you know, we want to create a space and in a classroom environment, be it through administrative or academic processes that are conducive to international [inland] and immigrant students succeeding.

The participants repeatedly indicated that global citizenship values did guide their collaboration process for the PCC at Sheridan. This is very visible in the proposals as each one looked to connect international students with members of the wider Sheridan community of stakeholders. The proposals emphasized that more meaningful interactions with the wider Sheridan community would allow international students to strengthen their oral and written communication skills. The ability to communicate better would then translate into a better teaching and learning process for all students.

This study confirmed Kezar's (2005) finding that values are instrumental in the building commitment stage of the collaboration process. However, a major finding of this study is that the participants of this study also exhibited values of global citizenship, which was needed in a collaborative effort to internationalize Sheridan.

**Section 4.2.5.1.4 – Sense of Priority.** Even though external pressures, mission, and values

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promote action a sense of priority for collaborations is needed to action cross-unit collaborations (Kezar & Lester, 2009). In this study the sense of priority was created by the senior leadership of Sheridan in the building commitment stage of the collaboration process. This is different from Kezar's (2005) finding that a senior leadership team's ability to create a sense of priority for an initiative was most instrumental in the second stage of the collaboration process, which is the commitment stage of the collaboration process.

Kezar (2005) also found that collaborations can be setup for success if they are championed by faculty or staff, however, the senior leadership must support collaboration by emphasizing collaborative behaviours and incorporating collaboration into strategic initiatives. For the PCC, the collaborations were championed by the president of Sheridan but he acknowledged that both faculty and staff would be needed to operationalize the internationalization initiatives (De Souza, 2014). Therefore, in order to encourage their engagement in the PCC he gave them full autonomy over formulating a proposal for internationalizing Sheridan (De Souza, 2014).

The president also incorporated collaboration into the PCC as organizational members of Sheridan's community were told to work in teams to formulate ideas to internationalize Sheridan. The PCC was the brain child of the president of the College. He setup the challenge as a competition with the ultimate prize being funding for the winning proposal. The ideas and proposals would also shape Sheridan's 2016 internationalization strategy. All of the teams of participants would present their proposals to the senior leadership team in mini-conferences so that the collaborations would be very visible and the participants would know the functional importance of the work they were doing together to shape Sheridan's future internationalization efforts.

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The president of Sheridan also created new roles and a special team to create a sense of priority for the PCC (Jung, 2009; Mazzola, 2007). The president created a special role called ‘PCC Co-ordinator’ and a special team called the ‘PCC team’. The PCC co-ordinator and the PCC team were tasked with the responsibility of facilitating the collaborations that were taking place among the different teams that had formed for the PCC. The international department was the central organizer of the event and its members worked with the participants in the formulation of their ideas to internationalize Sheridan.

Rumbley (2007) argued that a sense of priority for internationalization needed to be created at both the institutional level and departmental level. For the PCC the participants confirmed that a sense of priority was created for collaborating on the PCC by their department heads. The participants all said that their deans and associate deans provided full support for their participation in this initiative. One participant (F1) said the following:

We heard about it – I heard about it – other people talking that it was coming up, I hadn’t been aware of it before and then because of the theme internationalization because I teach ESL, there was a push of emails from our department and our faculty to all faculty and staff to you know, take on this challenge, especially the ESL department because we are connected to international students so closely. So, there was a promo coming from FAST and then from our Associate Dean as well, encouraging staff to submit proposals.

Participant (S3) said that the Associate Dean of the department he works in always encouraged him and his colleagues to get more involved in Sheridan sponsored events and activities. He said that when he approached his Associate Dean she “was all for it”. He said that she even gave him tips on who to connect with in order to get extra support for the idea he and his team were looking to pitch for the

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PCC. Participant (A2) said that as the Director for her department she not only encouraged her team to participate in the PCC but “she was also part of all the team meetings where we discussed the challenge”. Participant (A3) said that her team observed first hand that her Dean was supporting this initiative and this created a sense or priority to action the initiative as part of the PCC. Since there was alignment on the priorities at both institutional and departmental levels it made it easier for the participants to become engaged in the PCC (Beatty, 2013).

The findings of this study are different from the findings of Kezar’s (2005) with respect to the factor of a sense of priority. A reason for the difference could be because of the cultural differences between Sheridan and the universities studied by Kezar (2005). At Sheridan it has become a tradition for the president of Sheridan to announce the theme of the President’s challenge at an all employees meeting called the ‘President’s breakfast’. The president creates a sense of priority for collaborations by asking faculty, administrators, and staff to form teams to address the challenge. He also explains how their collaborations will help Sheridan achieve the intended outcomes of the subject matter of the challenge and encourages cross-unit dialogue among the Sheridan community.

Another reason for the difference is because the subject matter of the initiative for the PCC was different from the subject matters covered by the initiatives that Kezar (2005) examined. At Sheridan, the leadership of the departments that worked closely with international students felt an obligation to have their departments represented at the challenge. This is why in order to put their ‘departments on the map’ they created a sense of urgency earlier on in the challenge for their department members to participate in the challenge. The leadership of these departments felt that they had all of the resources to provide the best solution to internationalize Sheridan. Figures 4.6 and 4.7 (see below) show when in the



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collaboration process a sense of priority was created for both the building commitment stage of the PCC and Kezar's (2005) stage model of collaboration.

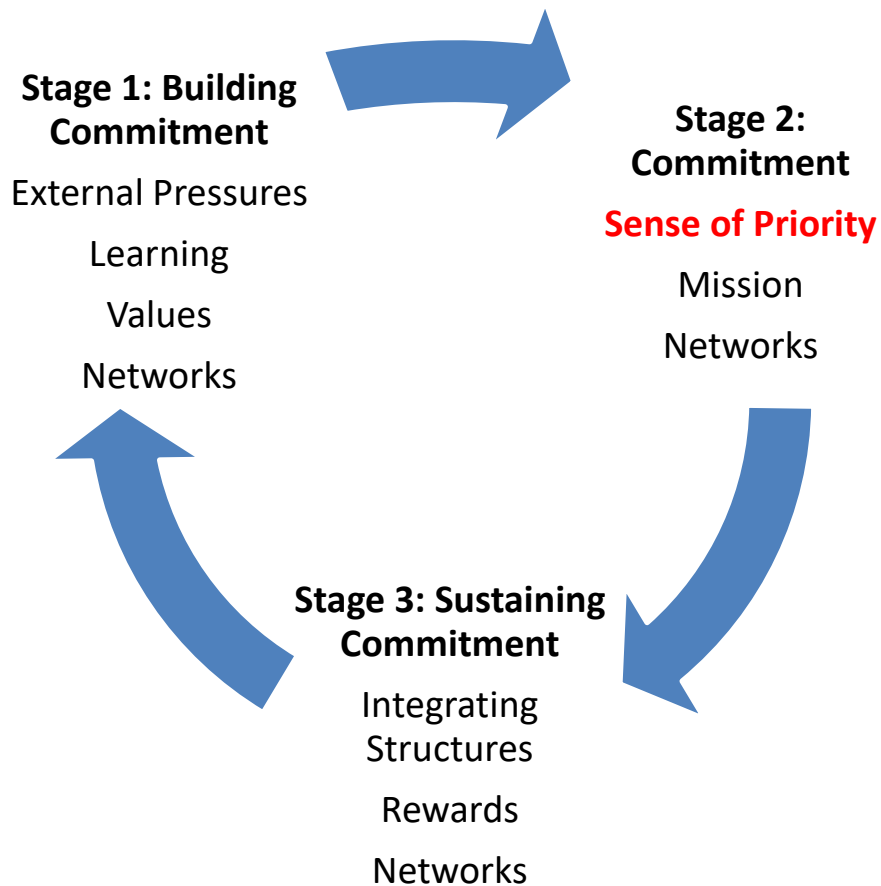
According to De Souza (2014) the President in her study created an awareness for the need to internationalize by taking 'visible action' and showing progress on the institution's commitment to internationalization initiatives by investing a significant amount of funds on study mobility programs. Since none of the ideas for the PCC were implemented there was no 'visible action' to demonstrate any progress on the implementation of the winning ideas.

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Note to the reader: Figure 4.6 contained Kezar's (2005) model of collaboration with all the stages and all the elements that were instrumental in each stage of her collaboration process.

Figure 4.6

*Role of Sense of Priority in Kezar's (2005) Stage Model of Collaboration*

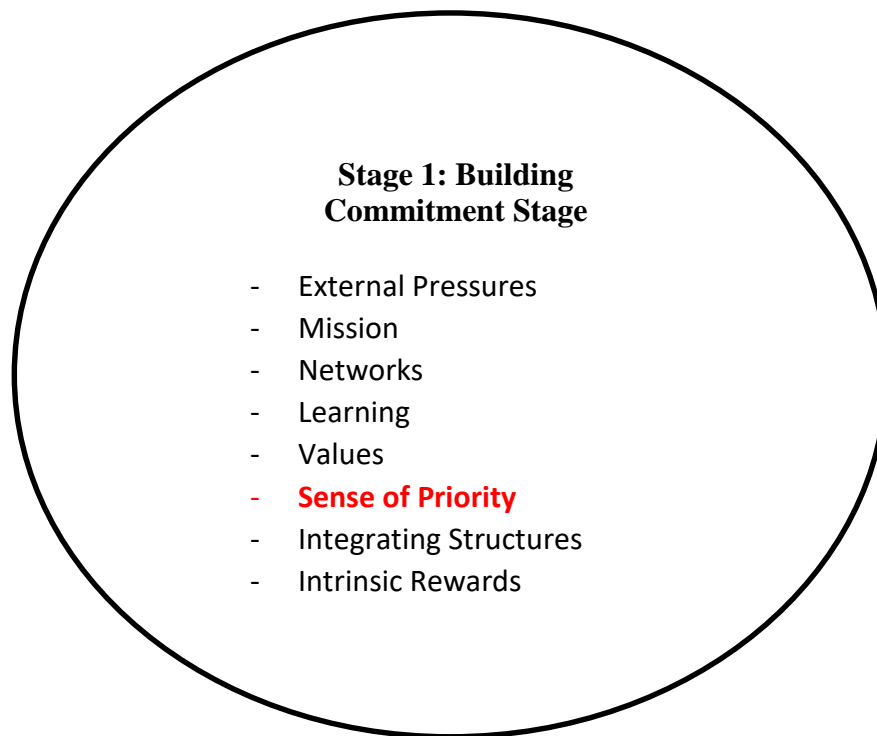


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Note to the reader: Figure 4.7 is a modified version of Kezar's (2005) building commitment stage as it reflects the findings of this study.

Figure 4.7

*Revised Kezar's (2005) Building Commitment Stage with Sense of Priority Emphasized*



**Section 4.2.5.1.5 – Networks.** The senior leadership that creates a sense of priority for collaboration can also create special networks to remove barriers to collaborations. According to Kezar (2005) networks were instrumental in all three stages of the collaboration process. Per Kezar & Lester (2009) social networks consist of individuals with similar interests who are connected “through some form of interdependency such as values, preferences, goals, ideas, or friends” (p. 99). HEIs that host both educational and social networking events were found to have more powerful and influential social networks enabling the collaborations across organizational lines (Kezar & Lester, 2009). Kezar &

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Lester (2009) found that, “Institutions need to be aware that offering multiple opportunities for network building helps to build the critical mass necessary for bringing together individuals committed to collaboration” (p. 105).

The participants in this study stated that an all employees event called the ‘President’s breakfast’ was a good informal annual event that allowed them to collaborate and understand one another. The participants stated that the PCC that is under study was announced at the President’s breakfast and that the theme of internationalization excited them and motivated them to participate. This is echoed in a statement made by a Participant (F2) who said the following about the challenge:

...was announced at the President’s breakfast and I immediately pulled my team together “Are we doing this?” “Yeah.” Cause we’d been talking about it, we’d been dreaming. So, its like, this is the time, right?

Kezar & Lester (2009) found that highly collaborative campuses used their physical space in innovating ways to promote the development of strong social networks. Most of the participants in the study stated that Sheridan College made it easier for them to collaborate on the PCC as there was no issue of finding a place to meet on campus. This is echoed in a statement made by a participant (S3) who said the following:

I felt like we definitely had the time to plan, just cause because we work so closely together anyways, that it was very easy for us to meet up. There was always meeting rooms available for us to meet in, and if not, we always had the library. There were so many spaces that we could meet. So, that allowed us to get from one stage to the other, because we had so much time to meet and go over things.

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Kezar & Lester (2009) also found that in highly collaborative campuses the participants looked at existing networks for collaboration because it allowed them to leverage pre-existing knowledge, credibility and influence. Kezar & Lester (2009) also said that networks can be either formal or informal in nature. They said that in formal networks “people have a common interest and come together around formal organizational structures to support their communication and interaction” (p. 102). They said that informal networks “do not have resources, organizational structures, and support and may remain largely unknown to other people within an organization or large system” (p. 102). Informal networks are often characterized as the “glue that holds together work that crosses typical organizational functions” (p.102). Kezar & Lester (2009) argued that informal networks are very powerful because there is trust and respect that has already been nurtured within an informal network. This is the reason why some employees “may feel no particular allegiance to an organization but feel connected to interpersonal networks” (p. 102).

Participant (S1) worked in the international department prior to joining the financial aid department at Sheridan. He said that he had gained valuable knowledge about internationalization through his support role in the international department and he had connections in the international department that helped him collaborate on the PCC outside of his current department. In other words, the international department was an existing network for Participant (S1). Since the PCC had a theme of internationalization and the organizers were members from the international department this existing network became a very valuable one for Participant (S1).

Upon joining the financial aid department, Participant (S1) observed that many of the people seeking support were domestic students. He did not see many international students coming to the office. He then asked his manager why international students at Sheridan do not take advantage of the

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services offered by the financial aid office. His manager told him it was because international students do not qualify for the Ontario Student Assistance Plan (OSAP) or certain scholarships and bursaries. Participant (S1) viewed this as a problem and recommended that the financial aid department provide budgeting support to international students. Based on his interactions with international students through his support role at the international department, Participant (S1) believed that these students would benefit immensely from advice on how to better manage their finances. He based this on the fact that there was a restriction on the number of hours that international students could work in Canada and the fact that tuition is much higher for international students than domestic students.

Participant (S1) pitched his idea of expanding services to international students to his direct manager. He then recommended that his proposal be a potential entry for the PCC. Participant (S1) said that his manager trusted him and said, “well okay just bring me all the data and everything and we will sit down and we will go through that and we will prepare a presentation and, for sure we will present this at the challenge”. Participant (S1) then recruited his other colleagues in the financial aid office and this became his formal network for the PCC. According to Kezar & Lester (2009) the growth of trust makes the bonds in social networks stronger because of the development of shared norms and values. The trust that formed in relationship between Participant (S1) and his manager was the result of the fact that his manager gave him so much autonomy and he in turn respected and accepted her leadership.

Participant (S1) was then able to bring on board other members of the financial aid department who supported his views on extending services to international students. Together with his manager and colleagues, Participant (S1) was able to create a formal network. Participant (S1) found that as he interacted more with his team the trust and respect strengthened within his network. This trust and respect were instrumental in enabling their collaborations. Participant (S1) also tapped into his existing

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network (i.e. the international department) to get the information they needed to progress through the collaboration process.

Participant (F2) is a faculty member for the Center of Teaching and Learning (CTL) at Sheridan. She had an idea for the PCC but realized that she would have to collaborate with people from many different areas of the college to formulate a strong proposal. She wanted her collaboration process to be productive so she tapped into her existing networks because within these networks there were already established norms, values, trust, knowledge and respect. She recruited two managers from the Centre for Student Academic Excellence, two ESL teachers, a librarian, and a visualization artist. She said that “I knew all these individuals personally and I knew they were good people to work with”. Participant (F2) said that she had successful collaborations with these individuals in the past and thus this led to successful collaborations for the PCC. This is echoed in the following statement made by Participant (F2):

...because I knew everybody and kind of handpicked the team, the experience was phenomenal. I mean, everybody was very collaborative. Everybody participated fully, everybody did a lot of work to try to make it happen. A lot of people complain in group dynamics that like one person does all the work and the other people just kind of go along for it. There was none of that. Everybody here pitched in and brought something from their strengths to the table and it was really positive.

Participant (A3) said that their proposal for the PCC was shaped by an internationalization idea started by a faculty member in her area. Participant (A3) supported this idea and was working in collaboration with the faculty member, the School of Community Services and the international center

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to implement this initiative. The idea was work in progress but it became a priority for Participant (A3). The problem is that the faculty member could not continue with the project and thus this left Participant (A3) with the decision on whether or not to continue the collaboration process for this initiative.

Participant (A3) decided to take this proposal to Local Academic Council (LAC) of her area. The LAC is responsible for approving new academic policies and programs. The LAC supported the idea presented by Participant (A3). The approval from LAC gave Participant (A3) the motivation to make this initiative a part of the PCC and it allowed her to recruit individuals outside of her department to assist her with formulating the proposal. Participant (A3) recruited three faculty members from two different departments and she also recruited individuals from the international department and student advisement. This was a new network for Participant (A3) as she had never worked with any of these individuals prior to the PCC. Participant (A3) said that she was able to form this strong social network because “it was a matter of trust; it was about leveraging relationships”. Per Whitt, et al. (2008) claimed that the most powerful networks are the ones created through relationships. In their research, they found that “In every case, the partnership programs we studied evolved from informal and formal relationships based on common interests” (p. 242).

A common theme that emerged from the data collected for this study is that the participants used either existing social networks or created new ones through collaborative endeavors to enable the collaborations for the PCC at Sheridan. All of the participants tapped into existing networks to ease the forthcoming collaborations that would take place for the PCC. The use of existing networks allowed the collaborative efforts to be both fruitful and productive because the members were able to leverage existing norms, values, trust, relationships, and connections. This study confirmed Kezar’s (2005) finding that networks were instrumental in the building commitment stage of the collaboration process.



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**Section 4.2.5.1.6 – Integrating Structures.** As mentioned earlier a cultural strategy for removing barriers to collaborations is ‘visible action’ (Kezar, 2005). The senior leadership can create the need to collaborate by taking visible actions that include investments in integrating structures that are instrumental to bringing people together from the different functional areas to collaborate on cross-unit initiatives. In HEIs, the specialized nature of the work and vertical structures can create a siloed construction, which can be a barrier to collaboration. Kezar (2005) found that “structures are key to sustaining collaboration and linking work that is usually done in isolation” (p.54). These structures could be special task forces, technology, staff or departments. Kezar & Lester (2009) found that all four of the highly collaborative campuses they studied established a cross-functional unit to encourage collaborative efforts across organizational lines.

All of the participants stated that the main integrating structure for this initiative was the international center at Sheridan. This is echoed in a statement made by a participant (S3) who said,

I would say the international centre. I think they had the most influence on this. I got, yeah, I spoke to a lot of people from international, and I got a lot of responses and emails from them, kind of pushing this idea. So, I would say they were the main factor in getting this along.

Participant (S2) said that “the international centre put this on because they want other people to think about internationalization and I think they see it as an opportunity for it not to just be an international centre thing to be honest with you”. Participant (F1) stated that the Director of International encouraged her to participate in the PCC. Participant (A2) said that the Director of International was very supportive and also recognized the contributions of her department. Participant (A1) said that the Director of International provided good feedback about her proposal for the PCC.

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All of the participants of this study also acknowledged the support of the PCC co-ordinator. The participants' references to the support of a dedicated resource for this initiative is echoed in a document sent to the participants (Sheridan College, 2015g). Within this document, the participants were told that a coordinator has been assigned to assist the participants with this initiative. The same document stated that the role of the co-ordinator would be as follows:

1. Meet with teams and support with all aspects of the challenge.
2. Answer any questions the teams have about the challenge.
3. Provide any updates about the Challenge.
4. Organize mini-conferences for the presentation.

The documents collected for this study also support that this initiative had other integrating structures. In the final report on the PCC it was stated that the PCC's team of organizers prepared an online presentation of the guidelines, "to help bring in uniformity among the Poster submissions – outlining the dimensions and other important details to help participants make their posters" (Sheridan College, 2015b, p. 4). In the same report, it was also stated that the team worked with Sheridan's communications teams to communicate important deadlines and deliverables to the participants of the event (Sheridan College, 2015b). These collaborative efforts led to the successful implementation of mini-conferences of the proposals for the senior leadership team of Sheridan.

Even though the integrating structures were considered effective there were some participants that felt that they could have done more to support the collaborations that took place for the PCC at Sheridan. According to Participant (F2) the instructions for the PCC were not released in a timely manner and thus this reduced the time for the teams to collaborate (Huxham, 1996). She also felt that the deadlines were too tight and did not allow participants to have enough time to prepare for the mini-

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conferences. Participant (F3) said that the PCC co-ordinator was available to answer any questions but she did not have the answers to all of his questions.

In summary, the main integrative devices for the PCC at Sheridan was the international center, the Director of International and the PCC co-ordinator. All three devices were instrumental in bringing people together from different departments and they were instrumental in facilitating the collaboration process that the participants engaged in for the PCC.

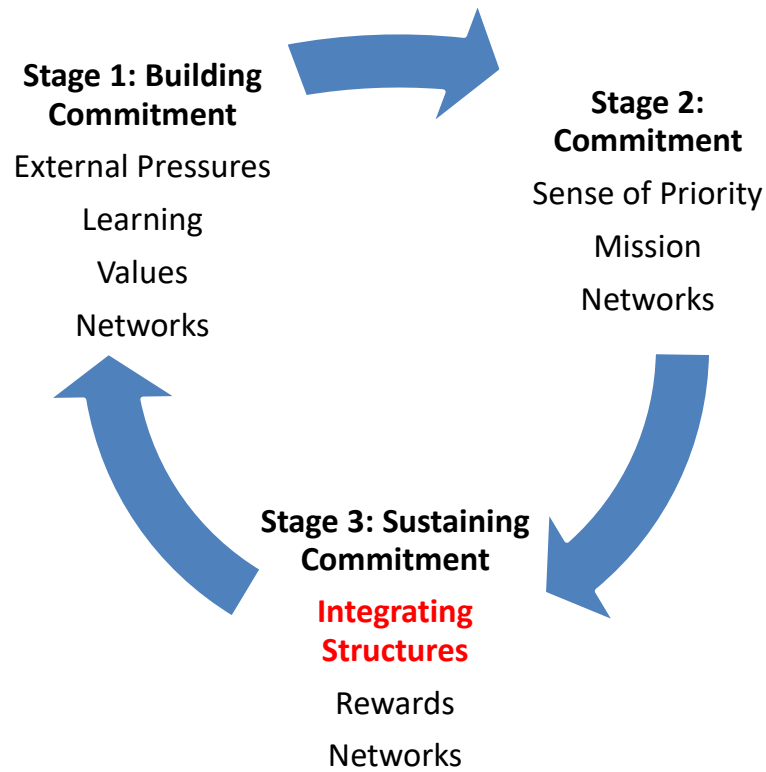
This study's findings were different from Kezar's (2005) findings with respect to integrating structures. For the PCC the integrating structures emerged earlier on in the collaboration process because it makes sense for the international center to organize a campus-wide internationalization initiative. In Kezar's (2005) study she did not examine an internationalization initiative which could explain why integrative structures emerged in the sustaining commitment stage. Figures 4.8 and 4.9 below show the stage of the collaboration process that the integrating structures appeared for the PCC and Kezar's (2005) collaboration model.

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Note to the reader: Figure 4.8 contained Kezar's (2005) model of collaboration with all the stages and all the elements that were instrumental in each stage of her collaboration process.

Figure 4.8

*Role of Integrating Structures in Kezar's (2005) Stage Model of Collaboration*

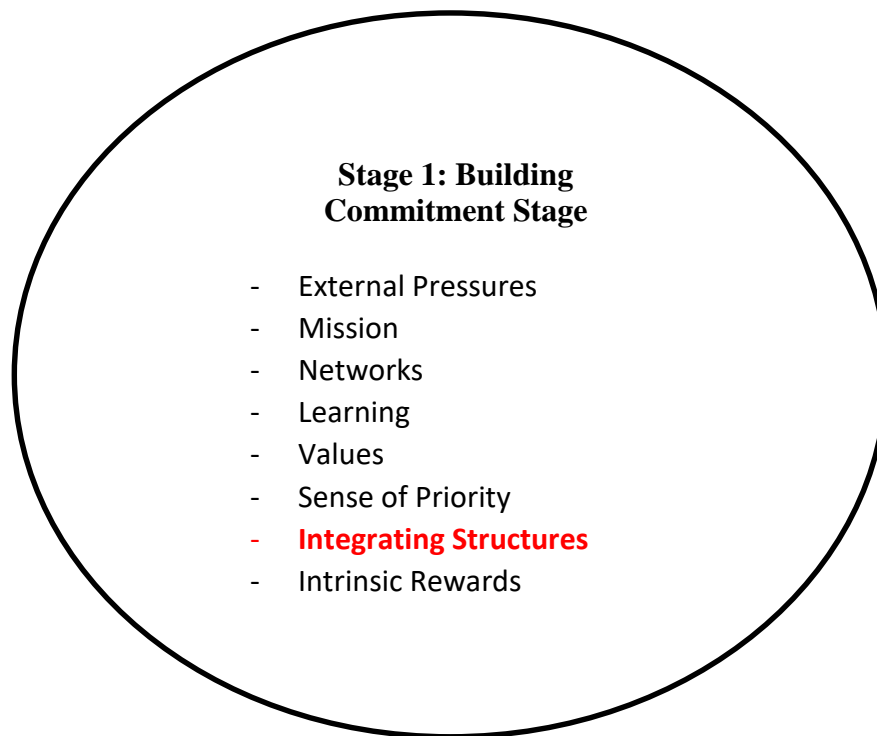


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Note to the reader: Figure 4.9 is a modified version of Kezar's (2005) building commitment stage as it reflects the findings of this study.

Figure 4.9

*Revised Kezar's (2005) Building Commitment Stage with Integrating Structures Emphasized*



However, the reason why the PCC never made it past its building commitment stage is because the integrating structures were temporary in nature. This is because after the winning ideas were announced no permanent or formal structure emerged to implement the ideas.

**Section 4.2.5.1.7 – Learning.** The formation of networks and the role of integrating structures in strengthening the networks can facilitate shared values of learning that facilitate learning how to communicate the need and importance of collaboration and learning how to collaborate with other people. Kezar (2005) found that learning was instrumental in promoting collaboration in the first stage

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of the collaboration process, which is the building commitment stage of the process. Kezar & Lester (2009) stated that an important factor for collaboration is learning how to collaborate. They defined learning as “both developing awareness of the benefits of collaboration and acquiring the skills necessary to effectively collaborate” (p. 195). Participant (A2) stated that prior to bringing the ‘Cultural Conversations’ model to the PCC so that it could be implemented campus-wide her department collaborated with the Faculty of Business (FOB) on an initiative to pilot the model on a smaller scale with business students at one of Sheridan’s campuses. Participant (A2) stated that a major benefit of her department’s collaboration with the FOB was that it allowed them to further refine the model so that it could be offered to all international students at Sheridan.

In their study of highly collaborative institutions, Kezar & Lester (2009) found that learning how to collaborate was achieved through formal workshops, informal networks, luncheons, social media forums, and observation of other successful collaborations. In Kezar’s (2005) study she observed that “Informal learning and conversation, colleague to colleague information sharing seem to be the most powerful learning experience and motivator” (p. 56). Participant (S2) stated that she first met and collaborated with the two faculty members she worked with on the PCC at a creative workshop hosted by Sheridan. Participant (F1) stated that she presented her proposal for the PCC at a creative workshop so that she could get feedback from the workshop facilitators on how she could improve the proposal.

Most of the participants had worked together before so they already brought in their learnings for how to collaborate effectively. Other participants learned how to collaborate effectively with one another by keeping an open mind to other peoples’ ideas and suggestions. These participants embraced the fact that it is fine to disagree with one another if it will mean that new knowledge will be created for

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the initiative in question. The participants were also of the opinion that there were multiple paths that could be considered for the end outcome. This is echoed by a participant (S3) who said the following:

When you put a purpose out there and you want people to achieve that goal, I think you see so many different ideas, especially different perspectives, on how to achieve that goal. And I think I learned something about the power of what teamwork and collaboration can do. I think just because the ideas from one team to the other were so different that it's hard for you to come up with all these ideas yourself. So, you can see that teamwork will bring a lot more ideas and strengths to the table. And I think to accomplish, especially a goal as big as this, you need a team of people from different skill sets, different strengths, different backgrounds. I just think at the end of the day; your entire idea will be stronger with a team.

Most of the participants stated that to learn how to collaborate effectively required understanding each other's strengths and weaknesses. Based on the deliverables of the PCC the participants recognized there were gaps in knowledge and in skills so they looked to existing networks to fill these gaps. For example, two participants in the study recruited a new member into the group because of the requirement for a poster presentation to senior leadership. They knew that this was an area of weakness and looked to bring in someone that could assist in this area. This not only enabled better collaborations but it also made the delegation of tasks much easier. It also cut down on the time needed to assess the quality of deliverables as the best person for the task was assigned to it.

Most of the participants also gained new skills through this initiative. A lot of them commented on the fact that this initiative enhanced their ability to work in teams. A major deliverable for the initiative was a poster presentation so this requirement also helped enhance presentation skills for the participants. This is echoed by a participant (S3) who said the following:

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I think like just being on a team and organizing things, I think it just built my organizational skills and like, my presentation skills. Having to prepare things. Especially having to present to someone as high up as the President. Like, I'm not used to that at all.

This study confirmed Kezar's (2005) finding that learning was instrumental in the building commitment stage of the collaboration process. However, the conception of learning was different than the one that was envisioned by Kezar (2005). The participants tapped into existing networks to form groups for the PCC. This meant that based on their past interactions they had already learned how to collaborate with one another. The concept of learning for the participants meant learning new skills and then applying them as a team to formulate a proposal to internationalize Sheridan.

**Section 4.2.5.1.8 – Rewards.** Kezar (2005) found that rewards were instrumental in stage three of the collaboration process, which is the sustaining commitment stage. Kezar & Lester (2009) provided a definition for rewards which reads as follows: “something given in return for performance of desired behavior” (p. 147). The rewards systems can be problematic for collaboration in HEIs because they tend to emphasize individual contributions rather than group contributions. This is echoed by Kezar & Lester (2009) who stated that, “If you have structures to facilitate collaboration, but not the rewards, collaboration is not going to happen throughout the institution. Rewards signal where people's values lie” (p. 54). Kezar & Lester (2009) stated that a balance of both extrinsic and intrinsic rewards is needed to promote collaborative efforts. They recommended that a change in the tenure and promotional systems at HEIs would need to be changed to reward more group efforts. They also recommended intrinsic rewards that provided more opportunities for individuals to work with new people across organizational lines and more opportunities to learn new skills would also be beneficial.



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None of the participants mentioned any extrinsic rewards for participating in the PCC. However, the participants did cite some intrinsic rewards. Most of the participants valued the fact that they could freely collaborate with their colleagues across organizational lines on an internationalization initiative that would shape Sheridan's 2016 internationalization plan. This is echoed by a participant (F1) who said the following:

I don't see the boundaries anymore between my department – just because I work in ESL, I don't – I have friends in student services, I have people I visit in the aboriginal office. I know people in the International Centre, I talk to the cleaning staff and share my candies if I have them and complimented the one gentleman on his singing. It's changed how I – I don't have to be defined, that helped me. Just the practice of going out.

Most of the participants also commented on the fact that this initiative allowed them to meet new people who are now a part of their existing social networks. There were some participants who stated that they are collaborating with these individuals on other initiatives that took place after the PCC. This is echoed by a participant (A3) who commented on rewards by saying the following:

Only in the relationships that I was able to make. So, for instance, you know, I have since – this project worked with another faculty member on another initiative, in a cursory way, but it was really through the introduction here that I could, then, reach out to her on a something else I thought, you know.

Almost all the participants saw the PCC as a platform to get more recognition for their efforts at the College as they would have the opportunity to present their proposal to senior management. They were all very excited about the fact that senior management would be listening to their ideas about how to internationalize Sheridan and even possibly include it in their strategic plans. A lot of them reflected

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and stated that they do feel that they are more known and appreciated for their efforts on the PCC. This is echoed by a participant (S1) who said the following:

This was my opportunity to provide my views and to show to the Sheridan community that there is an international student, who is working with the Sheridan itself and it was my time, I should say. And I utilized that timing in best of my manner. It's very rare, especially in such a big organization, that you get an opportunity to provide your own views on such a big platform, where all the Deans, all the VPs and the President's sitting in front of you. And, you know, presenting my own views and referring to the issues, the problems which I had when I was a student. Issues and, you know, difficulties, which I saw when working with International Department, I got a chance and opportunity to raise them up.

The documents collected for this initiative suggested that Sheridan did look to make the contributions of the participants very visible to other members of the Sheridan community. Sheridan offered an award called the People's Choice Award. This award would allow the Sheridan community to vote for the proposal they thought was best for internationalizing Sheridan. This is echoed in the final report which stated the following:

The presentations and submissions to the President's Creative Challenge will soon be available to be viewed by all within the community on the PCC 2015 website, which will be linked to the main Sheridan website. The public will also be allowed to vote for their favorite idea or presentation. The expectation is that a People's favorite will be selected for a People's Choice Award. (Sheridan, 2015, p. 8)

The findings of this study were different from Kezar's (2005) study on collaborations with

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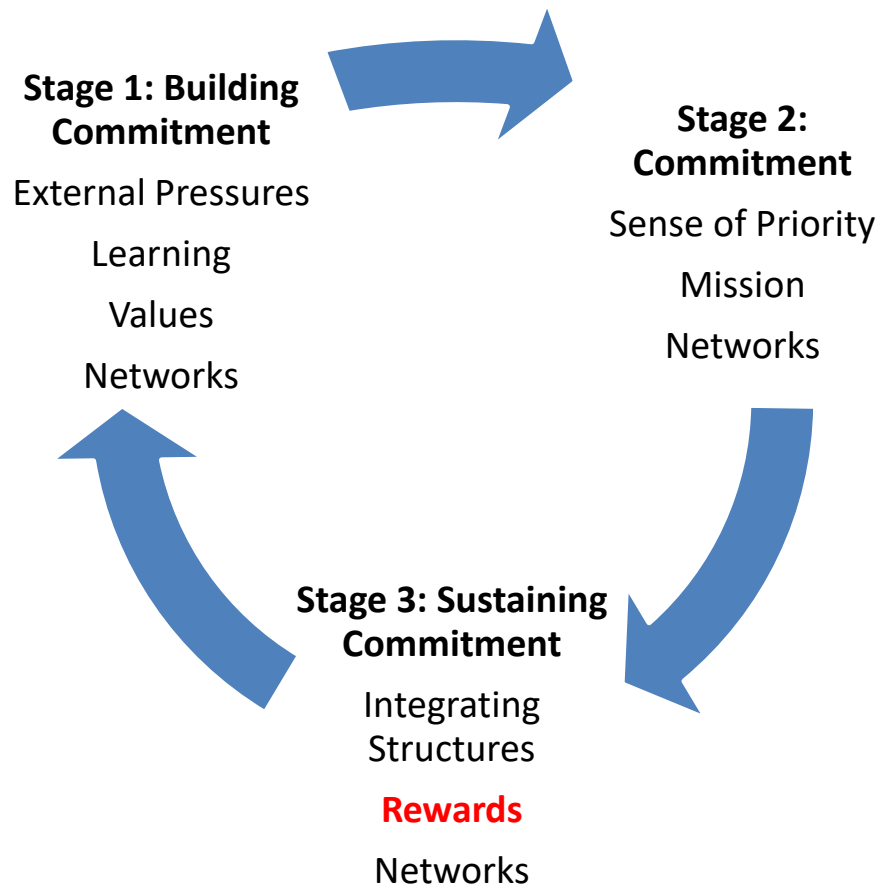
respect to the factor of rewards. Please see Figures 4.10 and 4.11 for the differences in the two studies with respect to rewards. This study found that it was actually the intrinsic rewards rather than the extrinsic rewards that was an instrumental factor that allowed the PCC to achieve the building commitment stage of the collaboration process. Kezar's (2005) findings on rewards suggested that rewards only benefit the sustaining commitment stage. The two Figures below show where in the process of collaboration rewards was instrumental for the PCC and Kezar's (2005) model of collaboration. The reason for the difference is because Sheridan is a College in Ontario while Kezar's (2005) collaboration model was based on a study of large universities. Sheridan does not have a tenure and promotional system while the universities in Kezar's (2005) study on collaboration did have a tenure and promotional system. The lack of a promotional and tenure system that values international work could be a reason why Sheridan wanted to provide rewards earlier on in the process rather than later in the process. This is why the intrinsic rewards for the participants included the opportunity to shape Sheridan's 2016 internationalization strategy. The challenge also gave the participants an opportunity to make Sheridan a better place for international students, which was highly valued by the participants.

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Note to the reader: Figure 4.10 contained Kezar's (2005) model of collaboration with all the stages and all the elements that were instrumental in each stage of her collaboration process.

Figure 4.10

*Role of Rewards in Kezar's (2005) Stage Model of Collaboration*

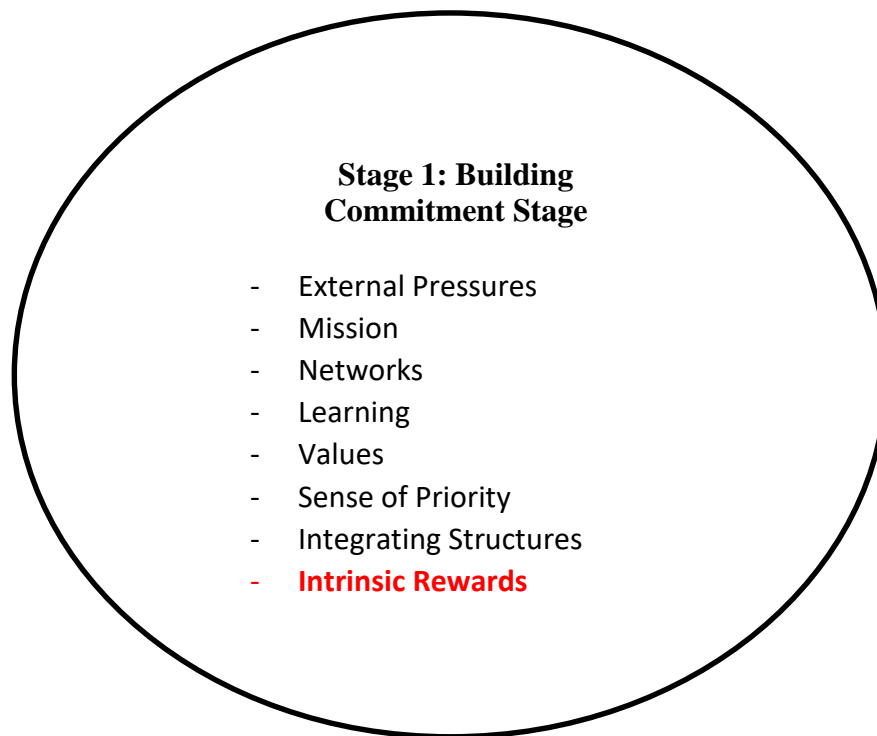


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Note to the reader: Figure 4.11 is a modified version of Kezar's (2005) building commitment stage as it reflects the findings of this study.

Figure 4.11

*Revised Kezar's (2005) Building Commitment Stage with Intrinsic Rewards Emphasized*



**Section 4.2.5.1.9 – Summary.** The analysis of the organizational factors revealed that all of Kezar's (2005) organizational elements were present in the building commitment stage of the collaboration process for the PCC. In this study the senior leadership team leveraged its mission earlier on in the collaboration process to encourage the formation of networks for the PCC. A sense of priority for the collaborative efforts were also created earlier on in the process at both the institutional and departmental levels. Even though Sheridan did not have a formal tenure and rewards systems that encouraged international work the senior leadership team did offer many intrinsic rewards earlier on in

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the collaboration process to encourage and motivate the key stakeholders within Sheridan to participate in the PCC.

**Section 4.2.5.2 – Personal Factors.** Kezar's (2005) stage model of collaboration only considered the institutional and organizational elements that are instrumental for promoting cross-unit collaborations. She did not consider any personal elements in her study. The personal element needs to be considered because leaders need to redesign their cross-unit initiative to promote personal trust, personal connections, personal learning, student outcomes, professional development, personal relationships and professional relationship. This is needed to get individuals engaged in cross-unit collaboration.

Even though the leadership at the global level was effective in designing the PCC to encourage personal connections it is also important to acknowledge the important role that personal leadership played in building commitment for a cross-unit collaboration such as the PCC. In this study most of the participants took the lead on the project. In order to accept their leadership, they relied on personal traits, leadership style, and credibility.

Participant (S1) said that his department members who eventually became his teammates for the PCC accepted his leadership because they could feel his passion and enthusiasm for internationalization. He was a former international student and Sheridan had experienced firsthand the integration issues. They also liked his ideas for addressing the internationalization challenges at Sheridan. Participant (S1) said that participating in the PCC with his new team allowed him to build stronger personal relationships with them. These personal relationships allowed him to strengthen the need to collaborate on the PCC and it allowed him to build a strong social network. This is echoed in the following statement made by Participant (S1),

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Being as a team leader I don't want to put any kind of a pressure on my team members regarding this project, I gave them full independence. And I think so that was a good thing, because it actually brought me close to my team members again being in the new department, so it really helped me. So, they entrusted my values and my creative things and vice versa, so yeah, it was good.

Participant (F2) said that she was able to get her team members to follow her leadership because she leads by example and modelled the way by setting the example. She said that she could not build the commitment she wanted to see for the PCC unless she was actively involved herself in moving the team's idea through to fruition. This is echoed in the following statement made by participant (F2),

I mean, I do believe in that philosophy like you can't change other people, you can't change the world, you can only change yourself and you can only lead by example. So, and I feel like, yeah, if I'm going to ask you to work on a project with me then I'm going to have to work as hard as you're working. I can't just expect; I can't just delegate it to you. And I think with senior management part of that effective leadership, effective change is you going to roll up your sleeves and do some work too. Because you can't just delegate it and disappear, like you've got to be engaged as well, you've got to be asking me for progress reports, reviewing it, giving me feedback and all of that stuff.

Participant (F2) said that he has a unique leadership style that allows him to get alignment from his followers on his vision. He says that instead of being served as a leader it is more important to serve others as a leader. He emphasized the fact that he has a supportive leadership style and this is why he was able to build commitment for the PCC. This is emphasized in the following statement made by Participant (F2),

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And I do believe in this other concept which I studied a little bit way back which is servant leadership which is the idea of, you know, being able to serve others in whatever they're trying to achieve. And therefore showing them the way, you know, in a way that you're supporting, in a supportive way so that you're not totally – I mean, there's different aspects to that. But I do believe in that so that I keep myself at bay by thinking that way also or else it can be very dictatorial type of leadership which is obviously doesn't really last long. It's not very pleasant and it's, you know.

Participant (A3) said that he leveraged personal relationships, trust, respect, and credibility to build the commitment she wanted see for the PCC. This is echoed in the following statement made by Participant (A3),

So it was very tricky because none of the folks around the table actually reported to me, right? None. So it was a matter of good will, it was a matter of trust, it was leveraging relationships. The rapport that I have with folks throughout the college, you know, and some of the people who are a part of this I've never directly worked with, right? So two members – one member of the committee I actually went through TLA with, right? So had that relationship and bond with this particular faculty member, but I'd never worked with her professionally, right, on any joint project. And her two colleagues I'd never worked with. So I think, for them, it was also a little bit of a trust, you know, "I don't know this Associate Dean, you know," but it's kind of the player-coach.

The exemplary personal leadership demonstrated was instrumental in building commitment for the PCC. The statements made by the participants about their ability to gain the support of their follower supports Fullan's (2001) research that building commitment requires leaders to build personal relationships with their followers. The participants in this study leveraged personal traits, leadership



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philosophies, and credibility to encourage the engagement of their followers. In the following section the personal factors for collaboration will be discussed it is important though to acknowledge that the systematic integration of these factors were made possible through the invisible hands of personal leadership.

**Section 4.2.5.2.1 – Cultural Capital.** Most of the participants in the study stated that a primary motivation for participating in the challenge is because of their ethnic origin and family background. Many of them emigrated from a foreign country or grew up in a household of a family that emigrated from another country. These participants also highlighted the difficulties they faced in adapting to Canadian life. Some said that they had difficulties speaking English others said they had difficulties building social networks. One participant came to Canada as an international student so he said he knew first hand the academic and cultural integration issues that international students encounter in Canada. Thus, these participants looked at the challenge as a way of helping future international students through the challenges they faced in adjusting to life in Canada. This is reflected in the comment by (using echoed too often so look for substitutes) Participant (S1) who said, - format quote below

Yeah, so for me it's always been something close to my heart cause I'm an immigrant. I also, so I was basically lucky enough to come into Canada, I just went back to my town like this summer right now, I just was back there for 10 days and saw my old friends, they never left. Never got a chance to really, I guess, study and move on. So, I really love that idea that if I can be of any help to any international type of student/immigrant, I think it's a worthy cause.

So, that's really what launched me and what made me really, really interested. Plus, in

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Canada, you can't avoid but to think about that cause we're all immigrants and we're all here from other places. So, the idea of without borders and the idea of being helpful in some way to international students and to be able to provide a better environment to study in, to move on. And particularly my presentation had to do with the fact that not only to bring people here but actually to send them back better prepared, to affect their own communities and their own society.

Participant (S2) said that she was a first-generation Canadian as her parents immigrated to Canada in the 1970s. She said being both 'Greek' and 'Canadian' shaped how she interacted with others and she also acknowledged that she attached different meanings to different things. This is why it did not surprise her that the students that participated in the 'Sheridan Sounds' proposal attached different meanings to the word 'internationalization'. Participant (S2) said that her team wanted to celebrate the different meanings attached to different terms by different people through podcasts. She said that, "producing podcasts can be a really interesting way of capturing people's ideas but then from a linguistic perspective it is an excellent way for you to even self-reflect on your ideas".

Participant (F3) said he can relate to the experiences of an international student when he said that,

"I am an immigrant here and I was small when I came here at about twelve years old and I have been here a bit longer than our traditional student who comes here at about twenty years old but I can still feel what happened to me and the educational system and the ties I have back to Italy".

He said that even though he lives in Canada he always tries to go back to Italy and make a difference in peoples' lives over there. This is echoed in the following statement,

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“we take a group of students to Italy and I try to make connections with schools because to me it matters to make a difference back in Italy for students who don’t have the ability to study Animations right now”.

His idea for SINCI was inspired by the fact that he wanted international students to be equipped with valuable social networks that they could also make a difference in peoples’ lives both in Canada and their home countries. This is echoed in the following statement,

“SINCI offers transformation spaces in opportunities both on campus and online that will empower international students to acknowledge the strength and value of their cultural background and engage in initiatives that will plant the seeds for long-lasting professional relationships both in Canada and internationally”.

Most of the participants stated that their cultural capital not only influenced them to participate in the PCC but it also shaped the ideas they pitched for the challenge. A lot of them said that they could relate to the adjustment and acculturation issues that international students encounter in Canada because they had very similar experiences. This is a reason why they wanted to help international students better adjust to their new lives in Canada.

**Section 4.2.5.2.2 – Internal Pressures.** The faculty and staff interviewed for this study felt internal pressure to produce a good proposal to help international students because the nature of their roles put them in direct contact with this segment of the student population. These participants commented on the fact that their Deans and Associate Deans were trying to encourage them to put in proposals for this initiative. There were e-mails sent out to faculty and staff to make them aware of the challenge and to encourage them to participate. Even in staff meetings this initiative was mentioned by

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the senior leadership of the department who wanted to use the PCC to put the department on the map.

This is echoed by a participant (F1) who said the following:

Well the internal pressure was come on, we've got to get the department on the map because this is our – this is our specialty, right? Well the emails, you know, the deadline's coming up, it would be really good if we could – even at staff meetings ... it was said, you know, it would be really good if somebody from our department wins because we have international students, this is our opportunity to shine. We have to put the ESL department on the map.

Participant (S1) said that he was considered the leader for his team. Since he was a former international student and he had experience working in the international department he had the full support of his department for his ideas and vision for the PCC. He said that the support from his department definitely created internal pressures for him but “it was a great feeling” for him.

Participant (A1) felt internal pressure to participate in the PCC because she “lead the ESL Program at Sheridan”. She said that if “staff are coming out for internationalization then they should be coming from my department”. She said that her faculty members, program co-ordinators, and support staff have expertise on how to internationalize a college, which is why she encouraged them to participate in the PCC.

Participant (A3) said that she also faced internal pressure to prepare a proposal for the PCC because she did not want to disappoint the faculty member who proposed the idea. The faculty member that worked for Participant (A3) felt passionate about this idea but could not see it through due to personal reasons. This is why Participant (A3) went to her Dean and LAC to get buy in for the proposal. Participant (A3) then used her credibility with others to form a team for the PCC.

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The participants also felt internal pressure because of the requirement to present a poster presentation to senior management at a mini-conference. All of them felt that the PCC was a platform for them to present their ideas to the leadership team and leave a favorable impression about them through their presentations. The participants were also very passionate about their ideas so there was internal pressure to perform because they really wanted to get funding for their ideas. The winning team's idea would also shape Sheridan's 2016 internationalization strategy. This is echoed by a participant (S3) who said the following:

I don't think you want to look bad in front of them cause for all you know; you could end up working for them later. So, there was some sort of internal pressure. More pressure to do, more pressure not to do bad. I think that was what it was.

Participant (S1) also felt internal pressures because of the fact that he knew he would have to present his team's proposal to the senior leadership team of the College. He said that, "it is very rare especially in such a big organization to get an opportunity to provided your own views on such a big platform where all the deans, all the VPs and the President are all sitting in front of you". He knew that this opportunity to be the voice of the department and international students would not come often so he felt pressure to make a good impression.

In summary, the common theme that emerged from the data is that the most of the participants felt pressure from their departments to collaborate on the PCC. They also felt pressure to make a good impression in front of the senior leadership team of the college as they were all expected to present their proposals to them.

**Section 4.2.5.2.3 – Personal Values.** Most of the participants stated that they did not get any company time to participate in this initiative. This means that these participants used their own personal

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time to collaborate on this initiative. These participants did not express any discontent with this as most of them felt that they wanted to help international students so it did not make a difference to them whether they were paid or not. The participants stated that Sheridan did make many meeting places available so they made time to meet and collaborate on this initiative. A lot of them participated in this initiative because they had a passion for helping a segment of students they felt could be supported better by the college. Therefore, a lot of them made it their personal mission to become the voice of these international students. This is echoed by a participant (A1) who said the following:

When I was faculty, I liked to dabble with a lot of things. And I did a lot of things for free, I suppose. But I don't think it's for free. I think if you're truly passionate about your work, you will look at mentoring students outside or whatever as part of what you do. So, I think it's – nobody's forcing you to do the President's creative challenge. If you don't want to do it, it's fine, but I think if you want to do it, you should do it because you're passionate. But if you're not passionate and you're doing it, then you shouldn't do it. I mean, that's how I think. At any job, I was in advertising - I would go out and I would do – I worked like crazy and not, “You pay me overtime?” I did it because I wanted to because I was proud of my craft.

All of the participants were very student centered in their personal values. A lot of them believed that for students to see them as knowledge providers they had to show them that they cared first. They wanted their proposals to be learner centered. All of them also felt that taking care of international students was the social responsibility function of their respective roles. Therefore, they did not hesitate to participate in the PCC when it was announced. This is echoed by a participant (F3) who said the following:

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And one thing I was told – and I wish I remember who told me this earlier on when I started teaching – that affected me a lot which I actually even use naturally now with just about anything I do with groups is that, you know, people, students – it was in the context of students at that time – but, you know, students don't care about how much you know until they know how much you care. And that kind of phrase kind of stuck with me. And I think that applies to just about any endeavour that you're going to, you know, they don't, you know, people must believe that you care about that and maybe they'll release a little bit of that anxiety that holds them back from sharing.

Participant (F1) echoed the fact that she believed that she needed to do her part to help international students with their cultural and academic integration issues. She said that “international students bring in a lot of money and we need to make them feel more a part of the college”. She said that she took advantage of the fact that the PCC had an internationalization theme to voice her ideas on how Sheridan could become the destination of choice for international students.

Participant (A1) also acknowledged that Sheridan was enrolling a significant number of international students in the College. She did not like the fact that there was a ‘sink or swim’ mentality about international students. She said international students come to this country when they are 18 years of age and they do not come with strong cultural capital (i.e. language skills) or social capital (i.e. parents, friends etc.). This is the reason why she said that both the college and the individuals working in the college have a social responsibility to help these students adapt to their new surroundings in Canada.

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Participant (S3) also felt a personal obligation to help international students improve their language skills. He said that helping them with their ability to communicate would lead to better student outcomes. This is echoed in the following statement,

Just cause I'm always, like I'm always trying to push for ESL students to participate more. They're always kind of shy, they're scared, they don't speak English, and I find that the ones that aren't shy, they're the ones that go through the program really quickly, they're the ones that excel. But the shy ones, you know, they really need that push for them to start speaking English.

He then said that his personal beliefs did shape his team's idea for a 'Master Chef' style cooking competition at Sheridan. This is echoed in the following statement,

So, when you're able to get them together, and especially to have some sort of activity or even like the challenge where we want them to have a cooking competition, they're more willing to talk and to speak with other people and then that really gets them into it. And they kind of forget about their shyness.

In summary, a common theme that emerged from the data is that the participants collectively held this belief that they needed to do more to help international students develop more language and social skills. Their personal beliefs and values were also reflected in their proposals.

**Section 4.2.5.2.4 – Past Personal Experiences.** The participants were voluntary participants for the PCC but a reason for this is because of their past personal experiences. There were some participants that said they experienced first-hand the challenges that international students encounter in adjusting to academic life in Canada. Others said that through their interactions with international



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students they observed first-hand that international students were in a ‘sink’ or ‘swim’ situation. These personal experiences gave the participants confidence that their ideas for internationalizing Sheridan would make the college a better place for international students.

Participant (S1) said, “I can say I have been in the shoes of an international student so I can understand their challenges and what life is like for an international student”. He also said that “when I came here as an international student I was all alone I had no idea how I would survive here and I had no clue what the study plan was here because the in my home country we had a different process”. He said that as an international student he was limited in the number of hours he could work and he was paying a lot more tuition than domestic students. He said that being a newcomer to this country it would have been beneficial for him to have a resource in the college that could help him with budgeting. This is why his idea for the PCC was for that resource to be in the financial aid office. Through his personal experiences and enthusiasm for helping future international students he was able to get his Director, Manager and colleagues to support his idea.

Participant (S2) said that her personal experiences in her graduate studies shaped the idea she had for the PCC. She said that the initiative her team called ‘Sheridan Sounds’ was similar to a project she did for a course on “education and popular culture”. She said that a key deliverable for this course was to develop a radio program “about what we identified as “Canadian identity”. She said that an important outcome that came out of this project was the fact that there was a wide variety of different perspectives that were shared. She wanted to see a similar outcome for ‘Sheridan Sounds’.

Participant (F1) likes to interact with her students outside of the class and she recalled an interaction she had with a Chinese student in her class. The Chinese student told her she did not know “what makes white people laugh” and that she wanted some ideas on how to do this. The student told

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Participant (F1) that she does not have many friends at the College. Participant (F1) told the student that she could not answer her questions but would create more opportunities for her to interact with her peers in the class. This personal experience with the student inspired her to come up with an internationalization idea that would “bring those students together with other people who aren’t international students”.

Participant (F2) said that she brought in the idea of ‘cultural corners’ because of her previous experiences at another community college in Ontario. She said that at this college “we had our own ESL library with our own ESL librarian”. She said that there was an ESL collection that contained audio books and grammar books that would help international students to learn how to improve their language skills and it also helped faculty members learn how to teach ESL students more effectively. Participant (F2) recommended her team expand on this idea by finding ways to facilitate more meaningful interactions among all students. As the collaborations progressed the idea expanded so that the library would host more games nights, movies nights, and book reading nights.

A common theme that emerged from the data is that the personal experiences of the participants shaped the collaboration process as the teams looked for ways to improve the social capital and cultural capital of international students. They felt that initiatives focused on improving the language skills and social skills of international students would better position them to address the academic and social integration issues they encounter in Canada.

**Section 4.2.5.2.5 – Summary.** This major finding in this study is that personal factors are just as instrumental as the organizational factors in building commitment for the PCC. Therefore, only considering the institutional and organizational elements for collaboration could be problematic in bringing people together for collaborative endeavors for internationalization initiatives. The design of

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the PCC provided opportunities for the participants to showcase their leadership abilities and it allowed them to build more personal connections. Both of these considerations shaped the participants' personal motivations to participate in the PCC.

**Section 4.2.5.3 - Summary of Other Factors for Promoting Collaboration.** There were two interview questions (i.e. questions 10 and 12) in the interview protocol that assisted with determining the other factors for collaboration development. The analysis of the responses to the two interview questions involved two steps. The first step was to count the number of instances a factor was mentioned by the participant and the second step was to determine the level of agreement among the participants for each factor identified.

To perform the step one of the process the researcher went line by line for each transcript and coded each line to a factor (i.e. collective learning) that was important for collaboration development. These factors were then assigned to a category (i.e. learning) based on Kezar's (2005) stage model of collaboration or any other factor (i.e. personal factors) not addressed by the theoretical framework chosen for this study. This analysis was done using NVivo 11 software so a count of all the instances where the participants mentioned the factor were tallied to determine the most important ones. To confirm the importance of each of the factors discussed above the researcher also examined his field notes and observational journals. The observational journal was especially important for identifying the personal factors because the observations allowed the researcher to see and hear the passion, charisma and enthusiasm exhibited by each participant as they told their personal stories. These emotions cannot be captured by documents and audio tapes. In order to perform an analysis of the most important factors that were instrumental in bringing the PCC to the building commitment stage of the collaboration process. The categories, nodes and node counts are provided in Table 4.5.

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Table 4.5

*Node Counts of Factors*

Categories	Nodes	Node Counts
External Pressures	Financial Climate	4
External Pressures	Changing Demographics	10
External Pressures	Globalization	16
Integrating Structures	International Center	14
Integrating Structures	Liaison	6
Integrating Structures	Special Committees	1
Learning	Collective Learning	24
Learning	Knowledge	11
Learning	Learning how to collaborate	4
Learning	New Skills	10
Learning	Supportive Culture	8
Mission/Vision	Becoming a University	7
Mission/Vision	Creative Campus	6
Mission/Vision	Internationalization	12
Networks	Existing Networks	23
Networks	Interdependency through goals	8
Networks	Interdependency through ideas	11
Networks	Interdependency through roles	13
Networks	Interdependency through values	29
Networks	Leadership	24
Networks	Relationships	41
Networks	Respect for Leadership	19
Networks	Trust	16
Rewards	Extrinsic Rewards	3
Rewards	Intrinsic Rewards	20
Sense of Priority	Departmental Support	51
Sense of Priority	Leadership	16
Values	Academic Excellence	23
Values	Creativity and Innovation	9
Values	Global Citizenship	16
Personal Factors	Internal Pressures	17
Personal Factors	Cultural Capital	15
Personal Factors	Personal Values	29
Personal Factors	Past Experiences	42

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To complete step two of the process the researcher consolidated the counts by participants to determine if there was agreement among the participants with respect to these factors. If a factor was supported by a participant an X was placed in the appropriate box. Based on the Table 4.6 below there was agreement among the factors for collaboration development. It is also important to note that there were no major differences in the factors considered important by position (i.e. service staff, faculty, and administrators). The results of step two of the analysis are provided in Table 4.6.

Table 4.6

*Factors by Participant*

<b>Codes</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>
External Pressures	X	X	X	X	X	X	X	X	X
Integrating Structures	X	X	X	X	X	X	X	X	X
Learning	X	X	X	X	X	X	X	X	X
Mission/Vision	X	X	X	X	X	X	X	X	X
Networks	X	X	X	X	X	X	X	X	X
Intrinsic Rewards	X	X	X	X	X	X	X	X	X
Values	X	X	X	X	X	X	X	X	X
Sense of Priority	X	X	X	X	X	X	X	X	X
Cultural Capital	X	X	X			X	X	X	
Internal Pressures	X	X	X	X	X	X	X	X	X
Personal Values	X	X	X	X	X	X	X	X	X
Personal Experiences	X	X	X	X	X	X	X	X	X

## Legend

<b>Code</b>	<b>Position</b>
S1	Support Staff #1
S2	Support Staff #2
S3	Support Staff #3
F1	Faculty Member #1
F2	Faculty Member #2

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F3	Faculty Member #3
A1	Administrator #1
A2	Administrator #2
A3	Administrator #3

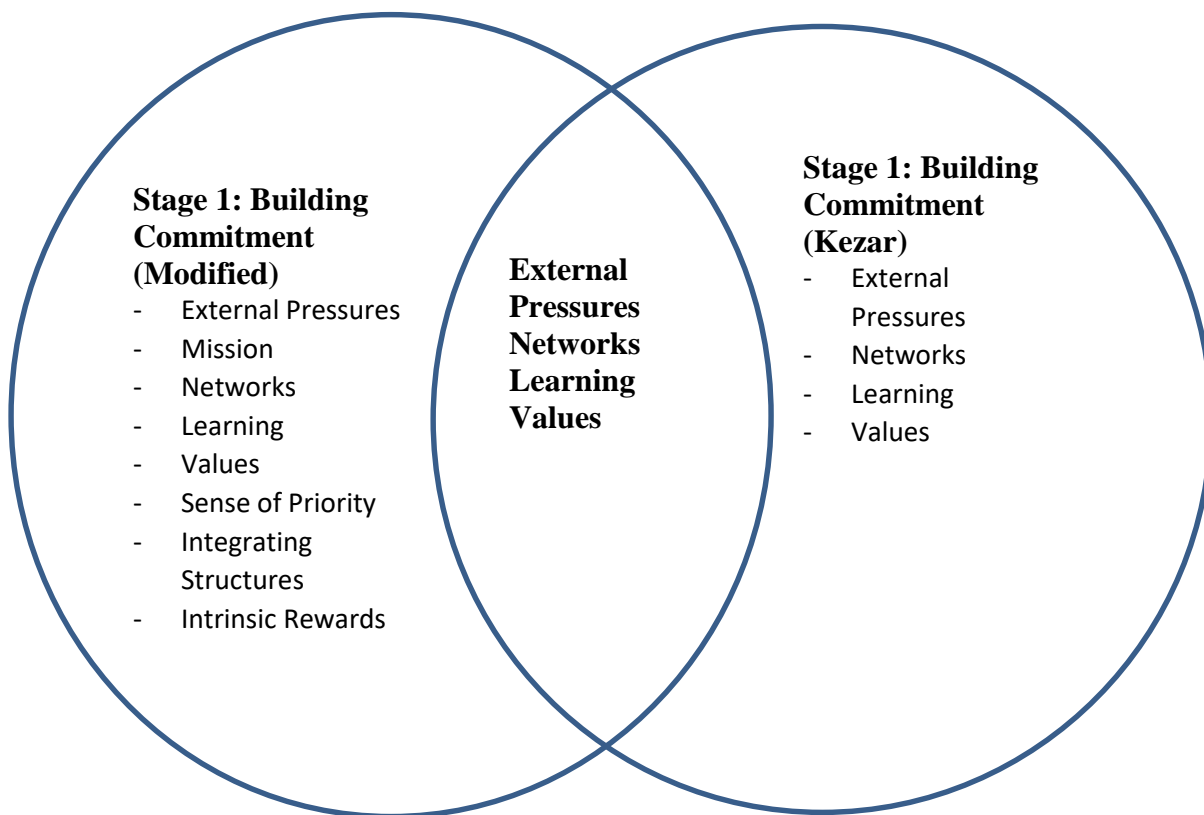
The analysis of the data for this study largely supported Kezar's (2005) and Kezar & Lester (2009) findings about the factors for collaboration that were most instrumental in stage one of the collaboration process, which is the building commitment stage of the process. However, there were some differences in the findings. This study confirmed that factors such as external pressures, learning, values, and learning were instrumental in bringing the PCC to building commitment stage of the collaboration process. Due to the cultural differences between Sheridan College and the universities that Kezar (2005) examined factors such as mission and a sense of priority appeared earlier on in the collaboration process for the PCC. Due to the differences in the subject matter covered off by the initiatives factors such as a sense of priority and integrating structures appeared earlier on in the collaboration process for the PCC. The fact that Sheridan does not have a promotion and tenure system there were intrinsic rewards that were made more visible in the earlier stages of the collaboration process for the PCC. The differences between the PCC and Kezar's (2005) model of collaboration with respect to the factors that were instrumental in the building commitment stage are summarized in Figure 4.12 below.

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Note to the reader: The left oval in Figure 4.12 is the modified version of Kezar's (2005) building commitment stage based on the findings of this study.

Figure 4.12:

*Differences in Factors for Building Commitment for the PCC vs. Kezar's (2005) Collaboration Model*



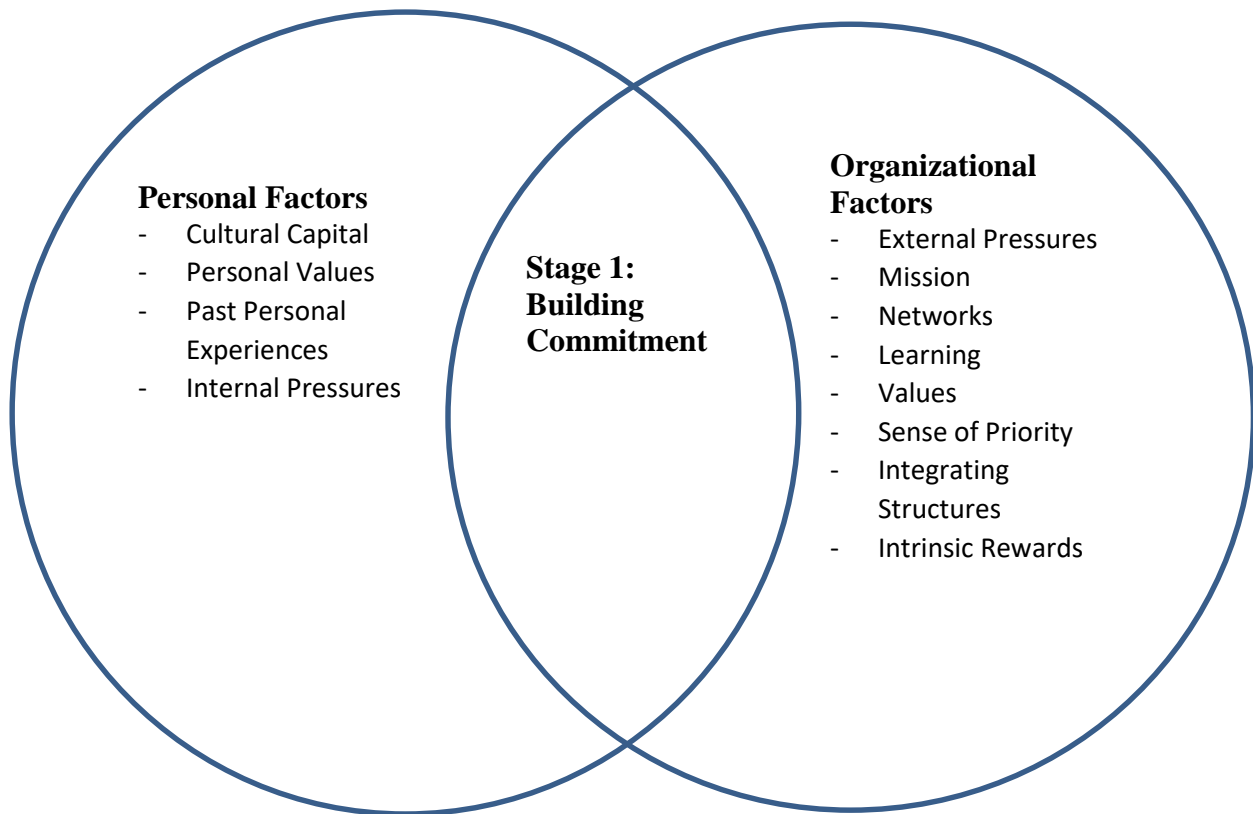
This study also found that there were also personal factors that enabled the collaborations for the PCC. These factors were (a) cultural capital; (b) internal pressures; (c) personal values; and (d) past personal experiences. The participants stated that the personal factors were more instrumental than organizational factors in deciding whether to participate in the PCC. The participants also confirmed Knight's (1994) assertion that the theme of internationalization also motivated them to participate in this

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initiative. Figure 4.13 provides a diagram that shows the personal and organizational factors that were instrumental in bringing the PCC to its building commitment stage.

Figure 4.13

*Personal and Organizational Factors for the Building Commitment Stage of the PCC*



### **Section 4.2.6 – Summary of the Building Commitment Stage of the PCC. Kezar's (2005)**

Stage Model of Collaboration includes the following three stages of collaboration: 1) building commitment; 2) commitment; and 3) sustaining commitment. With respect to the PCC at Sheridan the collaborations never progressed out of the first stage of the collaboration process, which is the building commitments stage. Therefore, the only stage that can be examined is the building commitment stage.



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At the beginning of the PCC there were certain institutional and organization elements needed to internationalize the operations of Sheridan that were not present. These served as barriers to the collaboration process initiated for the PCC (Watts, 2012). From a cultural perspective, Sheridan did not formalize its institutional values and lacked an entrepreneurial culture for its internationalization initiatives. From a structural point of view, Sheridan's senior leadership had not formalized the institution's strategies, structures, processes, tasks, training systems, and rewards for its internationalization initiatives.

These barriers made it difficult for Sheridan to address a recommendation in 2013 made by a special task group to adopt a more comprehensive internationalization strategy (Sheridan College, 2013). In 2014, Canada introduced its first international education strategy (Foreign Affairs, Trade and Development, 2014) and this placed further pressures on Sheridan as an institution to accelerate its efforts to internationalize its operations. The president of Sheridan responded to these pressures by infusing a theme of internationalization in its annual PCC.

In order to build momentum for the PCC the president leveraged Sheridan's culture of promoting cross-unit dialogues (Kezar, 2001) by announcing the event at an all employees meeting called the President's breakfast. The President's breakfast allowed for a meaningful exchange of understanding (Bohm, 1996) about internationalization, which was needed to encourage exploration, insight, and discovery about internationalization (Senge et al., 2001). The announcement of an internationalization theme led to a lot of excitement as social networks for the challenge began to form right at the meeting.

Even though Sheridan's mission did not have an international dimension (Knight, 1994) it did reflect Sheridan's values of creativity and innovation. The president leveraged Sheridan's mission to socialize the potential participants to work collaboratively in teams on an idea to internationalize

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Sheridan. He also reinforced that the PCC with an internationalization was aligned to Sheridan's core value of global citizenship. The 'willing' president (Kezar & Eckel, 2002) created a sense of priority for collaboration by reinforcing the external pressures that were being placed on Sheridan to become more 'globally friendly'.

The president then encouraged the participants to form teams that consisted of faculty members, administrators, and staff. This broke down barriers of departmental subcultures (Philpott & Strange, 2003). In order to implement his plan for the PCC the president knew that he had to encourage leadership at the lower levels. This is the reason why he adopted a collaborative leadership style (Kezar & Eckel, 2002). He knew that he had to empower the key stakeholders within Sheridan to design and implement the key aspects of a change process (Kezar & Eckel, 2002), which entailed adding an international dimension to Sheridan's teaching and learning, research, and service functions (Knight, 1994).

Since Sheridan did not have any formalized internationalization strategy, it was not clear for the members of the Sheridan community as to what the college was looking to accomplish (Kezar & Lester, 2009) with respect to its internationalization objectives. In order to address this the president told the participants that their ideas and proposals would shape Sheridan's 2016 internationalization strategy. This reinforced his collaborative leadership style as a key aspect of change is formulating a strategy and he empowered the members of the Sheridan community to shape this strategy (Kezar & Eckel, 2002). It also added a long-term orientation (Kezar & Eckel, 2002) for the PCC.

Sheridan did not have any campus networks or formal structures (Kezar, 2005) that brought together people from the different subunits to operationalize its internationalization initiatives. In order to address this for the PCC the president established special networks and structures to facilitate the

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PCC. Sheridan did not have a formalized decision making process (Kezar, 2001) to approve these internationalization initiatives. The president of Sheridan addressed these barriers by making the senior leadership of Sheridan responsible for selecting and funding the winning ideas for the PCC. The tasks for Sheridan's internationalization initiatives were not clearly defined before the PCC (Kezar, 2001). The president made it clear through the instructions of the PCC that the main task for the participants would be to formulate an idea for internationalization that would facilitate an 'internationalization at home' strategy (Knight, 1997). Even though there was no formal training provided to the members of the Sheridan community about internationalization. The president addressed this issue by making the teams self directed and asking them to select team members that could address any knowledge gaps they had about internationalization. Sheridan also had no formal system of rewards for internationalization (Kezar, 2005) so the president offered funding that never existed before for the winning ideas.

The president's collaborative leadership style encouraged the development of powerful social networks for the PCC. This is because existing networks were used by the participants to develop their teams. The trust, respect, and relationships were already built into these networks and thus this meant that the team members had shared values (Kezar, 2005) and had learned to collaborate with one another prior to the PCC (Kezar, 2005). The participants of the team also recruited new team members to address any gaps in the skills and knowledge needed about internationalization. The teams also consisted of faculty members, administrators, and support staff so the barriers caused by departmental subcultures (Philpott & Strange, 2003) were addressed.

Even though a sense of priority for collaboration was created at the institutional level there was also a sense of urgency being created at the departmental level for the PCC (Kezar, 2005). The presidents took visible action by creating informal structures and networks for the PCC (Kezar & Eckel,

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2002). These structures and networks created for the PCC effectively communicated Sheridan's institutional values with respect to internationalization through social media campaigns and videos. They also clarified the tasks for the PCC and communicated deadlines for the key deliverables of the PCC. They were also instrumental in organizing the mini-conferences that took place for the PCC.

The international center was the main integrating structure for the PCC (Childress, 2009; Knight, 2004; Rumbley, 2007). The international department was named the organizer for the event and was very considered to be an effective integrative device according to the participants. This is because the international center did bring people together to collaborate. They also encouraged the teams to collaborate outside of their departments and also served as advisors and cheerleaders for the participants.

The collaborative leadership style of the president encouraged the participants to take the lead on formulating solutions to address the PCC. The leaders that emerged for the PCC looked it as a platform for helping a segment of students that they felt were being neglected by the college. They also saw the PCC as an avenue for building more personal connections and strengthening their social networks. These individuals genuinely believed that because of their cultural capital, past personal experiences, and personal values they were in the best position to help international students and they wanted their ideas for internationalizing Sheridan to be heard through the PCC. The participants also placed internal pressures on themselves because they wanted to put their departments on the map and they didn't want to disappoint the international students that they were looking to help through the challenge. Therefore, for these participants it was both the personal and institutional factors that encouraged them to become engaged in the PCC.

Sheridan's vision and mission becomes the blueprint and compass for the participants as it guided them to recommend new, creative, and beneficial ways to internationalize Sheridan (Kezar &

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Eckel, 2002). The participants were very knowledgeable about the social, cultural, and academic integration that international students encountered at Sheridan. This is why a lot of their proposals focused on creating more meaningful interactions among the international student and the Sheridan community in hopes of addressing these issues and improving the educational experience for all students. The participants also suggested that technology (i.e. social media, podcasts, networks) should be leveraged better to strengthen the relationships that international students have with other members of the Sheridan community. There were some participants that had piloted ideas for internationalization in other settings and now wanted to implement them campus-wide. There were other participants that had piloted their ideas with other departments and thus had their buy in for their ideas.

Even though the collaborations were effective in formulating the proposals there were barriers that needed to be overcome by the participants. Even though Sheridan has a culture that encourages cross-unit dialogues the participants did mention that it is difficult to overcome the siloed construction at Sheridan. This is echoed by Participant (F1) who said that,

I was recently working on, actually a growth grant and I got to tell you the biggest barrier was these silos. So, I don't want to digress too much about that other project but we were filming these little orientation kinds of vignettes about like, you know, where's the gym, what can you do about at the gym and where's the cafeteria and what can you do here. And people would not allow my students to film or talk about their services, would not meet with us.

There was also the barrier of time that made it difficult to collaborate. There were some participants that said that the instructions came out late and thus this reduced the time they had to collaborate with one another (Huxham, 1996). Since there was no formal company time given to

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participate in the PCC the participants did use their personal time to participate in the PCC. This created a personal challenge for them since they already had heavy workloads at Sheridan.

There were some participants that did say that the conflicting values from the departmental subcultures did create some conflict within their teams but they were able to overcome them because of trust and respect they had for one another. This trust and respect led to shared values that supported Sheridan's overall institutional values.

The participants also said that the poster presentation format hindered their efforts to collaborate on the PCC. Participant (F1) and Participant (F2) said that they recruited new members into the team that could assist with the preparation of the poster presentation. The difficulties in preparing the poster was also expressed by Participant (S3) in the following statement,

I'll say the only part that maybe hindered a little bit was the poster board. It wasn't the easiest to make, and just having to design it, that took a lot of time. And having to get it printed and everything. I guess the cost that went into it a little bit, maybe that hindered the process just cause of the money and yeah.

Therefore, the barriers at both the institutional and organizational levels were addressed, which allowed for the ideas to be presented to the senior leadership team of Sheridan at mini-conferences that were held at Sheridan's campuses in April 2015. By hosting these mini-conferences the president was showing visible action to all members of the Sheridan community because they could see the progress that was made for the PCC. He also actively engaged the participants and the members of the Sheridan community by creating a People's Choice award whereby the key stakeholders within Sheridan could vote on the idea they liked the best. The 'willing' president also assured the participants at the mini-conferences that the senior leadership team would review the proposal and then fund the ones that were

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deemed to be the best for Sheridan. At the President's breakfast in August 2015 the accomplishments of the participants were celebrated as the winning teams were announced. This meant that the PCC had reached its building commitment stage and now the focus needed to be on implementing the ideas.

Even though Sheridan's senior leadership had developed a strong plan to internationalize Sheridan it was not effectively executed because none of the winning ideas were implemented. There was no sense of urgency created at the institutional or departmental levels for implementing the ideas. The mission was not reviewed or revised based on the outcomes of the building commitment stage of the PCC. There was no internationalization strategy formulated and Sheridan's institutional values for internationalization were not reflected in any of its formal documents. Since the structures and networks created for the PCC were temporary and informal these disbanded after the PCC. Since there was no visible action to suggest any progress on implementing the initiatives so the powerful social networks created for the PCC were also dismantled. Sheridan also has no formal reward system that encourages international work and thus people that participate in future internationalization initiative will do so more for the intrinsic rewards rather than the extrinsic rewards.

Therefore, the plan Sheridan had for the PCC was effective in building commitment. However, since the plan was never implemented fully both the collaborations and the internationalization initiative were not entirely successful. Even though the PCC was not entirely successful there were some good outcomes achieved from the PCC.

After the challenge ended Sheridan made internationalization a priority for all of its departments. The department heads of each academic department were given full autonomy to internationalize their departments. Some of the departments have established a task force who are actively engaging the members of the departments on the best approach for internationalizing the department.

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The PCC had a robust design which made the vision of Sheridan more visible to its community. The reinforcement of the vision will assist Sheridan in its aspirations of become an international institution and a university. This is echoed by Participant (S1) who said that,

All of the ideas presented at the challenge will help Sheridan move forward in its quest to become a university. The organizers have noted all the main points from the presentations and will definitely consider them in the future.

All of the participants stated that the challenge gave them the ability to strengthen their social networks. It also allowed them to interact with individuals outside of their departments. There were some participants that mentioned that they are actively working with people they met at the challenge on other cross-functional initiatives. The participants also improved their social networking skills by participating in the PCC. They have also learned the value of collaborating with others within Sheridan and know how to leverage their informal networks to collaborate with individuals outside of their departments.

In summary, this chapter illuminated the institutional, organizational, and personal factors for building commitment for the PCC at Sheridan. However, examining these factors individually on the collaboration process will not provide a holistic view of the how the collaborations built over time for the PCC. Therefore, the next section below outlines how the factors examined interacted with one another to bring the collaborations on the PCC to its building commitment stage. The next section will address research question #2 for this study.



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### **Section 4.3 - Research Question #2: How did the institutional context and personal motivations influence the initial collaboration processes for the PCC at Sheridan?**

**Section 4.3.1 - Initiating and Reinforcing Factors for Collaboration.** To build the case for this study the researcher had to recreate the events that occurred for each of the collaborations described by the participants. These events were largely recreated from the analysis of the responses provide for questions 10-14. The documents collected for this study were also used to reconstruct the events that took place before, during and after the event to get a more holistic view of the entire collaboration process.

The theme that emerged in examining the collaborations that took place for the PCC is that there were initiating and reinforcing factors for collaboration. The initiating factors were the factors that brought everyone to the table to collaborate on the PCC. The reinforcing factors were the factors that allowed the collaborations to build over time. The initiating factors are as follows:

1. External Pressures (Organizational Factor).
2. Mission (Organizational Factor).
3. Sense of Priority (Organizational Factor).
4. Networks (Organizational Factor).
5. Cultural Capital (Personal Factor).
6. Personal Values (Personal Factor).
7. Past Personal Experiences (Personal Factor).
8. Learning (Organizational Factor).

The reinforcing factors are as follows:

1. Integrating Structures (Organizational Factor).

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2. Networks (Organizational Factor).
3. Shared Values (Organizational Factor).
4. Learning (Organizational Factor).
5. Internal Pressures (Personal Factor).
6. Intrinsic Rewards (Organizational Factor).

In this study, the networks, values and learning were both initiating and reinforcing factors. This is an important finding and it will be instrumental in examining the cumulative effect of the factors on the building commitment stage of the collaboration process for the PCC.

**Section 4.3.1.1 - Initiating Factor 1: External Pressures.** According to the president of Sheridan the external pressures placed on the college shape the themes of the PCC each year. In 2011 the theme of the PCC was sustainability. Sheridan felt pressures to become a more “greener and sustainable organization” so it invited the Sheridan community to recommend ideas for how to accomplish this objective. The ideas from this PCC led to many strategic initiatives such as ‘zero waste’ and ‘integrated energy’. The pressures to respond to trends of healthy aging in 2012 led to the theme of the PCC for 2012 to be ‘Designing Communities for all Ages’. This initiative led to many great ideas that shaped strategic initiatives for Sheridan’s Center for Elder Research. In 2014 the Canadian government released its first international educational strategy. The President acknowledged this strategy and said that Sheridan needed to be more welcoming to foreign students that come to study at Sheridan. This is why he made the theme of the 2014-2015 PCC internationalization.

The senior leadership team of Sheridan promote cross-unit dialogue among its community members about the external pressures the college is facing through the annual PCCs. The external pressures shape the theme for the PCCs and the collaborators are asked to formulate ideas to assist

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Sheridan in achieving better outcomes for the themes. For the 2014-2015 theme of internationalization the individuals that came together for this initiative formulated ideas to address external pressures such as globalization, changing demographics, and tight financial conditions.

**Section 4.3.1.2 - Initiating Factor 2: Mission.** Sheridan's mission of becoming a creative campus are artifacts of past successful collaborative endeavours. The external pressures create a subject matter that attracts individuals from the different functional areas of the college and the name of the annual event (i.e. President's creative challenge) contains the 'creativity' element of the mission. The element of 'creativity' in the mission statement reinforces the need for collaborations and social networking, which are an important part of building commitment for an initiative. The success of the past PCCs reinforce the value of collaboration to the Sheridan community. This encourages members of the Sheridan community to participate in future PCCs.

Sheridan has a culture that encourages cross-unit dialogue and experimentation. This culture supports Sheridan's mission of improving the educational experiences for students through its 'creative campus'. The participants said that a motivation for them coming together for the 2014-2015 PCC was because they wanted to improve the educational experiences of all students by recommending ideas that would help international students with their adjustment and acculturation issues at Sheridan. Sheridan's culture of cross-unit dialogue and its mission were reflected in the proposals as the participants looked for creative ways to facilitate more dialogue among international students, domestic students, faculty, and staff.

**Section 4.3.1.3 - Initiating Factor 3: Sense of Priority.** Every year the PCC is announced at an annual event for all employees called the 'President's breakfast'. In this meeting the president creates a sense of priority for members of the Sheridan community to collaborate on the theme of the PCC. The

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external pressures that shaped the theme helped to create a sense of priority. The ‘President’s breakfast’ bring together individuals from all of the different areas within the college so it encourages cross-unit dialogue among them on the creative ways that the challenge could be addressed collaboratively. The winners are announced at the next annual PCC because the senior leadership team of the college want to make the value of collaboration visible to the members of its community. The dialogues that take place at the ‘President’s breakfast’ among the various stakeholders socializes and resocializes the Sheridan community to the mission of the college. It also promotes social networking, which is an important part of building commitment for the PCC.

In August 2014, the president announced that the theme of the 2014-2015 PCC would be internationalization and emphasized the external pressures associated with making Sheridan the destination of choice for international students. He reinforced the mission of the college by encouraging the members of the Sheridan community to come up with creative ideas to internationalize Sheridan. He then encouraged social networking by asking them to form cross-functional teams to address the challenge. In order to reinforce the sense of priority for collaborating on an idea to internationalize Sheridan he said that the winning ideas would shape Sheridan’s 2016 internationalization strategy and these ideas would be fully funded by the College.

The participants said that they heard about the PCC at the ‘President’s breakfast’. They also said that the subject matter of internationalization did attract them to the initiative as they felt that their positions and past interactions with international students put them in a good position to address the challenge collaboratively with other members of the Sheridan community. The participants said that they began forming their teams for the challenge right at the meeting or shortly after the challenge was announced. This demonstrated the strong social networking skills of the participants. It also

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demonstrated the strong networking capabilities of the senior leadership team at Sheridan as they were able to encourage the formation of social networks for the challenge. The participants also stated that a sense of priority for collaborating on the internationalization initiative was also created at the departmental level as their Deans and Associate Deans encouraged them to participate in the challenge. This demonstrated the role of leadership at all levels to create a sense of priority to collaborate on an internationalization initiative.

**Section 4.3.1.4 - Initiating Factor 4: Networks.** Sheridan's leadership team demonstrated its internal networking capabilities by creating a special task force for the PCC that consisted of the President, Director of International, and the Manager, Special Projects. This task force became the organizers for the event. In order to remove any barriers to collaborations the organizers created an informal network called the PCC team to work with formal networks within Sheridan to encourage participation and social networking for the PCC. The PCC team collaborated with a formal network within Sheridan called the communications team to collaborate on a global e-mail to all Sheridan staff and students informing them about the event. The PCC team collaborated with a formal network called the Library and Learning Services on an online presentation geared towards educating the interested parties of the expectation in reference to the presentation, theme and topic. The organizers then appointed a PCC co-ordinator who was responsible for answering any questions that any potential participant had about the event. These formal and informal networks efforts led to the submission of 22 proposals for which 18 were selected and presented to the senior leadership team.

The participants also demonstrated strong internal networking capabilities as they largely tapped into existing networks to form their teams. These networks of teams were built upon a foundation of trust and respect that came together to experiment with new creative approaches for internationalizing

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Sheridan. Some of these networks were formal networks in the sense that they worked within their existing departments on the PCC. The other networks were newly created with individuals from the various functional areas. However, the participants in these new networks had worked with one another on other initiatives at Sheridan so the trust and respect was established within these networks.

Therefore, Sheridan's culture of cross-unit dialogue and experimentation did influence the formation of networks. The external pressures provided a subject matter for the networks to collaborate on and the mission encouraged these networks to formulate creative proposals to address the challenge. The sense of priority for collaboration created by both the senior and middle management of the college reinforced to these networks the value of collaborating on an internationalization initiative. The formal and informal networks created specifically for this initiative removed barriers to the collaborations that took place for the PCC at Sheridan.

**Section 4.3.1.5 - Initiating Factor 5: Cultural Capital.** The participants said that the cultural capital they possessed created strong personal connections to the international students they wanted to help through the PCC. The participants stated that in some cases they themselves were immigrants or they had parents that were immigrants. As a result, they experienced firsthand the difficulties of adapting to a new life in Canada. They acknowledged that it was difficult for them at first to speak the language effectively. They also said that they had experienced 'cultural shock' when first coming to Canada.

It is this cultural capital that made them very empathetic to the adjustment and acculturation issues that international students experience at the College. They did not want international students to be in a 'sink' or 'swim' scenario at Sheridan and thus this became a motivation for them to work together collaboratively with their existing networks on a solution to help international students.

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**Section 4.3.1.6 - Initiating Factor 6: Personal Values.** A common personal value that was shared among the participants was the social responsibility they felt within their roles to help international students. A lot of the participants had roles that put them in direct contact with international students. They had first-hand knowledge of the challenges that international students encountered at Sheridan and thus they made it their personal missions to participate in the PCC in hopes of making the college more welcoming to foreign students.

The participants also viewed the PCC as a way to internationalize the curriculum. The participants shared personal values of transforming the curriculum to help international students build stronger social capital and language capital. The participants felt that more efforts needed to be in place to increase the interactions among international students and domestic students. This is because international students would benefit from stronger social networks and domestic students would benefit from more cultural awareness and cultural sensitivity skills.

**Section 4.3.1.7 - Initiating Factor 7: Past Personal Experiences.** The participants stated that they engaged in other events, workshops, meetings, and projects in other settings and at Sheridan in hopes of helping new immigrants or international students from different countries. Not only did these past personal experiences become a motivation for participating in the PCC but they also shaped the ideas that were pitched by their respective teams.

All of the participants had experimented in the past with internationalization ideas in other settings. This motivated them to participate in the PCC. This is because they had seen good outcomes from these initiatives and felt that they could shape ideas for the PCC that could be implemented campus wide.

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Therefore, the subject matter of internationalization for the PCC attracted networks of like-minded individuals who participated in the PCC in hopes of improving their personal connections with international students. Sheridan's culture of 'experimentation' and mission of the 'creative campus' further encouraged participation in the PCC as the participants had trialed their internationalization ideas in other settings rather successfully and were looking to implement them campus-wide at Sheridan.

**Section 4.3.1.8 - Initiating Factor 8: Learning.** Sheridan's culture encourages cross-unit dialogues. In order to promote cross-unit dialogues Sheridan invites all members of its Sheridan community to participate in creative problem solving workshops, PCCs, town hall discussions, and President's breakfast. The participants said that the people they worked with on the PCC are people they had worked with in the past. Therefore, the participants had learned the value of collaboration through their prior interactions with one another.

Even though the participants felt passionate about the subject matter of internationalization. Sheridan did not have any formal documents that outlined its definitions, rationales, and approaches for internationalization. Therefore, the participants participated in the PCC to learn from one another what it means to internationalize Sheridan.

Sheridan's culture encourages 'cross-unit dialogue' and 'experimentation' and its mission emphasizes 'creativity' so naturally this motivated the participants to collectively learn about the internationalization ideas they had trialed in other settings and then brainstorm ways to enhance them so that they could be implemented campus-wide.

**Section 4.3.1.9 - Reinforcing Factor 1: Integrating Structures.** The participants acknowledged that the primary integrating structure for the PCC was the internationalization center. The international center organized the event and provided the participants with the instructions for the



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challenge. The instructions were very clear as the goal of the PCC was to promote dialogue on how Sheridan can become a better place for foreign students. Through ongoing dialogues with the participants the international center encouraged them to collaborate on an ‘internationalization at home’ strategy. The participants were also further encouraged by the international center to work in cross-functional teams on formulating the ideas. This allowed for cross-unit dialogue and shared norms and values.

Through interactions with the international center the participants learned how to add an international dimension to their proposals so that their personal motivations of building stronger connections with their international students could be fulfilled. Sheridan’s culture of cross-unit dialogue was also facilitated by the international center throughout the challenge. The international department encouraged the participants to consider the other departments that they would have to collaborate with in the future to implement their ideas. This encouraged some of the participants to engage in dialogue with other departments and make them a part of the solution for their proposals. These other departments became informal networks for the participants as relationships and trust built through ongoing dialogues and interactions.

Almost all of the participants engaged in ongoing dialogue about their proposals with the Director of International. The participants said that they asked the Director of International for feedback on their proposals and he encouraged them to think outside the box, which is consistent with Sheridan’s mission of creativity. The Director of International also provided the participants with feedback on their presentations and gave them his thoughts on his views about Sheridan’s internationalization strategy.

He also encouraged ongoing dialogues to take place among all the participants in the challenge during the mini-conference presentations. At the end of each presentation there was a question and

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answer period whereby the participants could ask each other questions about their proposals. The participants asked each other about how the outcomes of the proposals would be measured. There were also questions about the departments that would need to be engaged to implement the ideas. Participants were encouraged to dialogue by both the president and the Director of International.

The Director of International also promoted dialogue among all members of the Sheridan community as all of the faculty, students, and staff were encouraged to vote on the internationalization idea that they thought would be the best for Sheridan. He then awarded the winning proposal the 'People's Choice Award'.

All of these efforts of the international department was an effective integrative device in bringing together people from different departments. The department was also very effective in promoting cross-unit dialogue and experimentation. Their efforts reinforced the mission of creativity as there were many great ideas presented for internationalizing Sheridan.

**Section 4.3.1.10 - Reinforcing Factor 2: Networks.** After the international center encouraged the participants to collaborate with other departments on their proposals the participants used their strong social networking skills and informal networks to engage in dialogues with other departments that could be a part of the solution for their initiatives. These participants looked to get support from departments such as the cafeteria, center of teaching and learning, international department, student services, and the creative problem solving facilitators for their proposals. The support of these departments was emphasized in the presentation of the proposals.

As the collaborations progressed through the PCC there were some participants that recruited new people to their existing networks to create new networks. These individuals were added to enhance the collaborative capacity of the networks as they would add new perspectives and fill gaps in

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knowledge and competencies. The participants were guided by Sheridan's mission of 'creativity' and thus looked within their existing networks for individuals who could provide support with the poster presentation requirement for the challenge.

The PCC team was an informal network for the challenge and they looked to strengthen the collaborations by encouraging uniformity among the poster submissions. They created a video for the participants that outlined the dimensions and other important details that helped the participants make their posters. The PCC co-ordinator continued to interact with the participants by reminding them of important deadlines for their submissions and poster presentations. The mini-conferences provided more opportunities for cross-unit dialogues as the participants interacted with one another and with the senior leadership team of Sheridan. The interactions among the participants were meaningful as the participants made new connections at the mini-conferences and some are working together on other projects at Sheridan.

Therefore, the participants tapped into their existing networks because the built in trust, respect, values and relationships within these networks removed a lot of barriers to collaboration. However, these existing networks were strengthened over time by the informal networks of the participants and the ones created specifically for this challenge. Sheridan's culture of cross-unit dialogue encouraged the participants to collaborate with individuals from other departments and these ongoing dialogues strengthened their proposals. The connections that the participants made at the challenge created new networks that they could leverage in the future. The international center was the integrating structure for the challenge and its efforts to promote shared norms among the teams for the PCC meant that there would be common language among the participants when they presented their proposals to the senior leadership team.

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**Section 4.3.1.11 - Reinforcing Factor 3: Shared Values.** Sheridan's culture promotes cross-unit dialogue and the international department was a key enabler in bringing together departments to collaborate on the PCC. In the dialogues that took place among the participants, integrating structure, networks, and other departments the subject matter was students. These ongoing dialogues led to student-centered proposals for internationalizing Sheridan that reinforces the fact that there were student-centered values that were shared among the participants for this challenge.

Sheridan's culture of 'experimentation' and its mission of 'creativity' were reflected in the proposals as most of the participants brought into the challenge an internationalization proposal that they had piloted in other smaller settings. The participants then worked with both their formal and informal networks to expand and innovate the proposals so that they can be implemented campus-wide. This demonstrated that there were shared values of creativity and innovation among the participants.

All of the proposals that the participants submitted were focused on addressing the social, cultural, and academic integration issues that international students encounter at Sheridan. The proposals looked for ways to provide more opportunities for international students to engage in meaningful ongoing dialogues with other students, faculty, and staff. These proposals also looked to clarify the academic and cultural expectations for international students in hopes of improving their academic outcomes. Since all of the proposals had a strong international dimension there is support for the fact that there was a shared value of global citizenship among the participants.

**Section 4.3.1.12 - Reinforcing Factor 4: Learning.** The shared values of student centeredness, creativity and innovation, and global citizenship shaped a shared value of learning about what it meant to internationalize Sheridan. The participants learned through their interactions with the international center that the goal of the PCC was not to improve the marketing and promotional efforts to increase the

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enrollment of international students. Instead the goal of the PCC was to creatively transform Sheridan so that it was more welcoming to foreign students that come to Sheridan from other countries.

The participants learned through their interactions with their informal and formal networks what an ‘internationalization at home’ strategy would entail for Sheridan. All of the proposals were looking to add an international dimension to the teaching, learning, and service functions of the college. The belief among the participants was that Sheridan could be a better place for all students if they could create a more ‘inclusive’ environment at Sheridan that celebrates ‘cultural diversity’.

Sheridan’s culture of ‘experimentation’ and mission of ‘creativity’ encouraged the participant to learn that it was fine for them take calculated risks with their proposals. This is reflected in the fact that the proposals pitched were actually trialed in other settings in a smaller scale. The participants had to engage in dialogues with their teammates to get them on board with their ideas. Then the team had to collectively learn from one another on how best to implement these proposals campus-wide.

Through their interactions with the international center and other departments within Sheridan the participants also learned the value of collaborating with other departments. The participants learned that internationalization cannot be the sole responsibility of the international center. The PCC made them realize that an internationalization effort will require the collaboration of all of the departments within Sheridan.

The participants also learned through their interactions with one another that in order to make Sheridan more welcoming to international students it is important to create more opportunities for international students to interact with domestic students. They learned that this interaction will be beneficial for both international students and domestic students.

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The participants also learned new skills through their participation in the PCC. The participants were able to demonstrate their creativity through their poster presentations. The fact that they had to present their proposals to senior leadership team allowed them to improve their presentation skills. The challenge also forced them to consider how they would measure the outcomes of their initiatives.

**Section 4.3.1.13 - Reinforcing Factor 5: Internal Pressures.** The participants said that the shared values strengthened the social networks that they created for this initiative. The participants said they felt internal pressures to win the challenge for their departments and students. As the dates for the mini-conferences came near there was a lot of internal pressures that the participants placed on themselves to perform. This is because the PCC was setup as a competition and the judging team for the proposals consisted of the senior leaders of the college. Therefore, the participants wanted their poster presentations to leave a favorable impression on the senior leadership team of the College.

Most of the participants also stated that they were very competitive to begin with so they also placed internal pressure on themselves to win the competition. Others faced internal pressures to perform because their departments specialized in helping international students with their language skills so they would have been considered to be the favorites to win the competition. There were also participants who wanted to be the voice of international students and thus put a lot of pressure on themselves to produce ideas that would shape Sheridan's 2016 internationalization strategy.

**Section 4.3.1.14 - Reinforcing Factor 6: Intrinsic Rewards.** Sheridan is a college in Ontario so there is no tenure and promotion system. This removed a lot of the barriers to collaborations. However, the participants did not feel that any of the rewards they got from the challenge were extrinsic. Instead, the participants said that all of their efforts for the PCC led to intrinsic rewards for them.

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These rewards included a stronger social network. The PCC allowed the participants to add to their existing networks through interactions they had with new members that were added to their teams and the individuals they met at the mini-conferences. The participants also commented on the fact that by learning the value of collaborating with people outside of their department it has given them the confidence to do more of this on other initiatives.

The participants also felt rewarded from the fact that they have a much better idea of what 'internationalization' and 'internationalization at home' means for Sheridan. A lot of the participants said that even if they did not win the challenge they would implement their ideas on a smaller scale through the collaboration with their existing networks so that they could be better connected to their international students.

The participants also felt rewarded by the fact that their efforts were made visible to the senior leadership team. This is because the participants were able to present their proposals to the senior leadership team at the challenge. The participants said that some members of the senior leadership team and the international director gave them positive words of encouragement for their proposals. The participants also felt rewarded by the fact that their efforts were made more visible to the larger Sheridan community. This is because all the presentations were videotaped and then posted on Sheridan's website for the benefit of the entire Sheridan community. The efforts of all the participants were being celebrated and recognized by Sheridan and its community. The Sheridan community was also being engaged to vote for the proposal they thought was best. The proposal that got the most votes would win the People's Choice Award. The president then announced the winners of the PCC at the President's breakfast in August 2015. This concluded the building commitment stage of the PCC.

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### **Section 4.3.1.15 - Summary of Initiating and Reinforcing Factors for Collaboration.**

A major finding in this study is that Sheridan does have a unique culture that encourages cross-unit dialogue and experimentation. The ongoing dialogues that occurred among the various stakeholders involved in the PCC were instrumental in building commitment for the internationalization initiative. This is because these dialogues established a need to collaborate and they strengthened the trust, respect and relationships within the social networks that emerged for this PCC. The mission is an artifact of Sheridan's culture of 'experimentation'. This mission encouraged the participants to work with their formal networks for the PCC to determine if the ideas they had trialed on a smaller scale in other settings could be implemented campus-wide at Sheridan.

The external pressures on Sheridan to internationalize its operations is the reason why the subject matter of the PCC was internationalization. This subject matter was instrumental in bringing together individuals from the different departments of Sheridan. The individuals that participated in the PCC leveraged trust, respect, and relationships within existing networks to form their teams. The trust, respect, and relationships were further strengthened at the beginning of the challenge because the participants shared common personal motivations of making Sheridan a better place for international students. They all felt that their cultural capital, personal values, and past personal experiences put them in the best position to propose an idea for internationalization that could be implemented campus-wide.

Another major finding of this study is that looking at each factor individually on collaboration is not enough and that it is important to study the interaction among the factors to explain why the collaborations developed and grew over time. The social networks that were initially formed for the PCC became more collaborative and more effective when it began to collaborate with other departments within Sheridan. These interactions were facilitated by the international center (i.e. integrating



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structure) and Sheridan's culture of cross-unit dialogue. The participants came into the PCC having learned the value of collaboration but through their interactions with other departments allowed them to learn about the value of collaborating with other departments.

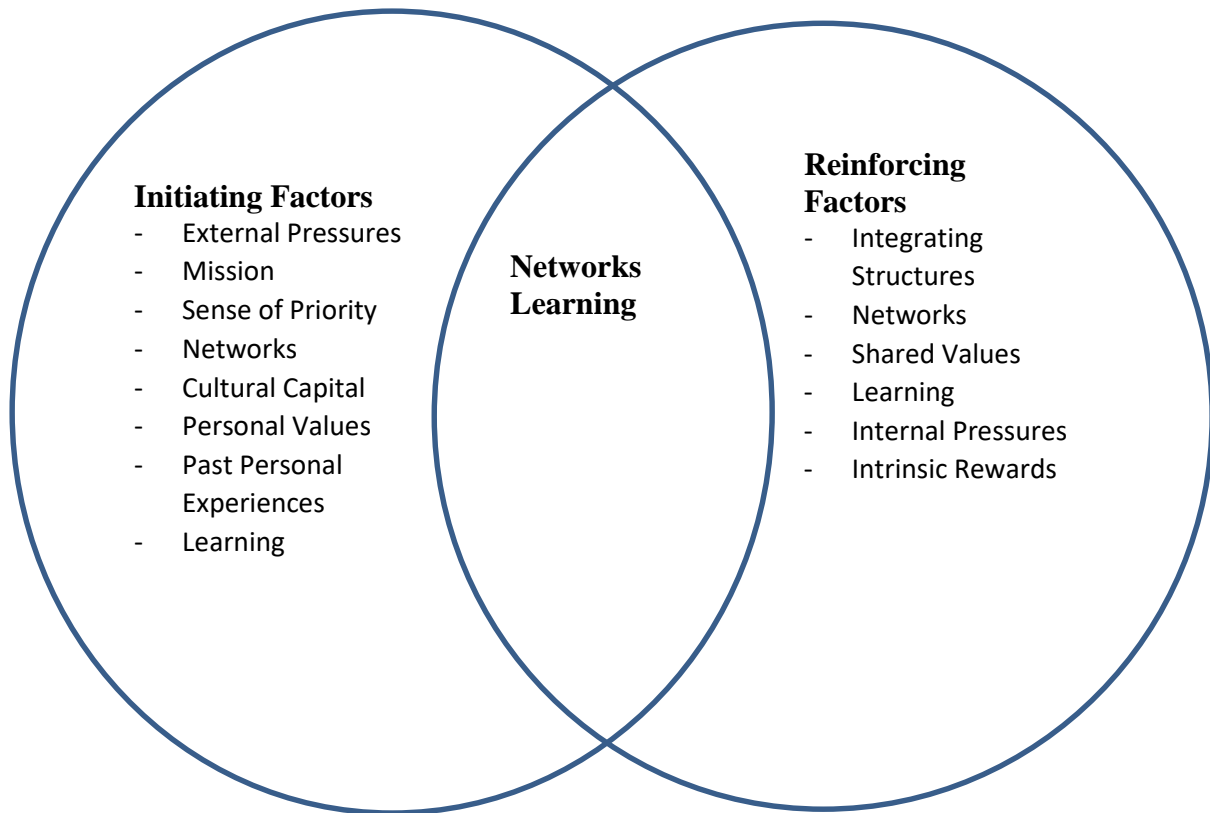
Since all of the conversations the participants had with the other departments were about the students it further strengthened their student centered values. Sheridan's culture of 'experimentation' strengthened their 'creativity' and 'innovation' values. The personal desire of the participants to make Sheridan a better place for international students strengthened their 'global citizenship values'. These strengthened values allowed the participants to collectively learn about what it means to internationalize Sheridan.

In summary, the personal, institutional, and organizational factors were all considered to be important factors for building commitment for the PCC. These factors could be either initiating factors, reinforcing factors, or both. A key finding in this study is that the personal factors were more instrumental in bringing people together for the challenge and that the organizational factors were more instrumental in allowing the collaborations to grow over time. It is the interaction among these factors that allowed the collaborations to build over time. Sheridan's unique culture of cross-functional dialogue and experimentation were key enablers for the collaborations that took place for the PCC at Sheridan. The most important organizational factors for building commitment were the mission, networks and learnings. Figure 4.14 summarizes the initiating and reinforcing factors for the PCC.

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Figure 4.14

*Initiating and Reinforcing Factors for the Building Commitment Stage of the PCC*



#### Section 4.4 - Summary of Findings

The main findings of this study are as follows:

- The cultural barriers for collaborating on the PCC were as follows: 1) lack of formalized institutional values for internationalization; 2) lack of entrepreneurial culture; 3) departmental subcultures; and 4) lack of visible action after the winning ideas were announced.
- The structural barriers to collaboration were a lack of formalized structures for internationalization initiatives.

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- External pressures became an impetus for collaborating on the PCC with an internationalization theme.
- The mission encouraged creativity and innovation but didn't encourage global citizenship. The mission was not redesigned after the commitment for the PCC was built.
- Kezar's (2005) findings on values need to be further informed to include global citizenship as all colleges have aspirations of being an international institution.
- A sense of priority was created at the institutional level and the departmental level. No sense of urgency was created to implement the winning ideas.
- Strong social networks formed for the PCC and the trust and respect present in these networks allowed the networks to grow stronger.
- International department was an effective integrating structure only for the PCC. The international department was not effective at encouraging collaborations before the PCC and after the winning ideas were announced.
- Participants learned about internationalization and the value of collaborating through the PCC.
- The rewards were intrinsic in nature for participating in the PCC.
- The personal factors for collaboration were just as instrumental as the institutional and organizational factors for promoting collaboration.
- This study also revealed that it is cumulative effect of the factors that need to be examined in order to explain how the collaborations were built for the PCC.
- A collaborative leadership style was employed by the president to empower the lower levels to participate in the PCC.

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- The senior leadership of Sheridan leveraged the culture of the institution to encourage engagement in the PCC.
- The plan for the PCC had a robust design because it aligned the objectives of the PCC with the mission and vision of Sheridan.
- The cultural strategies for breaking down the barriers to collaborations were: 1) encouraging cross-unit dialogues; 2) showing visible action; and 3) promoting shared values.
- The structural strategies involved implementing informal structures as these structures were not maintained after the winning ideas were announced.
- There were some good outcomes from the PCC but overall the collaborations and the internationalization initiative were not entirely successful because the winning ideas were never implemented.

### **Section 4.5 - Summary of Chapter 4**

In this chapter an examination of the PCC at Sheridan revealed that there were many barriers to the collaboration process that needed to be overcome in order for the initiative to reach its building commitment stage. This study then revealed the strategies for overcoming these barriers but then an explanation was provided as to why the PCC never made it past its initial stage of collaboration. A major contribution to the literature of this study is the modified model of building commitment that was built in a college context and specifically for an internationalization initiative. The final chapter, Discussion and Implications, will discuss how the findings of this study inform the existing literature on collaboration and the implications for practice.

## **Chapter 5 - Discussion and Implications**

### **Section 5.1 – Discussion**

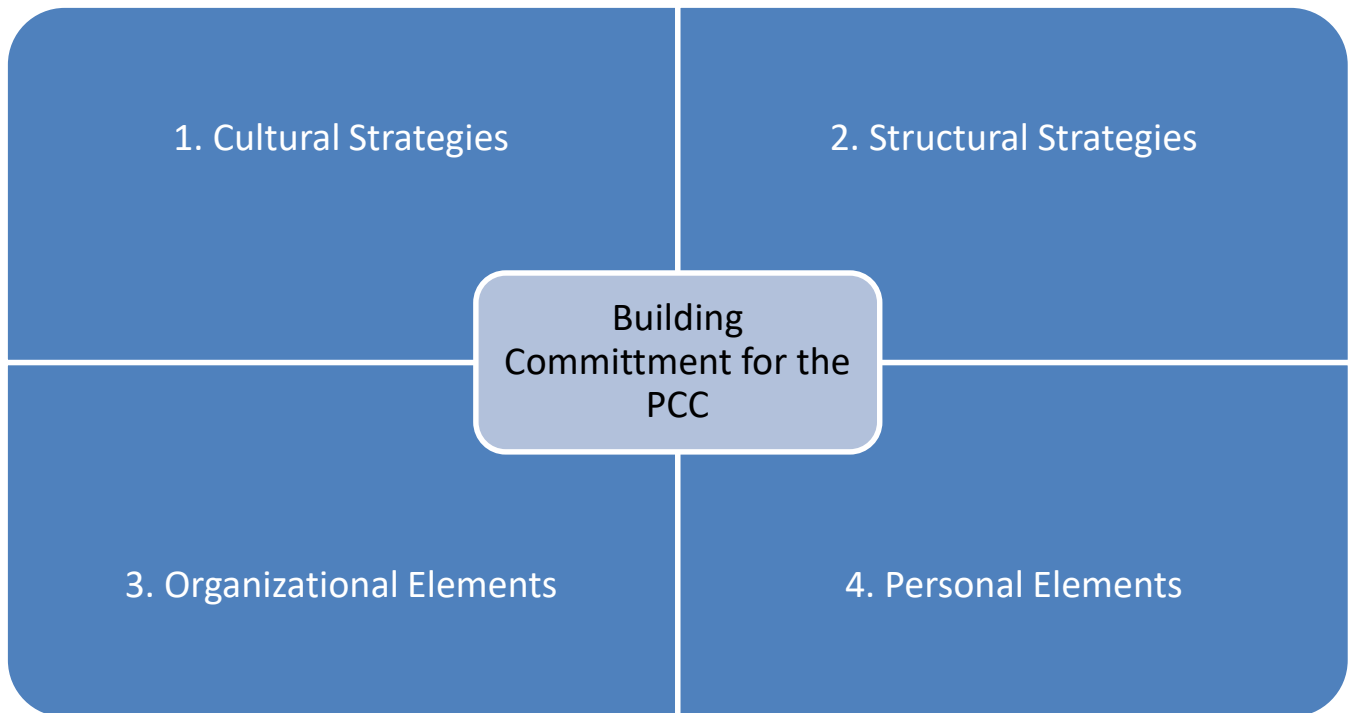
In chapter 1 of this dissertation, the focus was research was on building a case for the need to research how collaborations are enabled for internationalization initiatives in college settings. In chapter 2 of the dissertation, the focus of the research was on examining the collaboration concepts, models of collaboration, and the factors for enabling collaborations in HEIs. There was also a review of the internationalization literature in order to trace the origins of internationalization in Canada and in community colleges in Ontario. A review of the internationalization literature was also performed to confirm the important factors for enabling collaboration in HEIs. In chapter 3 of the dissertation, the approaches for data collection and data analysis were outlined for the study. In chapter 4, the main findings of this study were provided based on the data collected and analyzed.

Based on the findings of this study the following four themes emerged from this research:

1. Building commitment is intimately tied to a supportive culture.
2. Building commitment is supported by formal structures.
3. Building commitment is intimately tied to the organizational context in which it occurs.
4. Building commitment is intimately tied to the personal motivations of organizational members.

In this final chapter the major themes will be discussed. After this the implications of the findings for practice will be discussed. This will then be followed with recommendations for future research, the limitations of the study, and then a conclusion. Figure 5.1 summarizes the structure of how the findings will be discussed in this chapter.

Figure 5.1

*Discussion of the Main Findings of the Study***Section 5.1.1 – Building Commitment is Intimately Tied to a Supportive Culture**

Knight (1994) described an internationalization process for an HEI as a cycle with the following six stages: 1) awareness; 2) commitment; 3) planning; 4) operationalization; 5) review; and 6) reinforcement (See Figure 1.2). Knight (1994) said that there were two way relationships between each of the stages and that collaboration is needed because the cycle requires the “involvement of a critical mass of supporters or champions” (p. 13).

A main finding of this study is that there were many elements for a successful internationalization initiative that were missing right from the beginning for the PCC. An element that was noticeably absent was Sheridan’s formalized institutional values towards internationalization. Sheridan’s leadership did not formalize these values, which creates the potential for misalignment of

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values among the key members of the Sheridan community. The lack of formalization for Sheridan's institutional values would also make it difficult for any senior leadership team to socialize and resocialize its members to share those institutional values.

Sheridan's senior leadership overcame the barrier of the misalignment of values for departmental subcultures by encouraging the participants to form teams that consisted of faculty members, administrators, and support staff. Since the participants selected their teams the relationships and trust were already built in and thus individual buy-in is not difficult. However, this approach does not promote departmental buy-in which is needed to implement the winning ideas campus-wide.

It is also difficult to foster an entrepreneurial culture when the approaches, rationales, and definitions for internationalization are not clearly defined (Mazzola, 2007). This is because the institutional approaches, rationales, and definitions for internationalization is needed to create a common rubric for approving internationalization initiatives. The lack of entrepreneurial culture could explain why the PCC was needed to begin with as there were likely not that many ideas for internationalization being submitted at the departmental level. The fact that these ideas were not being generated could also mean that internationalization was not very high priority for the departments.

Sheridan's leadership leveraged the institution's unique culture of promoting cross-unit dialogues and experimentation to bring people together from the different areas to collaborate on the PCC. Even though the dialogues led to a good exchange of understanding about internationalization (Bohm, 1996) these dialogues were not informed with Sheridan's rationales, approaches, and definitions for internationalization. Sheridan also did not provide any formal training before the PCC on its internationalization efforts so each team member would be bringing in different viewpoints about internationalization.

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Sheridan's leadership attempted to create an entrepreneurial culture for the PCC by stating that the ideas would be reviewed and then funding would be provided for the winning ideas. The problem with this culture was that it is not the senior leadership that decide the priorities of the organizational members but rather it is the departments. Therefore, it should be the department heads approving the ideas rather than the senior leadership of Sheridan. This is because the department heads can initiate a collaboration process within their departments to implement the winning ideas.

In order to show progress on the PCC the senior leadership took visible actions by creating informal and temporary networks and structures for the initiative. The problem is that these networks and structures were only present during the building commitment stage of the collaboration process. After the winning ideas were announced these temporary structures were no longer present to implement the ideas.

Based on Knight's (1997) scholarship on internationalization the senior leadership of Sheridan should have made their institution's values towards internationalization more visible to the entire Sheridan community. Based on Knight's (1997) research it is also important for Sheridan to formalize its rationales, approaches, and definitions for internationalization. This will strengthen the cross-unit dialogues because it will lead a shared understanding about internationalization. Instead of focusing efforts at the individual level it is important to initiate internationalization efforts at the departmental level (Childress, 2009). This is because subunit alignment to internationalization goals is needed to implement them campus-wide (Childress, 2009).

It is also important for budget to be provided to the department heads for internationalization initiatives. The department heads should be encouraged to create groups similar to the ones created for the PCC within their departments. The subgroups within the department should then be encouraged to



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formulate ideas for internationalization with formal approval coming from the departments. This is because if the approval is done at the departmental level then it will be made a priority at that level which is needed for collaborations to be initiated and sustained (Kezar, 2005). If participants are constantly socialized and resocialized to institution's values for internationalization, then it will create the entrepreneurial culture needed to make a transformational change like internationalization possible at Sheridan.

### **Section 5.1.2 – Building Commitment is Supported by Formal Structures**

Another main finding of this study is that the temporary structures were effective at building commitment for the PCC but more permanent structures are needed to sustain these commitments. Prior to the PCC Sheridan did not have a formalized internationalization strategy. The idea behind the PCC was that the ideas and proposals would shape the internationalization strategy. However, it should actually be the strategy driving the ideas (Knight, 1994). This is because the strategy communicates what the HEI is looking to accomplish (Kezar & Lester, 2009). There are also multiple approaches and strategies for internationalizing Sheridan and each approach and strategy requires different activities and programs (Knight, 1997).

Prior to the PCC, Sheridan did not have dedicated structures for its internationalization initiatives. This means there were no internationalization committees or task forces present to initiate and implement internationalization initiatives. Sheridan created temporary structures and these were effective at bringing the PCC to its building commitment stage but these structures quickly disappeared after the winning ideas were announced. Sheridan's senior leadership needs to create a task force or an internationalization committee that is solely dedicated to initiating and implementing its internationalization initiatives (Childress, 2009; De Souza, 2014; Iuspa, 2010). This committee or task

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force needs to report to the senior leadership of Sheridan (Childress, 2009; De Souza, 2014; Iuspa, 2010) and show visible action to the Sheridan community by showing the progress made on internationalization initiatives.

Sheridan created an informal decision making process for the PCC but there is no formal one created campus wide for its internationalization initiatives. Knight (1994) argued that internationalization is a continuous cycle that continues forever as new initiatives are initiated and implemented. Therefore, a formal decision making process for approving internationalization initiatives needs to be implemented. The departments within Sheridan need to work collaboratively on the decision guidelines for internationalization initiatives and then when ideas and proposals come forward they should be jointly approved by the department and the internationalization committee or special task force. This is because the formalized structure created for internationalization initiatives needs to mitigate the risk of subunit differentiation, which makes integration difficult.

After a decision making process for internationalization efforts are formalized the members of the Sheridan community need to be trained on Sheridan's strategy for internationalization. After subunit alignment is achieved on Sheridan's internationalization objectives it is important to get the key stakeholders of Sheridan aligned to the internationalization goals. In order to sustain these commitments at both the individual level and department level it is important for Sheridan to formalize a reward system that encourages international work. This will then illuminate for the entire Sheridan community the tasks for internationalization that are highly valued for the institution.

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### **Section 5.1.3 – Building Commitment is Intimately Tied to the Organizational Context in which it Occurs**

**Section 5.1.3.1 - Sense of Priority from Leadership at Different Levels.** A finding of this study is that the senior leadership both at the institutional and departmental levels leveraged Sheridan's cultural of cross-unit dialogue and experimentation to create a sense of priority for collaborations on cross-unit initiatives. The senior leadership announce key strategic initiatives at cultural events such as the creative problem-solving workshops, President's breakfast, and the PCC to bring together individuals from the various functional areas to collaborate on various strategic initiatives for the college. At these events the members of the Sheridan community are encouraged to work collaboratively with other members of the Sheridan community on a strategic initiative for the college. The importance of cross-unit collaboration is made visible by the senior leadership and individuals are encouraged to be creative in collectively solving a problem for Sheridan.

The participants acknowledged that the president of Sheridan was effective in making collaboration a priority for the PCC. They said that his speeches at the President's breakfast were effective in the sense that it made them realize that they had to form strong social networks to address the challenge. The ongoing dialogues with the president reinforced the fact that ongoing dialogues would be needed to not only formulate a proposal but also to implement it. This is echoed by Participant (A1) who said that,

Jeff Zabudsky was there and he was listening to us intently and he said, "What a great idea. I love that. I think it's just amazing that you guys are thinking. And this is what we need in the short-term."

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The participants said that the president was effective in communicating the fact that a comprehensive internationalization strategy would require cross-unit collaborations. He also stated that the ideas and proposals would shape Sheridan's 2016 internationalization which sent a clear message that internationalization at Sheridan is everyone's job. The international department was seen for years as the department responsible for Sheridan's internationalization but this perception began to change as the role of the international department for this challenge was that of an integrating structure. This is echoed by Participant (A3) who said that, "internationalization does not solely reside in the international center nor does it reside in student affairs but rather all of the departments within the college have a role to play to make change happen".

The president continued to make collaboration for the PCC a priority by redesigning structures within Sheridan. He made the international center the organizers of the event. He established a task force called the PCC team and tasked them with the responsibility of sending communications about the event to all the participants. He created a new position of PCC co-ordinator and this person would be responsible for answering any questions the participants had about the challenge. He also leveraged formal networks within Sheridan to educate the participants about what it means to internationalize Sheridan. The president in collaboration with the Director of International created a 'People's Choice Award' where all of the participants' proposals could be viewed on the PCC webpage and members of the Sheridan community could vote for the proposal they liked the most. These visible actions by the President were effective in creating a sense of priority for collaboration on the PCC.

The participants also acknowledged that that Director of International was also effective at creating a sense of priority for the PCC. The participants acknowledged the fact that the international director was visible throughout the PCC and was accessible for feedback on their proposals. Participant

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(A1) said that she ran her proposal by the international director and he told her “okay great, do it”.

Participant (S2) said that the international director “approached me and he was like oh, I like your idea and he told me about his own like kind of podcast idea so it was neat”.

The participants also acknowledged that a sense of priority for collaboration on the PCC was created at the departmental level for the PCC. Participant (F1) and Participant (S3) said that their Associate Dean sent their department an e-mail encouraging them to participate in the PCC. This e-mail made the two participants realize that the PCC was a priority for their department and that their participation in the PCC would allow them to put their department “on the map”. They both said that their Associate Dean also provided them with contacts of people that they could approach to get support for their ideas.

Participant (S1) said that without the support of his manager he would not be able to participate in the PCC. He said that he approached his manager with an idea to internationalize Sheridan and it was because his manager was open to it that he was able to participate in the PCC. He said through the support of his manager he was also able to recruit other members of his team.

Participant (A3) said that her Dean assured her that the department would proceed to implement the proposal even if they did not win the PCC. She said that her Dean supported the proposal from beginning to end. She said that his support allowed her to recruit individuals from outside of her department to collaborate on this initiative.

Even though a sense of priority for collaboration was created at both the institutional and departmental levels the participants felt that the sense of priority for collaboration on initiatives to help international students adapt to their new life in Canada should have come sooner. The participants felt

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that Sheridan had been aware for years the academic, social and cultural integration issues that international students encounter at Sheridan. This is echoed by Participant (A1) who said,

It was. It was very – it gave me hope that Sheridan was moving towards a direction that was more inclusive because I've been here for, like, 12, 13 years. And I just feel that, you know, we need – and with the number of internationals that we were bringing in, like, we couldn't just – it used to bug me a lot that we would bring all these students in and then, like, "Okay, sink or swim." Like, we got to have infrastructure, you know, to help these students. Because, you know, when you go to another country and you're 18 years old and you don't speak the language or you do speak the language, but you're not – you don't have your parents, it's hard.

The participants also felt that the sense of priority for collaborations created by the senior managers at the institutional and departmental level was only partially fulfilled. This is because after the winning ideas were announced there was no feedback provided to the participants about their proposals and none of the winning ideas were implemented. There were some participants that were encouraged by the fact that the senior leaders within their departments said they would implement the idea whether they won or not. However, the participants did not see this happen as no sense or priority for collaborations were created at the department level to implement their ideas. This is one of the reasons why the collaborations for the PCC never made it past the building commitment stage. There were some participants who even questioned the commitment of the senior leadership team to internationalize Sheridan. This is echoed by Participant (F3) who said that,

But I'm not sure how much Jeff really understood what was supposed to happen or how much he had invested into I want this to happen, I wanted this to happen. Or, I think he

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was just there to listen, to look, to make everybody feel good. I'm not sure that the ideas that really were worth doing were done. Because probably by the money and other issues and...., whatever that is. But, you know, that was never communicated, it was never communicated, you know, like my concept, I never got any feedback on that. No feedback at all. Like, you know, I would love to have heard "You know what...this is a great idea, it's a bit complicated, it's a big thing. Maybe we can use it somehow or maybe, you know, what about if you just hook up with these people maybe you can work on it on the side or talk ..." there was nothing like that. It was presented, nice event... done, right.

In summary, the sense of priority created for the collaborations for the PCC were instrumental in building commitment for the PCC. However, the senior leadership did not create a sense or priority for collaborations that would lead to the implementation of the winning ideas. This is one of the reasons why the collaborations and the internationalization initiative were not entirely successful. Even though this study does not cover the commitment stage of the collaboration process for the PCC it does confirm a finding of Kezar's (2005) study that sense of priority is an organizational element that needs to be present in the commitment stage of the collaboration process.

**Section 5.1.3.2 - External Pressures: "Showcasing Internationalization"**. Canada's 2014 international education strategy contributed to the creation of a theme of internationalization for the 2014-2015 PCC. Canada's international education strategy has a goal to attract 450,000 more international students to Canada by 2022 (Foreign Affairs, Trade and Development Canada, 2014). Participant (A1) not only quoted this statistic but she also said that Sheridan would get more international students in the future and thus it needed to be more welcoming to these students. Sheridan

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took the opportunity to showcase its commitment to fulfilling the mandate for the international education strategy by creating a sense of urgency for internationalizing Sheridan. The president leveraged his annual challenge to the Sheridan community to make Sheridan's commitment to internationalization more visible to all members of its community.

In making internationalization more visible to the members of the Sheridan community the senior leadership of Sheridan redesigned its cultural elements to promote more collaborative efforts to internationalize the college. By making the subject matter internationalization the intent was to promote cross-unit dialogues among its major stakeholders on what it means to make Sheridan an international institution. Sheridan already had 'global citizenship' as one of its values and thus the theme of internationalization for this challenge would reinforce the need to make this a shared value. Sheridan's leadership also made efforts to make their commitment to internationalization more 'visible' to the Sheridan community by celebrating the collaborative efforts on the PCC through the videos that were posted on the PCC website of all of the proposals. The members of the Sheridan community were given an opportunity to vote for the proposal they felt would best internationalize Sheridan.

The external pressures placed by Canada's international education strategy meant that the senior leadership had to make more efforts to make Sheridan the destination of choice for international students. This is why in the instructions provided for the challenge stated that the goal was not to improve the marketing and promotional efforts geared towards enrolling more students. Instead, the goal of the challenge was to make Sheridan a better place for foreign students. The president encouraged the participants to be creative and student centered in their proposals. In order to encourage a common understanding Sheridan released videos on its definition, rationale, and approach to internationalization. These efforts shaped the ongoing cross-unit dialogues on internationalization,



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which led to proposals that were focused on addressing the adjustment and acculturation issues that international students encounter at Sheridan. The participants felt that their proposals would also help domestic students as well because they would benefit from broader international perspectives if more opportunities were provided for them to interact with international students.

Canada's 2014 international education strategy also encouraged a collaborative effort to formalize a 2016 internationalization strategy for Sheridan. The participants were told throughout the challenge that a major outcome of their collaborative efforts to internationalize Sheridan was that their ideas and proposals would shape the formulation of the 2016 internationalization strategy for Sheridan. The participants were also promised funding for their ideas which was considered a reward because of Sheridan's financial pressures. This is why as part of the proposal the participants were encouraged to provide a cost effective way to implement their ideas.

A major learning from the proposal presentations was that the responsibility to internationalize required a college-wide commitment. This would mean that the international department would play an instrumental role but would not have sole responsibility for internationalizing Sheridan's operations. Instead all departments would need to collaborate with one another to translate Sheridan's internationalization strategy into action.

The problem is that no new 'structures' or 'networks' were created to bring people together from the different departments to internationalize Sheridan. Instead each department within Sheridan is creating a task force within their own department to internationalize the department's operations. Since there is no formal internationalization strategy to guide the efforts of the departments it creates the potential for subunit differentiation which then makes integration very difficult for the senior leadership team of Sheridan.

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Therefore, the external pressures meant that Sheridan had to redesign its cultural elements to promote collaboration for its internationalization efforts. However, the structures were not redesigned and thus the external pressures identified were never addressed specifically by the collaborative efforts initiated through the PCC. Sheridan remains in the ‘awareness’ stage of its internationalization efforts which means that the efforts to internationalize have not been entirely successful for Sheridan.

**Section 5.1.3.3 - Social Networks Facilitate Cross-Unit Collaborations.** According to Kezar & Lester (2009) most networks are pre-existing but there are situations where networks need to be created by the leadership at the institution. For the PCC, most of the networks created were pre-existing but the leadership also created an informal network that was known as the PCC team to strengthen the existing networks.

The existing networks were very effective because there were already pre-existing norms, values, trust, respect, and connections. The members of the team were recruited in based on the respect and trust the participants had in one another. This is echoed by Participant (A3) who said that,

And you always want to work with people who are passionate, enthusiastic about their work, right? Not because they have to be there or they’re being paid to be there. Wasn’t like that experience at all. So, it was exciting, you know. It was one of those moments that you have where anything is kind of possible because you’re creating this. So, I think we all relished the opportunity, as I said earlier, to make good on something we had all been wanting to address.

The participants also said that they added to their existing social networks to create new ones when there were gaps in knowledge and capabilities. Participant (F1) and Participant (F2) said that they approached members from their informal networks to be a part of their formal network in order to add

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more creative capacity to their respective teams. The additional people added created a new network for the participants and this also made the collaborative efforts even more productive.

The participants also said that having informal networks allowed them to collaborate effectively with individuals outside of their respective departments. The support from the other departments strengthened the social networks created for the PCC. It also helped them identify the departments that would be instrumental in the implementation phase of the proposals.

The participants also exhibited strong networking abilities as they were able to collaborate effectively with other department and the formal and informal structures created for the PCC. The participants stated that in formulating the proposals they collaborated with departments such as the international center, student services, Faculty of Business, President's office, Cafeteria, and the creative problem-solving group.

**Section 5.1.3.4 - Shared Values Facilitate Cross-Unit Collaborations.** The participants stated that the mission, cultural capital, past personal experiences, and personal values all shaped their values of student centeredness, creativity, and global citizenship. Even though the participants shared those values that does not mean that the values were not conflicting. There is potential for the values to be conflicting because the meanings that each person attaches to student centeredness, creativity, and global citizenship could be different. The members of each team consisted of faculty members, administrators, and support staff. All of these individuals will bring in values that could conflict based on their organizational roles. The other important consideration is that some teams had people from different departments and thus the differing departmental values could lead to conflicting values.

The reason why the potential for conflicting values were mitigated is because the participants carefully selected from existing networks where the respect, trust, and values were already established.

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This means that even if there were conflicting values the team members had confidence that the respect and trust they had for one another would allow them to make these conflicting values shared values. The participants in this study put the students first in all of their discussions so it was not difficult for them to align on ideas that would improve the educational experience for all the students.

This study also demonstrated that the president needs to demonstrate his commitment to the values in order to strengthen the values of the other members of the organization. These values need to be exhibited through the entire collaboration process especially if the initiative is driven by the president and it is a cross-unit collaboration. In introducing the PCC with an internationalization theme there were videos of the president exhibiting Sheridan's core values. The participants also mentioned that the president made inspirational and memorable speeches at the President's breakfast and the mini-conferences. He was also very visible throughout the PCC as he interacted with the participants throughout the challenge. His enthusiasm and passion for Sheridan's values did strengthen the social networks that were created for the PCC.

However, actions speak louder than words for the participants. The president's promise of including in the budget some funding for the winning ideas were not fulfilled. He also did not follow up or provide any formal feedback on the proposals that were presented at the mini-conferences. The participants felt that they simply got a 'thank you' and nothing more. These actions of the president will only serve to weaken the values that are collectively held by the Sheridan community. It will also discourage the members of the Sheridan community from participating in future PCCs if they do not see the leadership taking visible action on internationalization initiatives.

**Section 5.1.3.5 - Learning the Value of Collaboration.** A finding in this study is that the participants had learned the value of collaboration even before the PCC began. This is because a lot of

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the ideas that were proposed for the PCC were piloted on a smaller scale in collaboration with other departments in other settings. The participants recommended that the formal network they formed for the PCC shape the piloted ideas so that they could be implemented campus-wide. Since the participants tapped into existing networks they had also come into the PCC having learned how to collaborate with one another.

The challenge though for the teams was to formulate a common definition of internationalization as this was not clearly defined in any of Sheridan's formal documents. Therefore, the team had to engage in collective learning to ensure that they were all attaching the same meaning to the word 'internationalization'. Then they had to take their learnings about international education and use them to formulate an 'internationalization at home' strategy for Sheridan.

There were also participants that said that they learned new skills because of their participation in the PCC. The participants said they learned important teamwork and presentation skills. The participants also said that the mini-conferences for the PCC allowed them to learn about other peoples' ideas for internationalizing Sheridan. This is echoed by Participant (A1) who said that,

Their ideas were great. And then, there was another guy – I forget his name – was going to teach Financial Knowledge to students. And then, there was one from our faculty, who had the Sheridan Cookout, which I thought it was fun. So, I think it was kind of a competitive, but friendly, not like, "Oh my God," you know. I think we were all very friendly and I think we were all excited to see each other's, you know, ideas, to see what we could come up with. Because it was such a – I think, for the people, who actually participated, it was something that they believed in.

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The participants learned through their informal networks and the integrating structures for this initiative the value of collaborating with people outside of their departments. There were some participants that engaged their informal networks to enhance their idea for the challenge. This is echoed by Participant (F1) who said,

I hashed out some ideas with people, some people in the office of the registrar, some people in CTL, some people in – I went to the International Centre as well but I was pretty selective about who I wanted to talk to and I wanted – I wanted to hear more about what they thought issues were and then I started having an idea germinating with a friend of mine who doesn't work here and I took it back to someone else here at Sheridan who I know wasn't going to be involved in the President's Challenge and that person helped me put my ideas together a little bit better, but I still needed more so I was – then I made my idea public kind of, by going to – Sheridan has – it was in the fall session I believe, or in the winter. In the winter, the creative problem solving workshops and I signed up as a client because my problem was I needed a partner, I didn't think I could do this on my own. There were things that I wasn't comfortable doing by myself, I needed some more – I think the idea needed to be narrowed down even more specifically and I was looking for feedback on her to do a poster presentation so I went to the CPS workshop and I signed up as a client.

Participant (A2) said that she leveraged relationships with faculty members in the Faculty of Business to enhance her idea for the PCC. Participant (S1) said that he had worked for the international department and still felt an allegiance to this department who he said was an existing network. He said that he leveraged the expertise of the international department to enhance his idea for the challenge. Participant (S3) said that the Cafeteria offered to provide food for their proposal and would be a part of

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the solution for their idea if it was the winning one. Participant (A3) leveraged relationships within her informal network (i.e. LAC) to enhance her social network for the PCC.

Even though the PCC allowed for the participants to learn the value of collaborating with other departments the participants feel that Sheridan needs to provide more opportunities for members of its community to learn the value of collaborating with others. Participant (A1) said that she looks for any opportunity where she can collaborate with others on ideas that could make Sheridan a better place. She said that her motivation for participating in the PCC was not necessarily because of who organized the event but rather it is because it gave her an outlet to showcase her ideas to others within Sheridan. This is echoed in by Participant (A2) in the following statement,

No, I think even if it had been the Student Union Creativity Challenge, we would have done it. It's not about who, you know, who organizes. It's more about giving us a venue for us to showcase that, "Oh, we have an idea. We want to share it with you." So it didn't have to be the President's Challenge, it could be something that Student Union did – we would've done it too.

Participant (S1) said that Sheridan needs to provide more opportunities for members of the Sheridan community to learn about what other departments do at Sheridan. He said that the PCC theme of internationalization showcased the work of the international department but recommended that future challenges have themes that showcase another department's contribution to Sheridan. This is echoed in the following statement made by Participant (S1),

Well, I think, so these projects should come more often; I should say this is one of those things. And second thing is that, just like this was an internationalization, which means it was specifically to the international office. I think every year they should come out with a project specifically for every single department.

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Participant (S2) said that she did not get many opportunities to get creative in her role. She said that she puts internal pressures on herself to participate in events that will help her learn how to be more creative. This is echoed in the following statement made by Participant (S2),

I thought it was an interesting project, and idea. Within my current role – within that role, like I don't cultivate my kind of creative capacity as much and this was an opportunity for me to do so, so I think that was a kind of internal pressure of mine.

In summary, even though the PCC allowed the participants to learn the value of collaborating with others, the participants felt that Sheridan needed to offer more opportunities for the members of the Sheridan community to interact and collaborate with one another. The ability to learn to collaborate with others more effectively also allows for better social networking which is needed sustain commitment on campus wide internationalization initiatives.

### **Section 5.1.4 – Building Commitment is Intimately Tied to the Personal Motivations of Organizational Members**

A finding of this study is that the president of Sheridan had a collaborative leadership style (Kezar & Eckel, 2002). This is because he empowered the members of the Sheridan community to take a leadership role in internationalizing Sheridan. This leadership approach was effective as many of the participants that were interviewed for this study did take the lead on their initiatives. They were instrumental in the recruitment and selection of the team members. These actions were instrumental in building the strong networks that formed for the initiative. They also led the brainstorming sessions because they brought in a viable idea for internationalization they had piloted in other settings and thus the goal was to work collaboratively with their teams on implementing it campus wide. They were also instrumental in ensuring the deadlines for the key deliverables were met. They also led the discussions that took place for their ideas at the mini-conferences. However, since no visible actions were taken



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after the winning ideas were announced this served to dishearten these leaders as they never saw the fruits of their efforts and they felt that their time may have been wasted (Kezar, 2005).

Another finding of this study was that the subject matter of internationalization shaped the personal motivations of the participants to become engaged in the PCC. The participants had cultural capital, past personal experiences, and personal values that made them very sympathetic to the academic, social, and cultural integration issues that international students encounter at Sheridan. They all made it their personal missions to participate in the PCC in hopes of better integrating international students so that the college would be a better place for all students. The participants also felt that because of their role at Sheridan and their past interactions with international students put them in the best position to suggest ideas to internationalize Sheridan. Even though this put internal pressure on the participants this did not deter them at all as they embraced it knowing that a good showing at the mini-conferences would allow them to put their departments on the map and it would help the students they thought were not being serviced very well at the college.

Therefore, it is important for the senior leadership of Sheridan to design their future internationalization initiatives so that the participants can relate to the subject matter. It is also important to empower the members of the Sheridan community to take the lead on internationalization initiatives. In order to ensure that the participants do not feel that their time is being wasted it is important for the senior leadership to take visible action by provide regular progress reports on the efforts to internationalize Sheridan.

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### **Section 5.2 – Implications for Future Practice**

#### **Section 5.2.1 - Strong Administrative Leadership is Needed to Enable Cross-Unit**

**Collaborations.** As this case study demonstrated the support of the president and the individuals with positional power were instrumental in activating Sheridan's culture of promoting cross-unit dialogues and experimentation. These dialogues led to an exchange of understanding on internationalization, which then led to the formulation of the great ideas to internationalize Sheridan. In order to remove barriers to collaborations the president took visible actions like creating new positions and teams to support the efforts to internationalize the operations of Sheridan.

A strong administrative leadership team will also need to make more efforts to understand the values that are held by the departmental subcultures within the institution. This is because a misalignment of these values among the subcultures could lead to cultural clashes that will hinder efforts to internationalize the operations of the HEI. In order to make the values shared among the different departmental subcultures it is important to for the administrative leadership to create more opportunities for faculty, administrators, and support staff to collaborate with one another. If there are more dialogues that take place among these groups, then there will be a better exchange of understanding with respect to the different values that each group brings to the collaborations. As trust and respect builds among the different groups within the HEI then any conflicting values will be addressed so that shared values can be nurtured among the different department subcultures.

Therefore, it is important for HEIs to create more workshops, town halls, coffee talks, and challenges that bring together the various stakeholders from the different areas. It is then important for the senior administrative leadership to design the initiatives so that there are meaningful dialogues taking place among the members of the organization.

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**Section 5.2.2 – Trust is a Must.** There were many barriers that were present for the PCC. As this case study demonstrated it was actually the trust that existed within the social networks that was powerful in removing these barriers. The participants in this study exhibited strong social networking skills and were thus able to interact with the people they worked with for the PCC in other settings. This allowed for trust to build and then when this was present in the relationship it reduced the potential for conflict and cultural clashes. Therefore, HEIs need to encourage their organizational members to work with people outside of their departments. Since social networking is a skill it is important for HEIs to invest in training programs that coach the stakeholders within the HEI on how to build these competencies.

**Section 5.2.3 – Persuasive and Effective Communication is Needed to Promote Collaborations.** As demonstrated in this case study the senior leadership did develop a strong communication plan for the PCC. This communication plan described the process of internationalization that the senior leadership wanted to see at Sheridan. The communication plan clearly defined the roles of the participants and the deliverables that were sought for the PCC. This communication plan was effective at fostering buy in, facilitating collaborative leadership, and fostering the development of long lasting relationships.

**Section 5.2.4 – Mission Should Promote Action.** As demonstrated in this case study the mission of an institution needs to promote action. It is important for the senior leadership of an HEI to revisit and revise the mission so that it contain an international dimension and it encourages collaboration. This is because the mission becomes the blueprint or compass for employees (Kezar & Eckel, 2002). If the internationalization efforts are not leading to any new ideas, then it could be that the mission is not an effective compass for the employees.

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**Section 5.2.5 – Collaborations Need a Long-Term Orientation.** In order to add a long-term orientation to the collaboration process for internationalization initiatives it is important for HEIs to: a) provide incentives for long-term efforts; b) develop strategies for keeping the key stakeholders engaged in the collaboration process; c) engage in visible action by providing progress reports on the internationalization efforts of the HEI; and d) perform effective succession planning in case there is turnover in the leadership.

**Section 5.2.6 – Reward Collaborative Efforts for Internationalization Initiatives.** Even though Sheridan did not have formal tenure and reward system that valued international work its senior leadership team offered other rewards that were more intrinsic in nature in order to build commitment for its PCC. It may be beneficial for HEIs to consider offering other rewards like course relief to encourage faculty members to engage in more ‘internationalization at home’ and ‘internationalization abroad initiatives’. HEIs should also make the collaborative efforts of its organizational members visible to all of the stakeholders so that individuals realize that their efforts to internationalize the operations of their respective HEIs are highly valued by the institution.

**Section 5.2.7 – Prepare a SWOT Analysis to Assess Institutional Readiness for Change.**

Based on the findings of this study there are two transformational changes needed to become an international institution. These changes included: 1) a change towards a more collaborative culture; and 2) a change towards adding an international dimension to the teaching, research, and service functions of the HEI. In order to achieve these transformational changes, it is important to prepare a SWOT (Strengths-Weaknesses-Opportunities- Threats) analysis to inform the institution’s international education strategy.

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A thorough SWOT analysis at the institutional level will allow the senior leadership of HEIs to identify the weaknesses and threats that could become cultural and structural barriers to implementing these changes. The identification of weaknesses and threats will allow the senior leadership of HEIs to identify the institutional elements that need to be redesigned to make the HEI more conducive to transformational changes such as collaboration and internationalization.

The identification of strengths at the institutional level will allow the senior leadership of an HEI to identify the resources, capabilities, and competencies that could be leveraged to take advantage of any opportunities to ‘internationalize at home’ and ‘internationalize abroad’. Through this analysis the senior leadership of an institution to identify the key change agents that will need to become an instrumental part of the plan to make transformational changes at the HEI. This analysis will also allow HEIs to identify the areas where progress has been made on internationalization initiatives and any small wins in these areas could become a starting point for a large scale change effort to internationalize their operations.

The SWOT analysis that is performed at the institutional level also needs to be performed at the departmental and individual levels of the HEI. A SWOT analysis will allow the departments to identify and resource and capabilities gaps that need to be filled in order to support the execution of the change agenda at the institutional level. A SWOT analysis at the personal level is also needed because change is not possible unless there is active stakeholder involvement and buy-in for the changes proposed at the departmental and institutional levels. Key stakeholders such as faculty members and support staff should be encouraged to perform this SWOT analysis to identify any resources and training they need to make the change happen at both the departmental and institutional levels.

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The SWOT analyses at the institutional, departmental, and personal levels will then need to inform the ‘internationalization at home’ and ‘internationalization abroad’ strategies that will be needed to make transformational changes at the HEI. Since HEIs have limited resources the SWOT analyses will allow the senior leadership team of the HEIs to prioritize the programs and activities that need to be implemented to action the change agenda towards becoming a collaborative international institution.

### **Section 5.3 – Implications for the Stage Model of Collaboration in Higher Education**

As discussed in the last chapter, the findings of this study largely relates to the building commitment stage of Kezar’s (2005) stage model of collaboration. This is because the initiative that is under study never made it past this stage. Kezar (2005) did not examine the cultural, structural, and organizational considerations for building commitment for cross-unit initiatives at colleges. Her model was largely built on the study of larger universities. This study filled a major gap in the literature as the focus of this study was on one large college.

This study confirmed Kezar’s (2005) findings that external pressures, learning, values, and networks were instrumental in building commitment for the PCC at Sheridan. However, the meanings attached to some of these terms need to be expanded based on the findings of this study. For example, Kezar’s (2005) conception of learning needs to be expanded to also include learning the value of collaboration and learning new skills through collaborative endeavors. Kezar’s (2005) conception of values needs to include global citizenship as internationalization has become an important goal for most HEIs all over the world.

This study also highlighted the fact that cultural differences at colleges and universities could explain why other factors such as mission and sense of priority were earlier on in the collaboration process for the PCC versus later on in Kezar’s (2005) model of collaboration. In this study, the senior

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leadership team leveraged Sheridan's mission of the 'creative campus' to encourage network formation for its PCC and a sense of priority was created at both the institutional and departmental levels earlier on in the collaboration process for the PCC. These actions were very instrumental in getting the key stakeholders engaged in the PCC.

This study also highlighted the fact that the subject matter of the initiative could influence the timing of when organizational elements appear in the collaboration process. In Kezar's (2005) model of collaboration integrating structure emerged in the final stage (i.e. sustaining commitment) of the collaboration process. In this study the integrating structures appeared earlier on largely because it made sense for the international center to be the organizer for the PCC that had an internationalization theme.

In Kezar's (2005) study the universities in her study had a formal reward and tenure systems that were redesigned to promote more collaborative efforts. At Sheridan there is no formal reward and tenure system that encouraged collaborative efforts. This could explain why intrinsic rewards were offered earlier on in the process to encourage participation in the PCC.

In this study qualitative methods were used to develop a model of building commitment for an internationalization initiative. This model reflects the differences that exist between colleges and universities. The model also reflects the different meanings that could be attached to the elements defined by Kezar (2005).

### **Section 5.4 – Recommendations for Future Research**

A consideration for future research could be to take the modified model of building commitment from this study and assess its applicability in other college settings. This will further inform the understanding of how the different cultures and structures of colleges can influence the initial stages of the collaboration process. Like this study, it is also important for future research to examine any

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personal factors that influenced the collaborations and how those factors interactively worked together with organizational factors to grow the collaborations over time in the initial stages of the collaboration process. In order to improve the generalizability of the findings it may be beneficial to conduct such as study in a multiple case design rather than a single case design.

To further confirm the differences presented in this study it is important for future research to focus on further testing the modified building commitment model developed for this study in various other organizational settings (i.e. colleges, universities, private enterprises and corporations). The modified model of building commitment from this study could be examined in private businesses for its applicability. This is because Kezar's (2005) model of collaboration is grounded in an organizational behaviour model that was developed by Mohrman, Cohen and Mohrman (1995), which focused on how corporations/industry can reorganize to enable cooperative work. The modified model of building commitment from this study modified Kezar's (2005) building commitment stage to a college context and specifically for an internationalization setting. Therefore, future research could examine whether the findings and themes from this study are applicable in private business settings.

Future research could also consider testing the applicability of this modified building commitment model for various cross-unit initiatives rather than just internationalization. This research would allow for a better understanding of the cultural and structural elements that need to be redesigned in the initial stages to get the various key stakeholders engaged in other cross-unit collaborative endeavours.

This study suggests that the explanatory power of modified building commitment model of collaboration from this study needs to be further enhanced. Therefore, it may be beneficial for future research to perform a longitudinal study where the researcher examines the phenomenon (i.e. the



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collaboration process) as it is happening. This may reveal some new insights about the factors for collaboration development.

In order to enhance the understanding of the culture and its impact on the initial stages of the collaboration process it may be informative for future research to conduct more ethnographic studies of collaboration development. It may also be beneficial for future research to conduct a grounded research study on the initial stages of the collaboration development process to formulate new theories on how to get the various stakeholders engaged in the cross-unit collaborative endeavors.

A mixed methodology could also be used to investigate the participant's perceptions of the institutional context and the personal motivations that influenced them to become engaged in a cross-unit collaborative endeavour. A mixed methodology would combine qualitative and quantitative methodologies and Creswell (2003) described them as:

sequential procedures, in which the researcher seeks to elaborate on or expand the findings of one method with another method. This may involve beginning with ... a quantitative method in which theories or concepts are tested, to be followed by a qualitative method involving detailed exploration with a few cases or individuals (p. 16).

A major benefit of conducting this study using a mixed methodology is the possibility of triangulation. This is because several means of evidence (i.e. methods, data sources etc.) can be used to examine the initial stages of the collaboration process for a cross-unit collaborative endeavor.

Future research on collaboration could also focus on examining a cross-unit collaborative endeavour that progressed through all three stages of Kezar's (2005) collaboration with emphasis on the relationships among the three stages of her collaboration model. In Chapter 1, a potential area of inquiry that was recommended was the possibility of a two-way flow occurring among the three stages of

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Kezar's (2005) collaboration model. This inquiry was recommended because of the overlaps between Kezar's (2005) model of collaboration and Knight's (1994) internationalization cycle. Knight's (1994) internationalization cycle reflected a two-way flow among the different stages of her model and since a collaborative culture is needed to progress through these stages it only makes sense for Kezar's (2005) model of collaboration to also reflect this two-way flow. Future research could either confirm or refute the possibility of these two-way flows emerging among the stages of collaboration.

### **Section 5.5 – Study Limitation**

There are several limitations for this study. The first one is that due to the qualitative nature of the research statistical generalizability cannot be achieved. The study does have potential for analytic generalizability as a full chain of evidence has been provided for this study. The extent of analytic generalizability will depend though on the reader the level of trust they have in how the data was collected and analyzed for this study.

Sheridan is a unique institution as it has aspirations of becoming a university. The PCC also took place at a unique time in history as in January 2014 Canada introduced its first international education strategy. Therefore, at that point in time internationalization was a pressing concern for most of the HEIs in Canada. As time has passed it could be that internationalization is not ranked as high a priority as it was in 2014-2015.

The study also relies on the perceptions of the participants. The PCC ended in August 2015 so there is always the possibility that the participants were not able to recollect all of the events that took place for the PCC. This could impact the richness of the data collected.

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### **Section 5.6 – Conclusion**

Internationalization requires a transformational change. In order to make transformational change happen within an HEI the scholars agree that cross-unit collaborations need to be enabled. The problem is that very few studies have ever endeavored to explain how the context of collaboration can be enabled in higher education settings. The prominent studies on collaboration have focused mostly on large scale change efforts that have taken place at large universities. This has left a gap in knowledge about how collaborations can be enabled in community college settings. These prominent studies on collaboration have also focused a lot on initiatives for student learning and engagement. This has left a large gap in knowledge about how collaborations can be enabled for internationalization initiatives.

This study looked to address these gaps by focusing on one large scale internationalization initiative that took place at one relatively large college in Ontario. Since the knowledge on the barriers to collaboration in colleges were not very well understood this study looked to illuminate them. Instead of focusing on general strategies for removing the barriers this study identified the specific cultural and structural strategies that were employed by the senior leadership of Sheridan to overcome these barriers. This study then looked to identify the organizational elements that were instrumental in bringing the PCC to its building commitment. The literature has also neglected the personal factors for collaboration so these were illuminated as well in this study. This is an important contribution because the personal factors for collaboration were just as instrumental as the organizational factors for building commitment for the PCC.

Even though the PCC never made it past the building commitment stage the study revealed the reasons why this was the case. This study also revealed that despite the fact that the senior leadership of Sheridan had a great plan for activating its internationalization cycle they failed to do so because the

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plan was only partially executed. The fact that the plan was only partially executed meant that the collaborations and the internationalization initiative were not entirely successful. This study then explained how things could have been done differently to ensure a successful outcome with respect to both the collaboration and the internationalization initiative. This case study addressed many gaps in the knowledge about how collaborations should be enabled for internationalization initiatives within community colleges.

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### **Appendix A: Interview Protocol**

#### **Main Interview Questions**

1. Please tell me about yourself.
2. Please tell me about your role at Sheridan College.
3. Please tell me about the President's creative challenge – Sheridan without borders initiative that you participated in?
4. Describe your involvement in the President's creative challenge – Sheridan without borders initiative?
5. What was it like to be a part of this initiative?
6. What was your role in the initiative?
7. How would you describe your experience in this initiative?
8. How would you define the word 'collaboration'?
9. How would you describe your interactions with the other participants of this initiative?
10. What personal factors led to your involvement in the President's creative challenge – Sheridan without borders initiative?
11. What has enabled your group to successfully come together to develop and implement the President's creative challenge – Sheridan without borders initiative?
12. What do you think were the most important organizational factors that facilitated your group's ability to collaborate effectively?
13. Do you think collaboration is a process? If so can you tell me what the collaboration process looked like for the President's creative challenge?
14. What do you think were the most important organizational factors that hindered your

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group's ability to collaborate effectively? Please describe those barriers and your reaction to them.

15. What do you think Sheridan College could do differently to better support cross-functional collaboration?

16. How have you benefited personally from your involvement in this initiative?

17. How have you benefited professionally from your involvement in this initiative?

18. What do you think are some of the outcomes of this collaboration?

### **Summary Questions**

1. Is there anything that I have not asked you that I should have?

2. Are there any documents you have used to guide your collaborations on the President's challenge?

Would you be willing to share those with me?

3. Are there any documents that you or your group have created, such as e-mails, meeting notes, artifacts, or others that describe or inform your collaboration process? Would you be willing to share those with me?

4. Is there anyone you would recommend that should be interviewed for this study?

### **Closing Statement**

Thank you for spending time with me and sharing your insights. I will be sending you a transcript of the interview and my initial impressions of this interview as soon as possible. You will can read and revise your responses.

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