HIGHER EDUCATION'S STRATEGIC REACTION TO INTERNATIONALIZATION: A MULTIPLE-CASE STUDY OF INTERNATIONAL COLLABORATIVE DUAL DEGREE PROGRAMS

By

MUMBI ADESUWA OKUNDAYE

Under the Direction of Erik C. Ness

ABSTRACT

As higher education continues to evolve and institutions create innovative and diverse methods of instructional delivery and credentialing, so too does the world around us, including access to information, mobility, and skills necessary to compete in the workforce. Institutional responses to these trends have been to increase international collaborations. Gutierrez, Bhandahari, and Obst (2008) also find collaborative dual and joint degree programs to be a viable area of growth over study abroad programs. Despite interest by administrators to offer collaborative dual and joint degrees, in many institutions, these types of programs remain in the early stages of development (Asgary & Robbert, 2010). As institutions explore international collaborations, it is essential that they understand the landscape, but current literature on this topic is scarce, and much of what is available lacks rigorous theoretical analysis.

The purpose of this study is to explore how public research institutions utilize ICDD as a strategic response to an increasingly internationalizing higher education arena. This work was

inspired by preceding studies on international collaborative programs (Schoorman, 2000; de Wit, 2002; Godbey &Turlington, 2002; Chan, 2004; Healey, 2008; Kehm & Teichler, 2011; Beck, 2012; Culver, et al, 2012; Davey, 2013; Stone, Hua, & Turlington, 2016).

This study is a qualitative multiple-case study of two US Institutions. The findings conclude that a number of key elements are regarded highly by respondents. With regard to *ICDD creation process*, barriers to change, pathways to degree development, robust and meaningful conversations, and innovation should all be considered. With regard to *maintenance and sustainability*, institutional mechanisms of support, an assessment and evaluation plan, and essential resource allocation should all be considered. Lastly, with regard to *institutional identity*, there needs to be careful attention paid to institutional/unit mission alignment, thoughtful approaches to financial burdens to both the student and the institution, and the perceived value of the program must also be considered.

The implications for research include suggestions for future studies to expand the understanding of costs with perceived benefits, to address diversity, to seek a better understanding of resource allocation and their impacts on units, and how to better recruit both inbound and outbound students.

INDEX WORDS: Education, Higher education, Internationalization, International collaborative programs, dual degrees, Joint degrees, International partnerships, International education, Resource dependence theory; Isomorphism, coercive isomorphism, Transnational collaborations

HIGHER EDUCATION'S STRATEGIC REACTION TO INTERNATIONALIZATION: A MULTIPLE-CASE STUDY OF INTERNATIONAL COLLABORATIVE DUAL DEGREE PROGRAMS

By

MUMBI ADESUWA OKUNDAYE

B.A., The University of Maryland, Baltimore County, 2002

M.P.H., The University of Georgia, 2010

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2017

HIGHER EDUCATION'S STRATEGIC REACTION TO INTERNATIONALIZATION: A MULTIPLE-CASE STUDY OF INTERNATIONAL COLLABORATIVE DUAL DEGREE PROGRAMS

By

MUMBI ADESUWA OKUNDAYE

Major Professor: Erik C. Ness

Committee: Timothy R. Cain
Karen L. Webber

Electronic Version Approved:

Suzanne Barbour
Dean of the Graduate School
The University of Georgia
May 2017

DEDICATION

I would not be who I am today without the unconditional love and support of my family. To my mother, Njambi Mwaura, I will forever be thankful for her strength, worldly curiosity, and beauty. What a winding and marvelous adventure we've had! To my father, Dr. Nosakhare Joshua Okundaye, who taught me that a hearty laugh, good spirit, and long hours will get you anywhere in life. Least I forget my beautiful sisters, Cassandra Okundaye, a force and light that defies all else, and Danielle Kendrix, who's strength and compassion I admire so deeply. Kisses and hugs to Auntie Rosemary, Mumbi M., Drake, Aubree, and Josh Junior!

For my son, Nosakhare Okundaye, there aren't enough words. My love, my heart, my soul. I get teary eyed thinking of what a joy it has been to watch him grow into a thoughtful, intelligent and introspective young man. Soon there will be another little light shining brightly by his side. It is my hope that together they will navigate the world, long after I am gone.

To my partner, Bucky Anderson, with whom I cannot wait to spend my life. He has made it way too easy to love someone unconditionally. We just fit and it's delightful. Dr. and Mrs. Anderson and the entire Anderson family are the best in-laws this girl could ask for. I do!

ACKNOWLEDGEMENTS

There are a million people who should have space on this page. First, I am so thankful to my advisor, Dr. Erik C. Ness. I could not have selected a kinder, more supportive person to lead me on this venture. I must also thank Dr. Timothy Cain for bringing an expertise that I believe helped better inform my topic and final work. Dr. Karen Webber brought a fresh and much appreciated perspective that connected with higher education practice in a way that I truly admire.

I wish to acknowledge the entire faculty and staff of UGA's Institute of Higher Education. I had a blast getting to know my cohort (especially Trish, Tandeca, Moose, Katie and David), traveling to China and the Netherlands, and meeting leaders in the field. I would not trade this experience for anything in the world! I must also extend my deepest gratitude to my colleagues at UGA's College of Public Health for their support and patience throughout these years. Nina Cleveland has always been my partner in crime, Drs. Joel Lee and Jessica Muilenburg the best cheerleaders, and the entire academic affairs team is practically family.

To everyone I've known and loved, who's supported and advised me, and to whom this would not have been conceivable, I thank you. And last of all, New Town friends, I love you and know you will always be in my heart.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Background

It is no secret that institutions of higher education face many challenges under the forces of continuous societal and economic changes. Though there have been many periods of change in higher education in the United States, the most drastic increases in demand for higher education undoubtedly took place in the later part of the 20th century, brought on primarily by a cultural shift in the perceived value of college degrees, as well as federal level policy changes that increased college access by increasing funding and financial support for students wishing to attend. According to Altbach and Teichler (2001), a series of strong federal legislative acts resulted in substantial increases in the access and enrollment of students in colleges and universities, including the historic reauthorization of the Higher Education Act in 1972. Consequentially, the United States experienced a golden era where increases in tuition and fees, and increased federal and state support fostered a long period of growth in student enrollment as well as personnel, programs, and influence on local, national, and international communities.

As higher education experienced this period of immense growth, so too did the global economy, access to information, and global transit. This shift has been coined as a post-industrial era in higher education (Cameron, 1992), with a marked byproduct of this new era being a heavy global and market focus in higher education (Slaughter, 2001; Beck, 2012). Among other

strategic efforts, institutional responses to these new trends have been to increase international collaborations among faculty, institutional programs, and recruitment efforts of international students. According to Altbach and Knight (2007), specific initiatives such as branch campuses, cross-border collaborative arrangements, programs for international students, the establishment of English-medium programs and degrees, and others have been put into place as part of internationalization (p. 291). As this demand persists, the question for colleges and universities becomes to what extent are these institutions preparing their students for the global world, and how do programs and institutions best move forward?

The traditional route of cultural and language immersion in institutions of higher education has been the study abroad program format, where students travel abroad for a semester or a year. These programs are typically geared towards undergraduate students. They are short-term and usually have no degree or certificate component connected to their successful completion. Often these programs are executed in groups to cut costs and meet student demand. These traditional study abroad programs have typically been an attractive option because of their relatively low cost and short time commitment. However, they are also quite limited in their potential to impact intercultural and linguistic development (Kuder & Obst, 2009).

Programs connected to degree attainment, such as collaborative programs that yield joint or dual degrees, that have a more rigorous and lengthy academic component can better benefit students in intercultural, linguistic, and career development. Sawir (2013) argues that introducing international curricula adds value to the broader classroom experience, benefitting students in a broader acquisition of knowledge. The potential also exists for resource sharing, thus reducing costs. International programs have also been shown to further provide staff and faculty with opportunities for academic exchanges that transform into research and programmatic endeavors

(Atlbach & Teichler, 2001). Lastly, as Asgary and Robbert (2010) note, many universities even utilize these programs for prestige building.

For these reasons, these types of expanded programs are becoming more popular, growing at both the undergraduate and graduate levels. In an analysis of countries' capacity to diversify in international opportunities, Gutierrez, Bhandahari, and Obst (2008) state that 63% of 180 universities surveyed actually found collaborative dual and joint degree programs to be a viable area of growth over study abroad programs. Despite marked interest by administrators in higher education, however, Asgary and Robbert (2010) observe that these types of programs remain in the early stages of planning and implementation in many institutions. One possible explanation for the slow adoption could be that there is limited research available on international collaborative programs, particularly theoretically driven research (de Wit, 1997, 2002) that provides valuable information and inspires organizations to conceptualize and innovate (Kehm & Teichler, 2007). Moreover, Knight (2011) and Asgary and Robbert (2010) note the immense confusion caused by the variety of international collaborative models and operational definitions used to define these models, as will be discussed further.

Statement of the Problem

Traditional global exchange programs like study abroad continue to be in demand as students pursue international experiences that are time sensitive and cost effective (Bandyopadhyay & Bandyopadhyay, 2015), as students build intercultural and language competence (Watson, Siska & Wolfel, 2013; Miller-Perrin & Thompson, 2014; Gutierrez Almarza, Duran Martinez & Beltran Llavador, 2015; Heinzmann, Kunzle, Schallhart & Muller, 2015), and as students prepare for the global workforce (Miller-Perrin & Thompson, 2014;

Jackson, 2015). In fact, the continued popularity of global exchange programs does not seem to be waning. Student interest in programs that are lengthier in time and grant credentials such as certificates or degrees has also increased, with foreign student populations for degree seekers currently at an all time. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), in 2012, at least four million students went abroad to study, up from two million in 2000 (UNESCO, 2012). The United States alone currently hosts roughly 975,000 foreign students, a 10 percent increase from 2014 according to the United States Department of State's Institute of International Education (IIE, 2015).

These rising trends illuminate the importance of developing a deeper understanding of the types of programs that are picking up steam within the higher education infrastructure, looking beyond study abroad and the traditional degree seeking student, and into other innovative methods being implemented across college campuses to increase international collaborative opportunities for students, such as international collaborative dual degree (ICDD) programs. Programs that encompass long-term collaborative efforts on the part of the institutions offering the degrees, as well as credentials to students would provide a an analytical lens for studying innovations in higher education with regard to internationalization.

Purpose of the Study

As institutions explore possibilities of international collaborations, whether related to research, instruction, or academic partnerships, it is essential that they know the landscape in its current state, as well as the trials, successes and failures of past efforts. The current literature available on this topic is scarce, and much of what is available lacks rigorous theoretical analysis. This multiple case study is meant to contribute both practically and academically to the

existing knowledge of international collaborative programs, more specifically international collaborative dual degrees (ICDD[1]).

This study aimed to provide empirical insight into the various ways in which higher education has attempted to meet the demands of the global market and prepare students in their education and competitiveness. The research questions for this study were:

1. How does institutional climate influence the motivation for and development of international collaborative dual degree programs?
2. How do campus leaders facilitate the growth or maturation of ICDD programs in these institutions?
3. How do campus leaders perceive the long-term effectiveness of ICDD programs? To what extent are there common or distinct characteristics of ICDD that lead to perceived long-term effectiveness?

As is discussed in detail in the proceeding chapter, international collaborative programs are becoming increasingly adopted or in the least discussed within institutions of higher education. Previous studies have found joint and dual degree collaborative programs in particular to be growing faster than study abroad programs, and administrators and students alike have found such programs to be more intensive and meaningful with regard to language, cultural, and curricular immersion. More attention should now be paid to determining the institutional process for adopting such programs, and most importantly, what best practices currently exist among those institutions with mature and thriving programs, as well as what strengths, weaknesses, and

[1] Henceforth, the acronym ICDD will be used to refer only to international collaborative dual degrees, defined as *formal* programs that result in the awarding of two degrees. Typically, there is some overlap so that the total number of units (credits) required is reduced (Knight, 2011).

barriers exist for institutions interested in adopting international collaborative programs. My study aims to fill the gaps in empirical evidence for the questions above with regard to ICDD.

In this first chapter, I outlined the deficiencies in the current body of knowledge of the utility of ICDD, introduced the purpose of my study and identified my research questions. In Chapter 2, I outline some key operational definitions that scholars in the field use when distinguishing between the various international collaborative programs. I also provide a brief background on the evolution of international collaborations in higher education under the modern context of internationalization. And for additional context, I discuss recent studies on dual degree programs in Europe, the most prominent geographic location in which dual degrees are a large part of the higher education landscape. Chapter 2 concludes with a discussion of the two conceptual frameworks that guided my study, resource dependence and isomorphism. I also I also include a brief summary of Zha's internationalization of higher education framework because I utilized this newer framework as a resource for my research methodology, particularly as a justification for the selection of research participants, and development of my interview questions. While RD and Isomorphism provide a compass for the questions that may help uncover observed characteristics of these programs, Zha's framework helps synthesize previous studies on internationalization by identifying key players and units within institutions. In Chapter 3, I discuss the methods for this study, detailing the selection criteria, research design, data collection and analysis strategy for my multiple case study.

In the ensuing chapters, I document my two cases, giving an overview of The University of Arizona, followed by The University of North Carolina at Chapel Hill, and finally a cross-case analysis of the two institutions. In each of these chapters, the overviews are followed by an in-depth analysis of the data that I collected via semi-formal interviews of key stakeholders at each

institution. I segregate the data into three emerging themes (ICDD creation process, ICDD maintenance and sustainability, and institutional identity), which I believe are elemental themes in the exploration of the research questions outlined in Chapter 1. The final chapter of this study serves as a conclusion of the study and includes an overview of my findings and the emerging research implications.

CHAPTER 2

REVIEW OF THE LITERATURE

In an effort to better understand the backdrop of international collaborative dual degree programs, this chapter reviews and documents current knowledge by assessing some key issues. This literature review explores key concepts related to various types of international collaborations in higher education, and then more specifically, dual degree programs. The following topics will be discussed: (a) the history of international collaborations in higher education, (b) the studies related to international collaborative degree programs in Europe, (c) the operational definitions of collaborative degree programs, and (d) the value of international collaborative programs to various stakeholders within the higher education landscape. This chapter will also include descriptions of resource dependence, isomorphism, and Zha's conceptual framework on internationalization of higher education the three theoretical frameworks that guided my study.

International Collaborations in Higher Education

According to Altbach and Teichler (2001), universities started as truly international institutions, often using a common language to provide training to students from many countries, and recruiting professors from international backgrounds. Chandler (2004) asserts that the traditional university, established in medieval Europe by North and West African Moors, featured the study of liberal arts as a core curriculum. By the 13th Century, prominent institutions

of higher education in Paris and Bologna were educating in lingua franca (Latin), books were translated from Arabic to Greek to disseminate scientific knowledge from more advanced parts of the world, and transnational exchanges were an integral part of the higher education curriculum (Altbach & Teichler, p. 6). As the authors note, it was not until the Protestant reformation era in the 16th century that a more insular nation-state focus became the status quo and borders somewhat closed to the academic world as just one byproduct of cultural and religious transformations. In the 17th century, the first two universities in what is now the United States were founded. Among the first, New College (now Harvard University) was founded as means of educating men in the ministries in the European Oxford-Cambridge model (Thelin, 2004). At that time the country was young and largely geographically isolated from the European influences which had been shaping higher education for centuries, and although much commerce and economic international collaboration would mark the vast ascent of this nation, it would not be until the post-industrial period in the US that universities would see the more dramatic changes in international collaboration. Today, the intensive research and instruction nature of universities in the United States encourages international collaborations, and many universities are currently forging innovative and meaningful ways for faculty and students to engage on a global scale (Slaughter, 2001).

The post-industrial period in higher education (Cameron, 1992) is now illustrated by a heavy market and global focus (Slaughter, 2001; Beck, 2012). Among many strategic efforts made to address the now more competitive, transient, and globally savvy environment, institutional responses to these new trends have been to increase international collaborative programs for students, in order to bolster research activity and attract international students. According to Altbach and Knight (2007), specific initiatives such as branch campuses, cross-

border collaborative arrangements, programs for international students, the establishment of English-medium programs and degrees, and others have been put into place as part of internationalization (p. 291).

Turning attention to degree granting collaborations, I reviewed several studies regarding assessment and evaluation of dual degree programs. According to a recent survey on international dual, joint, and other collaborative degree programs (Council of Graduate Schools, 2007), European countries are not only the most prolific with regard to collaborative degree programs, but they also have the highest levels of international educational engagement with the United States. According to the survey, 39% of institutions in Europe reported having an international collaboration with the United States at the master's level, and 18% reported having an international collaboration at the doctoral level. China and India followed, but both reported less than 10% involvement, compared to Europe's level of participation in international collaborations with the United States. Because of this, it seems fitting to chronicle Europe's higher education landscape as it pertains to international collaborative efforts.

As discussed previously, Europe's universities first emerged as largely collaborative institutions and it was not until the 16th century that religious conflicts and much civil unrest in subsequent periods forced a closing off of borders among European countries. In the more recent post-industrial era, however, transnational European higher education (particularly when addressing issues of access, mobility, and affordability) began to take center stage and today, the European Union (EU) addresses many aspects of education as a key component to economic vitality, largely due to globalization (Collins, 1975; Blanchet, Piiponen, & Westman-Clement, 1994; Schuetze & Alvarez-Mendiola, 2012). The result of this focus on education led to some of the first transnational collaborations in higher education in the 20th century, with administration

and financial support embedded into EU's support of the Bologna Declaration (Schuetze & Alvarez-Mendiola, 2012).

According to the European Commission's Education, Audiovisual, and Culture Executive Agency (EACEA), the EU supports the Bologna Process' reform initiatives by funding a number of activities through Erasmus Mundus (EM), a flagship program for worldwide academic cooperation. Erasmus Mundus is a cooperation and mobility program in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with third-countries (EACEA, 2009). In their article chronicling the experiences of developing collaborative practices and research, van Swet, Armstrong, and Lloyd (2012) state that participants of international collaborative programs have such wide ranges of backgrounds, learning objectives, and motivations that it is virtually impossible to create an evaluation measure that can adequately capture the value-added to students' education. Instead the authors suggest a metaphorical framework for comprehension, comparison, and evaluation of international collaborations. Thus the authors utilize the patchwork quilting process as this metaphorical comparative measure.

Patchwork quilting is a complex collaborative process starting with a group of individuals discussing ideas, negotiating material, cost, meeting places and schedules, and the desired outcome of the collaboration. The group must address a range of ideas, competencies, and perspectives, and as one observes the process, deeper analogies can be made (van Swet, Armstrong, & Lloyd, 2012). The process can appear randomly patched together, but the completed work is often a complete and dynamic piece that is shared with friends, loved ones, and communities. Like the patchwork quilt, the international collaborative experience can be just as dynamic, distinct, and yet holistic. Additionally, it is the process of collaboration, proper

planning, application, and implementation that determines the participants' collaborative competencies.

van Swet, Armstrong, and Lloyd (2012), in an evaluation of a joint Master's degree program administered via the Erasmus Mundus Program, utilize an interpretive case-study framework and "provided an account of the challenges of conducting collaborative practice and research with people from the global international community" (p. 654). In this study, student participants were introduced to the patchwork quilt concept and then asked a series of questions intended to capture their experiences based on the metaphor. Seventy-four percent participants reported overwhelmingly that they continued to perform international collaborative research in their current professions at least ten percent of the time. Additionally, 80 percent found it important to work collaboratively because then more professionals became involved in the education of students, participants learned more by collaborating, and the validity of the research increases (p. 656-657). Perhaps most importantly, participants indicated that the success of collaborative projects relied heavily upon comprehensive planning (collaborative process), and the availability of critical friends. Both of these themes are significant because, as is described in the patchwork quilt analogy, addressing differences in ideas, competencies, and perspectives is crucial to the success of collaborative efforts of this scope.

In the following section, I begin by defining the terms used higher education to describe the various forms of international collaborative degrees, and proceed with a review of relevant studies on the topic of international collaborative programs in higher education. I then provide an overview of broader research and instructional international collaborations, as they have been studied to a much larger extent and do help provide a context to the emergence of ICDD. I

conclude the chapter with a detail of studies that influence my research specifically in both theory and methodology.

Operational Definitions

New initiatives for international collaborative programs in institutions of higher education have been vast and sweeping, as evidenced in the myriad names and descriptions of institutional efforts that stray from the more traditional degree, certificate, and study abroad offerings. As institutions embark on new initiatives, however, much of the understanding of these programs becomes marred by the various operational terms used to define programs that essentially offer very similar programmatic options. Knight (2011) attempts to shed light on the matter by providing operational definitions for programs that otherwise tend to be quite confusing for their consumers. Terms such as double-, multiple-, or tri-national, joint, integrated, collaborative, international, consecutive, concurrent, co-tutelle (co-tutoring agreements on the doctoral degree level), overlapping, conjoint, parallel, simultaneous, and common degrees have all been used to define programs with very similar models that could essentially fall within one of three operational terms: joint, double/multiple, or consecutive degree programs (JDMC).

Joint programs refer to the attainment of one degree by two differing institutions. The degree is granted once a student successfully completes all of the requirements agreed upon by the partnering institutions and sometimes, but not always, requires extension of time and some travel, though often not as much as other types of collaborative programs. Due to the highly collaborative nature of these programs, the curriculum can often be restricting or confusing, with the goal or expectations not quite successful in meeting the realities of the curriculum delivered (Knight, 2011). Additionally, these programs can often be confusing for enrolled students, as

well as for the larger community as the names, seals, and credentials of all participating institutions are often listed on transcripts and diplomas.

Dual or Multiple Degree Programs refer to two (dual) or more (multiple) degrees granted to students who successfully complete requirements for both degrees concurrently. Curricula for dual degrees often require some course substitutions or double (multiple) credits granted for single courses towards each degree. Duration of the program and the length of time spent abroad be extended to fit the increase in requirements, though the duration of programs is often not extended much beyond the traditional length, so as not to deter participation. For instance, traditional two-year master's programs will typically offer an optional semester abroad for study, internship, or field work. For ICCD programs, however, it is more common to extend duration by a year, culminating in a program that is three years in length, with a mandatory year abroad.

Consecutive Degree Programs refer to the completion of two entirely separate degree programs, in tandem, with no articulation of transfer to support sharing course credits or degree requirements. Duration of student enrollment, travel, and financial responsibilities are often substantial as course substitutions or double counting course credits is not a feature of such programs. Though these programs tend to be the simplest to coordinate in regard to institutional collaboration, students wishing to participate must be aware of the extension in time and financial responsibility that they must encumber in order to participate.

Knight (2007) further chronicles several noteworthy observable trends. Joint degrees, though they are likely to be the least costly of the others, are the least popular for institutions mainly due to the difficulty in accreditation, administrative collaboration of a single degree with two institutions' names, and the lack of understanding and thus international recognition of a joint degree. Dual or multiple degrees are the most common though variation in the level of

collaborative effort, pedagogy, and added-value for students is contended and uncertain (this is discussed in more detail below). Consecutive degrees, are perhaps the most difficult to institute as they are met with regulatory and affordability barriers. They also tend to be the least desired by students because of cost, administrative hurdles, and the extended time required for the successful completion of many of these programs (Knight, 2007).

Perhaps the most challenging aspects of these types of international collaborations is the assessment of learning that takes place, as well as the evaluation process that measures utility and effectiveness for students who participate. Given the relative newness of such programs, it should be no surprise that the value-added to student academic pursuits (outside of the traditional single institution/degree programs) has yet to be thoroughly documented.[2] In the arena of dual degree programs, the measure of value-added largely pertains to the additional benefits to student education beyond the traditional single degree route. Many programs are successful in capturing anecdotal evidence of student experience or perception of success via surveys and focus groups, usually disseminated after the students' experiences in such programs. As Culver and colleagues (2011) report, student satisfaction, employability, and cultural awareness are observable outcomes based on student evaluations of their experiences in international collaborative programs, but little evidence exists to measure student learning outcomes, best practices, as well as the sustainability of currently existing programs.

[2] The term value-added is borrowed from macroeconomics and is used to account for the benefits of higher education in regard to completion, career placement, subsequent earnings, etc.

ICDD Beyond the European Landscape

Similar to the Bologna Declaration's influence on the development of collaborative programs across Europe, there have also been other integrated efforts to help encourage collaborative endeavors between EU and US institutions, as well other global nations. To paraphrase Altbach and Knight (2007), providing effective cross-cultural education opportunities for university students has become a widespread phenomenon, requiring the movement of students, programs, and staff across borders (p. 295). Chan's 2004 publication further contends that universities efforts at collaboration are efforts to "strike alliances to be able to compete in the global and mass higher educational market (p. 35). In response to these global pressures, programs that seek to encourage and capitalize on this emergent demand have been developed throughout nations, soliciting new collaborative partnerships in research and education, and have included the formation of international consortia. As Tadaki and Tremewan (2013) describe in their research, international consortia are becoming an "increasingly important element" in the higher education arena as institutions continue to reframe their missions to include internationalization.

University consortia are defined as organizational networks of three or more universities that partner for mutual benefit (Tadaki & Tremewan, 2013, p. 373), which can include student and staff mobility, academic exchanges, curriculum development, joint course delivery (Chen, 2004; Tadaki & Tremewan, 2013). The array of opportunities for universities has led to consortia building as a response to universities having increasing pressures to forge relationships that are worthwhile to their institutions, that are disciplinarily resolute, and that are sustainable over time (Tadaki & Tremewan, 2013). Consortia have further and quickly evolved in collaborative efforts

to include “new collaborative degrees, professional master’s degrees to serve non-traditional student populations, creating deep partnerships across two to three universities (Olds, 2012, as sited in Tadaki & Tremewan, 2013). Multiple authors have noted that as international consortia, and indeed many types of collaborative efforts continue to unfold in higher education, they are essential to the identity of higher education (Chen, 2004; Tadaki & Tremewan, 2013; and Stone, Hua, & Turale, 2016).

Similar findings have been discussed in other studies on international collaborative programs. Stone, Hua, and Turale (2016), for example, discuss the increasing significance of international collaborative work in the health professions, and the importance of introducing these professional interactions in higher education training. In this study, the evaluation of a health professions forum between nursing students in Japan and other countries, their subjects found that in international collaborative work the most important aspects were embedding cultural exchanges and language proficiency expectations in collaborations, ensuring faculty commitment for internationalization within their respective educational settings (Stone, Hua, & Turale, 2016, p. 14). Pfotenhauer, Wood, Roos, and Newman (2016) discuss similar thematic findings in their study of four global engineering research collaborations between the Massachusetts Institute of Technology (MIT) and governments in the United Kingdom, Portugal, Abu Dhabi, and Singapore. Although their study focuses on how engineering research can help expand policy decisions in civil engineering, a part of the focus emphases innovation in educational collaborations as well as the importance of partnerships in research universities. In their findings, Pfotenhauer et al. outline the importance of having a “common core of organization principles which can be productively captured by the levels of interaction between the partners” (p. 54). Essentially, the researchers emphasize the importance of dedication to the

collaborative efforts by way of consistent communication regarding the principles of the collaborations.

The findings detailed above are important to this study because these studies emphasize the importance of having a shared mission, dedication, and set of principles to the collaborative efforts. Because this study focuses largely on the process developing and sustaining international collaborative programs, the studies above provide relevant comparisons to my research questions. Though my study is guided by resource dependence (RD) and isomorphism as the primary theoretical frameworks, documenting the findings of prior research in international collaborations helps foster a better understanding of how institutions utilize these programs as an added curricular benefit to higher education as a whole.

As was discussed in the previous chapter, institutions of higher education are indeed engaging in global partnerships at an increasing rate each year. Altbach & Teichler, describe global partnerships as becoming integral to today's institutions, evidenced by the proliferation of collaborations forged among colleges and universities worldwide (2001). Ironically, the increased supply of collaborations has not been studied extensively by the same types of institutions in which these relationships are forged. As De Wit (1997, 2002) contends, there needs to be more focus on theoretically based studies on internationalization that delve beyond simply providing details on the landscape within which these programs are emerging. More recently, Kehm and Teichler (2011) have pointed out that the research landscape has changed little and that to-date studies on internationalization have been largely empirical in nature, focusing on inventory, terminology, and process. As De Wit suggests, the question of why and how campuses internationalize has largely been ignored as researchers instead focus on where and when (2002). Because of the scant availability of theoretically driven research on

internationalization, the following section will focus largely on higher education's response to internationalization by implementation of degree granting collaborative programs, and the few studies that directly relate to the premise of this study.

Relevant Studies on ICDD

As institutions of higher education continue to diversify and attempt to attract students, many institutions experience a growing need for involvement in the international community in order to accommodate the demand for students who have marketable credentials. The growing concern, however, is whether these programs are actually producing marketable skills or credentials in the global economy, and whether the attraction for students results in quantifiable positive outcomes for students, and meaningful and sustainable partnerships for the institutions. Knight (2011), in her assessment of the landscape of international collaborative programs, argues that while these types of programs can be a major benefit to institutions and students by fostering a natural expansion of exchange and mobility (p. 299), they can also be problematic in a number of ways, particularly for those institutions whose objective is granting degrees. Some of the more predominant issues with degree granting programs that Knight details include problems with institutional acceptance of programs, particularly if the missions of the institutions that are hosting the collaborative programs are not in accordance with each other. This misalignment could cause conflicts in credentialing the programs. Additionally, Knight elucidates that the broader international communities may not understand the importance or place much value in these degrees, and that issues of credit transfers, double counting of courses, and accreditation may also come into play. Many of these problems lie largely at the table of the decision makers in the institutions that are forging these collaborations, either directly or indirectly. For instance,

credentialing, credit transfers and accreditation are issues that, when addressed comprehensively and cohesively upon inception, have the potential to be less problematic if all parties are in agreement with the mission, development, and operation of these programs. Essentially, many of the problems described above stem from decisions made at the administrative level and can be avoided if there is more understanding about this topic.

The Value of International Collaborative Programs

As discussed above, little theoretically driven research exists on international collaborative programs. Although my study focuses more on the process of development of such programs, I highlight a 2011 study by Culver and colleagues that attempts to shed light on the value of international collaborations.

In response to the limited evidence on the benefits of international collaborations, Culver and colleagues (2011) conducted a collaborative evaluation sponsored by the US Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) Atlantis Program and the European Commission EU-US Cooperation in Higher Education and Vocation Training Program as a part of Erasmus Mundus. The researchers set out to evaluate international collaborative programs by assessing perceptions of various stakeholders including students, faculty, alumni, and employers of graduates from a program with international collaborations in various engineering fields. This was performed as an effort to nurture increased transparency through a more comprehensive evaluation method. The survey respondents included 40 faculty members teaching in the programs, 45 alumni, 14 students currently enrolled in the programs, and 32 employers of graduates having had participated in the programs. The goal was to offer evidence to stakeholders and policy-makers on the value of international collaborative programs.

In their evaluate-E project, Culver and colleagues (2011) report that student respondents noted an overall positive experience and were at the time of their responses, likely to recommend dual degree international collaborative programs to others. Alumni and employers' responses were rather mixed with well over half in both groups indicating that these types of programs prepared students to be leaders, have better developed group team work skills, communicate better with persons from other cultures, and better understand the international component of their fields. Most alumni (96%) would recommend this type of program, and most employers felt that these programs better prepared professionals in the field to be effective leaders (82%), and that graduates of these programs were preferable to graduates of traditional degree programs (67%) (p. 46-47). Potentially problematic areas included alumni's lower trend in rating an experience that positively contributed to placement and success in the workplace, as well as a lack of training in areas of ethics within their field (p. 50).

Focus groups conducted on each of the four stakeholder groups yielded themes that were consistent with the quantitative analysis described above. Students noted feeling more confident, resilient, and adaptable because of their participation in a dual degree international collaborative program. The students expressed an added value well beyond a traditional 'study abroad' experience as well, noting that the individualized experience and pedagogic expectations of these programs permitted them to become more immersed in the new culture, language, and educational landscape. Themes that were identified in the focus group discussions, but not in the quantitative analysis, included perspectives on added cost and time in these programs versus traditional degree programs. Students were well aware of the additional burden they would carry because the additional cost of these programs was primarily out of pocket with very little

available financial assistance. Despite these issues, however, all of the students indicated that the additional time and money had so far been worth the experience.

Culver and colleagues (2011) report that students found their EM experiences to be positive experiences in which they were able to exercise and better understand international collaborations and the importance of working with critical friendships. These themes were consistently identified in analyses of their journals during their tenure, as well as in focus groups conducted thereafter.

Employers expressed mixed feelings about graduates of these programs. While they had overall positive feelings about the competence and qualifications of these graduates, they also admitted to being slightly more reluctant to hire these graduates out of a general fear that they would be overqualified, would desire more travel than the job permitted, and would leave earlier for other opportunities. Essentially, employers feared that the educational and experiential attainment would result in high turnover. Faculty, while they noted their involvement and support of students in these programs was because students would have a better educational experience, be better equipped for the global economy, and leave these programs more confident, independent, and marketable, they also admitted that these beliefs were purely anecdotal. For instance, when asked if students were indeed more marketable, they indicated that it seemed likely but they admitted to having no real data to support that perception.

Alumni reported increased language proficiency, broadened awareness of international issues, increased general open-mindedness, and better problem-solving abilities. Despite these achievements in personal development, however, this group expressed that their degrees yielded no increase in their marketability in the job market because employers did not understand the

value of international dual degrees. They did, however, report that the increased personal development perhaps helped those that were employed by aiding in their communication skills and potential for upward mobility within the workforce.

The findings of the two studies detailed above answer some key questions surrounding motivations for student and faculty involvement in such programs, and the value added to their educational pursuits over traditional degree programs. As the authors note, however, there are still so many more questions to be addressed that are not at the forefront of inquiries in current research endeavors. Perhaps it is the relative newness of these international collaborative efforts as Knight (2011) stated in her description of the confusing and often chaotic nature of these types of programs. Perhaps it is because, like study abroad programs, assessment of student learning outcomes, competency proficiency, and overall success after the completion of these programs can be incredibly tedious and burdensome to students, thus yielding little complete data, as Culver and colleagues note in their evaluate-E project. The issue of the utility of these degrees is further complicated by the notion that these international collaborations are the result of increased demand for students, citizens, employees, and leaders to become more internationally oriented (Asgary & Robbert, 2010), to compete in today's rapidly changing global marketplace (Altback, 2007), and to navigate a landscape in which prosperity relies increasingly on political, economic, and social cooperation that transcends the traditional cultural and national barriers (Kuder & Obst, 2009).

In light of these expectations, it is essential that the programs established to address these demands accurately define and execute what they are meant to accomplish. Thus, it should be of concern that studies of these programs report that there is little added value to their marketability in the global market (Culver et al, 2012; Kuder & Obst, 2009; van Swet, Armstrong, & Lloyd,

2012). Deeper investigations into the justifications for their development by institutions of higher education, the intended audience and outcomes should be made. These issues, according to the authors mentioned above, are ones that have yet to be adequately addressed.

The importance of assessment and program evaluation of these relatively new international collaborative programs is not lost on researchers. According to Altbach and Knight (2007), the current higher education landscape needs to address issues of access, attrition, affordability, and accountability. As these programs increase in number, visibility, and perhaps demand, the benefits for students who elect to spend the additional time and money on such endeavors will have to be clearly and adequately addressed. Like study abroad programs left in their wake, international collaborative programs may benefit from examining the long-term goals and implementing the proper and thorough evaluation tools needed to successfully assess whether these goals are actually met. Perhaps, as Weick (1982) suggested so many years prior to the explosion of these programs in the scene, the management of these programs is the key to their success. Perhaps key stakeholders should assemble, forming a long-term consortium, working diligently to plan, implement, and evaluate these programs for a sustainable period where differences are actually observable and a feedback loop may occur for the successful adaptation of these collaborative efforts (Weick, 1982). And when concise, elaborate, long-term partnerships are analyzed from a more theoretical landscape, we may begin to more accurately assess whether these programs do in practice what they promise in theory.

In 2012 the American Council on Education (ACE) began a national survey of colleges and universities in the United States in order to inventory and provide descriptive analyses of joint and dual degree international collaborative programs, how many they offer, and who the key stakeholders for administering the programs were within the institutions (ACE, 2014). This

survey was the first of its kind in regard to a comprehensive inventory of such programs, and garnered responses from 134 individuals to survey or interview. According to the survey respondents, there are at least 89 US institutions of higher education that offer a total of 193 international dual and/or joint degree programs, with the greatest proportion being dual degrees (134) (ACE, 2014). The largest share of the programs is in business (35%) and physical and natural sciences (25%), and while many of these institutions have one such program that they offer, fifty institutions currently offer two or more. Of the 89 institutions to participate in this study, just nine reported having five or more dual and/or joint degree programs within their institution. The majority of the institutions who positively identified as offering dual and/or joint degree programs are four–year masters or doctoral institutions located on the east coast. There are no community and junior colleges, liberal arts colleges, or for profit institutions.

The ACE study described above is an illustration of the changing landscape in higher education towards broadening options for students who seek international experiences. As institutions begin to shift focus from the smaller scale collaborative efforts such as study abroad and language immersion programs it is important to consider the actual motivations that drive institutional decisions to embark on such seemingly risky endeavors. According to Davey, Grant, and Anoopkumar (2013), with the increased pressures of the global market an evolution of student needs has occurred. Faculty and staff of institutions of higher education have begun to experience a scarcity in research and instruction resources, resulting in an outsourcing of skills for funding sources, as well as a more capitalistic perception of student recruitment, enrollment, and retention. As a result, college and university personnel are branching out into newer methods of attaining students, most frequently acquiring international students both for teaching and

research, and offering different types of programs to meet the demands of the more transient, global, and sophisticated student body (Slaughter & Leslie, 1997).

Additionally, students have become more mobile, thus creating a more diverse population within institutions of higher education. Institutions are experiencing immense pressures to be globally competitive, and as we see the market economy expand to previously untapped areas, so too are we beginning to see demand for higher education spread to these same areas (Davey et al, 2013). This increased demand is being met by institutions branching out into these areas with one of three motivating factors: prestige, financial gain, or demand-absorption (Knight, 1997; Zha, 2003; Altbach & Knight, 2007).

Although international collaborative programs are ideally meant to be cooperative efforts between two institutions with equal stake and investment, the reality is often more complicated. International collaborative efforts are usually spearheaded by a 'host', meaning one institution tends to have more of an influence, and sometimes more resources, than the partnering institution (Altbach & Knight, 2007). The authors note that these differing motivations can be incredibly difficult to navigate as key stakeholders work towards creating sustainable and long lasting partnerships. For institutions with profit or prestige as the motivator, investment in partnerships with institutions without similar prestigious rankings or status can be equally difficult to obtain, despite a possibility for demand absorption. Additionally, curricular and experiential learning can be compromised in an effort to suppress cost and increase profit (Altbach & Knight, 2007).

Godbey and Turlington (2002) detail examples of international collaborative programs (though not dual degree) that have been successfully implemented. One example provided is the Community of Agile Partners in Education (CAPE), a nonprofit consortium of over 100 colleges, universities, school districts and educationally relevant organizations in Pennsylvania. This

consortium sponsors a number of programs including a technology enhancement program that partners with institutions in Germany and the Netherlands to help students create unique products that can contribute to the global community (p. 92). According to Godbey and Turlington, "when students represent different countries or cultures, a complex and exceptionally exciting and effective learning environment can be created" (p. 93). Another consortium, Global Partners Project, funded by the Mellon Foundation and led by 41 liberal arts colleges in the Midwest, South, and Great Lakes areas of the United States, collaborate to offer international programming to students within those institutions. These larger, cross-institutional efforts reduce redundancy and improve quality by installing taskforces that focus on best practices and effective pedagogic models for cross cultural and multilingual education. These programs also work diligently to develop academic exchange programs in Turkey, East Africa, and Central Europe/Russia, all areas that tend to be high demand and low supply (p. 94).

The importance of observing successful collaborative efforts, such as the ones detailed above, is that they can be used as models for institutions wishing to embark on partnerships with institutions abroad in a multitude of dynamic ways, be they exchange or degree granting. Anderson (1999) notes that the success of international collaborative programs, should consist of the following characteristics: strong support from the institutions' presidents and provosts; key faculty who will passionately promote the programs; commitment to long-term feasibility testing; marketing of value added and student satisfaction; methodical planning and postponement of start date if necessary; clear decision process models that are understood and practiced by all participants; abandoning the practice if it is unsuccessful; and ensuring that the program is adequately equipped with staff and funding. Additional recommendations by Godbey and Turlington (2002) include having long-term vision, a permanent staff that can accurately

describe the mission and function of the programs, fundraisers, and reduction in redundancy and improvement in quality. The authors are clear that while these strategies are often commonplace in other aspects of institutional management, international collaborations can be more complicated to navigate as consideration of language barriers and cultural differences in communication, expectations, measures of performance, must all be considered and outlined in grave detail.

Additional perspectives on such endeavors are outlined by Schoorman (2000) who states that the core characteristics of international collaborations must include a commitment to internationalization, organizational leadership, and having the necessary resources in place to meet the various programmatic demands that institutions must meet. These demands, or macro-perspectives, include increased recruitment efforts, educational opportunities for both students and faculty, encouraging and facilitating international collaborative research, and installing faculty and student exchange programs as a means of expanding institutional capacity for internationalization. Harari and Reiff (1993) expound on the need for institutions to commit to the idea of internationalization by stating that these ideals must be present in institutional mission statements and integrated into various facets of administration, including a clear and concise administrative strategy and agenda for internationalization. The use of faculty who are proficient in international collaborations is also key to the success, though Goodwin and Nacht (1991) note that these faculty members are often underutilized as a valuable resource within institutions that embark on missions of internationalization. Additionally, when faculty are utilized, they are often undercompensated and left out of the decision making processes that are deemed more administrative. This results in limited investment and long-term commitment by faculty to the

mission of internationalization. These issues, among others, must be addressed holistically if higher education is to transition successfully and completely into internationalization.

Despite the challenges surrounding the adoption and persistence of international collaborative programs, there continues to be increasing interest among institutions of higher education, to expand their international footprint via such offerings. In the next section, I discuss theories that explore how external resources affect institutional behavior in higher education (RD) and how institutions resemble each other in process and organization (isomorphism), as they inform my examination of international collaborative programs in higher education. I also outline Zha's international of higher education framework and the ways in which stakeholder influence and involvement drives international initiatives in universities. RD and isomorphism guide the theoretical framework of this study and Zha's framework influence my research methodology.

Conceptual Frameworks

Resource Dependence

According to Wry, Cobb and Aldrich (2013), (RD), is noted as one of the most prominent organizational theories of the later quarter of the 20th Century. This theory emerged onto the academic scene in the late 1970's and quickly became a signature theoretical framework for many empirical studies on how organizations operate and survive. As Pfeffer and Salancik (1978) note in their book *The External Control of Organizations: A Resource Dependence Perspective,* an organization's effectiveness is derived from the management of demands, particularly those of interest groups who possess the resources and support that are essential for that organization's survival. This reliance on external factors (interest groups) for sustainability

is referred to as the external control (EC) of organizations and is viewed by the authors as not the inherent problem, but rather that the external environment on which the organization's success lies is incredibly unreliable for the continued and consistent supply of necessary resources.

To be fair, Pfeffer and Salancik were not the first to develop theory driven by the context of how external environments influence institutional behavior. As various researchers note, Pfeffer and Salancik converged existing views on environment effects on organizations, with the inter-organizational power and political struggles (dependency) that occur for resources (Yuchtman & Seashore, as cited in Wry, Cobb, & Aldrich, 2013). The External Control paradigm that emerged from that period more saliently described how organizations are affected by external environments, how they react in order to secure resources, and their potential success on a more predictive scale, despite uncertainties that exist on both the institutional and external environments (Emery & Tryst, as cited in Wry, Cobb, & Aldrich, 2013).

As discussed earlier, in the recent expanding global market, higher education has responded in a multitude of ways. Innovative programs and policies have created avenues for institutions to better and more easily foster student mobility. While these responses seem natural, they are indeed labor intensive, require resources, and in the least, parties with a vested interest in the collaborative nature and success of these long-term ventures. It could be argued that higher education in the United States, however, has been reactive rather than proactive in assessing the international market demand for a more global collegiate environment and to create programs that meet those specific demands (Goodwin & Nacht, 1991; de Wit, 1997; Healy, 2008; Sawir, 2013; Tadaki &Tremewan, 2013). For example, with regard to student opportunities for foreign exchange education, study abroad programs continue to be the prevailing programmatic offerings; however, the appeal of study abroad programs continue to decline (Culver et. al,

2012). Yet, international students attending US institutions is at an all-time high with more than 1.4 million students studying in the United States today, an increase of eight percent from the previous year (Department of Homeland Securities US Customs and Immigration Enforcement, 2014). This international demand for US education, coupled with institutional interest in forging international collaborations can also serve as a quid pro quo for increased global visibility and the generation of revenue via international student tuition. Relatedly, the potential exists for institutions to be even more attracted to ICDD development due to the continued decrease in state and federal funding in US higher education (Damme, 2001; Zusman, 2005; Bok, 2015), a theory supported by RD, which is explored in this study.

Pfeffer and Salancik (1978), in their exploration of organizations, include two important factors that I will explore with this study. The authors argue that units acquire organizational power to the extent that they can contribute critical resources, including knowledge. Essentially, units within an organization can leverage power by offering something that the institution believes to be of value. Further, when discussing organizational interdependence, the authors assert, "one way to regulate behavior is to generate common expectations for all individuals operating within a certain set of circumstances. The authors further elucidate that this new, normative behavior creates a stable environment in which all actors can sustain themselves comfortably (p.147)." In this sense, the 'new' behavior can be the creation of programs that are similar in nature and can thus be duplicated and shared among other collaborators.

Many of the assertions discussed above are based on Salancik and Pfeffer's (1974) study conducted on organization power. The authors examined a large Midwestern university and found that unit level power within an institution was correlated with those units that were most instrumental in bringing in or providing highly valuable resources (p. 470). The measured

resources included, generation of external research funds, service on institutional committees, number of undergraduate and graduate students, national rankings, fellowship and institutional grants, among others. The researchers found the strongest correlations to be between the unit level self-assessment of their measure of power and external research funds and number of graduate students (Salancik & Pfeffer, 1974, p. 462). It is my hope that by exploring international collaborative programs from a resource dependence perspective, similar themes will emerge that will better speak on motivation for organizational stakeholders in the United States.

Isomorphism

To better understand institutional process for the adoption of programs such as international collaborative programs, I will also utilize institutional isomorphism theory as a framework. Hawley (1968) defined isomorphism within the context of ecological theory in which units within a population begin to resemble each other in the face of the same set of environmental challenges (p. 912-913). DiMaggio and Powell (1983) later described isomorphism in three contexts. The first type of organizational isomorphism, coercive isomorphism, is defined as a reactionary mechanism of highly structured organizations response to uncertainty and constraints within the field, leading to homogeneity in structure, culture, and output among organizations with similar functions (p.147). In this instance, institutions of higher education, as they react to external influences and governing systems, seek stability by mimicking each other as a means of sustainability and organizational survival (p.147-148). DiMaggio (1981, as cited by DiMaggio & Powell, 1983) further contends that as organizations seek this stability, they look to dominant organizational models for the basis of their push towards homogeneity. Mimetic isomorphism, the second type, contends that organizational

mimicry isn't always a result of external, coercive forces, and could actually be derived from institutional ambiguity in goals, lack of technological savvy, or symbolic uncertainty (p. 148). In this instance, organizations will model themselves after more dominant or established organizations. This modeling may be purposeful or indirectly achieved through diffusion of innovation, employee transfer, establishment of industry norms, and so on. The third, normative isomorphism, is simply the adoption of organizational structure, culture and output based on a formal legitimation, or professionalization of the producers and production (p. 152). Professionalization of workers can occur via the formal education of university workers and the growth of the profession through networks that span the organizations and foster diffusion of new models. The authors state that this professionalization often creates a pool of interchangeable workers who essentially execute all functions similarly, thus overriding any organizational functions that could otherwise uniquely shape the organization.

Key arguments to the three forms of isomorphism described above are that the act of organizations mimicking and being mimicked relies heavily on acknowledgment from external environments in order to continue to be a seemingly effective strategy. Governments, workers, and the broader field legitimize organizations of this type in a number of ways. Governments, for example, award grants and contracts which give organizations visibility, thus encouraging competing organizations to model their behavior in order to achieve similar recognition (DiMaggio & Powell, 1983). Managers of highly visible organizations may participate in boards, councils, committees, or panels, which further solidifies professionalization for their organizations in the larger industrial context (Useem, 1979, p. 554). Workers within the field also mobilize among these homogenous structures more easily, having universally defined titles

and paths, which further encourages organizations to be more similar in structure as they strive to attract talented workers within the field (DiMaggio & Powell, 1983).

DiMaggio and Powell (1983) further argue that isomorphism is not validated or evidenced by organizations becoming more efficient as they become more homogenous, but rather that the push to similarity is driven by needs for legitimation, reputation building, and administrative categories that, "define eligibility for public and private grants and contracts (p.153)". Dacin (1997) further drives this point in her research on institutional isomorphism and norms, arguing that these broader external contexts that influence, encourage, and in some ways shape institutional isomorphism must be studied further (p. 50). Essentially, institutional environments consist of the broad and the immediate. The networks of social behavior and relationships that surround an organization being the broad environment, and then the more direct measures of resource dependence (Zucker, 1987; Dacin, 1997). According to Zucker and Dacin (1997), it is important to recognize the differences in these influences, but also how interconnected they are in the study of isomorphism.

Emerging Conceptual Framework on Internationalization of Higher Education

In addition to utilizing resource dependence and isomorphism as the theoretical frameworks for this study, I intend to also borrow from Zha's emerging conceptual framework on internationalization of higher education from his 2003 publication on the internationalization of higher education. Zha (2009), in his analysis of the global higher education landscape, elucidates that globalization is profoundly affecting higher education, causing increased institutional pressures to innovate in a responsive and efficient way. While the pressures for innovation are forcing diversity of activities (collaborative research and internationally focused

academic programs for example), competition for scarce resources causes institutions to become more similar to each other (p.459-460). As a response to the global market's influence of the way that higher education is evolving, Zha (2003) introduced a conceptual framework that could be utilized as an analytic tool for assessing international collaborative programs such as ICDD.

In Zha's analysis of the current landscape, he identifies two types of elements that play a role in the internationalization process within higher education; organizational elements and academic/program elements. Examples of academic elements include the addition of academic programs such as joint and double degree programs, research and scholarly collaborations, and external relations and services (such as community based partnerships, training programs, international networks, etc.). These elements are perhaps what are most associated with internationalization. However, organizational elements involving key stakeholder participation within the institutions are also identified as crucial elements. Organizational elements involve governance, operations, and support services as stakeholders and includes activities such as strategic planning, institutional policy changes, and program planning and review (p 257). Zha continues by emphasizing the importance of better understanding how these two elements relate with each other in application, as well as how each element uniquely effects institutional efforts to internationalize. Simply focusing on one of these two important pieces may threaten the sustainability and success of these endeavors. For these reasons, I will utilize Zha's framework as a guide for assessing ICDD (academic element, see Table 1) via interviews with key stakeholders (organizational elements) within each selected institution.

Table 1: Summary of Organizational Elements of Internationalization

Governance	Expressed commitment by senior leaders
	Active involvement of faculty and staff
	Recognition of international dimension in mission statements and other policy documents
Operations	Integrated into institution-wide and departmental planning, budgeting, and quality review systems
	Appropriate organizational structure
	Communication systems (formal and informal) for liaison and coordination
	Balance between centralized and decentralized promotion and management of internationalization
	Adequate financial support and resource allocation systems
Support Services	Support from institution-wide services units such as fundraising, registrariat, housing, etc.

Note. Adapted from Internationalization of higher education: towards a conceptual framework, p. 248, by Zha, Qiang, 2003.

A review of the literature provided a bit of historical context of higher education's international landscape, along with the complex nature of international collaborations. Throughout history institutions of higher education have sought partnerships with research and teaching, provided common languages for education (Altbach &Teichler, 2001; Chandler, 2004), and continued to seek out new and innovative ways to engage faculty and students globally (Slaughter, 2001; Altback & Knight, 2007; Beck, 2012). Efforts at internationalization are not just institutional endeavors, but many countries have also begun to explore better ways to attract and educate our international student populations. A few examples presented in this chapter, such as the Bologna Process and its flagship funding program, Erasmus Mundus sought to highlight the seriousness with which nations are addressing internationalization from the broader policy perspective. However, while international students continue to pursue short-term study abroad programs in large numbers, there has been growing interest both by students as well as institutions to expand to longer, more intensive collaborative efforts such as joint, dual, and

consecutive degree programs (Council of Graduate Schools, 2007; Knight, 2007; Culver, 2011). Despite the growth in popularity, there is a lack of theoretically based research that seeks to truly explore why and how institutions are forging ahead with the development of international collaborative degree programs (De Wit, 1997; De Wit, 2002; Kehm & Teichler, 2011). In the next chapter, I will discuss the methods that I employed in my original research, for the purpose of better understanding international collaborative dual degrees and their part in the internationalization if higher education.

CHAPTER 3

RESEARCH METHODS

Introduction

This chapter outlines the methods I underwent in my study of international collaborative programs and their adoption in higher education. To do this I extensively analyzed stakeholder executive decision making process in establishing and maintaining these types of programs. I performed a multiple-case study of international collaborative dual degree programs in order to build a thorough database for the analysis of the planning, implementation, and persistence of international collaborative dual degrees in units within an institution. Following guidelines for purposeful sampling, I first established the criteria that guided my case selections and then I selected the cases that most met those criteria (Merriam, 2009, p.81). The goal of this study was to utilize resource dependence, isomorphism, and Zha's conceptual framework in a way that structurally assessed unit and managerial motivations and the institutional effects of internationalization. By identifying two institutions with similar characteristics, but differing levels and adoption (frequency, length of time, and so on), the hope was to tease out similarities and differences in structure, motivations, and institutional effects. The research questions that were explored:

1. How does institutional climate influence the motivation for and development of international collaborative dual degree programs?

2. How do campus leaders facilitate the growth or maturation of ICDD programs in these institutions?
3. How do campus leaders perceive the long-term effectiveness of ICDD programs? To what extent are there common or distinct characteristics of ICDD that lead to perceived long-term effectiveness?

Design of the Study

Multiple Case Study Methodology

Qualitative researchers undertake the qualitative approach in order to build concepts, hypothesis, or theories in the absence of existing theory to explain a phenomenon by deductively testing hypotheses (Merriam, 2009, p. 15). Thus, the role of the researcher becomes one of observation and an inductive approach of collecting and analyzing documents, observations, and interviews. As was mentioned in the preceding section, higher education in the United States has little theoretically driven research to adequately explain internationalization as a fairly recent phenomenon. For these reasons, I decided to apply the inductive process in qualitative research to build concepts in my exploration of this topic. Additionally, I employed the deductive process via the utilization of the Resource Dependence and isomorphism theoretical frameworks. I expected that deductively framing the study around sound theories that seek to explain institutional adoption and adaptation would help inductively build concepts that better explained my analysis of the findings for the research questions set forth.

Furthermore, based on my interest in studying institutional adoption of international dual degrees, I studied a bounded system, in this case institutions that offer a number of international dual degrees across various units. I expected that, by applying the multiple-case study approach,

I would be able to be: particularistic, focusing on the phenomenon of internationalization via a particular type of program (Merriam, 2009, p. 43); descriptive, in the provision of rich description of internationalization; and heuristic, expanding on or adding new context to the topic of internationalization (p.44).

To further justify this approach, Yin (2014) states that case studies can be qualitative in nature if the researcher is focusing on contemporary events that cannot be manipulated or controlled (p. 41), and classifying research questions in a way that is exploratory and needs to be traced over time (p.42). Additionally, the case study method has unique strengths as a qualitative method because of the various tools for analysis (documents, artifacts, interviews, and observations) that can be utilized simultaneously (p. 44). Because of this, the case study approach is best to be able to extensively analyze the decision making process in the establishment, long-term maintenance, and institutional acceptance of these international dual degree programs. Merriam (2009) further contends that for studies that seek to explore issues of a qualitative nature such as discovering what occurs, its implications, and the relationship linking occurrences (p.77), purposeful sampling, where the selection is information-rich and can be studied in-depth is best (Patton, 2002).

In this chapter described my methodology for the multiple case study that I conducted as I qualitatively explored my research questions, including the study design, criteria for selection of case studies, data collection, analysis, trustworthiness, validity and reliability. This chapter served as the manual that I applied to gather the necessary data from my research participants for analysis and discussion.

Selection of Cases

Today there are more than 4,000 institutions of higher education in the United States. When conducting a search of degrees offered in institutions of higher education, one may find it difficult to navigate the multitude of online resources. In a search of institutions with a Carnegie Classification of R1: Doctoral Universities, for example, 115 institutions are identified (Carnegie Classifications of Institutions of Higher Education, 2016), and within each institution there can as many as 25 Colleges, dozens of departments, and hundreds of academic programs. Thus it is important to pare a search down based on a set of criteria that can best yield the results for individual needs. The criteria established for the purpose of this study was based on two discoveries gleaned from preliminary searches of ICDD. The First was that comparable to the number of total academic programs available to students with regard to degree attainment, there are few that offer dual degrees, and those that do tend to be four-year institutions (ACE, 2014). The second was that among four-year institutions that identify as offering dual degrees, those that do are typically research institutions, based on the collaborative nature of research institutions in the US Thus, when selecting a set of criteria in which to reduce the search to a manageable proportion, 4-year research institutions were the clearer choice. A deeper investigation into the matter proved that there are just a handful of institutions in the US that offer ICDD to the extent that a full study would be effectively executable (R. Helms, 2014)

Theoretical sampling in case studies is defined as selecting cases because they are "suitable for illuminating and extending relationships and logic among constructs" (Eisenhardt & Graebner, 2007, p. 27). This idea of identifying cases by some standard of selection is not at all different from Patton (2002) and Merriam's (2009) assertions that uniquely identifying cases by

way of purposeful sampling is an ideal methodology for qualitative research. For this study, I identified a set of characteristics that would be unique to the general format for international collaborations in the landscape of higher education (institutions that offer international dual degrees). In order to increase the likelihood that the cases would offer theoretical insight (Eisenhardt & Graebner, 2007), I chose to select institutions that offer multiple international dual degrees. I felt that the unique characteristics of these institutions within higher education would provide dense and data rich set of cases for theory development.

As previously discussed, theoretical sampling provides a unique opportunity for cases to offer unique insights into previously unexplored phenomena. While single case research would certainly allow the researcher access to the types of explorations described, Yin (2014) contends that multiple-case studies typically provide a stronger base for theory building. Eisenhardt and Graebner also argue that multiple cases can yield more robust, generalizable, and testable theory than single case research (2007, p. 27). While a single-case study may provide the type of insight needed for the exploration of the research questions outlined above for this study I selected two institutions and embarked on a multiple-case study. It was my hope that a multiple-case study in this instance would greatly increase my abilities to probe into the research questions and generate more robust and meaningful emergent themes.

The higher education landscape is also incredibly diverse with the types of institutions that exist in the US, as well as the types of students they attract and resources they have with which to operate. Because of the richness of the higher education landscape, it seemed essential to find some similarities between the institutions in this multiple case study in order to be able to truly test the research questions. In short, it may have been difficult to generate themes and conceptual models from the observations of the cases selected, if the cases themselves were so

vastly different that comparisons were not possible. Thus, in addition to identifying institutions with multiple ICDD, it was also important that they be similar to each other in certain institutional characteristics (i.e. type of institution, enrollment size, degree programs offered, etc.). Table 2 highlights the unique sampling characteristics I chose to select my cases.

Table 2: Characteristics of Selected Cases

Unique Institutional Characteristics	1. Identify institutions that are known to have multiple ICDD, 2. Identify institutions that are most similar in type, size, operations, and scope of international collaborative efforts.
Unique Unit Characteristics	1. Units within selected cases with established ICDD, 2. Stakeholders directly connected with the implementation and administration of ICDD within the selected units.

After conducting an online inventory of international educational opportunities that are currently offered by institutions of higher education in the United States, I found that most institutions define ICDD n the same way. These programs of study are offered collaboratively by two institutions and lead to the awarding of two separate degrees at equivalent levels from each of the participating institutions upon completion of the program requirements established by the two institutions. Typically, students spend some time at each institution and, through course-to-course transfer or articulation agreements, complete the requirements for two equivalent degrees -- usually two bachelors or two masters -- from the two institutions and are then awarded two degrees (Michael & Balraj, 2003; Kuder & Obst, 2009; Knight, 2011). The institutions selected for the purpose of study needed to be both similar in the terms outlined above, but also in the way in which they defined ICCDs within their institutions. Thus, I utilized these operational definitions in the identification of institutions that offered the specific types of programs that I

intended to observe. For the purpose of having a sound set of criteria for case selection these similarities were important, but because no two institutions can be exactly the same, it would be appropriate to also detail the differences between the institutions that I ultimately selected, which I include in the following section.

Sample Selection

Identification of ICDD via Internet searches of the nature described above are incredibly difficult as institutions typically permit academic departments and units to promote the programs individually; thus, unless one is familiar with the precise units that sponsor the degrees, information is sparse or deeply embedded within programmatic administration and difficult to tease out. Recently, however, the American Council on Education (ACE) conducted a national survey of schools titled *Mapping Internationalization on US Campuses* (ACE, 2014). The purpose of the study was to track and document institutions that offer these types of programs, how many they offer, and who the key stakeholders of administering the programs were within the institutions. As detailed in the previous chapter, this survey was the first of its kind with regard to a comprehensive inventory of such programs, and garnered responses from 134 individuals who were surveyed and interviewed. According to the survey respondents, there are at least 89 US institutions of higher education that offer a total of 193 international dual and/or joint degree programs, with the greatest proportion being dual degrees, with a total of 134(ACE, 2014). Because the names of the institutions were not available in the ACE report, I contacted ACE's Center for Internationalization and Global Engagement and was provided contact information for the center's lead researcher who was able to identify the institutions that reported high levels of institutional adoption of ICDD. Following this lead, I conducted informal interviews with early key participants to help further narrow the search of those institutions that

offered multiple ICDD, fit the characteristics previously noted for my case selections, that offer ICDD, and moreover those that are highly active in the administration and continued adoption of ICDD (Merriam, 2009). These early key informants helped in my identification of two unique institutions that offer an array of ICCDs in different units within their institutional units. As I will detail below, these institutions are unique from other institutions of higher education in the US in their prolific activity, but also similar in their institutional characteristics, and thus I believe fit the criteria for case selection that is outlined in Table 2. Using the aforementioned information on the known scope of international collaborative dual degrees, I utilized purposeful sampling and selected two institutions that are similar in size and scope, with active international collaborative portfolios (see Table 3).

Table 3: Institutional Profiles: University of Arizona and University of North Carolina at Chapel Hill, 2013

Variable	**Value Label**	**UA**	**UNC-Chapel Hill**
Level of institution	Four or more years	Yes	Yes
Control of institution	Public	Yes	Yes
Degree-granting status	Degree-granting	Yes	Yes
Degree of urbanization (Urban-centric locale)	City	Yes	Yes
Institutional category	Degree-granting, primarily baccalaureate or above	Yes	Yes
Carnegie Classification 2010: Basic	Research Universities (very high research activity)	Yes	Yes
Carnegie Classification 2010: Enrollment Profile	High undergraduate	Yes	Yes
Carnegie Classification 2010: Size and Setting	Large four-year, primarily residential	Yes	Yes
Land Grant Institution	Land Grant Institution	Yes	No
Institution size category	20,000 and above	Yes	Yes
Does institution have a tenure system	Has tenure system	Yes	Yes

Source: 2013, IPEDS

The University of Arizona (UA), is among the nine institutions identified in the ACE (2014) study as offering 5 or more dual degrees (beginning in 2008), while the other, University of North Carolina at Chapel Hill (UNC-Chapel Hill), is more recent in its adoption of such programs, having initiated their first programs in 2012. Both institutions have global centers or institutes, where the ICDD are essentially housed, and both have detailed formal policies that guide the planning, implementation and long-term administration of these collaborative efforts. UA currently offers 24 ICDD, housed in four academic units (see Table 4). UNC-Chapel Hill currently has two units that offer ICDD (see Table 5), which is substantially less than UA, but the number of degrees offered in those two programs, along with the unique nature of the programs, makes the institution a good study companion in my research. UNC-Chapel Hill's Business School hosts one ICDD that partner's business and engineering credentials, and the College of Arts and Sciences Center for European Studies offers a number of different dual Bachelors of Art and Masters of Art dual degrees with various institutions abroad (see Table 5).

To summarize, both institutions that I selected for this study offer an array of ICDD, some in similar ways and others are wildly different and possibly innovative in the landscape of ICCD programs in the United States.

Table 4: International Dual Degree Programs Offered by The University of Arizona, 2016

US Institutional Unit	Partner Institution	Degrees Offered	Abbreviation
College of Management	American University of Phnom Penh (Cambodia)	Bachelor of Sciences/Bachelor or Sciences	BS/BS
College of Humanities	University of Leipzig (Germany)	Doctor of Philosophy/Doctor of Philosophy	PhD/DPhil
College of Law	Universidad Mayor (Chile)	Licenciatura en Ciencias Juridicas/Juris Doctor	LCJ/JD
	Jean Moulin University, Lyon 3 (France)	Master of Laws/Master of Laws	LLM/LLM
	Shandong University (China)	Bachelor of Laws/Juris Doctor	LLB/JD
	Southwestern University of Finance and Economics (China)	Bachelor of Laws/Juris Doctor	LLB/JD
	Fudan University (China)	Master of Laws/Juris Doctor	LLM/JD
		Bachelor of Laws/Juris Doctor	LLB/JD
		Juris Master/Juris Doctor	JM/JD
	Jindal Global Law School (India)	Bachelor of Arts/Bachelor of Laws	BA/LLB
		Bachelor of Laws/Juris Doctor	LLB/JD
	National Law University (India)	Bachelor of Laws/Juris Doctor	LLB/JD
	Doshisha University (Japan)	Bachelor of Arts/Juris Doctor	BA/JD
	Centro de Investigacion y Docencia Economicas (Mexico)	Titulo de Licenciado en Derecho/Juris Doctor	TLD/JD
	Universidad Panamericana, Mexico	Bachelor of Laws/Juris Doctor	LLB/JD
	Shanghai University of Finance and Economics (China)	Master of Laws/Juris Doctor	LLM/JD
	Ocean University of China (China)	Bachelor of Laws/Juris Doctor	LLB/JD
		Master of Laws/Juris Doctor	LLM/JD
		Master of Laws/Master of Laws	LLM/LLM
	American University of Phnom Penh (Cambodia)	Bachelor of Laws/Bachelor of Arts	LLB/LLM
		Bachelor of Arts/Master of Legal Studies	BA/MLS
		Master of Laws/Master of Legal Studies	LLM/MLS
	Chonbuk National University (South Korea	Bachelor of Arts/Master of Legal Studies	BA/MLS
	University of South Australia (Australia)	Bachelor of Laws/Juris Doctor	LLB/JD
	National University of Mongolia (Mongolia)	Bachelor of Laws/Master of Laws/ Juris Doctor	LLB/LLM or JD
College of Engineering	Fudan University (China)	Bachelor of Sciences/Bachelor or Sciences	BS/BS
	Institute of Polytechnic and Advanced Sciences (France)	Master or Science/Engineering Diploma	MS/Diploma
	University of Rennes I (France)	Doctor of Philosophy/Doctor of Philosophy	PhD/PhD
	Institute of Electronics, Microelect and Nanotech (France)	Doctor of Philosophy/Doctor of Philosophy	PhD/PhD
	Soochow University (China)	Bachelor of Sciences/Master of Sciences	BS/MS

Table 5: International Dual Degree Programs Offered by The University of North Carolina at Chapel Hill, 2016

US Institutional Unit	Partner Institution	Degrees Offered	Degree Abbreviation
Business School	Tsingshua University (China)	Master of Business Administration/ Master of Engineering Management	MBA/MEM
College of Arts and Sciences	Universitat Pompeu Fabra (Barcelona)	Bachelor of Arts/ Master of Arts or Master of Arts/Master of Arts	BA/MA MA/MA
	University of Bremen (Germany)		
	VU University Amsterdam (Holland)		

Based on Yin's (2014) assertion that when conducting case studies for qualitative research, one should select the case that is likely to have the most available data sources (p. 146), I believe selecting University of Arizona and University of North Carolina at Chapel Hill as the cases for this study is a sound decision.

According to ACE, the average start date for the programs surveyed was within the last five years. The programs selected within both cases were all initiated within the last five to eight years, making them a relatively standard case-set for those institutions that do currently offer ICDD, but unique in that they both offer more than the average number of programs. Having an array of types of degrees offered (bachelors, masters and doctoral) as well as in different fields, may also prove fruitful in the study, permitting me to utilize the conceptual frameworks, specifically isomorphism, more thoroughly.

With regard to the similarities of the institutions selected, as the table above highlights, there are a number of characteristics that make these institutions comparable. Both institutions are public, degree granting, four or more year institutions with a student population above 20,000. Both are located in urban settings and both have a tenure system established for faculty positions. Other similarities include Carnegie classifications, which according to McCormick and Zhao (2010), were designed in 1973, for researchers who sought to compare similar institutions

or foundations that wanted to support a particular sector. The areas of similarities in variables assigned by the Carnegie classification include enrollment profile (high undergraduate), size (large four-year), and they are both categorized as research universities that participate in very high research activity (see Table 3). These institutions, however, are not without their differences.

Some distinct difference to note are that UA is a Land Grant Institution while UNC-Chapel Hill is not. Additional differences to note are the profiles of the ICDD programs within each institution. While both UA and UNC-Chapel Hill have two or more units that currently offer ICDD, UA implemented their programs 4 years prior to UNC-Chapel Hill, and UA has substantially more overseas institutions that have standing transfer articulation agreements (agreement on the exchange of academic credits for the awarding of the degrees) and memoranda of understandings (legal agreements of institutional expectations). Moreover, the management of UA programs is more centralized with the Center for Global Initiatives overseeing the application and compliance of the degree programs (University of Arizona Global Initiatives, 2015); UNC-Chapel Hill, on the other hand has a decentralized structure with UNC Global, mainly the FedEx Global Education Center which is housed in UNC Global, offering support services for many of the university's international collaborative ventures, but the bulk of the responsibility for initiation and operation of ICDD, particularly in comparison to UA, happens primarily at the departmental (unit) level of UNC-Chapel Hill. This will be discussed in more detail in the proceeding chapter. It should also be noted that while both institutions are formally classified as doctoral universities with highest research activities (Carnegie, 2016), their institutional rankings differ, with UNC-Chapel Hill being higher ranked in various categories, which I will also detail in Chapters 4 and 5.

An extensive search of institutions that offer international dual degrees found no other comparable public institutions with as many ICDD. I elected the multiple case study method because I believe that an in-depth analysis of institutions that offer an array of programs and also offer programs in multiple units will likely provide the most insight into the research questions. Using RD and Isomorphism as my frameworks, I intended on not only studying the ways that institutions develop a process for instituting ICDD, and how these processes influence adoption of such programs; but just as importantly, the ways in which these programs have been managed and have evolved over time.

Data Collection

In order to perform a multiple-case study of University of Arizona and University of North Carolina at Chapel Hill's international dual degree programs, I collected data in an attempt to trace and create a clear timeline of how and when these programs were initiated. First, I performed an exhaustive search for online documents for the purpose of systematic evaluation. These documents included: program advertisements, meeting minutes, program proposals, organization or institutional reports, memoranda of understandings, general information pages of program requirements, curricula, cost of attendance, etc. I also analyzed documents and websites to add data on the universities' institutional and unit level rankings, research funding, budgets, enrollment, persistence, and graduation rates, in order to obtain a general profile of the institutions and the units of interest, as well as insight into topics for further inquiry.

Using online documents and websites, I then identified program managers, directors and coordinators, who were able to provide additional formative data or verify information obtained

online. I began my interview questions by obtaining a profile of the participants and their involvement in ICDD in their respective institutions. I proceeded by obtaining a basic demographic profile of ICDD (year of inception, faculty or department that initiated the program, enrollment, structure, etc.) More often, and unexpectedly, the administrators within the institutions, and not the unit directors, were the most willing to discuss these programs in detail. Finally, utilizing snowball sampling those preliminary contacts assisted in identifying key stakeholders with regard to the development and implementation of their ICDD programs. This group of key stakeholders included departmental administration, directors, department heads, deans, committee chairs, and university level administrators such as assistant and vice provosts. The hope was to interview those individuals who not only oversee daily functions, but also those who played parts in the development and implementation of the programs, as well as those who are potentially invested financially and in regard to non-monetary resources (i.e. board or committee memberships, fund-raising, recruitment, etc.), it was difficult to predict how many stakeholders would ultimately be identified and how many participants would be required to reach saturation. I expected that three to four participants from each unit would be required for a robust and thorough analysis, resulting in 18-32 expected participants. After the first round of efforts to identify participants involved with ICCD, it became more obvious that the nature of these programs was to drive the mission of the institutions with regard to engaging in the larger global community, thus the participants who provided the most insightful data, and were most willing to participate, were upper level administrators in both UA and UNC-Chapel Hill. An additional barrier included my reliance on interviewee recommendations from participants once I had identified obvious stakeholders of ICDD programs from document and website analysis. Oftentimes, attempts to successfully engage stakeholders into the study led to recommendations

to speak with others, and often those recommendations were the same stakeholder names, many of whom had been or were scheduled to be contacted. After several rounds of emails and calls, it became clear that the actual number of stakeholders involved in the operations of ICDD in these institutions were actually smaller that original presumed. In other words, my initial searches led to dozens of personnel identified as graduate program coordinators or program directors within units, but those who were directly involved in ICDD within units, were a much smaller circle of key individuals at each institution. This resulted in fewer participants in number, but more robust data with the length and depth of the interviews. In the end, the resulting database contained 6 interviews from UA and 6 from UNC-Chapel Hill, for a total of 12 interviews (see Table 6).

Table 6: Interviews by Institution and Unit

Affiliation	# of Participants
The University Of Arizona	
College of Law	1
College of Engineering	1
College of Arts and Sciences	1
Global Institute	2
International Education Office	1
The University of North Carolina at Chapel Hill	
Office of the Provost	1
College of Arts and Sciences	1
FedEx Center for Global Studies	3
College of Business	1

To find additional information about units and programs, or to add to detail that was expressed by participants, I searched university websites for data such as minutes from University, Faculty, and Graduate Council meetings, program descriptions, detailed policies regarding program development and approvals, organizational charts, program handbooks and curricula, and so on (see Figure 3, Chapter 6).

Interview Protocol

Once the potential interview participants were identified, they were invited to participate in my study via e-mail, for an interview that would be recorded on both sides was arranged. After explaining the purpose of my study, and obtaining written consent, I performed semi-structured interviews to gain an in-depth understanding of the administration of these programs, with three themes: adoption process, and strategies for maintenance and sustainability (see Appendix A for interview protocol). I explored themes that emerged from the interviews, and contacted interviewees once more for elaboration on the themes that emerged most prominently.

Although I drew primarily on RD and isomorphism as compasses for valuable interview questions, I also utilized Zha's (2003) study of internationalization, where he provided a conceptual and organizational framework for the study of internationalization in higher education. In this framework, three sectors, government, educational, and private, are the internationalization stakeholder groups for analysis, and Zha developed four themes (political, economic, academic, and cultural/social) that are used to analyze the individual sectors as well as the diversity or homogeneity between the sectors (p. 255). I used what Zha identified as the most important organizational factors for governance, operations, and support services in international collaborative programs (see Table 1) to build my interview questions. Zha's conceptual framework has been cited in research related to internationalization, particularly those interested in examining macro (stakeholder) level perspectives.

I also drew from Kuder and Obst's key themes and findings from their 2009 survey of institutions that house international collaborative programs, as well as the more recently published findings from ACE (2014). The published findings of their survey of 180 and 193

institutions of higher education in the United States and Europe (respectively) provided a solid foundation for themes that had already been identified by the analysis of respondents in the ACE study. More precisely, the authors' survey questions related to program development, motivation, and impact were replicated or revised to fit the research questions of this study. Additional questions were developed as themes were identified from initial interviews of key stakeholders at both institutions.

The semi-structured interviews were conducted to ascertain the value of the programs in larger context of the universities, as well as the level of involvement at the universities' administrative levels with regard to the operation of these programs within each unit. There is currently a need for a deeper understanding of ICDD and their place in the broader context of international collaborations in higher education. It is for the purpose- a deeper analysis of the motivating factors of administrators in each institution and how this may differ from similar institutions that do not offer such a wide array of ICDD- that I embarked on this multiple-case study.

Data Analysis

Deductive Process

In order to apply a focus to this study, I utilized the deductive analytic process by identifying themes that have been introduced by current literature. I analyzed data based on key elements of resource dependence, isomorphism frameworks, and Zha's framework on internationalization of higher education, and combing my own data to explore the research questions identified in the first chapter concerning the creation process, maintenance and sustainability, and institutional identity with regard to ICCD programs. Because the research on

ICCDs is scarce, I decided to utilize deductive analysis in order to add to the current theoretical landscape by testing my research questions against existing themes within the selected frameworks.

Inductive Process

Via the open-coding process, the analysis of the data was continuous and occurred as it was being collected. In doing so, I identified categories early in the data collection process that I then continued to explore more in depth as the study continued. I utilized first cycle coding earlier in the collection period from document analysis, surveys, and interview transcripts, to identify preliminary themes for further study.

In order to maintain confidentiality, the documents, surveys, and transcripts during the first cycle coding were coded with a pseudonym identifying them as first cycle, along with the program name, degree types, participant title and length of time in the position, and the relationship that the participant had specifically with the administration of the dual degree program. In the study text, the participants are identified by university and program in order to maintain their anonymity. The data sets were combined after each one had been thoroughly inventoried and coded independently. Combining the data from each program allowed me to then consolidate, reduce, and interpret the observations, documents, and interviews so that I could find themes (Merriam, 2009, p. 176) which subsequently informed the categories that I used for the second cycle coding.

Category Management

The deductive process described above was followed by category development through the process of emergent open coding. By transcribing, isolating text by the themes identified in the first and second cycle of coding as well as using a qualitative data analysis program, I

identified emergent themes from the programs' data, which were then combined to identify or create new categories. This process continued throughout the study, as each new unit of data was collected or obtained, and was inductive until the point of saturation for information was reached and no new information or insight be obtained (Merriam, 2009, p.183).

According to Merriam, newly identified categories need to be as sensitive to the data as possible, be exhaustive, mutually exclusive, and conceptually congruent (p. 186). Thus, as data collection and analysis progressed, and categories were generated, I continuously tested these categories to ensure that each newly derived category adequately reflected the observations from the collected data. Those categories that did not have enough supportive data were subsequently eliminated. The second cycle coding was utilized towards the completion of the data collection period, in order to further explore recurring and substantial themes that were most pertinent to my research questions. The collection, analysis, and categorization of key themes led to a bridging of the themes in a meaningful way, permitting me to build sound conceptual models that served to better explain the factors related to the adoption of ICDD as a response to internationalization within higher education.

Trustworthiness, Reliability, and Validity

Due to constraints in time and resources, I was not able to expand my study to include the collaborative partners abroad. This may have limited the extent to which I was able to analyze the full collaborative nature of these programs. Although the nature of this study was to examine unit level strategies for leverage within the resource dependence paradigm, I do understand that this limitation in scope of research may have hindered the results.

To address construct validity, I identified Zha's 2003 study as well as the ACE 2014 study as the foundations for the development of my interview questions, using the themes found in these studies to guide the direction of my study. I also used multiple sources of evidence, establishing a chain of evidence, and having others review my findings (Yin, 2014) to support the categories that emerged during the analytic portion of the study. I also intended to address internal validity by explanation building and addressing rival explanations during the analysis phase of this study (Merriam 2009; Yin, 2014).

In addition to addressing validity, I built in protocol to address reliability by building a comprehensive and descriptive protocol for this multiple-case study, as well as maintaining a database containing all documents, recorded interviews, transcripts, and coded data. I employed the respondent validation method, soliciting feedback on my analysis from the participants of the relevant units of data, not only on accuracy or interpretation, but also their perspectives on the data.

Because this was a multiple-case study, generalizability cannot be claimed and the recognition of alternative explanations is entirely possible. However, selecting unique cases but among institutions that are characteristically similar to many other institutions in the US perhaps led to a better degree of transferability. Of course the level in which comparable institutions are able to observe similarities between their institutional abilities to adopt ICDD largely depends on the successful utilization of my methodology in this study. Thus, for the duration of the analysis I intended on triangulating, referring back to the subjects for any alternative interpretations of my findings, and providing richly detailed and descriptive data throughout the study that readers would be able to contextualize to determine the true level of transferability for their institutions (Merriam, 2009, p. 229). It was also my hope to maximize variability among my subjects not

only in demographic characteristics such as age, race, and gender, but also structurally within the institution by interviewing managers, directors, vice-presidents, faculty, and support staff in multiple units.

Further, while I intended on extensively identifying key stakeholders who are or were close to the development, implementation and operation of these programs, it is entirely possible that recall bias and selection bias of informants and key stakeholders may have skewed my study in ways that I could not predict, control or alter. Given these limitations, empirical research on ICDD is in its infancy, and it is my hope that this study provides an avenue for further research.

CHAPTER 4

THE CASE OF UNIVERSITY OF ARIZONA

Introduction

In the previous chapter, I detailed the qualitative methodology that I would implement to answer the research questions established in the first chapter of this study. The findings detailed in this chapter are a result of the data collected using semi-structured, telephone interviews with key respondents, as well as extensive review of documents that were either retrieved from website searches or provided by the key respondents. This chapter will include an introduction of my first of two cases, University of Arizona, as well as the qualitative findings of my qualitative research. I examine the stakeholders' experiences in either administrative or managerial executive roles with the operation of International Collaborative Dual Degrees, as well as their perceptions of the programs in three key themes-the creation process, maintenance and sustainability, and institutional identity. These three areas reveal the breadth of data that I coded, that best align with the themes that emerged from the review of the literature, in-depth interviews, and document and website analysis.

Overview

The University of Arizona, more popularly known as UA, is a public four-year institution founded in 1885. A member of the elite Association of American Universities, UA regularly features in top college rankings, and is in fact currently ranked 60th for top public institutions and

124th for National Institutions, by the US News and World Report (2016). Although UA has several branch and extension campuses, the main campus is situated in Tucson, Arizona, the third largest city in the state. With a population of nearly 530,000 living inside of the city limits, and another half-million people living in the surrounding bedroom communities, Tucson's total Metropolitan Statistical Area (MSA) has a population of 980,263, falling behind Phoenix and Albuquerque as Arizona's metropolitan hubs (United States Census Bureau, 2013). Tucson is located in Arizona's Sonoran Desert in the eastern part of the state, and is about sixty miles north of the US-Mexico border.

The University of Arizona is a land-grant institution and was the first university established in Arizona. As of fall 2016, there was a reported total of 3,158 faculty members, of which 1,559 were tenured or tenure-eligible. In this same term a total of 3,825 international students from 114 countries, representing 6.6% of the undergraduate, and 17% of graduate enrollment matriculated at UA. The university offers 366 academic programs to a student body of 33,732 undergraduates and 9,356 graduate or professional students Tuition at UA is comparable to US public institutions at roughly $12,000 for state residents and $31,000 for non-residents in 2016 (Institutional Research at UAIR, 2016). The UA is currently ranked 34th for research and development Expenditures by public institutions in the United States, with just over $600 million in expenditures (National Science Foundation, 2015).

Not unlike many US institutions of higher education, included in its mission and vision, UA recognizes that global outreach, innovation in inquiry and collaboration, and forging new and unique partnerships is integral to the institution's identity. According to its website (2017), the mission and vision of UA is as follows:

OUR MISSION

To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, creative expression, and community and business partnerships.

OUR VISION

Through cross-cutting innovations distinctive to the University of Arizona, we will expand the student experience through engagement, advance knowledge through innovations in creative inquiry and collaboration, and forge novel partnerships to positively impact our community.

The academic curriculum at UA is similar to that of other US public research universities that seek to provide a solid liberal arts foundation while still expanding into specialized and professional tracks. The undergraduate curriculum encompasses 120 unit requirements which include the following: Foundations are math, composition, and foreign language; Tier One are social-sciences, cultural studies, and natural sciences; Tier Two are upper level humanities, social-sciences, and natural sciences; and Diversity Emphasis includes one course on gender, race, class, ethnicity, sexuality, or world studies (see Figure 1). Students must then complete their General Education units with a curated selection of electives that cannot overlap with major, minor, or certificate coursework. Finally, students are required to complete the mandatory sequence of coursework for their intended major(s), minors, and/or certificates.

Both Tier One and Tier Two courses offer breadth of knowledge and methods of inquiry. By exposing students to various areas of study, these courses are designed to foster independent, creative, and interactive learning, prompting students to think about themselves, others, and social organizations in new and insightful ways.

Tier Structure:

Tier One		Tier Two		Diversity Emphasis
Individuals & Societies	2 courses	Individuals & Societies	1 course	1 course
Traditions & Cultures	2 courses	Humanities	1 course	
Natural Sciences	2 courses	Natural Science	1 course	
		Arts	3 units	

Figure 1: University of Arizona Undergraduate Curriculum, 2017

Graduate and professional student requirements are established by the departments that host the area of focus and vary by degree. The UA Graduate College does set minimum requirement of 30 units of graduate coursework for master's programs, along with a thesis or culminating experience; and for doctoral students a minimum of 36 units of coursework must be completed in the area of emphasis, nine units in a minor subject, and 18 units of dissertation must be completed.

In both the undergraduate and graduate curricula, there exists flexibility for programs to craft approved programs that are outside of the traditional degree paths. Elective hours are built into many programs of study that allow students to explore supplemental opportunities such as study abroad, externships, research, or dual degrees. With regard to dual and accelerated degrees, programs must have approved standing programs with articulation agreements and programs of study. Programs that do not have formal agreements require students to petition to legitimately apply up to 20% of their required coursework to both degrees. In the case of two master's programs, for example, a student may petition to duplicate six units of coursework for both degrees (University of Arizona Catalog, 2017). In the case described, there would still be a

required 54 credits of coursework and two theses or culminating experiences. For those programs that have a formal agreement to offer dual degrees, as much as a year can be reduced from the required units, as well as sharing of approved graduation documents such as dissertations or theses. Currently UA offers 86 Accelerated Masters Programs and 46 Graduate dual and joint degrees between units within the university, not including international dual degrees. According UA Global Initiatives, there are currently 24 approved international dual degrees.

International Dual Degrees at UA

The University of Arizona is among the most prolific of public research institutions collaborating with institutions abroad to offer international dual degrees (Durrani, 2016). There are 24 programs that currently have active transfer articulation agreements, outlining departments that administer the programs, the intended degree and the timeline to degree completion (see Table 7). It is important to note that although each of these programs is currently active, not all have students matriculating in their programs each year. For instance, there are currently 19 operational ICDD between the James E. Rogers College of Law and the Universities in 11 countries, but according to a participant close to the administration of all ICDD programs, enrollment in all programs is not consistent or stable. In fact, several key respondents discussed ongoing issues with maintaining continuous enrollment in low demand programs, and some possible reasons why these problems existed, which will be discussed in detail as I explore data pertaining to sustainability and the ways in which stakeholder perceptions feel these programs fit into the identity of the institutions. It is important to note this trend in this section, however, in order to point out that the inventory of ICDD that are currently offered at UA does not reflect the actual number of operating programs, nor is it possible to assume a stable count of students

matriculating through these programs collectively, over time, which could pose potential areas of weakness that should be addressed.

Table 7 : International Dual Degree Programs Offered by The University of Arizona, 2017

UA Department	Partner Institution	Degrees	Length
Department of Management and Organizations	City University of Hong Kong (China)	MS/MIS	2+1 year
Department of German Studies	University of Leipzig (Germany)	PhD/DPhil	1+1 and dissertation
College of Law	Universidad Mayor (Chile)	LCJ/JD	3+2
	Jean Moulin University, Lyon 3 (France)	LLM/LLM	3+1
	Shandong University (China)	LLB/JD	2+2
	Southwestern University of Finance and Economics (China)	LLB/JD	3+2
	Fudan University (China)	LLM/JD LLB/JD JM/JD	2+1 2+3 2+2
	Jindal Global Law School (India)	BA/LLB LLB/JD	3+2 2+2
	National Law University (India)	LLB/JD	2+2
	Doshisha University (Japan)	BA/JD	2+2
	Centro de Investigacion y Docencia Economicas (Mexico)	TLD/JD	2+2
	Universidad Panamericana, Mexico	LLB/JD	2+2
	Shanghai University of Finance and Economics (China)	LLM/JD	1+2+1
	Ocean University of China (China)	LLB/JD LLM/JD LLM/LLM	3+2 2+2 1+1+1
	American University of Phnom Penh (Cambodia) Operates fully in Cambodia but offers UA residency for 1 year.	LLB/BA LLM/MLS	2+2 3+1
	Chonbuk National University (South Korea)	BA/MLS	3+1
	University of South Australia (Australia)	LLB/JD	2+2
	National University of Mongolia (Mongolia)	LLB or LLM/JD	2+2
	Fudan University (China)	BS/BS	2+2
	Central South University (China)	BS/BS	2+2
	Institute of Polytechnic and Advanced Sciences (France)	MS/Diploma	4+1

Department Materials Science and Engineering	University of Rennes I (France) Institute of Electronics, Microelectronics, and Nanotechnology (France)	PhD/PhD	Various

ICDD Creation Process

Pathway to Establishing ICDD

The University of Arizona has a total of 24 ICDD, all of which were initiated by faculty and then facilitated through the appropriate approvals by the Office of Global Initiatives, institutionally referred to as simply Global Initiatives. Participants from UA described the process as centralized, but one that had to have the full attention of faculty and the overseas partner institution from the outset. The process of approval for formal international transfer articulation agreements, and subsequently Memoranda of Understanding was formalized as it is in its present state, when the Global Initiatives staff began receiving requests from faculty to initiate formal partnerships that yielded academic credentials with overseas institutions. One participant described this period, stating, "at that time our answer was, 'we don't do that'. But I started to learn more about the process, and really along with our key faculty…approached our graduate college and our provosts' office directly…and worked with them to develop a process so that we could engage in these types of activities." Global Initiatives then developed the formal policy that exists today (See Appendices B-D). When asked to describe the process, one participant responded, "So far these initiatives have come primarily from faculty/departments." She went on to describe the process in the following order:

1. The initiator must first contact the Office of Global Initiatives to determine whether a partnership is possible. Many factors are considered, including "a vetting process within the colleges, a vetting process administratively from the central administration";
2. The proposed program is then drafted, reviewed, and negotiated with the partner institution;
3. Complete course descriptions, syllabi, and general education criteria are outlined and reviewed by the department as well as the Articulation Office within Global Initiatives;
4. These proposals then move forward to the Graduate or Undergraduate Curriculum Committees where they are reviewed for final approval.
5. The International Transfer Articulation (see Appendices B and C for the routing process and instructions) is then prepared and filed with the appropriate Curriculum offices.
6. The final documents for all ICDD include a course equivalency table and the international transfer articulation agreement.
7. These documents are then sent through the appropriate legal channels and the formal understanding is drafted and signed by both parties, as well as the Provost (see Appendix D for routing approval cover page, containing program details and signatures).

When discussing this process, participants iterated that the most important part of this process was the initial discussions between the partner institutions and Global Initiatives. When departments or faculty attempted to "do the process themselves," they often skipped steps, or

were too hasty in the process to ensure that the appropriate people reviewed and approved the partnership. In cases such as these, one participant opined, "there are challenges sometimes in just making sure that the process is being followed consistently by everybody who's involved. And sometimes there's frustrations because it takes some time for certain people to review things." Participants at the departmental level expressed similar frustrations, with one noting her observations as "just trying to motivate people to take 'em seriously and move them along so they don't get stuck." Hearing these sentiments repeated by several participants at UA indicated that perhaps the streamlined process, while effective, was not as efficient as desired. When pressed with this observation, participants from Global Initiatives indicated, "that's one of our challenges that we're trying to address."

To summarize, with all formal ICDD that are offered at UA, there are multiple levels of checks and balances, a highly centralized pathway, and the involvement of staff within Global Initiatives. Global Initiatives creates a clear and determined pathway for their development, assists with identifying key stakeholders at all levels of the institution from legal affairs to curriculum systems, and works individually with departments to ensure that the process goes according to the procedures outlined by the University. The vice provost of international education is also tasked with the development of ICDD that, as that participant described, "are primarily offered abroad." The responsibility for the process of adoption, therefore, does not lie primarily with faculty or departmental champions, but rather are processed through a defined system of staff and administration. As described by a staff member of Global Initiatives, "we do have templates that we use…in fact I always try and draft something first, because it gives us a starting point for conversation that I know has already been vetted and approved on my end."

Having a defined pathway to establishing ICDD, however, does not necessarily mean that the process is as expedient as stakeholders would like it to be. As an administrator in Global Initiatives expressed, "sometimes there's frustrations because it takes some time for certain people to review things. Some people review things very quickly, some people it takes a little bit longer". Despite the frustrations in expediency of developing ICDD however, the participants, particularly those in the academic departments, all expressed a continued interest in forging more relationships with international partners to offer ICDD. Some stated that the interest was not only on their side, but that international institutions that have existing collaborations with departments at UA are often eager to explore ICDD as pathways for their students to receive credentials overseas, particularly in the United States. This observation has led institutions to think of new and innovative ways to increase demand for ICDD, which I discuss the proceeding section.

Innovation via ICDD

A particularly compelling case for the continued interest in implementing new programs can be observed in UA's Law School. Law programs around the world have long been involved in international collaborations because of the nature of credentialing by state, region, or country within the legal profession: diversifying the global legal curriculum, and enriching the profession in a globalized world. In observation of this trend within the international legal education community, it is no surprise that the majority of ICDD at UA reside in the James E. Rogers College of Law. Respondents particularly noted the enthusiasm of administrators in the College with regard to developing ICDD with partners around the world. Currently, agreements exist with institutions in Australia, Cambodia, Chile, China, France, Mexico, and South Korea. One participant noted that the increasing involvement with ICDD led the College to explore new and

innovative ways to deliver legal education, a way that would, according to one participant, "respond to the way that students are credentialed overseas, as well as in the US".

As an example of this response to demand, the College created the first and only undergraduate track to a law degree, the *Legum Baccaluaureus* (LL.B.) offered by a US institution. The LL.B. originated in Europe and is a common track for undergraduate students who wish to pursue Law. In the United States, however, the traditional track for students interested in law is a four-year undergraduate degree in an area unrelated to law, followed by three years of Law School, in which students are awarded the Juris Doctorate (J.D.). The LL.B. permits undergraduates to focus on law for their undergraduate curriculum prior to applying to J.D. programs. When discussing this novel option here in the United States, respondents noted that it made the law program at UA more attractive for an entirely new group of students, undergraduates. The appeal of attracting undergraduates from overseas is that, as one respondent noted, "there are many more of them to recruit than there are at the graduate level." It is important to note that the LL.B. is an option for any student at UA, not just those pursuing ICDD. However, to paraphrase a respondent who was an administrator in the college at the time that the program was developed, this new degree created a natural pathway for undergraduate credentialing to practice law. A pathway that has existed overseas for many years. And the realities of legal education in the US is that post baccalaureate education is mandatory in most states, in order to practice law. Therefore, the impetus to the development of the LL.B. was first to facilitate natural paths towards undergraduate legal education, and an organic bridge towards LL.B./JD and LL.B./LL.M. dual degree combinations has been an additional institutional advantage that has proven valuable to the development of ICDD in the college.

The observation of UA faculty's attempts to attract students by offering unique educational experiences was not unique to the James E. Rogers College of Law. Respondents in The College of Engineering also expressed an observed niche in their program that they filled by expanding their academic portfolio into ICDD. In a 1992 article by BusinessWeek (as cited in Levine, 2014), Tucson, Arizona was dubbed" Optics Valley", because of the entrepreneurial relationship between the UA's Optical Science and Engineering Department and industry that spawned a vibrant economic hub for the optics industry. This relationship fostered lucrative research collaborations between UA and global leaders in similar technologies, including dozens of research labs, one of which developed ICDD pathways for its students. The International Associated Laboratory for Materials and Optics (LIA-MATEO) involves a research partnership with universities in Rennes and Lille, France. According to a program director in the College of Engineering, "this collaboration has supported numerous visits of French researchers to the University, and led to the production of five tracks of dual Ph.D. degrees." Research collaborations leading to more nuanced collaborations between institutions of higher education is not unique, but UA faculty seizing the opportunity to credential their students with international dual degrees is certainly not the status quo. As one participant observed, "we have had six students with double Ph.Ds. so far. What we did was make a way for them that allowed them to benefit from their time here…and this has worked well for us."

The types of circumstances that motivate faculty and departments to initiate ICDD, despite the rigorous approval process that respondents described, speaks volumes about the nature of international collaborations as a whole. Much has been said in previous chapters about the importance of globalization to collaborations in higher education. The finer, more nuanced stories detailed in this chapter, with regard to the motivations of academia in developing ICDD is

a reaction to globalization, in the form of internationalizing many aspects of higher education, not just research. Seeking out new ways to educate our international workforce, to collaborate with our global community, does not begin or end with industry, it extends into all aspects of our lives, including higher education. As one administrative respondent noted, "we continue to explore new and creative ways to educate our global citizens."

ICDD Maintenance and Sustainability

As discussed in the section above, a well understood process for institutional ICDD adoption has to exist at all levels of administration at UA. It starts with, as one respondent stated, "a department or faculty champion" who is supported by the department, and cultivated formally by Global Initiatives. This theme captures how ICDDs are maintained and sustained over time, by the stakeholders at UA, once the ICDDs have begun to operate. There are examples of collaborations that have not been consistently maintained and sustained, as well as some success stories, as perceived by some respondents.

To reiterate, there are instances in which I found that installing a program into the UA's academic portfolio does not necessarily mean that the program remains viable and active. University of Arizona has a number of ICDD with active transfer articulation agreements, but not all have students enrolled on a continuous or consistent basis. Based on participant responses, there are two themes that emerged to possibly explain low and inconsistent enrollment in some ICDD. The first is that a number of ICDD were developed as *specialized* or *research focused* for specific students, or group of students, who qualified as candidates for the degrees due to unique circumstances. For example, the College of Engineering offers dual doctoral degrees specifically catered to the research assistants that work in their funded research collaboration with two

French institutions. These degrees, though active, do not recruit beyond their research partnerships, and are not at all suitable for most general degree candidates in the College of Engineering.

These cases of specialized dual degrees that are not high demand is not unique to UA's College of Engineering, and indeed respondents from the College of Law expressed having the same experiences with some of their ICDD. To quote one respondent, "they're not as central to the sort of, Law school's strategy because it's a few students. I think there have been 2 or 3 students who have talked about or sort of done it. It's more as a way to try to recruit really good students who might want to do that specific program, rather than as a way to get a big cohort of students."

The second emergent theme with regard to sustainability was more related to *resources*. Many respondents, when discussing both low enrollment programs, and those that have large cohort numbers, regarded the personnel and efforts invested towards nurturing the partnerships as the two fundamental weaknesses, or strengths, of their ICDD. Those that identified perceived weaknesses in sufficient maintenance of these programs noted the lack of investment in time and personnel. As one participant from Global Initiatives stated:

> Typically, out of the 15 dual degree programs, we may get three to five students total. And so, you know, that's meant that I've had to think about why's that happening. And my conclusion is that, you know, everyone's busy, including your partner institutions, the people that work in those institutions. And there's very little incentive to devote the resources necessary to manage the programs.

This response further supports his statements by expressing the importance of arranging these programs in a way that the resources needed to sustain the programs are available either by tuition revenue or institutional support. In the cases discussed above, the development phase of ICDD must include comprehensive discussions regarding the desired size needed to be perceived as a successful program, the availability of resources required to manage the desired volume and scope, and the strategy for the continued enrollment of students, and the management of the programs on various levels.

Resources, according to respondents, come in various forms, including personnel for management and administration. As one respondent from the College of Law described it, "you need someone on the ground in every place." Another provided a narrative of the importance of having continuous administrative support, stating, "a lot of them hadn't really invested much more time and energy beyond the building process, into bringing the students in. They aren't sustaining it, you know, talking to the partners on a regular basis." These sentiments seem to detail an explicit need for champions within each institution who work interpersonally to maintain relationships and consistent support across borders. To quote an administrator at UA's College of Law:

> We work very hard to have a relationship with people there. I've gone over. So, I started my position in July officially, and I've gone over once in May, and once in August already to talk to people. [name omitted] always went there once or twice a year, and our Dean and [name omitted] are both going there in December and we're bringing some alumni. We just work very hard to maintain that relationship so they know, particularly in these first couple of years. We don't have as strong of a presence there all the time, so it's

> nice to maintain more of a relationship by coming to visit and we host them here once a year as well.

They can also be even more involved with personnel staying for extended periods, for the purpose of program sustainability. UA participants also provided examples of these types. One innovative resource allocation was described as, "we've had one student who was a recent grad…We hired him as an RA [research assistant] over the summer to travel with us in China and help us negotiate, open negotiations to talk to different schools." Another participant, when describing the logistics of the program stated, "they teach half of everything and we teach half of everything. And I guess we call it a micro-campus over there because in steady state we'll have about 4 professors there, living over there." The respondents' programmatic descriptions infer that a strategic and essential part of the sustainability of these programs is the availability of external resources to support activities related to the programs' sustainability. And these resources are largely supported by tuition revenue and innovatively sharing and distributing resources between the partnerships. Regarding availability of resources, a vice-provost at AU stated, "the incentives of institutions typically don't align, and you know, you gotta have someone to run the dual degree program, to manage it, you need to advertise it, encourage students to go on it, and why would you do that if it's gonna cost you money." Which would indicate that without generated revenue, the costs associated with sustainability would be a disincentive for units to maintain them. To further elucidate this point, one associate dean who runs several different ICDD within the College of Law added this about revenue generation:

> So if you have a partnership with a host institution and they send their student to Arizona or wherever, to get a dual degree, they lose tuition while the person's there. So, if they're making $5,000 a year on a student, and the student then goes abroad to get a dual degree,

> they lose that tuition. So there may be incentives to set these things up, but there's very little incentive to send students because you lose tuition.

These statements were telling of the general sentiments regarding ICDD, particularly when they were reflecting on programs that didn't work or discussing best-practices from lessons learned.

Institutional Identity

In the previous section I analyzed how ICDD are supported at the unit and institutional levels, to support sustainability, documenting the themes that emerged from the interview of stakeholders at UA. Some programs were regarded as highly specialized, not high-maintenance, and not intended to attract large cohorts. Those programs that were developed as high-demand, intended to attract large cohorts, and needed to be nurtured with various types of resources in order to maintain continued enrollment. This third theme pertains to stakeholder perceptions of how institutional identity facilitates the adoption, sustainability, and perceived effectiveness of ICDD, outlining the key elements that emerged from my analysis of documents and interview data.

It appeared, from respondents' perceptions of institutional identity, that two major factors were essential to the be successful adoption and sustainability of ICDD. The first essential factor to the sustained longevity of ICDD was that agreements between the institutions needed be sensitive to the mission of the institutional units, and they needed to be sensitive to resource allocation that would be equitable over time, factoring expenses and revenue into the fee structure of the programs. To quote a UA administrator and proponent of ICDD:

> international exchanges and what have you, it's a cost center for most universities, not a revenue center. and there are lots of reasons that they're good. Student engagement is

> important, writing support, you know, anything that you offer at a university is good. And there's so many competing interests all of which are mission consistent. And so the reality is that as long as international is a cost center for institutions, there'll be some disconnect between the mission, what we wanna do, and what we can actually accomplish.

And yet another respondent noted, "you can spend a lot of time and then put it together and then nobody moves or takes a long time. I think almost none of them are cost-effective in the first few years, and some of 'em maybe never. But it's an effort cost more than a hard cost." These sentiments encompass both a need to acknowledge institutional and unit missions while still paying close attention to the sensitivities surrounding resources, or in this case, the lack of revenue generation to sustain adequate resources.

The second had to do with recruitment of an expected magnitude, or the 'market' as some respondents referenced this theme. Essentially, the programs needed to diversify academic programs in a way that was favorable to the types of prospective students that they intended to recruit. Much of this second factor relates to duplication of institutional programs, but also to innovation in the delivery of these similar programs. In these cases, it wasn't just enough to initiate dual degree programs with partnering institutions, but it was important that the programs be somehow unique to traditional methods. At UA, that uniqueness came in various forms, including detecting under-served markets, nurturing relationships with partners in unique ways, and offering instruction in myriad ways that involved both technology as well as creating entirely new programs in the overseas institutions that they partnered with. The extent to which ideas that reached beyond branch campuses or entirely online platforms, was quite remarkable to observe.

With regard to detecting underserved markets, the programs at UA that had the largest enrollment numbers were those that were able to be flexible in the way that they perceived traditional higher education within their discipline. Referring to law education, one participant noted, "I think all law schools have been working to be innovative, or many law schools have been working to be innovative about, you know, where to expand our offerings and provide some further education for people outside of the US in particular." In this particular instance, the program that was developed involved creating an advanced degree program in which an articulation agreement was formed allowing students with undergraduate degrees and professional experience in the field to enter into an advanced track. The advanced track would shorten the length of time for the degree by one year, also allowing an entirely new market of non-traditional students to enter into the program.

The College of Law's partnership with Ocean University in China included a curriculum that was taught partly in the overseas institution, and partly at UA. One participant described the unit's partnership in the following way:

> They can either come to the University of Arizona for their last 2 years or they can stay in China and we deliver our B.A. law program there with sort of a flipped, for the most part, a flipped classroom model. So we have some people there who facilitate it, but the content is primarily created by our tenure and tenure track faculty here.

The description above denotes variation in curricular delivery, from the traditional classroom or fully online methods of delivery. These types of descriptions were present in many respondents' detailing their perceptions of the important factors that must exist in order for these partnerships to continue to attract students. Another respondent, for example, while discussing the popularity of the LL.B. combinations with JD and LL.M., stated, "that one has, you know, surpassed the

enrollment that we have for all the other ones, which are usually much smaller. But it's a slightly different model." She later asserted, "it's unique and I think it'll be duplicated, so we'll probably see that program just have higher enrollments, or that model of a program have higher enrollment than some of the other ones." In this instance, the respondent was circling back to creation of the undergraduate law degree in order to attract ICDD students from both the undergraduate domestic and the international pool of interested students. The tone in many of the examples that were provided by participants was that the programs designed to meet unique circumstances, and therefore, uniquely designed, were sustaining as expected or better than expected, when compared to those programs that were more traditionally focused.

The themes that emerged with regard to institutional identity imply that as institutions are adopting ICDD into undergraduate and graduate education, there needs to be special attention paid at the planning stages in creating programs that cater to unique demographics of students outside of the traditional degree seekers. Although I was not able to focus my research attention specifically on innovation within the development of ICDD, this theme permeated throughout my study and is one that will lend itself well for future exploration.

CHAPTER 5

THE CASE OF NORTH CAROLINA AT CHAPEL HILL

Introduction

In Chapter 3, I detailed the qualitative methodology that I would implement for this study. Chapter 4 included a presentation of the case of University of Arizona. In this chapter, I include an overview of my second case, University of North Carolina at Chapel Hill (UNC-Chapel Hill). I will also include detailed analyses of the data that I collected using semi-structured, recorded interviews with key stakeholders, as well as a review of the documents that were either found through online searches or provided to me by the institution. I examine the stakeholders' experiences in either administrative or managerial executive roles with the operation of International Collaborative Dual Degrees (ICDD), as well as their perceptions of the programs in three key areas-the creation process, maintenance and sustainability, and institutional identity. These three areas reveal the breadth of data that I coded, that best align with the themes that emerged from the review of the literature, in-depth interviews, and document and website analysis.

Overview

The University of North Carolina at Chapel Hill, known commonly as UNC-Chapel Hill, is a public four-year institution that was chartered in 1789 and, in 1795, was the nation’s first public university to matriculate a student body. The University is also proud to have been the

first public university to award degrees in the 18th century (University of North Carolina at Chapel Hill News, 2017). UNC-Chapel Hill is one of sixteen universities in the University of North Carolina system and is situated in the central part of the state, in the city of Chapel Hill. The city itself has a rather small population of just over 57,000; however, Chapel Hill, combined with the metropolitan cities of Durham and Raleigh, make up the three corners of the Research Triangle Park as well as the Raleigh-Durham-Cary Metropolitan Statistical Area (MSA) which has a combined population of 1,130,490, making it the largest in the state (United States Census Bureau, 2013). UNC-Chapel Hill has a total of 3,850 faculty members of which 1,905 are tenured or tenure-eligible (UNC Factbook, 2015-2016).

The university offers 258 academic programs to a Fall 2016 student body of 18,523 undergraduates and 10,946 graduate or professional students. In this same term there are a total of 1,559 international students from 94 countries, representing 2.5% of the undergraduate, and 10.2% of graduate enrollment. Tuition and fees at UNC-Chapel Hill are slightly less than that of comparable US public institutions (College Board, 2015) at roughly $8,500 for state residents and $33,600 for non-residents per semester, in 2016 (UNC Factbook, 2015-2016). University of North Carolina at Chapel Hill is consistently highly ranked in the U.S News and World Report's list of US institutions, placing fifth on the list of public institutions, and 30th on the list of national universities (US News and World Report, 2016). Additionally, the university ranks 11th for Research and Development Expenditures by public institutions in the United States, with just over $960 million in expenditures (National Science Foundation, 2015).

Similar to other institutions of higher education, UNC-Chapel Hill does not fail to mention the importance of the global community in its mission statement. The University's mission statement, approved in April 2016, reads as follows:

> The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.
>
> Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state.
>
> With *lux, libertas*-light and liberty-as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems" (UNC Fact Book, 2015-2016).

The academic curriculum at UNC-Chapel Hill closely resembles that of other US public research universities that focus on undergraduate liberal arts education, but have comprehensive pre-professional programs as well. According to their undergraduate advising website (Making Connection Curriculum, January 22, 2017), undergraduates are required to fulfill a set of General Education courses (see Figure 2), which are categorized into three major categories, Foundations, Approaches, and Connections.

UNC–Chapel Hill Making Connections Curriculum

Foundations	Approaches	Connections	Major	Supplemental General Education*
A course counting in Foundations may not fulfill any other general education requirement.	*Among these areas, a single course may fulfill multiple requirements*			*Courses that add breadth beyond the major*
English Composition and Rhetoric (CR) ENGL 105 **Foreign Language (FL)** Through Level 3 (unless major/minor requires higher level) **Quantitative Reasoning (QR)** **Lifetime Fitness (LF)**	**Physical and Life Sciences** Two (2) courses, at least one (1) with a corresponding lab component (PX/PL) **Social and Behavioral Sciences** Three (3) courses from at least two (2) departments; at least one (1) Historical Analysis (HS/SS) **Humanities and Fine Arts** One (1) Visual and Performing Arts (VP) One (1) Literary Arts (LA) One (1) Philosophical and Moral Reasoning (PH)	**A single course may fulfill multiple Connections** One (1) Beyond the North Atlantic (BN) One (1) Communication Intensive (CI) One (1) Experiential Education (EE) One (1) Global Issues (GI) One (1) North Atlantic World (NA) One (1) Quantitative Intensive (QI) (or a second QR) One (1) U.S. Diversity (US) One (1) World Before 1750 (WB)	**A thorough grounding in at least one (1) subject** See the *Undergraduate Bulletin* for coursework, minimum grades, and related requirements A second major or one (1) or two (2) minors are also possible, for up to three fields of study. **Coursework** Requirements vary Approximately 8-10 courses (24-30 hours) **Minimum Grades** At least 18 hours of coursework must be graded "C" or better **Limitations** At most, two (2) credit-by-exam (BE) courses may count toward a major, *eight (8) hours maximum*	**Three options:** Three (3) three-hour courses outside of major department numbered greater than 199. (These courses may also count in Connections but not in Approaches.) A minor or second major A concentration outside a professional school as part of the degree requirements for graduation from that school

**Required for students pursuing a Bachelor of Arts degree*

Figure 2: University of North Carolina at Chapel Hill Undergraduate Curriculum, 2017

Foundations are the fundamental skills that facilitate future learning and include English, foreign language, quantitative reasoning, and fitness; Approaches are broader experiential courses (humanities, physical and life sciences, and social sciences); and Connections come later in the curriculum to build on students' previously acquired knowledge in the first two areas. Students then go on to complete major coursework to fulfill the requirements of their intended areas of focus.

Graduate and professional student requirements are established by the departments that host the areas of focus and vary by degree. The UNC-Chapel Hill's Graduate School does set minimum requirement of 30 credit hours in the major field for master's programs, along with a thesis or culminating experience; and for doctoral students a minimum of four semesters of full-

time course-load are required in the area of emphasis, nine credit hours in a minor subject, and six hours of dissertation must be completed.

Outside of the general educational requirements, both the undergraduate and graduate curricula, there exists flexibility for programs to craft approved curricula that are outside of the traditional degree paths. Elective hours are built into many programs of study that allow students to explore supplemental opportunities such as study abroad, externships, research, or dual degrees. With regard to dual and accelerated degrees, programs must have approved standing tracks with articulation agreements and programs of study. Programs that do not have formal agreements can only be completed side-by-side, with no sharing of coursework. Substitution of coursework is permitted in the case of similarity in content within a course; however, credits cannot be shared (The Graduate School Handbook, 2016). As an example, such cases would require 60 credits of coursework and two theses or culminating experiences. For those programs that have a formal agreement to offer dual degrees, as much as a year's worth of coursework can be reduced from the required units, as well as sharing of approved graduation documents such as dissertations or theses. UNC-Chapel Hill currently offers 10 Accelerated Masters Programs that award dual degrees of various combinations of bachelor's and master's degrees, but these programs do not include international partnerships. As I will discuss in detail in the next section, with regard to ICDD, the university currently runs two programs that offer varying combinations of dual degrees with international partner institutions.

International Dual Degrees at UNC-Chapel Hill

As noted in previous chapters, ICDD programs, though they are increasing in prevalence, have received little attention with regard to empirically based academic studies. It is important to recognize UNC-Chapel Hill's program offerings of dual degree options because of their

uniqueness, as well as their international scope. UNC-Chapel Hill offers several degree options with two programs (see Table 8): The College of Arts and Sciences, Center for European Studies offers six distinct undergraduate and graduate dual degrees via the Transatlantic Master's Program (TAM) with foci in European governance or political sciences in the Bachelor of Arts and Master of Arts (M.A.); additionally, the Kenan-Flagler Business School offers a combined Executive Master of Business Administration (EMBA) and Master of Engineering Management (MEM) (UNC-Chapel Hill 2016-2017 Academic Catalog, 2016). One additional program that was mentioned repeatedly by study participants was the university's joint degree program with the National University of Singapore (NUS). Because this program was mentioned a number of times by various participants, I do mention them briefly; however, in order to maintain the integrity of my study criteria, I excluded UNC-Chapel Hill's program with NUS shortly after beginning the data collection because I discovered early in the interview process that this partnership leads to the awarding of a joint degree, and is thus not an ICDD program. As outlined in Chapter 3, my analyses of perceptions were limited to programs that expressly awarded two separate degrees from two partnered institutions.

Table 8: International Dual Degree Programs Offered by The University of North Carolina at Chapel Hill, 2017

US Institutional Unit	**Partner Institution**	**Degrees**	**Length**
UNC-Chapel Hill Business School	Tsingshua University (China)	MBA/MEM	2+2
UNC-Chapel Hill College of Arts and Sciences, Transatlantic Master's Program	Universitat Pompeu Fabra (Spain)	BA/MA or MA/MA	3+1
	University of Bremen (Germany)		1+1
	Vrije Universiteit (Holland)		

ICDD Creation Process

Pathway to Establishing ICDD

The University of North Carolina at Chapel Hill has many internationally focused degree programs, exchanges, and joint degrees. Currently, however, there are only two programs that can be genuinely defined as ICDD. The Transatlantic Master's Program, more commonly known as TAM, and the Executive Master of Business Administration and Master of Engineering (EMBA/MEM) dual degree programs both have active transfer articulation agreements, memoranda of understanding, and approved program proposals (see Table 8). Both of these programs differ from traditional dual degree programs, which I will describe in detail in the following section, but I will first describe the overarching policies for approving dual degree programs at UNC-Chapel Hill before I discuss the specifics of TAM and the EMBA/MEM.

The University has no formal pathway towards approval laid out specifically for international collaborative degrees, joint, dual or otherwise. Therefore, I will provide a simplified outline of the university's approval process (see Appendices E and F). As was described by participants in both programs, the inception and formal approval process occurred in the following order:

1. Departmental faculty departments create a program proposal. The college's dean must approve the proposal prior to submission to the Graduate School;
2. The department routes the proposal, along with a Request for *Authorization to Plan* form (see Appendix E) to the Graduate School for committee review. This document allows departments to proceed with working with internal/external partners on MOU's, transfer articulation agreements, and finalized program proposals. The Plan

has to be approved by the offices of the provost and the Chancellor before departments can proceed with program development;

3. Once the Authorization to Plan is approved, Colleges may proceed with the Authorization to Establish form (see Appendix F), and the approval processes is replicated;
4. Once the establishment of the program has been approved, the program proposal is submitted for review to the Office of the Provost. In the cases of ICDD, the Vice Provost who serves as the Chief International Officer must also review the proposal. This office may request changes and is required to report updates to the Faculty Council;
5. The proposals are then reviewed and approved by the Chancellor, who then elects to authorize approval in the case of existing programs merging, or authorizes submission to the University of North Carolina (UNC) Board of Governors;
6. Once approved by the Board of Governors, they are sent to the institutions' accrediting body, the Southern Association of Colleges and Schools (SACS) for final notification and approval.

Should future ICDD development occur with merging existing programs, instead of forming entirely new programs, the process will end with the approval of the Chancellor, who's only task moving forward will be to notify the UNC Board of Governors of the new programmatic offering. However, because the TAM and EMBA/MEM programs had components that were substantially different than what was currently offered in their traditional programs, both required approvals all the way up the administrative chain within the university, the governing board of the university system, as well as the institutions accrediting body.

Both TAM and the EMBA/MEM programs originated in their respective departments, were reviewed by the Chief International Officer in the Office of the Executive Vice Provost, and approval was reserved for the Chancellor and President of the University, who provides final signatures, authorizing initiation of the programs. As noted previously, dual degrees traditionally require no further approvals past the executive levels of their respective Universities, making them incredibly attractive to units who want to expand their program portfolios in reasonable timelines. This is mainly because many are already existing degrees that simply blend together via transfer articulation agreements. Because The TAM and EMBA programs were viewed as new programs that were uniquely and substantially different from their existing catalogue, however, they required further approval by the University of North Carolina System's Board of Governors, and subsequently by the university's accrediting body, the Southern Association of Colleges and Schools (SACS). This delayed the programs' approvals through years of committee and board reviews. According to a TAM respondent, for example, the approval process for the dual degree track required multiple program reviews, revisions and resubmissions, which resulted in a 13-year timeline before finally being approved in 2015. This is substantially longer than the traditional review process of already existing programs that are simply engaging in sharing course credits or program requirements.

There are two important differences in these programs' final step, after the final approval from SACS. A respondent with the EMBA/MEM program noted that the dual degree collaboration with the Kenan-Flagler Business School needed approval of the Chinese Ministry of Education, as Tsinghua University is one of the 879 regular[3] colleges and universities that

[3] The term 'regular' is used by the Chinese Ministry of Education (2013) to describe public universities that are not Junior, Private, or Branch Campuses and Programs.

operate directly under the Chinese Ministry of Education (Ministry of Education of the People's Republic of China, 2013). The TAM program had no such hurdle in the European region, as their institutions required no formal national approvals. In response to the participants' perceptions of this process, one noted, "we've been really lucky with our admin[istration] and our faculty that there's just a lot of commitment to seeing things through, and when you have will like that, it may take a few years to get something done, but you can get it done…because people want it to happen." When probed about the success of the institutional partnerships, one participant returned to this same theme about the lengthy development process of these programs. The participant stated, "They're not gonna get rich doing it, and it might not even be successful. But they know that if they keep at it, they can get it done." Starkly similar sentiment was expressed by an executive-level participant with regard to initial investment seeing the development of these programs through the development and approval process. The participant's sage advice with this regard was, "we would start with much more lower-level, less demanding collaborations, and build the relationship, build the trust, and then move into a deeper connection." More succinctly stated, "you can't do this without being in it together."

To summarize, the development and approval of the existing programs at UNC-Chapel Hill took many years, but since the commencement of the EMBA/MEM (2012) and TAM (2015) programs, there have been enrollments, much interest, and much publicity, within the institutions. As noted by a respondent who was discussing the elements necessary to propel programs past these initial stages, "you wanna make sure that they're alive and active, and that we're making certain that they're cared for with an attentive approach. That's really the foundation of moving forward."

Innovation via ICDD

The first of two established programs, the Transatlantic Masters (TAM), launched in its initial form in 1998, and was originally intended to be a pathway for students in the United States to migrate to one of two established partner sites, and obtain a European Master of Arts as part of the larger Euromasters Program. The Euromasters Program was later transformed to a joint degree Master of Arts program, but the joint degree soon became convoluted, as more institutions continued to sign on as partners. As one respondent from UNC-Chapel Hills TAM program describes its evolution, "Euromasters, I think it was on the heels of Bologna, made a decision to offer a joint degree, so students running through that program would earn a credential signed off on by all the participating schools, even if they had only studied at 2 or 3 of them. And we made the decision not to do that." When I asked this respondent to elaborate on the decision not to participate in the Euromasters Program's joint degree venture, the response was that dual degrees "seemed like a better representation of what the students were doing, to exit with two M.A.s in hand, having been a year with us [UNC-Chapel Hill] and a year with them [European partner institution]." Thus, the dual degree program was developed and then submitted as a new track in the already established TAM program. After several years in development and approval stages, this new dual degree track was officially launched in 2015. That same year, a newer program of study was introduced into TAM, allowing students to complete a B.A./M.A. accelerated degree. Today, there are three TAM tracks available to students are as follows:

> *Track 1*: A single M.A. degree in Political Science from UNC-Chapel Hill with a concentration in transatlantic studies;
>
> *Track 2*: A single M.A. degree from any of the dozen TAM European partner institutions, or;

Track 3: The newly developed dual degree program which issues two M.A. degrees in Political Science with a concentration in European Governance or an accelerated B.A./M.A. Political Science with a concentration in European Governance from UNC-Chapel Hill and any one of the three partner institutions participating in this newer track.

A participant close to the program noted that the third track is now in its second cohort and has six students enrolled. Students in TAM may participate in one of three existing tracks, therefore total enrollment for 2016 was reported to be about 26, and of those nearly a quarter are enrolled in the dual degree track.

The third track, which qualifies as an ICDD, is most relevant to my analysis. This track is limited to just three institutions of the dozen that are formally involved in TAM: Universitat Pompeu Fabra (UPF) in Barcelona, Spain; University of Bremen in North-West Germany; and Vrije Universiteit (VU) Amsterdam, Holland. An associate director in the Center for European Studies provided the following paraphrased timeline of this track. The decision to offer the dual degree track with only these three partners was based on the transfer articulation of credits and requirements. The course transfers, thesis requirement, and length of the programs proved to be more aligned with UNC-Chapel Hill's M.A. in political Science. In fact, the M.A. programs in these three institutions were just one year and contained a thesis requirement, so UNC-Chapel Hill was able to create a 3+1 for dual B.A./M.A. This would require three years of study at UNC-Chapel Hill followed by a breakout year in the European institutions of choice for the remaining year of Masters work and thesis defense. The dual M.A. was reduced to a 1+1 where students would spend just one year in each institution and then submit one thesis for both programs. Although students would be required to defend their thesis in both institutions, and the final document would be a bit lengthier than the traditional thesis, the fact that the thesis requirement

would be duplicated meant a great deal of additional work could be avoided to award two master's degrees in this track. Additionally, another respondent from the Global Center who is also close to TAM included that an appeal of this track was that it attracted students with a lot of "adventure tolerance," and that the students in this track are also able to "opt-out at any point if the student feels like it's overwhelming or something comes up, and they can still exit with the UNC degree."

The second established dual degree program at UNC-Chapel Hill is an Executive Master of Business Administration (EMBA) and Master of Engineering Management (MEM) offered by UNC-Chapel Hill's Kenan-Flagler Business School and Tsinghua University in China, respectively. According to one participant, this program was initiated by existing faculty collaborators in both institutions and enrolled its first cohort in 2012, after being approved by the UNC-Chapel Hill administration and the Chinese Ministry of Education. According to the website, the UNC-Tsinghua EMBA Dual Degree Program "fuses the disciplines of business and engineering in a dual-degree program that meets the growing needs in China for executives with both the leadership skills and technical knowledge necessary to compete in the global marketplace" ("UNC-Tsinghua EMBA Dual Degree Program," 2017). Executive MBA programs are in no way novel, with the *Master of Business Administration Programs Worldwide* website listing 455 accredited[4] EMBA programs internationally, and 164 operating in the US alone. Executive MBA programs with ICDD components, however, are not as common with the

[4] Accredited EMBA programs are those with Association to Advance Collegiate Schools of Business (AACSB); Association of Masters of Business Administration (AMBA); and/or the European Foundation for Management Development's Quality Improvement System (EQUIS) accreditation. These three regional Accreditation agencies are the most highly regarded for MBA programs, internationally. It is common for recognized programs to have one of the above, but today only 76 Business Schools have what is often referred to as the "triple accreditation" (Find MBA, 2017).

same website yielding search results of 11 programs that describe themselves as having international partnerships, and of those, only five[5] that could be described as an ICDD program with US and international partnerships. This translates to less than one percent of US Executive MBA programs can boast of having an internationally focused dual degree program, which could translate into high demand for those in mid-level business positions who could see an added advantage to having credentials from two different accredited institutions with not much added time to the tenure of the traditional single degree EMBA programs.

To add to the particular niche of these EMBA programs, UNC-Chapel Hills dual degree with business administration and engineering management bridges leadership and administrative credentialing to a global workforce in two highly marketable professional arenas. In this program specifically, cohorts of 35-40 mid-to-senior level students enroll annually for a 21-month program that includes 19 months of coursework and 2 months for the completion of a capstone project or thesis. According to the program's website, the MBA courses are taught exclusively by UNC-Chapel Hill professors, and the MEM courses are taught by Tsinghua faculty (UNC-Tsinghua EMBA Dual Degree Program, 2017). One participant in charge of administration considered this cross-coordination of course instruction a significant strength of the program, but also indicated that, "UNC faculty need to commit a lot by teaching in the US and Beijing, which becomes a burden for our school." Regardless of the burdensome complexities in administration, both TAM and EMBA/MEM program respondents indicated that the success of the programs lies in the uniqueness of the programs compared to peer institutions. Once TAM respondent, for example, stated that the program is "attracting people who want an adventure.

[5] The five institutions listed by Find MBA as being EMBA ICDD programs were UNC-Wilmington; Indiana University; Bloomington; UNC-Chapel Hill, Massachusetts Institute of Technology; and University of Rochester.

And we're different." Another, from UNC-Chapel Hill's provosts' office regarded the programs very highly, stating that "it's a way for the university to sort of show students that they have opportunities to, you know, expand their horizons in ever more varied contexts." In fact, the negative perceptions of these programs were largely overshadowed by the participants' positive observations, which will become evident as the analysis continues.

ICDD Maintenance and Sustainability

As was discussed above, the formal approval of ICDD at UNC-Chapel Hill is lengthy, taking up to a decade, as was the case for the TAM track. Interview respondents suggest that these new programs seek to attract new students as well as the attention of the institutional attention because of their novelty. In this section I analyze participants' perceptions on how the programs are maintained and sustained.

Once ICDD programs are approved to operate, there is little beyond the academic departments that UNC-Chapel Hill does to ensure they are maintained in a way that ensures that they continue to operate. The University's Chief International Officer leads all global programs in the institution, and they are officially overseen by the University's FedEx Global Education Center. In practice, however, the programs are managed independently by the units in which they are offered. In describing the Global Education Center's role in these programs one participant divulged, "I would say we certainly information share with our students, but again, there's no formal connection between us and the Transatlantic Master's Program. Lots of overlapping interests, plenty of faculty who teach…but they're two separately governed entities."

To explain the hands-off approach of the university's Global Office, let me provide one participant's historical context. Globally oriented programs, for a time, were spread out

throughout the UNC-Chapel Hill Campus. This structure was identified by an administrator within the FedEx Global Education Center as "decentralized." As the same participant noted about the more recent shift towards a more concerted global effort when the university erected the FedEx Global Education Center, the participant stated,

> Ten years ago a new building was opened on campus. It's called the FedEx Global Education Center. FedEx put a lot of money into the building so they got to name it. And the university decided to move many of the Globally oriented programs into that building just for, kind of, synergistic purposes. So study abroad is in here, the Transatlantic Masters is in here, Global Studies is in here, a few other units, you know, that I mentioned are in here. So we're all physically under the same roof now, but we are still administratively free-agents, and we're decentralized. There's talk from time to time about some more formal integration, but you know there's also resistance to that.

This theme resonated throughout interviews with UNC-Chapel Hill respondents as both a point of pride because of the historic nature in which academic programs and faculty have functioned at the university, and an area for possible change for streamlining mission driven changes that are occurring throughout the university. As an executive administrator noted, "I think there's tremendous benefit to all of them being around, whether they function separately or inter-dependently because first of all the student demand is there for them."

These responses reported above, along with similar themes from additional UNC-Chapel Hill respondents, seemed to echo the sentiment that existing research and teaching collaborations would foster an institutional environment in which faculty and administrators would jointly work on ways for students to achieve their academic potential. An executive level administrator expressed the similar sentiments as, "more and more students are interested in having global

experiences and global training, language and otherwise, of one sort or another, and I think all of these entities at UNC meet that demand in their own way." Essentially, the University feels it is doing work that is essential not only to the mission, but also to the demands of the students who express their experiential needs as they work through their interests in the University. And this extends to the topic of resources as well, as UNC-Chapel Hill respondents stated that these programs are not largely focused towards generation of revenue, but rather are more mission focused. UNC-Chapel Hill's administrative faculty in global education echoed these sentiments above by stating, "I don't think that we're in it to make any kind of profit. I mean, we barely break even. But we wanna give students the best footing to go forward and to get exciting jobs that they wanna have, and give them that kind of experiential learning opportunity."

When discussing institutional involvement in the sustainability of ICDD at UNC, a different participant, from the Center for European Studies noted that much of the understanding of executive level motivations towards furthering programs such as international collaborations was above the participant's "pay grade," adding more weight to the idea that units function largely independent of their administrative counterparts at the institutional level. While institutional independence is always welcomed in large institutions, perhaps, as noted earlier by a participant, more coordinated efforts could benefit students in the long term.

Institutional Identity

To transition into the themes that emerged relating to stakeholder perception of institutional identity, it is perhaps best to merge a bit of the context provided by participants, in order to glean a more holistic understanding of how these programs are truly perceived at UNC-Chapel Hill. A theme that emerged relating to sustainability, but that also appeared to be a large

part of the sustainability of these programs was the faculty, unit, and institutional resource allocation into these programs. For example, an administrator in the Kegan-Flagler Business School reported that the EMBA/MEM has a committee to manage the program that is comprised of academic and administrative associate deans, as well as the executive director of the program. Several participants noted the importance of consistent communication, with one noting, "we meet with them [international partners] at least once a year, sometimes twice a year, in person." There even appeared to be strategic locations to facilitate these, and I assume other, regular meetings for international collaborative programs. As was described by an associate director for TAM who remarked, "the meetings rotate through different sites, but UNC also has a property called Winston House in London, so that's been very handy as a meeting place because of course London is a place, we have a direct flight there out of Raleigh and it's a very easy place for the European partners to get to." The Winston House (2017) is operated by UNC-Chapel Hill's Honor's Program, but is available for use by students, faculty, staff, and alumni of the university. This convenient European location was identified by respondents of the TAM program as an incredible convenience for the administration of their dual degree programs, allowing them direct, affordable access to a central location to conduct business for the TAM ICDD programs.

An executive level participant in the provost's office remarked that administrators from all levels commit by "visiting there pretty regularly." The participant also noted, "we try to make sure that there's a steady flow of faculty and students back and forth and that we keep our eye on the quality of the degrees. So there's a lot of attention to quality assurance and to the partnership." Given the decentralized nature of international collaborative programs at UNC-Chapel Hill, it is essential to note the importance of this participants' perceived sustainability came from the institutional level, and not from departments or colleges.

According to multiple respondents at UNC-Chapel Hill, there seems to be less of an established pathway to serve as a guide for academic units to develop ICDD. It does appear, however, that for multiple reasons faculty within units at the institution have forged ahead with implementing programs that in their individual ways created an avenue for a new type of student. For the TAM program, it appears that driven students with a wanderlust for adventure are now able to pursue an entirely new path that awards not one, but two degrees. Alternatively, the Kegan-Flagler Business School was able to tap into an entirely new market of engineering and business administrators in China, one of the world's leading industrial suppliers. As one participant reported, there are roughly 40 students who enroll in each cohort of the program, which not only indicates relative success for a graduate program, but also means that an actual market does, in fact, exist.

For further emphasis of the university's interest to support ICDD programs, when asked about the future, an administrator in the provost's office specified, "I'm actually eager to see tri-party relationships built. I think that there are realms, for instance, economics and political science where having an experience in America and in Europe and in China would be an incredible combo. And I've proposed exploring a three-way." This type of remark from upper administration within the institution would indicate a perceived value of international collaborative programs that grant degrees, to the extent that unique partnerships are currently being discussed.

Others at UNC-Chapel Hill discussed the evolution of ICDD in the context of continuing to open pathways that stakeholders may not have previously conceived of. As an example, a coordinator of programs in the Center for European Studies noted,

> I think those collaborations open up they just open up people's ways of thinking and the potential for fruitful partnerships, whether they're research or other more hands on endeavors that folks wouldn't have thought about had they not had the opportunity to, you know, be in a room together, or work together in sort of parallel programs.

This last point brings the conversation full circle with regard to international collaborations and their place within the institutional infrastructure. The programs may not only be sustainable in their own right, but may also foster partnerships of many kinds. This does not necessarily imply that without one, there cannot be another, but it does raise the stakes for the adoption of partnerships that may serve to broaden institutional understandings of global partnerships, with ICDD programs having a place at the table.

CHAPTER 6

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter provides a brief review of the study, followed by a documentation of the key findings from the three emergent themes of the analysis. Additionally, I will put forward some implications and outline suggestions for further research.

Review of the Study

As was presented in Chapters 1, and 2, the purpose of this study was to explore how public research institutions utilize ICDD as a strategic response to an increasingly internationalizing higher education arena. The study was inspired by an increasing pool of research on internationalization (de Wit, 1997; Anderson, 1999; Altbach &Teichler, 2001; Altbach & Knight, 2007) leading to the broad academic understanding that an increasingly interconnected market force was fueling a need for an increasingly sophisticated, globally centric labor force.

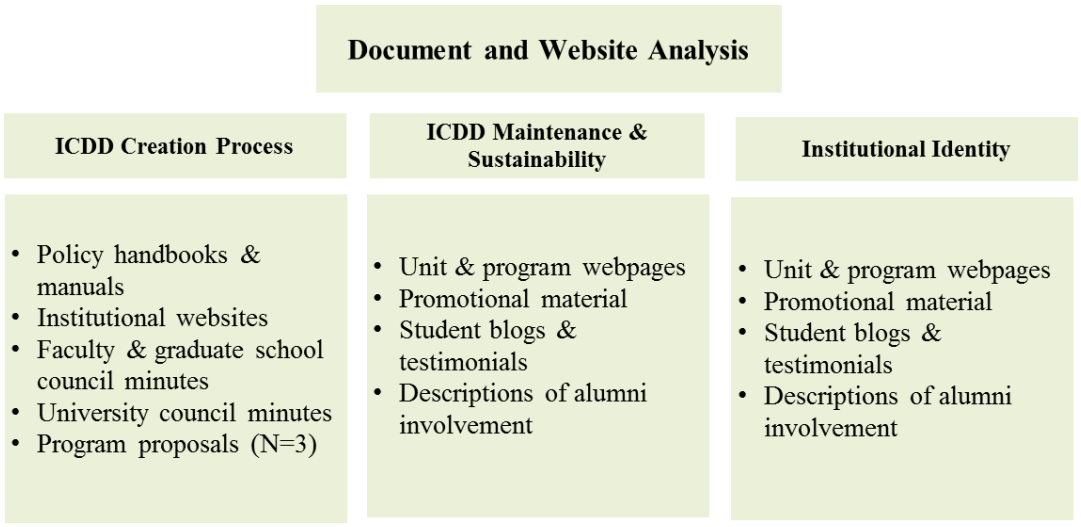
Finding a lack of empirical data to support an ever increasing migration into dual degrees, this study focuses specifically on ICDD, as a proxy for student-centric collaborative programs instituted to respond to internationalization (Michael & Balraj, 2003; Carlin, 2008; Bosch, 2009; Kudor & Obst, 2009; Asgary & Robert, 2010; Knight, 2011; Duranni, 2016). The approach used was a multiple-case study included carefully selecting and then comparing two Doctoral Universities-Highest research activity (Carnegie Classification, 2016). This study

evolved into an exploration of themes that emerged from interviews of key stakeholders that are involved in the administration or executive decision making on ICCD programs (Zha, 2003).

There are several reasons that internationalization in higher education, and the proxy of ICCD seemed essential to study empirically, especially under the auspices of Isomorphism and RD. The topic of internationalization requires a broad complex scope of understanding in the age when a postindustrial workforce is in need of increasingly sophisticated skills. Furthermore, a review of the literature revealed that little empirical research exists to either support or refute these types of academic ventures, despite an increased interest by institutions to develop them. And the final reason, one in which I believe many practitioners in the field of higher education may relate, pertains to the practice of using evidence to strategically plan new programs in higher education. As resources continue to shrink in higher education, particularly state institutions, there needs to be more careful considerations on the types of academic programs that will be manageable with the available resources and that will inspire students both to attend and to thrive.

Through the review of the literature, semi-structured interviews, and document and website analysis, I reviewed documents, coded, and re-coded, until reaching the point of saturation (see Figure 3). Focusing on the research questions throughout the coding process, the themes that emerged focused on the creation process, maintenance and sustainability, and institutional identity.

Figure 3: Theme Exploration Using Various Data Collection Methods



Analysis of Findings with Conceptual Frameworks

The previous two chapters detailed individual analyses of the cases of The University of Arizona and University of North Carolina at Chapel Hill. In this chapter, I will focus on analyzing the cases in a comparative manner, focusing on how the themes that I identified in my analysis respond to RD, Isomorphism, and Zha's emerging conceptual framework, the three conceptual frameworks by which this study is bound.

ICD Creation Process

The respondents in both institutions expressed the importance of having stakeholders on all institutional levels involved with the process, particularly because of the complex nature of these partnerships. This theme aligns well with Zha's emerging conceptual framework on internationalization, in which stakeholders are defined as the elements that are essential to the governance of ICDD (2003). As the author illustrates, there needs exist a cogent plan for the adoption and management of international collaborative programs, otherwise, the threat of their

dissolution becomes evident. In the cases of UA and UNC-Chapel Hill, each institution utilizes multiple levels of checks and balances with regard to the development and approval of ICDD. As multiple respondents noted in interviews, UA incorporates a highly centralized pathway which included key stakeholders. Of highest importance is a well-developed and vetted proposal from the College or School, followed by an equal involvement of the Office of Global Initiatives in submitting formalized documents and adhering to a pathway for approval of ICDD specifically. To support this endeavor at the institutional level, administrators hold workshops, institute policies relating directly to the approval process of ICDD, and are amenable to being the 'point-persons' for program development and administration.

On the other side of this spectrum, UNC-Chapel Hill, recently formed the FedEx Global Education Center, charged with coordinating efforts related to global education. As respondents noted, this center offers a type of think-tank for the units, and not a centralized administrative body for the development of programs or general oversight. Participants expressed that weaknesses may exist in this type of structure, but that the shared interests and enrollment of students coupled with the independence to operate without much administrative oversight were all ideal situations for units and administrators, particularly if one is to consider the evolution of the institution's organizational structure.

At both institutions, there appears to be an appreciation of programs that are unique, or at least distinctly different from what currently exists within the institutions. In Arizona, there seems to be an exploration of new single degree programs that may eventually lead to the development of innovative ICDD as was expressed in the detailed analysis of the newly formed Bachelor of Law degrees. In UNC-Chapel Hill TAM realized a niche for a dual degree track what is ideal for students that enroll in their European Studies programs, along with an

opportunity to expand to international markets. For both programs, there's also a general understanding that existing research and exchange collaborations can be leveraged to a greater extent via unique curricula such as ICDD, as was witnessed in UA's law programs, their Engineering partnership with research institutes in Paris, and UNC-Chapel Hill's TAM program (White, 2007; Bosch, 2009; Moore, Cunningham & Costello, 2013).

The observation of faculty's attempts to attract students by creating educational experiences that appealed to their interests in globally focused curricula was not unique to either institution. Respondents expressed an observed niche in their program that they filled by expanding their academic portfolio into ICDD. In a 1992 article by *Bloomberg Business Week* (as cited in Levine, 2014), Tucson, Arizona was dubbed 'Optics Valley', because of the entrepreneurial relationship between the UA's Optical Science and Engineering Department and industry, that spawned a vibrant economic hub for the optics industry. This relationship fostered lucrative research collaborations between UA and global leaders in similar technologies, leading to more nuanced collaborations for international dual degrees. As one participant observed, "probably our poster child for joint degrees is with you know, in Materials Engineering, and it's with both Rennes and Lille, France. And it stemmed from one professor here, from one of those two institutions originally who was doing research with a couple of his former colleagues there." As the participant recalled, the Global Initiatives reached out to this professor and asked, "would you like to structure this more and actually market it as being an option for degrees that's more available." In the three years that this ICDD has been in operation, it has had six to eight students enrolled annually, which is a large size for a doctoral program in that specific department. These types of programs, as described by many respondents, are the foundations for success.

ICDD Maintenance and Sustainability

As I discussed in Chapters 4 and 5, the types of circumstances that motivate faculty and departments to initiate ICDD, despite the rigorous approval process that respondents described, speaks volumes about the nature of international collaborations as a whole. Seeking out new ways to educate our international workforce, to collaborate with our global community, does not begin or end with industry, it extends into all aspects of our lives, including higher education. As discussed in the section above, motivation to initiate ICDD has to permeate through the institution, from their mission, to their units' willingness to support new programs. It starts with, as one respondent stated, "a department or faculty champion" but requires much investment to function from year to year.

Not unlike Zha's observations in her 2009 study on diversification of international collaborative dual degrees, I also found that the volume of agreements at UA's does not necessarily mean that the programs are all active. Not all of their ICDD programs have students enrolled on a continuous or consistent basis. This trend was not observed in UNC-Chapel Hill's portfolio of approved ICDD. The reasons however may be a simple matter of the smaller number of programs. As outlined in the previous chapter, there are currently two active ICDD programs, and both are relatively new having launched within the past 6 years. Thus, the institution's slower adoption of ICDD may account for this observed trend.

The second emergent theme with regard to maintenance and sustainability was related to resources, specifically, personnel, investment of time, and collaborative efforts at strategically driven practices. Many respondents at both UA and UNC-Chapel Hill, regarded personnel and efforts invested towards nurturing the partnerships as essential resources to the long-term maintenance of ICDD. Those that identified perceived weaknesses in sustainably supporting

their ICDD programs noted the lack of investment in time and personnel. To reiterate one respondent's reflections, "there's very little incentive to devote the resources necessary to manage the programs." The fix, according to respondents at both institutions, is to include specific wording towards these commitments at the development stage of any ICDD partnership. The resources needed to sustain the programs must be available either by tuition revenue or institutional support. This theme is heavily supported by Pfeffer and Salancik's (2003) RD, which contends that the way in which units function is dependent on the availability of resources. In both cases, these resources are essential to the continued enrollment of students, and the management of the programs on various levels.

Pfeffer and Salancik's original theoretical position relied on a simple tenet that organizational behavior is driven by the need for external resources (1978). So, while the themes identified by respondents supported the need to better define the necessary resources for the sustained survival of ICDD, it is important to recognize that perhaps, and importantly, the original intent of the development of ICDD, as described by participants, does not derive from a recognition that these programs may in-fact be revenue builders. An example of this recognition comes from various respondents in this study. For instance, my analysis of UA's institutional identity included an administrator in the UA Office of International Education stating that international programs tend to be a cost center for most universities, not revenue centers.

Despite being a huge supporter of ICDD at the university, this statement by a proponent of ICDD speaks perhaps more to an alignment of institutional identity with regard to the adoption of ICDD, but with an understanding that the programs are presumably not the types of revenue generators institutions would adopt were they truly exercising a dependence on external resources for their survival, according to Pfeffer and Salancik's RD theory. Despite the

observations from upper level administrators that there is the recognition that perhaps there is no sufficient institutional evidence available to support that these programs are adopted out of a sense of resource dependence, the respondents' programmatic descriptions infer that a strategic and essential part of the sustainability of these programs is the availability of external resources to support activities related to the programs' sustainability (Pfeffer & Salancik, 1978). And these resources are largely supported by tuition revenue and innovatively sharing and distributing resources between the partnerships (Levine & White, 1961; Salancik & Pfeffer, 1974). Respondents reflected multiple ways in which external support is secured. Many noted that the partners abroad have equal investment of resources from the inception. International travel is often shared by each partner, communication is consistent via skype and email communication, recruitment and admissions strategies are outlined annually for all partners to communicate to prospective students, committees are formed specifically for some programs, institutional support is present in both cases, and perhaps most importantly, the partnerships that are perceived as successful in both cases are those where the US institution and its international counterpart feel a mutual sense of responsibility to the operation and mission of the program.

While respondents in both institutions identified many ways in which they support ICDD to ensure sustainability, many statements further supported the supposition of institutions using ICDD more towards a sense of affirming an identity of internationalization rather than generating revenue. UA administration remarked that none are cost-effective in the first few years, if at all, and UNC-Chapel Hill respondents remarked that they view these programs not as profit generators, but as experiential learning opportunities. One theme that was observed specifically in the UNC-Chapel Hill analysis that was not mentioned in any of the programs at UA was the availability of external funding specifically for the program. According to a

participant involved with TAM, The Center for European Studies receives funding from the US Department of Education as well as the European Union to "promote learning of contemporary Europe." That funding helps support the operation of TAM, as well as other activities that take place in the Center. This observation further supports the notion that perhaps leaders in each institution are aware of the uncertainty of developing ICDD for the purpose of generating revenue in a resource constricted environment, but that there are other motivating factors that drive adoption of ICDD, perhaps more related to mission, ethos, or a sense of broadening of student options, rather than generating income for the institutions. Below I explore this theme further. These findings, again, appear to be grounded, not in RD, as Pfeffer and Salancik would define organizational pressures to generate external resources, but perhaps a response to pressures to better align the institutional identities with international collaborative activity, as would be suggested by pressures to respond to uncertainty in the field. An uncertainty that is not necessarily permeating throughout the institutions, but perhaps in units where a focus on global education, global collaborations, and expanding experiential learning beyond the US borders are central to their mission. This observed reaction to uncertainty of what exactly works with regard to internationalization, may be categorized as coercive isomorphism as defined by DiMaggio & Powell (1983).

Institutional Identity

In the previous section I analyzed the management of ICDD, documenting the themes that emerged from the interviews of institutional stakeholders. When exploring my third research question that pertains to the institutional identity, it appeared, from respondents' perceptions of identity, that agreements between the institutions need to be sensitive to the mission of the institutional units, and they need to be sensitive to resource allocation that will be equitable over

time, factoring expenses and revenue into the fee structure of the programs. Additionally, both institutions expressed the need to diversify academic programs in a way that is favorable to the types of prospective students that they intend to recruit. Much of this second factor relates to duplication of institutional programs (DiMaggio & Powell, 1983), but also to innovation in the delivery of these similar programs. In the cases that I analyzed, it isn't enough to initiate dual degree programs with partnering institutions. It is just as important that the programs be unique compared to the institutions' more traditional programs. At UA, that uniqueness, includes detecting under-served markets, nurturing relationships with partners in unique ways, and offering instruction in myriad ways that involved both technology as well as creating entirely new programs in the overseas institutions. For UNC-Chapel Hill invests their efforts in pursuing building entirely new programs, rather than joining existing programs, in hopes of attracting students interested in the specific experiences or credentials. The institutional units sacrificed time with regard to the years that it took for the approval process to be complete, but both TAM and the EMBA/MEM programs were perceived to be in good standing.

The final point with regard to this theme expands on perceptions of the institutional identity within that context of ICDD adoption. To quote a UA administrator, "a lot of people look at these as recruitment tools… what I'll call a commoditization space. I'm in kind of a diversity space and a breadth of experience space. So to me, once you start looking at 'em as sort of recruiting pathways, that's fine, but don't forget that they have a broader purpose." From this participant's perspective, when institutions embark on ICDD, more focus needs to be paid on the student experience, not just adding to the international student populations. This participant further noted, "while the US has just sort of been sitting here examining its navel about, you know, dual degrees, the rest of the world, well not the rest of the world, but Europe especially

has embraced them. And it transformed mobility in Europe." As this, and many participants in both institutions see it, the successful adoption of these types of international partnerships from the broader national scope is contingent on not just building it, but building it to fit the needs of a largely diverse and globally sophisticated class of students.

In summary, participants in both institutions spoke often of the need for the programs to be thoughtfully designed, filling a high demand for a specific educational need, or offering something outside of the traditional student experience. These findings imply that while Isomorphism is observed in that institutions are adopting ICDD into undergraduate and graduate education (Dimaggio & Powell, 1983; Dacin, 1997; Zha, 2003), there still needs to be special attention paid at the planning stages in creating programs that cater to unique demographics of students outside of the traditional degree seekers. As a participant in UA's provost's office succinctly surmised, "the road is littered with agreements between universities that are in writing but not in actuality. If you do a good job of clarifying values and motivations, you have a chance of having something sustainable." This sentiment resonated throughout the interviews as the pillar of success for ICDD programs. As another participant from UA's law program similarly noted, "spend a lot of time up front to find somebody who has the same goal as you do. Because you can spend a lot of time trying to negotiate things to then later negotiate what you really want, and I think that tends to be a waste." And yet another respondent at UNC-Chapel Hill resoundingly stated, "take the time in advance of establishing the agreement to come to understand the values and motivations and objectives of each of the partners. And the clearer that is, the more likely you're gonna have sustainability."

To summarize, much of what can be gleaned from my data supports that an exploration of this phenomena may respond less to RD as an explanatory theory for these observations, but

appear to have some isomorphic characteristics, particularly coercive isomorphism. DiMaggio and Powell (1983) defined coercive isomorphism as a reactionary mechanism of highly structured organizations response to uncertainty and constraints within the field, leading to homogeneity in structure, culture, and output among organizations with similar functions (p.147). In this instance, the uncertainty may be the push to rapidly internationalize institutions of higher education as a reaction to demand in the global economy to produce graduates who are more globally competent and experienced. Because dual degrees appear to be an attractive method with which to align a globally centric institutional mission with student demand, these programs become sought after by administrators as a way to achieve that goal, better aligning the institutional identity of providing globally focused educational programs. Respondents resoundingly supported ICDD in their institutions, but perhaps this observation may have been mitigated had there been more participants from programs that were not successful or sustainable in these institutions. In other words, perhaps the perceived adoption and sustainability of ICDD at both UA and UNC-Chapel Hill would be less observable with a broader, more diverse sample size, and with an alternative theoretical exploration of the research questions.

Recommendations for Practitioners

There are number of emergent themes that, when observed by participants, presented opportunities to develop into recommendations for practitioners in higher education. This section includes my recommendations for practice based on the findings of my study.

With regard to the *creation process*, and how it may foster motivation to adopt ICDD programs institutionally, I offer the following three recommendations. First, in order to have the support of all stakeholders (this may include faculty, coordinators, directors, chairs, department

heads, deans, and administrators) institutions and their units should consider having a plan that addresses barriers to change for key stakeholders at all levels. Units that are resistant to change inherently create environments where change is difficult. Much of this can be addressed with focused energy and resources on education and institutional support. These resources can take on the form of added personnel dedicated to the development of ICDD, educational forums or workshops that explain these programs, the various types that can be adopted, and the process of adoption within the institution.

My second recommendation would be to create a pathway for the development and approval of ICDD that compliments best practices for the institutions and also encourages programs to thrive. Institutions in this study operate in a way that is either centralized, housing administrative and support services in a centrally coordinated infrastructure, or in a decentralized structure where units are largely independent, but have no standardized or collective support mechanism. Whichever way these institutions functioned, there was a general consensus that a systematic and synchronized method of program development and approval is essential. It is helpful to have a system that communicates effectively to appropriate channels; but perhaps of most importance is having the policy mechanisms in place to deal with the intricate legal and programmatic difficulties that ICCD programs introduce to institutions. An additional aspect to having an effective and efficient pathway towards development includes ensuring that robust and meaning conversations are taking place in the initial phases of development. Thorough communication in this phase insures that discussion of the institutional missions, resource allocation, and fee structures to support the programs are equitable for the recruitment and mobility of students and resources through time.

My last recommendation with regard to the creation process would be to conduct exhaustive market research and create programs that fit the needs either of specific populations of students so that targeted recruitment is possible; or entirely new and innovative programs that attract globally focused students. Perhaps a part of this market research can be an assessment of activities that are perceived positively by the higher education community as international collaborations that truly prove effective in internationalizing their institutions. In previous chapters, a review of international colloquia and international research collaborations contributed to the body of existing research on internationalization. Perhaps institutions could also benefit in assessing the benefits of other types of international collaborative programs that may be finessed to serve students in similar educational capacities as ICDD, essentially extending student involvement in research, collaborative work, and time overseas, without exhausting unit resources by combining academic degree programs. As many respondents in this study noted, the costs oftentimes outweigh the revenue. Perhaps clearer focus on tuition and fee assessment at the ICDD development phase is the answer, but if this indeed is not an adequate solution, a consideration of these realities should also be a salient part of institutional planning at the point of ICDD creation process.

With regard to *maintenance and sustainability* of ICDD programs, I offer three recommendations based on respondents' perceptions of strengths and challenges: First, there has to be an established champion or group of champions that oversee the ultimate administrative decisions made on behalf of the program. These champions and/or supporters can take on various forms from an individual faculty member tasked with consistent decision making, to a committee or board within the units who oversee the program. Without individuals who can be pointedly responsible for regular decision making, the programs can be easily forgotten or

ignored. As programs mature, continuous and sustained nurturing helps to ensure that ignorance or avoidance of small problems does not devolve into issues that cannot be amended. This, along with the careful attention to partnerships in the development phase, is perhaps the biggest issue that was mentioned both at programmatic and institutional levels. Nurturing can involve having departments or committees convene, staff regularly email and skype to troubleshoot issues, or administrators create and then evaluate strategic plans for recruitment and academic services, and the like.

My second recommendation would be to institute a triangulated plan to assess and evaluate programmatic milestones. Programs that have systems of accountability via establishing milestones, reporting, and evaluation, create a culture that encourages practices that foster maturity based on effective practices, through time.

My final recommendation with regard to maintenance and sustainability is that faculty investment in sustaining the program through instruction and/or research is important to maintaining continuous involvement. Participants that perceived thriving ICDD noted having faculty with existing research or instructional collaborations that helped foster a sense of importance with the partner institutions. Others described the intensity of faculty instruction in such endeavors, noting that they have 'micro-campuses' at the partner sites or that faculty investment in course creation and instruction can be a strain on the program. Without a vested commitment from faculty and the units in which they are housed, ICDD may not survive through long-term, as that is the cornerstone of academic programs.

My final set of recommendations for practitioners pertains to the adoption of ICDD in a way that best aligns with *institutional identity*. In this analysis, there were examples of collaborations that have not been consistently maintained, as well as success stories, as perceived

by respondents in both institutions. The objective, however, was not to quantitatively assessing unit and institutional scales of success is much as to add to the body of empirical evidence of perceptions of stakeholders. Therefore, creating an instrument to asses such measures, or even a baseline for comparison, for that matter, fit more appropriately as recommendations for future studies. However, given the data that emerged based on the theme of perceived sustainability, I outline a set of recommendations.

My first recommendation is for programs to maintain a continued level of mission centric purpose embedded throughout their operation. Many institutions (including the cases in this research) now have wording in their mission statements that include global education, research and service. This falls in line with previous studies on internationalization within higher education that note that institutions have rushed to keep up with increasingly networked global infrastructures (deWit, 1997; Altbach & Teichler, 2001; Godbey & Turlington, 2002; Altbach & Knight, 2007). Institutions want to meet the demands of the student, as well as the labor force, and therefore scramble to persevere in the landscape of complex globalization via the creation of globally focused academic, research, and instructional programs. International collaborative programs are in a unique position to fulfill these broad institutional missions (Knight, 1995; Kuder & Obst, 2009), and they are also responsible for paving a new path and establishing criteria that may not exist within institutions. This can be both a blessing and a curse as ICDD continue to emerge on more campuses nationally and internationally.

The second recommendation I offer is for stakeholders to pay careful attention to the delivery of instruction, and the articulation of shared requirements and values versus the traditional programmatic curricula. And perhaps most importantly, institutions must find a balance between the cost (or value) of the program and its attractiveness to prospective students.

Having course instruction that works both for faculty and students, sharing of course credits and other requirements, as well as an attractive cost structure to attract both domestic and international students may promote demand that fosters a model for continued sustainability.

This study suggests that a number of elements should be considered when institutions choose to embark on ICDD. These considerations are not static checkpoints, but are meant to be a triangulated and continuous approaches to development, sustainability, and identity of these programs to ensure their survival and perceived effectiveness with regard to how institutions viewed them as true internationalization. It is not about objective measures of success, but rather a process that, if appreciated by stakeholders, can be valuable for the continued enrollment, operation, and investment of resources to enhance internationalization within higher education.

Recommendations for Future Research

This section includes my suggestions for future research based on a few observations in this study. Some themes were identified in this study, but were either not thoroughly discussed to the point that could be empirically documented in this study; there were also topics that emerged that were beyond the scope of this research, but still deserve further exploration; finally, there are holes in the research that were not a part of this study, but are important nonetheless.

First, my study was limited to just two institutions in a sea of hundreds of their peers, not to mention thousands of other post-secondary institutions that are not classified as doctoral-research, but offer international collaborative programs nonetheless. Furthermore, this study includes an analysis of interviews of just 12 individuals in the selected institutions. The results and conclusions, therefore, are neither generalizable nor exhaustive in their own right. Future studies of this topic should seek out a larger, more diverse sampling of both institutions and

participants. An important addition to any future study would be a participant sample of programs that no longer operate, to generate alternative perceptions of the creation process, maintenance, and institutional identity with relation to ICDD programs that did not make it through these phases. An additional group for research consideration may also be institutions that willfully choose not to engage in ICDD programs of any kind. It would be an interesting juxtaposition to observe given the overall positive perceptions of ICDD in the two institutions that were observed in my study.

With regard to topics discussed by participants in this study, there appeared to be an immense interest in cost-effectiveness studies of ICDD. Currently, little evidence of the true cost and perceived or testable outcomes of these programs exists. This lack of evidence exists on both the student and the institutional perspectives. As resources continue to shrink in higher education, it will become increasingly essential to understand the true costs of these types of programs in varying institutional settings. Equally important will be the need to market these programs to prospective students in honest and attractive ways. It is nearly impossible to do either of these things with the current research that exists not only with regard to ICDD, but in international collaborations in higher education as a whole. Future research endeavors may seek to answer more pointed questions about costs, institutional expectations of revenue, and the actual profits that are made, if any. Long-term cost and revenue analyses may serve as a better model for truly assessing stakeholder expectations versus the realities of the true costs of ICDD. Perhaps further regard can also be made for comparisons of ICDD with other programs that also aim at internationalizing institutions of higher education, particular those that are student-centric and not necessarily focused on research collaboration or staff mobility.

Participants also often discussed diversity of students with regard to the populations of students who were inbound and outbound in their programs, and with regard to student demographics. Many of the programs initially had intentions of attracting very specific groups of international students, and so the issue of attracting an equitable number of students stateside was not a glaring issue. Others, however, did express frustrations when there was an imbalance in the volume of students being recruited from their home institutions (outbound) versus those recruited from overseas institutions (inbound). And these frustrations went both ways, depending on the missions of the programs. Some wished for more balanced numbers while others noted frustrations that there seemed to be an overwhelming lack of interest from students in the US wanting to go overseas. Much of this was anecdotally hypothesized as having to do with funding, difficulties in navigating international travel, and lack of students who were adventure seeking. But without studying these phenomena, the suppositions were just that.

Programs that had large numbers of students from their US institutions also expressed disappointments in the diversity of their student populations. In higher education, this is not unique to ICDD. Having a higher representation of students from underrepresented populations continues to be a struggle for many research intensive institutions in the US, and participants' expressions of concern that their programs were not successfully recruiting students from underrepresented groups was both affirming and frustratingly accurate of the general landscape. Future studies seeking to find resolute ways in which diverse students can be meaningfully recruited would be helpful in addressing some of these concerns, and particularly as they relate to ICDD.

Perhaps one of the most discussed themes was the originality of ICDD that are particularly prideful to participants. There are newly formed degrees uncommon to the US higher

education landscape, there are executive programs developed to fit the needs of executive level professionals overseas, there are even programs that were established with Europe's Erasmus Program and subsequently evolved into their own ICDD. And although this was not analyzed extensively, there is a joint degree venture in one institution that, despite the lack of overall interest in joint degrees within higher education, continues to thrive nonetheless. Consequently, in just two institutions, there exists a robust opportunity to study innovative curricula that evolve to fit an internationalizing student demographic.

Additional emergent themes that were beyond the scope of this study and also appear, from my investigation, to be lacking robust empirical foundations, is the financial support that exists for students who are interested in ICDD, and how a deficiency in that funding impacts enrollment. More pointedly, if students in the US are electing not to participate because of lack of financial support, are there mechanisms that could be exploited to relieve these burdens, so that institutions begin to see more active enrollment in ICDD. For example, study abroad programs are typically revenue generators for universities because students continue to pay tuition in their institution, regardless of where they elect to study. For ICDD, this may not always be the case. Students often-times 'transfer' into a program for the duration of their time in the partner institution. This may be disadvantageous in US public institutions that typically keep their tuition low compared to private institutions or with regard to students having to pay international student tuition charges. Participants also observed that while the appeal of US institutions does draw students into ICDD, there are a number of international students that are assessed little to no tuition in their home institutions, as is the case with many publicly funded European Colleges and Universities. These students may select ICDD in institutions where they also pay little to nothing, as opposed to a US Institution that would likely charge them thousands

each semester, or likely dozens of thousands as international/out-of-state students. Participants opined that this does create complicated legal and programmatic issues on the front end, and a lack of international student participation on the back. Without robust research that delves in these issues, and their impacts on ICDD development, sustainability, and identity, there may be less adoption, and worse, little motivation to innovate and move these programs into more visible platforms, in the near future.

Conclusion

This study explores how institutions strategically adopt ICDD in order to increase their footprints in the international landscape of higher education. There are a number of reasons why institutions may react to a globally centric mission by expanding into international collaborative programs, and it is the hope that this study contributes to an increasingly prevalent issue. Institutions continue to struggle with decisions relating to investment of resources, innovative curricula that will attract students, and responding to labor forces' demands for a more sophisticated workforce. Surveys reveal that institutions find ICDD to appeal to both administrators and students in their streamlined method of credentialing as well as their appeal to students who find value in multiple credentials upon graduation. Many questions exist, however, regarding an institution's motivation to initiate ICDD programs, the resources that should be factored into their long-term maintenance, and the tools necessary to sustain them through time.

Ideally, this study provides an additional stepping stone to existing bodies of research that aim to truly understand the benefits of degree programs that attempt to bridge geographic, cultural, and academic standards of higher education in an increasingly global higher education setting.

APPENDIX A: INTERVIEW PROTOCOL

1. Can we start with a brief introduction of your name, title, and description of how you are involved in the development and operation of dual degree programs?
2. Which programs specifically are you involved with and at what capacity?
3. Can you walk me through the development of this dual degree program?
4. What institution is involved and what is/are the specific degrees offered?
5. Who initiated this partnership?
6. Who were the actors involving in the articulation agreement?
7. Can you discuss briefly how this program works?
8. How many students do you enroll each admissions term?
9. What is the biggest challenge for you about this partnership?
10. What do the leaders of the institutions do/what actions do they take that demonstrate their commitment to the partnership?
11. What are the limitations of the partnership?
12. What conditions do you believe must exist for other institutions to undertake such a relationship?
13. Have you had situations in which your priorities for the programs conflict?
14. If we were starting these institutions all over again, would you recommend this model again? Why or why not?
15. What do you think is the appeal of institutional collaborations being dual degrees instead

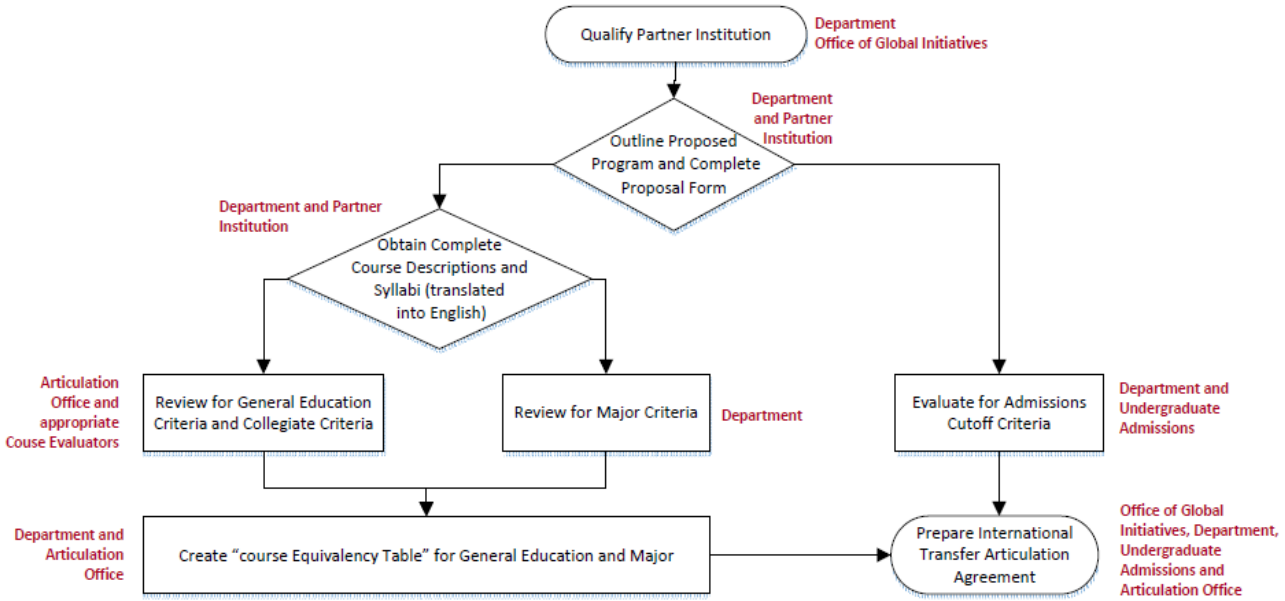
of say study abroad or certificates?

16. Did you consider offering joint instead of dual degrees? If so, what swayed your decision to offer dual degrees?
17. Is the partnership truly cost-effective? How do you know? What data do you have?
18. What improvements could be made to the partnership?
19. In your opinion, is the partnership successful? If yes, to what do you attribute to the success of the partnership between the two institutions? If not, why not?
20. If yes, can you elaborate further on why do you think the institutions are able to successfully manage their partnership?
21. What advice would you give leaders of other institutions that wanted to partner in this way?

APPENDIX B: UA TRANSFER ARTICULATION FLOW CHART

THE UNIVERSITY OF ARIZONA
Global Initiatives

Flowchart for Creating International Transfer Articulation Agreements (2+2, etc.)



Final Documents:

- Course Equivalency Table- General Education
- Course Equivalency Table- Major
- International Transfer Articulation Agreement

*Note:Responsible Unit in **Red***

For additional information contact:
Dale LaFleur (Office of Global Initiatives),
dlafleur@email.arizona.edu

global.arizona.edu

THE UNIVERSITY OF ARIZONA. | GLOBAL INITIATIVES

Routing Sheet Instructions – Transfer Articulation

Principal UA Contact:	Provide the requested information regarding the individual with primary responsibility for the activities outlined in the Transfer Articulation Agreement.
Partner Institution(s) Named in the Agreement:	List all institutions, aside from The University of Arizona, who are parties to the agreement.
Country(ies) Represented:	List all countries, other than the United States, represented by the institutions named in the agreement.
Program Description:	Please include a brief summary of the program that will take place through this collaboration. This information will also be added to the on-line International Partner Institutions Database.
Approvals:	The principal UA contact signs the Routing and Approval Sheet and then obtains the signatures of the reporting Department Head or Director and the responsible Dean. The Routing and Approval Sheet is then directed to the Office of Global Initiatives for review and continued vetting. If the agreement meets legal and contractual requirements, the Office of Global Initiatives will prepare the final documents for signature by the Vice Provost for Academic Affairs. An electronic version of the agreement in each language in which it exists must also be sent to dlafleur@email.arizona.edu so original documents can be printed.
Signed Documents:	When the original transfer articulation agreements have been signed, they will be returned to the Office of Global Initiatives. The Office of Global Initiatives will distribute copies of final, fully-signed documents to appropriate administrative units and send one original to the partner institution for their records. The original UA copy of the agreement will be kept on file in the Office of Global Initiatives.

APPENDIX D: UA GRADUATE DUAL DEGREE ROUTING SHEET

THE UNIVERSITY OF ARIZONA. | GLOBAL INITIATIVES

INTERNATIONAL GRADUATE DUAL DEGREE AGREEMENT ROUTING AND APPROVAL SHEET

PRINCIPAL FACULTY CONTACT

CAMPUS ADDRESS

ACADEMIC UNIT

CAMPUS P.O. BOX

E-MAIL ADDRESS

PHONE

PARTNER INSTITUTION(S) NAMED IN THE AGREEMENT:

COUNTRY(IES) REPRESENTED:

TYPE OF PROGRAM: ☐ INDIVIDUAL DUAL DEGREE ☐ PROGRAM DUAL DEGREE

PROGRAM DESCRIPTION:

APPROVALS

Principal Faculty Contact	Date	Department Head / Director	Date
Academic College Dean	Date	Director, Special Programs and Administration Outreach College	Date
Office of Global Initiatives	Date	Associate Dean, Graduate College	Date

FINAL APPROVAL

Dean, Graduate College — Date

Please return this form to
Office of Global Initiatives, University Services Building, Room 315, 888 N. Euclid Avenue, P.O. Box 210158, Tucson, AZ 85721-0528
or call (520) 621-1900 to arrange for document delivery.

APPENDIX E: UNC AUTHORIZATION FOR REQUEST TO PLAN

UNIVERSITY OF NORTH CAROLINA REQUEST TO PLAN

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: _____

Constituent Institution: _____

Is the proposed program a joint degree program? Yes___ No _____

Joint Partner campus _____

Title of Authorized Program: _____ Degree Abbreviation: _____

CIP Code (6-digit): _____ Level: B_____M____I_____D _____

CIP Code Title: _____

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes__No_

If yes, list suggested UNC Specialty Area Code(s) here _____

Proposed term to enroll first students in degree program: *Term__Year __*

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes __No ___

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

Identify the objective of this request (select one or more of the following):

☐ Launch new program on campus

☐ Launch new program online; Maximum percent offered online ___

☐ Program will be listed in UNC Online

☐ One or more online courses in the program will be listed in UNC Online

☐ Launch new site-based program (list new sites below; add lines as needed)

☐ Instructor present (off-campus delivery)

☐ Instructor remote (site-based distance education)

Site #1

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Site #2

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Site #3

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required _____

Expected number of full-time terms to completion _____

1. Review Status

   a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

   b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

2. Description and Purpose

   a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially

synchronous, asynchronous, or other.

b. How does the proposed program align with system, institutional and unit missions and strategic plans?

c. What student-level educational objectives will be met by the proposed program?

3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

4. Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.

a. Labor market information (projections, job posting analyses, and wages)

I. specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)

II. available from national occupational and industry projections (such as BLS)

b. Projections from professional associations or industry reports

c. Other (alumni surveys, insights from existing programs, etc.)

5. Unnecessary duplication.

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

Institution: _____

Program Title: _____

	(year)	(year)	(year)	(year)
Enrollment				
Degrees-awarded				

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

c. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide

similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

6. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode_Full-Time_____Part-Time _____

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode_Full-Time_____Part-Time _____

7. Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty: Yes____No _____
b. Faculty Program Coordination: Yes_____No _____
c. Additional Library Resources: Yes_____No _____
d. Additional Facilities and Equipment: Yes_____No _____
e. Additional Other Program Support: Yes_____No _____

(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

8. Curriculum leverage. Will the proposed program require development of any new courses? If yes, briefly explain.

9. Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

9a. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.
ii. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

10. For doctoral programs only:

a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.

b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11. Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ Date:_____

Chancellor

(Joint Partner Campus): _____ Date:_____

APPENDIX F: UNC AUTHORIZATION FOR REQUEST TO ESTABLISH

UNIVERSITY OF NORTH CAROLINA REQUEST TO ESTABLISH

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

Date:_____

Constituent Institution: _____

Is the proposed program a joint degree program? Yes___ No__

Joint Partner campus _____

Title of Authorized Program:_____Degree Abbreviation:_____

CIP Code (6-digit):_____Level: B_____M____I_____D ___

CIP Code Title: _____

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes_No_

If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes ___No
_____

Proposed term to enroll first students in degree program: *Term*_____*Year* _____

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

Identify the objective of this request (select one or more of the following)

- ☐ Launch new program on campus
- ☐ Launch new program online; Maximum percent offered online _____
  - ☐ Program will be listed in UNC Online
  - ☐ One or more online courses in the program will be listed in UNC Online
- ☐ Launch new site-based program (list new sites below; add lines as needed)
  - ☐ Instructor present (off-campus delivery)
  - ☐ Instructor remote (site-based distance education)

Site #1

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Site #2

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Site #3

_____ _____

(address, city, county, state) *(max. percent offered at site)*

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online Minimum credit hours required _____
Expected number of full-time terms to completion _____

Do the following sections of your previously submitted and approved Request to Plan document require any change or updated information? If yes, note the items and explain.

Review Status (Campus)	Yes_____	No _____
Description and Purpose	Yes_____	No_____
Student Demand	Yes_____	No_____
Societal Demand	Yes_____	No_____
Unnecessary Duplication	Yes_____	No_____
Enrollment	Yes_____	No_____

I. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar degree programs regarded as high quality programs by the developers of the proposed program.
2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
2. Documents to be submitted for admission (listing).

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.
2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

For graduate programs only, please also answer the following:

3. Proportion of required program courses open only to graduate students
4. Grades required
5. Amount of transfer credit accepted
6. Language and/or research requirements
7. Any time limits for completion

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

II. Faculty

A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

III. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

A. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program,

including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

B. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

C. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

D. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

IV. Library

A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

B. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

C. Discuss the use of other institutional libraries.

V. Facilities and Equipment

A. Describe facilities available for the proposed program.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

C. Describe information technology and services available for the proposed program.

D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

VI. Administration

A. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

B. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:

1. Admission process

2. Registration and enrollment process for students
3. Committee process for graduate students
4. Plan for charging and distributing tuition and fees
5. Management of transcripts and permanent records
6. Participation in graduation
7. Design of diploma

VII. Accreditation and Licensure

A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

C. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

VIII. Supporting Fields. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

IX. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

X. Budget

A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one- time and recurring) to implement and sustain the proposed program? If so, please elaborate.
2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
    a. State the amount of tuition differential or program-specific fees that will be requested.
    b. Describe specifically how the campus will spend the revenues

generated.

c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

XI. Evaluations Plans.

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

XII. Attachments. Attach the final approved Request to Plan as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor:_____ Date:_____

Chancellor (Joint Partner Campus):_____ Date:_____

REFERENCES

Altbach, P.G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education, 11*(3-4), 290-305.

Altbach, P.G., & Teichler, U. (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education, 5*(1), 5-25.

American Council on Education Center for Internationalization and Global Engagement. (2014). Mapping international joint and dual degrees: US program profiles and perspectives [White paper]. Retrieved December 12, 2014 from http://www.acenet.edu/news-room/Documents/Mapping-International-Joint-and-Dual-Degrees.pdf.

Anderson, W. (1999). Cooperating internationally. *New Directions for Higher Education*, 1999(106), 101-107.

Asgary, N., & Robbert, M.A. (2010). A cost-benefit analysis of an international dual degree programme. *Journal of Higher Education Policy & Management*, *32*(3), 317-325.

Bandyopadhyay, S., & Bandyopadhyay, K. (2015). Factors influencing student participation in college study abroad programs. Journal of International Education Research, 11(2), 87-94. Retrieved January 2, 2015 from http://proxy-remote.galib.uga.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1060059&site=eds-live.

Baruch, Y., Budhwar, P.S., & Khatri, N. (2007). Brain drain: Inclination to stay abroad after studies. *Journal of World Business*, 42(1), 99-112.

Beck, K. (2012). Globalization's reproduction and resistance in the internationalization of higher education. *Canadian Journal of Education*, 35(3), 133-148.

Blanchet, T., Piiponen, R., & Westman-Clement, M. (1994). The agreement on the European economic area (EEA): A guide to the free movement of goods and competition rules. Clarendon Press: Oxford: New York.

Bok, D. (2015). Higher Education in America. Princeton University Press.

Bosch, G. (2009). The Internationalisation of Law Degrees and Enhancement of Graduate Employability: European Dual Qualification Degrees in Law. *Law Teacher*, 43(3), 284-296.

Brookes, M., & Huisman, J. (2009). The eagle and the circle of gold stars: does the Bologna Process affect US higher education? *Higher Education in Europe*, 34(1), 3-23.

Cameron, K.S., & Tschirhart, M. (1992). Postindustrial environments and organizational effectiveness in colleges and universities. *The Journal of Higher Education*, 87-108.

Carlin, Diana. (2008, February). Engaging globally through joint and dual degrees: the graduate experience. *Global Higher Education*, Retrieved November 2, 2014 from https://globalhighered.wordpress.com/2008/02/23/engaging-globally-through-joint-and-dual-degrees-the-graduate-experience/.

Carnegie Classification of Institutions of Higher Education. (2016). *Basic classification -Part 1: Four-year or higher focused institutions*. Retrieved from http://carnegieclassifications.iu.edu/downloads/CCIHE2015-FlowCharts-01Feb16.pdf.

Chan, W. (2004). International cooperation in higher education: theory and practice. Journal of Studies in International Education, 8(1), 32-55.

Chandler, W. (2004). Golden Age of the Moor. New Brunswick, NJ: Transaction Publishers.

College Board Trends in Higher Education Series. (2015). *Trends in college pricing 2015*. Retrieved from http://trends.collegeboard.org/sites/default/files/2015-trends-college-pricing-final-508.pdf.

Collins, D. (1975). The European Economic Community, 1958-72. M. Robertson: London.

Council of Graduate Schools. (October 2007). Data sources: international dual, joint, and other collaborative degree programs. Retrieved November 14, 2014 from cgsnet.org/ckfinder/userfiles/files/DataSources_2007_10.pdf.

Culver, S.M., Puri, I.K., Spinelli, G., DePauw, K.P.K., & Dooley, J.E. (2012). Collaborative dual-degree programs and value added for students: Lessons learned through the evaluate-e project. *Journal of Studies in International Education*, 16(1), 40-61.

Dacin, M.T. (1997). Isomorphism in context: The power and prescription of institutional norms. *Academy of Management Journal*, 40(1), 46-81.

Davey, A.K., Grant, G.D., & Anoopkumar-Dukie, S. (2013). Academic performance and personal experience of local, international, and collaborative exchange students enrolled in an Australian pharmacy program. *American Journal of Pharmaceutical Education*, 77(7), 1-7.

De Wit, H. (1997). Studies in international education: a research perspective. *Journal of Studies in International Education*, 1(1), 1-8.

De Wit, H. (2002). Internationalization of Higher Education in the United States of America and Europe: A Historical, Comparative and Conceptual Analysis. Westport, Connecticut: Greenwood Press.

Diederen, P. (1999). Innovation and Research Policies: An International Comparative Analysis. Edward Elgar: Cheltenham, UK.

DiMaggio, P.J., & Powell, W.W. (1983). The iron cage revisited: institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147-160.

Durrani, A. (2016). International Double, Joint Degree Programs on the Rise. US News and World Report, 2016, August 23. Retrieved from http://www.usnews.com/education/best-global-universities/articles/2016-08-23/international-double-joint-degree-programs-on-the-rise.

Eisenhardt, K.M., & Graebner, M.E. (2007). Theory building from cases: opportunities and challenges. *Academy of Management Journal*, 50(1), 25-32.

Find MBA. (2017). *MBA accreditation: Why is it important?* Retrieved from https://find-mba.com/mba-faq/mba-accreditation-why-is-it-important.

Find MBA. (2017). Find MBA programs worldwide. Retrieved from https://find-mba.com/search/result?keyword=International+dual+degree&area=&spec=&language=&program=4/13&intake=&tuition=0;150000&duration=6;48&accredition=true&averageGmat=400;800&averageWorkExperience=0;15&type=school&spage=1.

Godbey, G.C., & Turlington, B. (2002). A collaborative approach to international programs. *New Directions for Higher Education,* (120), 89-98.

Goodwin, C.D. & Nacht, M. (1991). Missing the Boat. The Failure to Internationalize American Higher Education. New York: Cambridge.

Gutiérrez Almarza, G., Durán Martínez, R., & Beltrán Llavador, F. (2015). Identifying students' intercultural communicative competence at the beginning of their placement: towards the enhancement of study abroad programmes. *Intercultural Education, 26*(1), 73-

85.Gutierrez, R., Bhandari, R., & Obst, D. (2008). Exploring host country capacity for increasing us study abroad: Institute of International Education.

Harari, M., & Reiff, R. (1993). Halfway there–a view from the bridge. *International Educator*, 3(1), 16-19.

Hawley, A. (1966). Human ecological and Marxian theories. *American Journal of Sociology*, 89(4), 904-917.

Healey, N.M. (2008). Is higher education really 'internationalising'? *Higher Education*, 55(3), 333-355.

Helms, RM. (2014, October 3). Phone interview.

Heinzmann, S., Künzle, R., Schallhart, N., & Müller, M. (2015). The effect of study abroad on intercultural competence: Results from a longitudinal quasi-experimental study. *Frontiers: The Interdisciplinary Journal of Study Abroad, 26,* 187-208.

Honors Carolina. (2017). Winston House: UNC's European study center in London. Retrieved from http://honorscarolina.unc.edu/global-honors/winston-house/.

Institute for Higher Education Policy. (2009). *There has been a global shift in higher education leadership: Europe is heading it up as the United States starts to follow* [Press release]. Retrieved from http://www.ihep.org/press/news-releases/there-has-been-global-shift-higher-education-leadership-europe-heading-it-united.

Institute of International Education. (2016). *Global perspectives on strategic international partnerships: A guide to building sustainable academic linkages* (C. Banks, B. Siebe-Herbig, & K. Norton, Eds.).

Institutional Research at UAIR. (2016). *The UA Factbook*. Retrieved from http://factbook.arizona.edu/2015-16.

Jackson, J. (2015). Preparing students for the global workplace: The impact of a semester abroad. *Language and Intercultural Communication,* 15(1), 76-91. Retrieved January 7, 2016 from http://proxy-remote.galib.uga.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mzh&AN=2015751638&site=eds-live

Kehm, B. & Teichler, U. (2011). Research on internationalization in higher education. *Journal of Studies in International Education*, 11(3/4), 260-273.

Knight, J. (1995). Internationalization at Canadian universities: the changing landscape. Ottowa: International Relations and Programs, Association of Universities and Colleges of Canada.

Knight, J. (2011). Doubts and dilemmas with double degree programs. *Fundacio per a la Universitat Oberta de Catalunya, 8*(2), 297-312.

Kuder, M., & Obst, D. (2009). Joint and double degree programs in the transatlantic context: A survey report. *Institute of International Education and Freie Universität*.

Levine, A. (2014). Shining a Light on Tucson's Optics Valley. *Physics Today*, 70(2), 36-42. DOI:10.1063/PT.5.5018

Levine, S. & White, P.E. (1961). Exchanges as a conceptual framework for the study of interorganizational relationships. Administrative Science Quarterly, 5(4), 583-601. DOI: 10.2307/2390622

McCormick, A. C., & Zhao, C. M. (2005). Rethinking and reframing the Carnegie classification. *Change: The Magazine of Higher Learning, 37*(5), 51-57.

Michael, S., & Balraj, L. (2003). Higher education institutional collaboration: An analysis of models of joint degree programmes. *Journal of Higher Education Policy and Management*, 25(2), 131-145.

Ministry of Education of the People's Republic of China. (2013). List of Chinese higher education institutions. Retrieved from http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2812/200906/48836.html

Merriam, S.B. (2009). *Qualitative Research: A Guide to Design and Implementation.* San Francisco: Jossey-Bass.

Moore, A., Cunningham, C., & Costello, M. (2013). The globalization of legal education. *Michigan Bar Journal*, 92(11), 40-42.

National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey, FY 2015. (2015). Higher education R&D expenditures, ranked by all R&D expenditures, by source of funds [Data set]. Retrieved from https://ncsesdata.nsf.gov/herd/2015/html/HERD2015_DST_17.html.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods (3rd Ed.)*. SAGE Publications, Inc.

Pfeffer, J., & Salancik, G.R. (1978). The External Control of Organizations: A Resource Dependence Perspective. Harper and Rowe Publishers.

Pfotenhauer, S., Wood, D., Roos, D., & Newman, D. (2016). Architecting complex international science, technology and innovation partnerships (CISTIPs): A study of four global MIT collaborations. *Technological Forecasting and Social Change*, 104 (2016), 38-56.

Quinio, P. (1998, March 20). Plan Attali: "Yes, but" of university presidents. Bernard Saint-Girons, harmonization of curricula requires reflection at European level. Libération. Retrieved from http://www.liberation.fr/societe/1998/03/20/plan-attali-le-oui-mais-des-presidents-d-universite-pour-bernard-saint-girons-l-harmonisation-des-cu_230678.

Salancik, G.R., & Pfeffer, J. (1974). The bases and use of power in organizational decision making: The case of a university. *Administrative science quarterly*, 19(4), 453-473.

Sawir, E. (2013). Internationalisation of higher education curriculum: The contribution of international students. *Globalisation, Societies and Education*, 11(3), 359-378.

Schoorman, D. (2000). How is internationalization implemented? A framework for organizational practice.

Schuetze, H. G., Mendiola, G. Á., & Conrad, D. (Eds.). (2012). State and market in higher education reforms: Trends, policies and experiences in comparative perspective (Vol. 13). Springer Science & Business Media.

Slaughter, S. & Leslie, L. (2001). Expanding and elaborating the concept of academic capitalism. *Organization*, *8*(2), 154.

Stone, T., Hua, S., & Turale, S. (2016). Evaluation of an international and interprofessional collaboration forum. *Nurse Education Today*, 46(2016), 10-16.

Tadaki M., & Tremewan, C. (2013). Reimagining internationalization in higher education: international consortia as a transformative space? *Studies in Higher Education*, 38(3), 367-387.

Thelin, J.R. (2004). A History of American Higher Education. The John's Hopkins University Press.

Useem, M. (1979). The social organization of the American business elite and participation of corporation directors in the governance of American institutions. *American Sociological Review*, 44(4), 553-572.

University of Arizona Catalog. (2017). Retrieved from http://catalog.arizona.edu/policy/graduate-dual-concurrent-and-joint-degrees.

University of Arizona Global Initiatives. (2015, September 26). Retrieved from https://global.arizona.edu/.

University of North Carolina at Chapel Hill 2016-2017 Academic Catalog. (2016). General education curriculum and degree requirements. Retrieved from http://catalog.unc.edu/.

University of North Carolina at Chapel Hill News. (2017). *Facts and Figures January 2017*. Retrieved from http://uncnews.unc.edu/facts-about-carolina/facts-figures/.

US Department of Education. Institute of Education Sciences, National Center for Education Statistics. (2013). IPEDS [Data File] Retrieved from http://nces.ed.gov/forum /datamodel/eiebrowser/datasets.aspx.

US Department of State. Institute of International Education. *Open Doors 2015: International Students in the US Up Ten Percent to Nearly One Million; Study Abroad by American Students Picks Up Momentum*. *Institute of International Education, Opening Minds to the World*. N.p., 16 Nov. 2015. Web. 1 Jan. 2016.

UNC-Tsinghua EMBA Dual Degree Program. (2017). Retrieved from http://www.kenan-flagler.unc.edu/programs/emba/tsinghua-program.

Van Damme, D. (2001). Quality issues in the internationalization of higher education. *Higher Education*, 41(4), 415-441. Doi: 10.1023/A:1017598422297

van Swet, J., Armstrong, Ann Cheryl, & Lloyd, Christine. (2012). International collaboration as a patchwork quilt: Experiences of developing collaborative practice and research in an international master's programme. *Professional Development in Education*, 38(4), 14.

Watson, J. R., Siska, P., & Wolfel, R. L. (2013). Assessing gains in language proficiency, cross-cultural competence, and regional awareness during study abroad: A preliminary study. *Foreign Language Annals, 46*(1), 62-79.

Westerheijden, D. (2014). Aims, agents and activities in the European higher education area [PowerPoint slides]. Retrieved November 2, 2014 from https://uga.view.usg.edu/d2l/le/content/552459/viewContent/11473864/View?ou=552459

White, J. P. (2007). Look at Legal Education: The Globalization of American Legal Education. *Indiana Law Journal*, 82(Special Issue), 1285-1292.

Yin, R.K. (2014). *Case Study Research: Design and Methods.* (5th ed.). Thousand Oaks, CA: Sage.

Zha, Q. (2003). Internationalization of higher education: towards a conceptual framework. *Policy Futures in Education*, 1(2), 248-270.

Zha, Q. (2009). Diversification or homogenization in higher education: A global allomorphism perspective. *Higher Education in Europe*, *34*(3-4), 459-479.

Zucker, L.G. (1987). Institutional theories of organization. *Annual Review of Sociology*, 13, 443-464.

Zusman, A. (2005). Challenges facing higher education in the twenty-first century. *American higher education in the twenty-first century: Social, political, and economic challenges*, 2, 115-160.