Developing a Global Ethos on Campus –
A Systems Perspective

This paper first establishes the need for comprehensive internationalization of institutions of higher education, using frameworks provided by organizations, such as the American Council of Education (ACE) and the International Association of Universities (IAU), as well as by internationalization experts, such as Knight and De Wit. It proceeds with a comprehensive systems analysis of San Jose State University, highlighting the challenges encountered (system traps), while attempting to change course in the oldest public institution of higher education on the West US Coast. Lastly, the paper presents a plan for systemic change, including the leadership elements necessary to challenge the status quo and move the current bureaucratic system towards comprehensive internationalization.

Keywords: *internationalization, globalization, systems thinking*

Introduction

In a world where politics and economies are intertwined and the idea of global citizenship continues to expand, institutions of higher education need to prioritize campus internationalization efforts more than ever before. On 28 July 2021, the U.S. Departments of State and Education issued a joint statement of principles in support of international education, with support from the Department of Homeland Security and Commerce. This joint statement is the first of its kind after over 20 years, with ten key principles and a renewed focus on international education. The principles highlight the importance of international education and the significance of having the global and cultural competencies to navigate the world landscape. Below is an excerpt from the joint statement:

> *U.S. students, researchers, scholars and educators, benefit when they engage with peers from around the world, whether overseas or through international education at home. All Americans need to be equipped with global and cultural competencies to navigate the ever-changing landscapes of education, international business, scientific discovery and innovation, and the global economy. International education enhances cultural and linguistic diversity, and helps to develop cross-cultural communication skills, foreign language competencies, and enhanced self-awareness and understanding of diverse perspectives* (U.S. Department of State & U.S. Department of Education, 2021).

Supporters of internationalization strive to utilize higher education as a means to create cross-cultural engagement and intercultural competency. The goal of addressing critical global issues is to achieve a better, more peaceful, and safer world (Deardorff, 2009; Hudzik, 2011; Knight, 1994, 2004; Wit & Merkx, 2012). Although internationalization is not a new development for higher education, over the past two decades, it has emerged as a top priority and an integral part of the strategic plan for many higher education institutions in the United States.

1   To understand what internationalization means for a campus, one needs to
2 move beyond the mere concept of student mobility or movement across countries
3 and regions. In other words, internationalization is not simply bringing international
4 students to campus and sending students abroad. Internationalization more
5 intricately involves: (1) developing intercultural competency, (2) building a
6 commitment to embracing differences and global perspectives, and (3) ultimately
7 supporting the concept of global citizenship. Global citizenship requires critical
8 thinking skills and the ability to act in an informed way. It requires being equipped
9 with the appropriate tools and skills to navigate differences and comprehend the
10 values of co-existence and collaboration with "the other," essential in today's
11 multicultural and pluralistic society (Andreotti, 2006; Banks, 2008; Baker, 2014;
12 World Economic Forum, 2019).
13   The American Council on Education (ACE) is a membership-based
14 organization that has helped the higher education community for a century to
15 develop highly effective public policy and high-quality practice. ACE provides
16 institutions with a defined framework for internationalization on campus by
17 utilizing more practical terms with a focus on specific categories. ACE defines
18 internationalization as "a strategic, coordinated process that seeks to align and
19 integrate policies, programs, and initiatives to position colleges and universities as
20 more globally oriented and internationally connected" (ACE, 2022). ACE has
21 identified six interconnected target areas in order to achieve comprehensive
22 internationalization:
23
24   • Articulated institutional commitment
25   • Administrative leadership, structure and staffing
26   • Curriculum, co-curriculum and learning outcomes
27   • Faculty policies and practices
28   • Student mobility
29   • Collaboration and partnerships
30
31   The International Association of Universities (IAU, n/a) is another
32 membership-based organization created under the auspices of UNESCO in 1950.
33 IAU provides a commitment to understanding internationalization trends globally,
34 while focusing on advocacy for global issues related to higher education
35 institutions. The findings of the 2019 IAU Global Survey (Mallow, Toman &
36 van't Land, 2020)) reflect the idea that although internationalization of higher
37 education has been spreading widely and continuing to gain momentum at
38 institutions worldwide, the level of importance and the definitions of what
39 constitutes a successful internationalization model is by no means uniform.
40
41 **Knight's Framework**
42
43   Jane Knight's cycle of internationalization identifies the six cycles of
44 internationalization as the following: (1) awareness, (2) commitment, (3) planning,
45 (4) operationalization, (5) review, and (6) reinforcement. Knight's cycle begins
46 with an awareness of the needs, benefits and goals of internationalization for

1   students, staff and faculty alike. Next in her cycle is the commitment from senior
2   administrators in addition to a commitment from students, staff and faculty to
3   internationalization. The planning phase moves the cycle to understanding the
4   needs and resources required to move forward the objectives and purpose of
5   internationalization through strategic thinking before moving to the
6   operationalization phase, which considers academic and organizational factors and
7   guiding principles to move the institution toward internationalization. Next, the
8   review phase assesses the quality and impact of the initiatives. Finally, the
9   reinforcement phase recognizes and incentivizes students, staff and faculty for
10 successful participation in the internationalization efforts (Knight, 1994 & 2004).
11 Internationalization therefore is not linear and clearly a continuous process. It
12 cannot be achieved simply by completing and checking off a series of standardized
13 tasks; there needs to be continuous assessment and engagement.
14
15 **De Wit's Framework**
16
17   Hans de Wit built on Knight's cycle of internationalization. With de Wit's
18 internationalization circle, there is an added question with regard to the why, in
19 addition to the what and the how, as described in Knight's model (De Wit, 2020).
20 De Wit's model from 2002 adds three more stages to Knight's cycle of
21 internationalization. Before the awareness cycle, as introduced by Knight, de Wit
22 added the analysis of context as a preliminary step. This cycle includes the
23 analysis of internal and external context in documents and statements to set the
24 stage. De Wit's model adapted the six cycles of Knight's model as the second
25 through seven parts of the internationalization cycle. In other words, de Wit's
26 framework follows this sequence of cycles: (1) analysis of context, (2) awareness,
27 (3) commitment, (4) planning, (5) operationalization, (6) implementation, (7)
28 review. De Wit added two additional cycles at the end: (8) reinforcement, which
29 includes a reward system to recognize and incentivize staff, faculty, and students
30 to participate in internationalization efforts. Lastly, de Wit added a final stage, (9)
31 integration effect, which enforces the integration of internationalization into an
32 HEI's mission (i.e., teaching, research and service) and ultimately connects all the
33 other cycles by institutionalizing internationalization, as opposed to having a
34 siloed strategic approach. (De Wit, 2002, 2009, 2020).
35
36 **Summary**
37
38   ACE and IAU's frameworks for internationalization, coupled with Knight's
39 and de Wit's frameworks, highlight the importance of integrating
40 internationalization into the strategic goals of a university. Given the diversity
41 within and among U.S. colleges and universities, there will be no set formula to
42 internationalize. However, by infusing the importance of internationalization and
43 making it a required component of the campus mission, vision and strategic goals
44 for every IHE, international, intercultural, and global practices can be integrated
45 across an institution and transform its ethos. One of the key challenges that
46 remains for an institution is to bring about the transformation and integration of

1 internationalization through a commitment to support faculty engagement in their
2 teaching, research, and service.
3
4
5   **Modeling the California State University System and San Jose State**
6   **University with a Lens towards Internationalization**
7
8   A system's perspective (Meadows, 2008) is used to understand how well
9 institutions like the California State University (CSU) and San Jose State
10 University (SJSU) are moving towards comprehensive internationalization. As
11 with all systems, one must first understand the system structure before attempting
12 to explain system behavior. While this paper is specifically concerned with
13 internationalization of education in the SJSU campus, the fact that SJSU operates
14 within the larger CSU system and the State of California has multiple
15 ramifications in the implementation of any campus internationalization plans.
16   The CSU system is a public university system with 23 campuses and eight
17 off-campus centers, which was created as part of the California Master Plan of
18 Education (Liaison Committee of the State Board of Education, 1960). In Fall
19 2021 it enrolled 477,466 students (CSU Enrollment Dashboard). It is interesting to
20 note that while the CSU student population is very diverse (45% Hispanic/Latino,
21 16% Asian, 4%, Black/African American), the percentage of international students
22 is very small (5%).
23   SJSU, established in 1857, is the oldest of the 23 campuses and as such, the
24 founding campus of the CSU system. It is also the oldest public university on the
25 West Coast. In Fall 2021 it enrolled 33,848 students (CSU Enrollment
26 Dashboard). Like CSU, the SJSU student population is also very diverse,
27 reflecting the population of the local communities in the Silicon Valley and the
28 San Francisco Bay Area (Asian 36%, Hispanic/Latino 28%, White 15%, Black/
29 African American 3%). At 9%, the percentage of international students is almost
30 double that in the CSU system. Internationalization is vaguely embedded in the
31 educational goals of the university (SJSU Transformation 2030), as for example,
32 in goal no.2:
33
34   *Be a leading academic institution where faculty and staff members and alumni are*
35   *regional, national, and global leaders in their fields,*
36   …as well as in goal no.4:
37   *Be an engaged and dynamic urban university with strong connections locally and*
38   *globally.*
39
40   Internationalization is included with much clearer language in the University
41 Learning Goals (SJSU Catalogue, 2022-2023), as for example, in Goal no. 1,
42 regarding social and global responsibilities, which sets an expectation that SJSU
43 graduates will have developed…
44
45   *An ability to consider the purpose and function of one's degree program training*
46   *within various local and/or global social contexts and to act intentionally,*
47   *conscientiously, and ethically with attention to diversity and inclusion.*
48

1   *Figure 1.* SJSU Comprehensive Internalization System
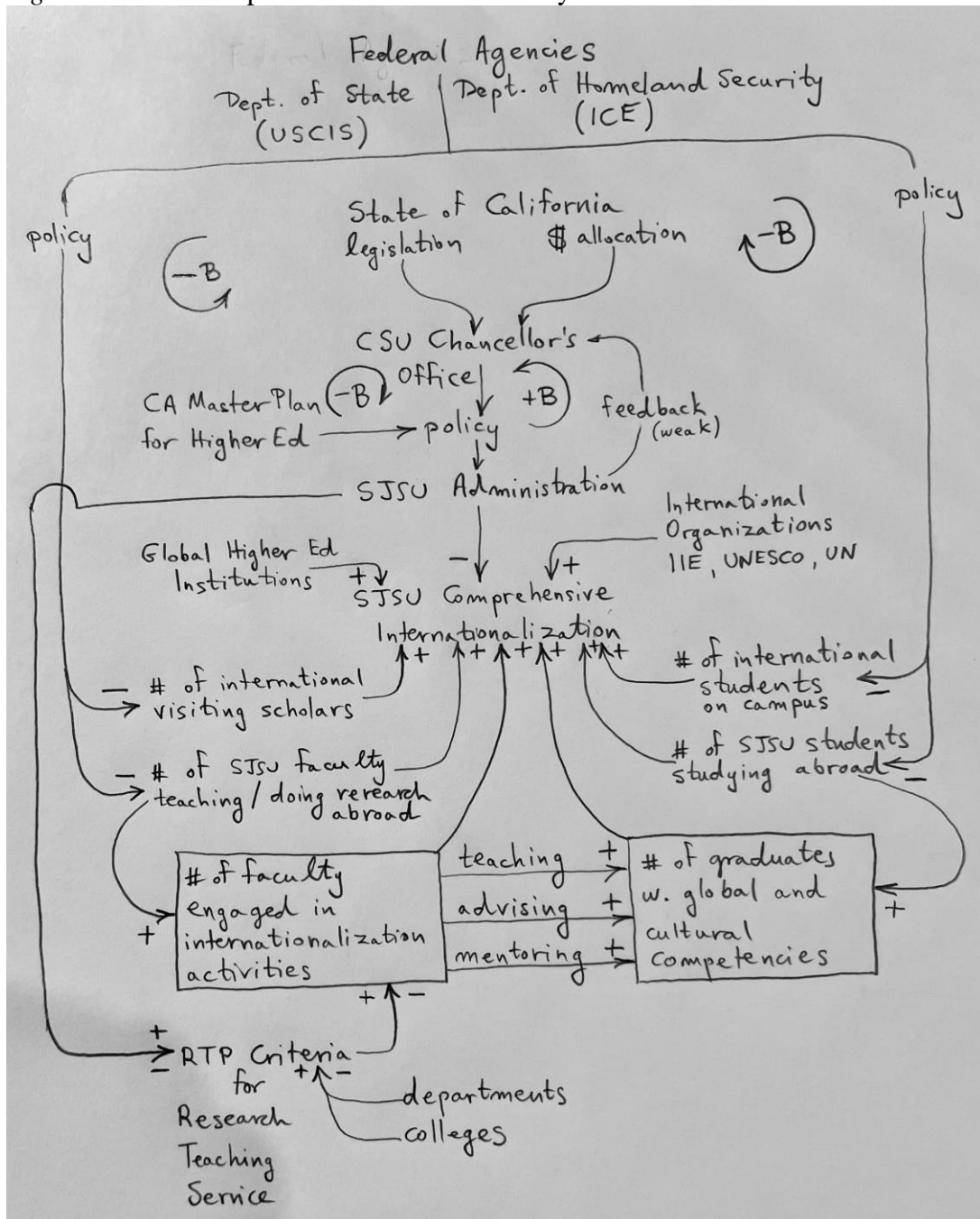
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3
4   In practical terms, the goal of the system related to internationalization is to
5   help students understand global issues and attain intercultural competencies, so
6   they can function effectively and ethically as global citizens. The analysis in this
7   paper focuses on faculty engagement and the role of administration in promoting
8   campus internationalization efforts. Thus, the main system elements are students,
9   faculty, administration, and staff. Each of these elements also represents an
10 important subsystem. The CSU operates within the State of California, which,
11 although an entity outside our main system as defined here, has a very strong

1 influence on CSU functions through legislation and budget allocations. In
2 addition, federal agencies such as the Department of State and the Department of
3 Homeland Security have a big influence on any internationalization aspects of the
4 system, as they dictate immigration policies and regulations, which impact the
5 viability of hosting international students and scholars. In fact, the Department of
6 State dictates the rules surrounding travel worldwide for U.S. citizens. The system
7 diagram is shown in Figure 1.
8   In addition to the tangible elements shown above, intangible elements, such
9 as individual faculty members' background, experience, and attitudes towards
10 internationalization also play a strong role in whether the system goal is achieved.
11 For example, faculty members who have immigrated to the U.S. or had study
12 abroad experiences or speak other languages, are more likely to engage with
13 internationalization efforts. Similarly, faculty with administrative roles, have a
14 better understanding of the interconnectedness between their role and that of
15 administrators in achieving campus internationalization, while administrators
16 grown through the faculty ranks have a better understanding of faculty
17 perspectives and better insights into how to incentivize faculty.
18   In practice, the above subsystems operate in silos for the most part and are not
19 always aligned with each other to achieve a comprehensive campus
20 internationalization. For example, faculty who wish to coordinate study abroad
21 programs do not always tap into administrators whose main area of expertise is
22 global learning, missing thus opportunities to design and implement effective
23 programs under proper guidance. To further complicate things, faculty belong to
24 different departments and colleges, each with their own policies regarding
25 curricular requirements, professional developmental, as well as expectations for
26 research, teaching and service, which affect faculty retention, tenure, and
27 promotion (RTP) criteria. Campus internationalization is not necessarily a priority
28 within any of these subsystems. With so many things vying for attention on a
29 faculty member's radar, internationalization is typically not a high priority. But
30 faculty engagement is critical; without it, any effort to internationalize the campus
31 is bound to fail. The same, of course, holds true for administrative units. For
32 example, University Personnel and Faculty Services dictate policies for hosting
33 visiting scholars, even when these scholars are not paid by the university. Within
34 the larger CSU system, there are different units that deal with different aspects of
35 internationalization. The CSU International Programs, for example, issues
36 executive orders that impact all 23 campuses, yet the people involved do not have
37 the necessary specialized knowledge to make informed decisions.
38   One of the challenges is engaging faculty and administrators in understanding
39 the significance of internationalization and the critical role they need to play for
40 SJSU to achieve its goal. Another challenge is that domestic issues are given much
41 more attention over global issues in the State of California legislature and the CSU
42 Chancellor's Office. There are currently in place many bureaucratic policies, rules,
43 and budgetary constraints, which discourage faculty and students who want to
44 engage in internationalization activities. This is not surprising, considering that the
45 California Master Plan of Education was put in place in 1960 (Liaison Committee
46 of the State Board of Education, 1960).   Things have become even more

1 complicated in recent years as the Department of State and the Department of
2 Homeland Security regulate all activities involving international exchanges, such
3 as students studying abroad, hosting international students, and visiting scholars on
4 campus. As a public institution of higher learning, SJSU must, of course, abide by
5 all such policies.
6   While the hierarchical nature of the SJSU and CSU systems ensures their
7 perpetuation, globalization as an external force drives the perpetuation of the
8 internationalization system. Student interest in study abroad programs, scholar
9 interest in visiting institutions abroad, and the need to ensure students acquire
10 intercultural competencies, all contribute towards maintaining a level of
11 engagement with campus internationalization efforts. On the other hand, the
12 bureaucratic nature of the SJSU and CSU systems makes them resistant to change
13 and new ideas in general. One of the difficulties instilling a commitment to
14 campus internationalization is the fact that SJSU cannot make major decisions
15 independently. There are too many subsystems involved in the decision-making
16 process, each contributing to a significant time lag. For example, to establish a
17 collaboration that involves an exchange of students, faculty, and knowledge
18 between an SJSU department and its equivalent in another country, a
19 memorandum of understanding must first be reviewed and approved by the
20 college in which the department resides, and then reviewed and approved by the
21 College of Professional and Global Education. Following an approval at the
22 campus level, the memorandum of understanding must be sent to the Chancellor's
23 Office for review and approval. This process may take more than a year.
24   Such time lags are normally not present in similar decision-making processes
25 at private institutions. This bureaucratic nature makes it difficult to introduce
26 innovative ideas and processes needed to implement a comprehensive campus
27 internationalization. In fact, some of the policies that come forth from the
28 California legislature go directly against campus internationalization efforts. It
29 takes years for the CSU Chancellor's Office and outside entities, such as the State
30 of California, to review and consider changes to existing policy. Thus, we are
31 faced with a paradox: on one hand CSU and SJSU claim to have as a goal to
32 graduate students who will thrive in today's interconnected world, while on the
33 other the misalignment of their subsystems prevents students from achieving the
34 necessary intercultural competencies essential for success in our new,
35 interconnected world.
36   While SJSU is part of the larger CSU system, the CSU itself is part of the
37 larger California tripartite system, which includes the University of California
38 (UC) system and the community college (CC) system. From a global perspective,
39 our system is also part of a much larger global system of institutions, as well as a
40 network of organizations, all committed to internationalization, such as the
41 Institute of International Education (IIE, n/a), which oversees the Fulbright
42 Program, the United Nations Educational, Scientific and Cultural Organization
43 (UNESCO, n/a), and the Organization for Economic Co-operation and
44 Development (OECD, n/a).

1   As shown in Figure 1, the number of faculty who are fully engaged in
2   internationalization efforts is one of the important stocks[1] of the system, which
3   feeds with multiple flows directly into the most important outcome stock, namely
4   the number of students who demonstrate global and cultural competencies upon
5   graduation. To accurately determine the level of the outcome stock, these
6   competencies and attributes must be well defined and measurable. Furthermore,
7   the flow of these competencies and attributes into the outcome stock must be
8   monitored through a continuous assessment process to determine which activities
9   (e.g., study abroad experiences, culturally sensitive teaching and learning in the
10   classroom, co-curricular activities) contribute and how much to the outcome stock.
11   In a large system like SJSU stock-induced time lags are prevalent. First, it
12   takes time to educate the people who make up some of the most important stocks,
13   (faculty, staff, administrators) about new ideas such as internationalization and
14   how to best implement them through various campus functions. To make things
15   more complicated, these stocks change constantly due to turnover and newly hired
16   employees need time to learn how to work within the system.
17   A casual loop diagram illustrating the effect of various policies originating
18   from the CSU Chancellor's Office is sketched in Figure 2. The SJSU
19   Administration implements these policies, while at the same time engaging
20   feedback loops from faculty, staff, and students, to determine how well these
21   polices are working in practice. SJSU administrators subsequently analyze the
22   input from students, staff and faculty, and provide feedback to the Chancellor's
23   Office, often requesting policy revisions (pushback). However, the feedback loop
24   from SJSU to CSU is very weak, as the Chancellor's Office usually disallows any
25   proposed changes.
26
27   *Figure 2.* Casual Loop Diagram Illustrating the effects of Various Policies from
28   the CSU Chancellor's Office on SJSU Comprehensive Internationalization
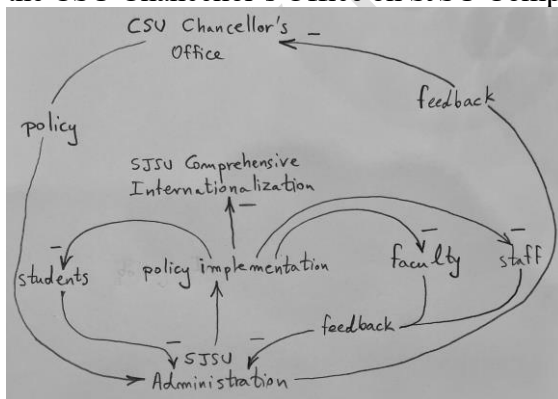
29
30
31   Renewable resources of the system include new faculty and administrators
32   who bring new ideas and ways of doing things. They may be more open-minded
33   in embracing areas of collaboration, such as a Collaborative Online International

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[1]A stock is an element of the system, which you can see, feel, count or measure at any given time, and which greatly affects the desired outcome of the system (Meadows, 2008). Stocks change over time through flows, illustrated by arrows in Figure 2.

1 Learning (COIL) course, where administrators and faculty collaborate to bring a
2 virtual global exchange to the classroom. Non-renewable resources include faculty
3 members, administrators and staff who leave the system (university) and take
4 historical knowledge with them. The portion of the campus budget allocated to
5 internationalization efforts is a flow-limited renewable resource, which depends on
6 the State Budget but also on whether internationalization is high or low on the list
7 of institutional priorities. Budget cuts driven by external factors such as a financial
8 crisis like the one experienced in 2008 will naturally cause a drop in system
9 performance. Soon after the disturbance is removed, however, the system is
10 expected to fully recover. Oscillations overshooting the equilibrium point of the
11 system are not common.
12
13
14   **System Analysis**
15
16   International education was hit hard in the past five years, first by restrictive
17 policies under the Trump Administration and more importantly by the Covid-19
18 pandemic. These two forces truly put the resilience[2] of our system to the test. The
19 Trump Administration revised immigration regulations with an "America First"
20 perspective, resulting in a drastic reduction of international students studying in
21 the United States and international scholars teaching and doing research in U.S.
22 institutions. As if this was not disruptive enough, the COVID-19 pandemic forced
23 higher education institutions to switch to online teaching. In July 2020 the Trump
24 Administration announced that all international students with F-1 and J-1 visas
25 would need to depart the U.S. immediately if they planned to enroll only in online
26 courses in Fall 2020. Furthermore, the pandemic drove study abroad programs for
27 domestic students to almost a complete stop. The pandemic also resulted in loss of
28 state revenue, which in turn prompted significant budget cuts. Naturally, one of the
29 first places to cut resources was in study abroad units, as well as in those that serve
30 international students and scholars.
31   The international education community pivoted quickly, exhibiting resilience
32 and successful policy resistance through self-organization[3]. The CSU and the UC[4]
33 joined forces with other institutions of higher education nationwide and filed
34 lawsuits advocating for the immediate reversal of the restrictive rules for
35 international students and scholars. In the process, the SJSU Advocacy Unit
36 collaborated with the International Office to ensure that concerns from the SJSU
37 international community were included. Shortly thereafter, the ruling was
38 reversed, sparing international students from deportation. To address the justified
39 anxiety of affected students, the International Office established frequent
40 messaging to students and held regular town hall meetings.

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[2]Resilience is the ability of a system to bounce back into shape/position, after being pressed or stretched by an external (often traumatic) event. It is a measure of the system's ability to survive and persist within a variable environment (Meadows, 2008).
[3]Self-organization is the ability of a system to learn, diversify, complexify, and evolve, making its structure more complex, so that it can better cope to external disturbances.
[4]The University of California system.

1   Another example of resilience through self-organization was the switch to
2   virtual exchange and Collaborative Online International Learning (COIL, n/a)
3   models. This level of innovation and flexibility allowed students and faculty to
4   make global connections and develop their intercultural competency skills through
5   online engagements. Despite budget cuts, the staff and administrators who support
6   campus internationalization activities have continued to operate with limited
7   resources by restructuring their units. In fact, in some cases they have even
8   expanded ways to engage students, both international and domestic. They have
9   also engaged faculty and other campus constituents, demonstrating the
10   significance and impact of campus internationalization on the future success of
11   SJSU students.
12   Despite these successful efforts of the international units on campus,
13   suboptimization[5] is evident in the larger system. The CSU and the SJSU
14   leadership appear to view international students solely as a financial resource
15   because they pay significantly higher tuition than domestic students. When
16   recruiting international students, the main consideration appears to be how to
17   maximize campus revenue, rather than how to best diversify our international
18   student population. Hence, recruitment efforts concentrate on a very small number
19   of countries that can send the greatest number of students. Based on this behavior
20   it is not clear whether the CSU and the SJSU leadership understand and value the
21   impact of having international students in the classroom, as well as in our
22   community.
23   Suboptimization is also evident in the ways this revenue is spent or (to be
24   precise) in the ways this revenue is not spent. While non-resident tuition paid by
25   almost 3,000 international students every year generates approximately sixty
26   million dollars for SJSU annually[6], this money is funneled into the general fund.
27   One would expect that at least some of this money would be allocated to resources
28   that support international students on campus, however, this is not the case. In the
29   Summer of 2020, during the height of the Covid-19 pandemic, the administration
30   was very much concerned with facilitating international student enrollment to
31   online courses to ensure the continuation of revenue through international tuition.
32   At the same time little consideration was given to dedicating sufficient resources
33   (e.g., counseling services) to support the mental anguish of international students,
34   who were worried about being deported. Requests to allocate some of this money
35   towards professional development for faculty to enhance their intercultural
36   competency skills and create additional resources for promoting a global
37   community and ethos on campus, were denied, always quoting outdated executive
38   orders and policies. Considering that international students pay much higher
39   tuition[6], this practice also raises ethical questions.

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[5]The behavior resulting when a subsystem's goals dominate at the expense of the system's goals.
[6]Fall 2022 tuition is $7,899 for in State students; out-of-State students pay an additional $396 per unit. For a full academic load of 16 units, this amounts to an additional $6,336, making the total tuition for international students $14,235 per semester or $28,470 per academic year (SJSU Bursar's Office, 2022).

1   The lack of understanding of campus internationalization and its associated
2   benefits for our academic community is an example of bounded rationality[7] at
3   work within our system. Campus internationalization entails much more than
4   student mobility. It involves infusing the concepts of international, global, and
5   intercultural into every aspect of campus life. It requires a shift in faculty culture
6   and thinking, so faculty can adjust their curriculum and classroom environments in
7   ways that integrate these concepts into the minds and behaviors of our students. To
8   succeed in an interconnected world, which includes not only the new workplace
9   but also new sociopolitical settings, students must be taught to think and act like
10 global citizens. For this to happen, however, campus internationalization efforts
11 must be well thought out, conceptualized, and strategic.

12   As a master's level institution, SJSU serves the largest number of
13 international students, most of whom come from India and China. Currently 25%
14 of all international students at SJSU are graduate students from India in three
15 related fields: software engineering, computer engineering and computer science.
16 On the surface, it appears that having this large international student body on
17 campus promotes the goal of internationalizing our campus. But a behavior-based
18 analysis (Meadows, 2008) provides the obvious reason why SJSU is interested in
19 recruiting and enrolling such large numbers of international students: the increased
20 revenue coming from international tuition is very attractive, especially in times of
21 budgetary shortfalls. A deeper analysis reveals that there is no intentionality to
22 diversify student demographics. The only goal when recruiting international
23 students is to reach a desirable level of enrollment threshold that generates
24 sufficient revenue through international tuition. Subsequently, this revenue is used
25 to cover budgetary shortfalls in other operational areas, rather than using at least a
26 large portion of it to support campus internationalization activities. There is little
27 interest in tapping the assets of our international student body to promote campus
28 internationalization. Clearly then, our system has set the wrong goal, which
29 focuses solely on generating revenue through international tuition. Seeking the
30 wrong goal[8] has also created a systemic addiction to this kind of revenue. It is not
31 surprising then that there is no strategy on how to integrate international students
32 in every aspect of university life and utilize their presence and experiences to
33 promote true campus internationalization.

34   Diversity of perspective is, of course, very important in achieving
35 intercultural competencies. This diversity is difficult to achieve when most
36 international students come from one or two countries, as is the case, for example,
37 with graduate students in STEM fields. Figure 3 illustrates with two casual loop
38 diagrams the reinforcing mechanisms that cultivate success-to-the-successful and
39 tend to reduce ethnic diversity on campus. In Figure 3a a large number of
40 applicants to STEM fields from certain countries naturally results in an
41 overrepresentation of this country among the ethnic groups on campus. The large

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[7]The idea that rationality is limited when individuals make decisions. Under these limitations, rational individuals often make non-optimal decisions, ignoring the impact that these decisions may have on the entire system (Meadows, 2008).

[8]Seeking the wrong goal is a system trap resulting from an inaccurate or an incomplete set of goals. As a result, the system works to produce a result that is not intended or wanted (Meadows, 2008).

number of students facilitates the formation of clubs and other support groups, while at the same time the university caters more to their specific needs. It is much more likely then, that these students will have a positive experience at SJSU. As these students share this positive experience with their peers in their home country, an even larger number of applicants will be forthcoming. To make things worse, SJSU naturally recruits more aggressively from such countries, as the yield is much higher. Students from underrepresented countries, on the other hand, have a very different experience, as shown in Figure 3b. Their small number translates into lack of support services catered to their specific needs. As an unintended consequence, when these students find themselves in a large class with large ethnic groups, they may be reluctant to participate and share their views and their learning needs may be easily overlooked[9]. Their overall experience most likely will not be as positive as those of other students, whose large numbers make it easier to support each other. As a result, their numbers on campus will further decline, as the few students currently attending will share their experiences with peers in their home country[10].

Figure 3a. Casual Loop Diagram Illustrating the Positive Reinforcing Feedback at work for Certain Groups of International Students on Campus

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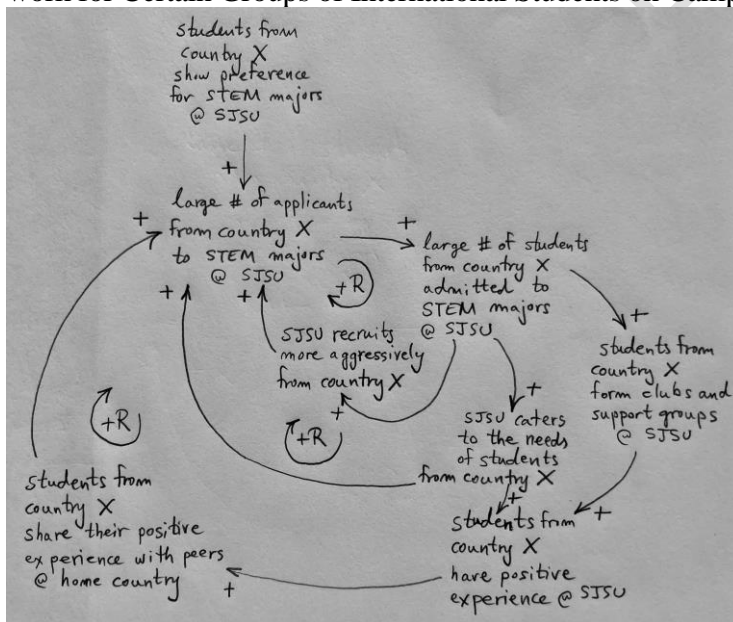
[9]This analysis is valid regardless of the country of origin of the isolated student or the country of origin of the larger groups.

[10]There is an implicit assumption in this model that having a small number of students from a particular country will result in a not so positive experience for them. It is, however, possible to create conditions where all students may have a positive experience, regardless of their numerical representation on campus or in any given program.

Figure 3b. Casual Loop Diagram Illustrating the Negative Reinforcing Feedback at Work for Certain Groups of International Students on Campus
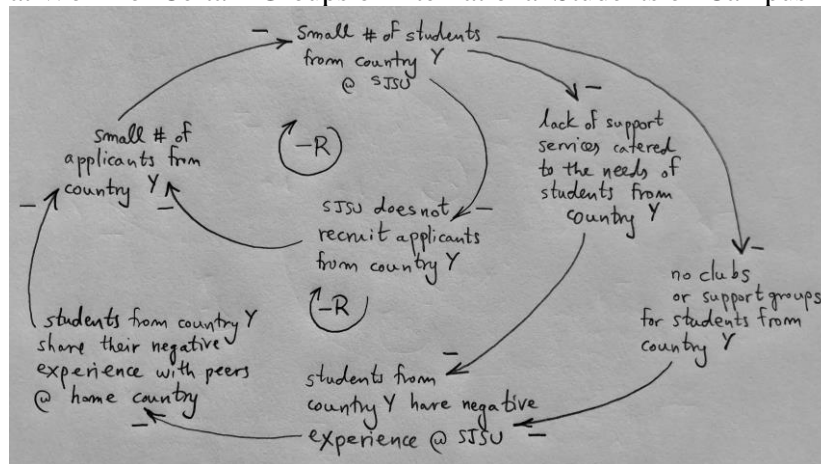
There is also no systematic effort to engage visiting scholars with our campus community. Visiting scholars typically focus solely on their work within their respective departments, without fully experiencing our unique campus culture or the American culture. SJSU students, faculty and staff miss opportunities to learn from, and benefit from the visiting scholars' culture. To intentionally engage international scholars with members of our campus community, a collaborative, coordinated effort is required. Instead, in another example of suboptimization, each department sets its own goals for recruiting international students and scholars, while operating in silos.

Hierarchies typically evolve through self-organization in a system. The CSU and SJSU hierarchies are no exceptions. In a highly functional system, however, the hierarchy balances the welfare, freedoms, and responsibilities of the subsystems with those of the whole system by providing sufficient central control to achieve coordination toward the large system goal, on one hand but also sufficient autonomy to keep all subsystems flourishing, functioning, and self–organizing, on the other (Meadows, 2008). The CSU and the SJSU, as one of its subsystems, are both prime examples of systems with hierarchical malfunction. Instead of facilitating the work of International Student and Scholar Services, the CSU and SJSU continue to use a narrow interpretation of the California Master Plan of Education (Liaison Committee of the State Board of Education, 1960), which stipulates that CSU institutions are here to serve primarily California residents. This stipulation translates into all kinds of bureaucratic hurdles, which end up preventing SJSU students from getting the education they need to succeed in today's interconnected world.

Adding complexity, the experience of individual faculty members and their exposure to other cultures varies widely across the campus. For example, many faculty members view all international students with the same lens, ignoring the fact that certain behaviors are unique to particular cultures. Hence, when they encounter situations in their classrooms they often judge without an understanding of the students' cultural background and norms of behavior. Thus, faculty understanding of international cultures is one of the limiting inputs in the system.

One of the most limiting inputs to the system, however, has been and continues to be budget allocations from the State of California and the CSU system. As campus internationalization is not currently a top priority, the focus continues to be on domestic students and issues, limiting thus opportunities for professional development and growth in intercultural competencies for faculty, staff, and administrators. This lack of focus on internationalization is also evident in the retention, tenure, and promotion process, where international collaborations and experiences are not particularly valued. While the recovery of the State and CSU budgets is expected to restore the funding lost during the Covid years, the continued lack of focus on internationalization will continue to hamper any efforts to internationalize the SJSU campus.

During the Trump presidency, the limiting factor shifted briefly to the federal government and agencies and the emerging immigration rules and regulations, which limited the number of international students and visiting scholars in the U.S. The COVID-19 pandemic, on the other hand, created another limiting factor, by curtailing travel. These limitations enabled the international education community to think creatively and implement virtual collaborations, as a new way to encourage internationalization efforts. But the enormous toll on faculty time, as they were forced to shift their teaching from in-person to online, resulted in further limiting the time they could dedicate to internationalization efforts.

The CSU system, overseeing 23 campuses, is currently the most limiting input preventing the comprehensive internationalization of SJSU and it is anticipated that it will continue to be the most limiting input in the next five years. The term campus internationalization runs contrary to the basic historical foundation of the CSU system. This is the result of a narrow interpretation of the language in the California Master Plan of Education (Liaison Committee of the State Board of Education, 1960). While the needs of California residents must be prioritized as stipulated in this plan, it must also be recognized that in the 21st century these needs include a broader education that includes intercultural competencies and a global perspective.

Like any large bureaucratic, hierarchical, inflexible system it tends to favor the status quo. Several outdated, obsolete executive orders act as unnecessary roadblocks that prevent change. Perhaps the recent changes in leadership at the Chancellor's Office and SJSU will help shift the thinking about internationalization and its benefits, as has happened already at many private institutions. But given the size of the system, its inertia, and its associated time lags, it may take another decade before the CSU system catches up with the more innovative and flexible institutions. By that time, however, institutions at the forefront of innovation will be investing in new strategies and pivoting once again to prepare for new frontiers, while CSU and SJSU will be attempting to catch up with "data" from the previous decade, as is usually the case with inflexible, bureaucratic systems.

An example of outdated rules is the process for admitting visiting scholars. University Personnel requires foreign nationals to apply for a visa and go through rigorous background checks with the State Department, even when the collaboration is virtual. Requiring background checks for foreign scholars who

never set foot in the United States is ludicrous and pointless. It should be mentioned that most visiting scholars come with their own funding (e.g., Fulbright scholarships) and are not paid by SJSU for their teaching or research contributions. Subjecting them to this cumbersome process deters many from wanting to collaborate with SJSU faculty. When approached about proposing changes to these outdated policies, University Personnel reasons that these policies come from the CSU Chancellor's Office. It appears that the system is structured in ways that prevent anything from contributing to the idea of internationalization.

While some breakthroughs do occur every now and then – the University Personnel was convinced to drop the background check requirement by providing data on the background checks performed by the State Department – there is a sense of burnout and questioning whether fighting the current bureaucratic policies and procedures is sustainable. For example, there is no logic in requiring someone to physically enter the United States to engage voluntarily on a virtual project. An unpaid "virtual" visiting scholar should be able to stay abroad and at minimum be able to receive an SJSU email address, as well as access to the SJSU Martin Luther King (MLK) library.

Drift to low performance is prevalent in the College of Professional and Global Education, which is supposed to be the driver of campus internationalization efforts, as many mid and upper-level managers are not international educators; they have no knowledge or experience in international education and are clearly not passionate about internationalization. They have simply accepted the status quo to avoid conflict with the SJSU Administration. This allows them to continue moving up the ladder, receiving pay raises and additional staff. When a new idea or initiative is proposed, no effort is made to move things forward. Furthermore, the Dean of the College is stretched too thin. As a result, the international and global services on our campus are put on hold following the reasoning that "we cannot ask for more resources because internationalization is not a priority". Figure 4 shows the system traps discussed above.

Rule-beating in our system is rare. One of these rare examples is student participation in exchange programs through open university. While a CSU executive order precludes U.S. citizens from participating in exchange programs at any of its campuses, students who enroll through open university can still participate without being considered exchange students.

1   *Figure 4.* System Traps in the SJSU Internalization System
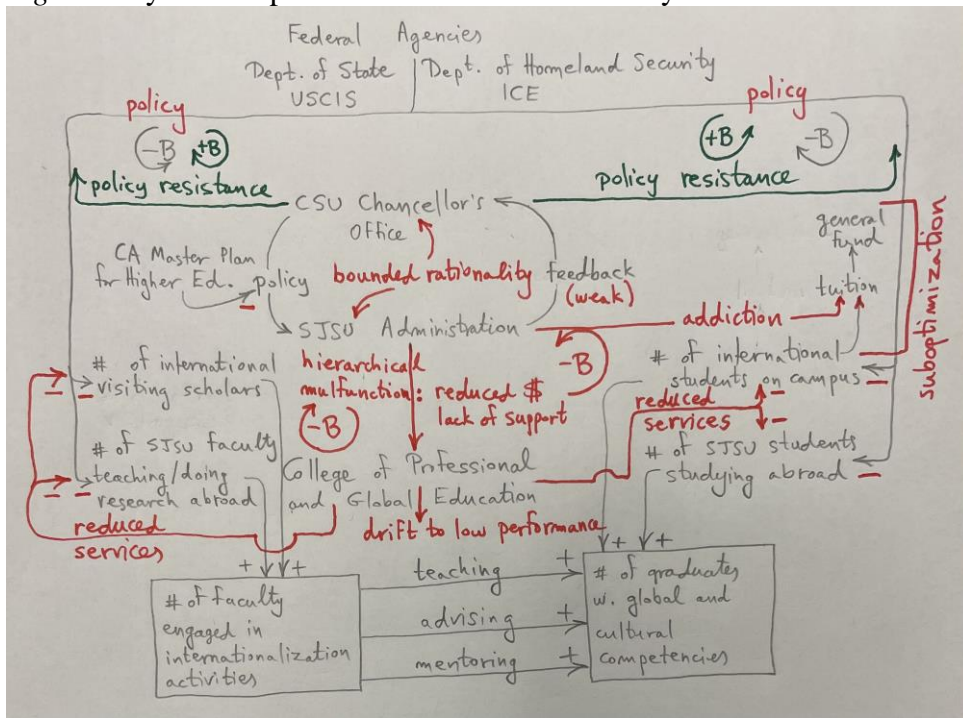
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5   **Changing the System**
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7   As we have seen, the CSU and the SJSU systems are complex and
8   bureaucratic, filled with policies and regulations, which make them very rigid and
9   not easily amenable to change. To change the system as quickly and effectively as
10   possible one must work first with the information and control part of the system,
11   preferably starting at the top, with a paradigm shift for best leverage. A paradigm
12   shift, of course, is never easy to implement. In our system it would imply first and
13   foremost a revision of the Master Plan for Higher Education in California (Liaison
14   Committee of the State Board of Education and The Regents of the University of
15   California, 1960) to reflect the realities of 2022 and beyond. Though outdated by
16   several decades, this master plan continues to drive most every function of the
17   CSU system. Without a revision of the Master Plan, local efforts to implement
18   campus internationalization will run up against the current CSU policies. Local
19   units, such as University Personnel, will continue to defer to the Chancellor's
20   Office for any exceptions requested concerning restrictive policies. Based on
21   current experience, it takes months for a response to come from the Chancellor's
22   Office, delaying thus the implementation of any plan for change. Although
23   prioritizing the needs of California students is indeed problematic from an
24   internationalization point of view, it is not necessarily the main problem with the
25   current Master Plan; the main problem is a lack of appreciation for the value of an
26   international education for all students, especially California students. Despite the
27   fact that "an understanding of social and global responsibilities" is explicitly
28   included in the university learning goals, there is currently no systematic way to

1 ensure achievement of this goal for all students. Hence the paradigm shift should
2 imply that students must be educated with a view towards becoming informed and
3 responsible 21st century global citizens.

4   A holistic campus internationalization is a necessary condition for students to
5 develop an "understanding of social and global responsibilities". Campus
6 internationalization needs to be articulated as one of the long-term goals in the
7 SJSU strategic plan (SJSU Transformation 2030). Senior leadership should
8 acknowledge the significance of campus internationalization in molding future
9 global leaders and recognize the important role faculty need to play in this
10 endeavor. The strategic goals for the College of Global Education must be re-
11 written using more poignant words and phrases to emphasize the important role of
12 faculty in contributing to campus internationalization efforts, with the end goal of
13 graduating globally competent students who can serve society and the world as
14 informed and responsible global citizens.

15   Self-organizing at the campus level is necessary to yield results faster by
16 focusing on transforming SJSU units without relying excessively on slow-
17 changing elements of the CSU system. Changing key rules involving budget
18 allocations could result in significant improvements quickly. For example,
19 investing part of the non-resident tuition paid by international students in
20 professional development opportunities for faculty and staff would have a large
21 impact on campus internationalization. First, it would enhance intercultural
22 competency skills and enable a higher level of sensitivity towards the needs of our
23 international, multicultural student population, especially among faculty, staff, and
24 administrators who interact with students in various capacities as advisors,
25 counselors and provide various services to students. Second, it would help faculty
26 redesign their courses to include international and global perspectives.

27   CSU policies also need to be changed. This can only happen by strengthening
28 the feedback loop from SJSU to the Chancellor's Office (Figure 5). One way to do
29 this is for more people to start questioning and challenging outdated policies, such
30 as those discussed in Section 3. Improved and strengthened information flow
31 (communication) across the main stocks of the system (administrators, faculty,
32 staff, students) would help our system self-organize to better advocate for policy
33 changes. As we have seen (Figure 1), the policies which reign supreme in the CSU
34 system and prevent campus internationalization act as negative balancing feedback
35 loops. They must be countered with at least two critical positive balancing
36 feedback loops, implemented around two key stocks faculty and administrators.
37 Since faculty engagement and buy-in is key to getting our campus to the next level
38 of internationalization, these balancing loops would go a long way towards
39 ensuring that key university functions (e.g., classroom teaching, advising, student
40 services) are performed with a much better understanding of intercultural
41 perspectives. The provost, as the head of academic affairs on campus would set
42 these loops in motion by making a bold statement about campus
43 internationalization and working with the deans to ensure that all departments are
44 on board. Faculty would then participate in professional development activities to
45 enable them to develop curricula and classroom environments that promote global
46 competencies for all students. The provost should also advocate for the College of

1 Professional Education to serve as the one stop with expertise in the field of
2 international education and allocate a sufficient budget from the non-resident
3 tuition paid by international students to provide adequate resources to support
4 these students, which in turn will strengthen campus internationalization.
5   A much more ambitious change plan would include self-organizing at the
6 state level. A team of SJSU faculty and administrators, would reach out to the
7 other 22 campuses to get their buy-in on the idea of campus internationalization. A
8 "push back" to outdated policies and executive orders from as many of the 23
9 campuses as possible would bring about much faster the necessary policy changes
10 within the CSU system. Information flow must also be improved drastically at the
11 state level. The Senior International Officers (SIO) for each campus are typically
12 deans who have many priorities. They do not always convey information from
13 their SIO meetings to their local campus in a timely fashion, especially to
14 administrators who run much of the international activity. To make matters worse,
15 the Head SIO in the Chancellor's Office does not always communicate broadly
16 throughout the CSU system and often has outdated knowledge of critical issues. A
17 first step would be to establish more frequent communication, more frequent
18 meetings of the officers, and better sharing of information from the CSU
19 International Programs office. A restructuring of the information conduit, so that
20 information trickles down in a timely fashion might be necessary.
21   Rules that need to change to improve the performance of the system include
22 incentives and professional development opportunities for faculty as part of the
23 retention, tenure, and promotion (RTP) process. Just like early adopters of new
24 pedagogies that improve student learning (e.g., cooperative learning, mastery
25 learning and specifications grading, problem-based learning) serve as role models
26 for their colleagues within their departments and colleges, early adopters of
27 internationalization in education could play a lead role by offering workshops and
28 peer mentoring to their colleagues. This process would form another critical
29 positive balancing feedback loop. Administrators and staff in global education
30 would take a lead role in organizing these initiatives and professional development
31 activities, gaining the limelight and making themselves known as the experts on
32 international education on campus. The proposed changes in the system are
33 illustrated in Figure 5.
34

1   *Figure 5.* Proposed Changes in the SJSU Internalization System
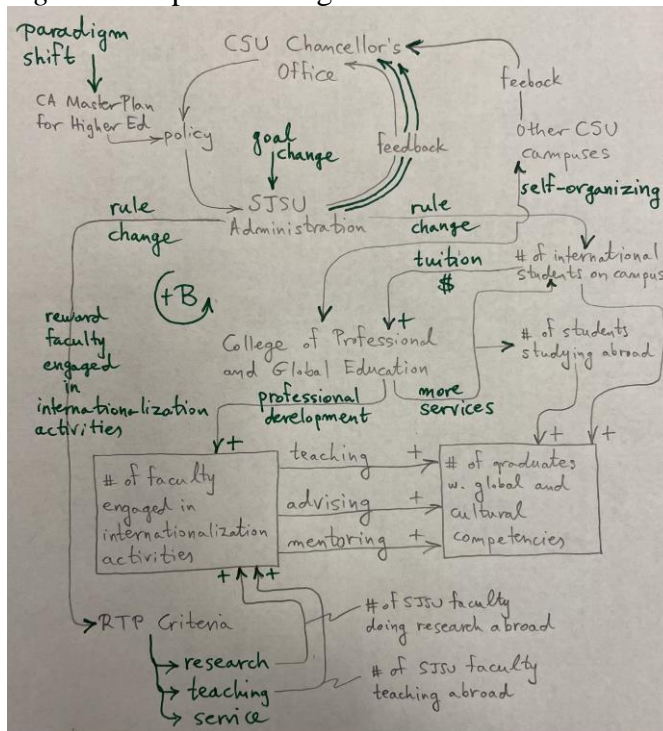
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5   **Leading the Change**
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7   The status quo that needs to be challenged is embedded within the Master
8   Plan for Higher Education in California (Liaison Committee of the State Board of
9   Education and The Regents of the University of California, 1960), which forms
10   the foundation of the CSU system. Articulated in 1960, this plan prioritizes
11   California residents among all students in the system. This priority has served the
12   system and its students very well back in the 1960s, however, our world has
13   changed dramatically since then and continues to change very rapidly. A more
14   enlightened way to interpret this goal today would be to recognize that in the 21st
15   century California students need to develop intercultural competencies just like
16   everyone else.
17   Bound by its original Master Plan, the CSU system has not kept up with
18   current world trends, continues to ignore the realities of globalization, and risks
19   graduating students who are not well equipped in critical, 21st century skills. We
20   have reached a point where the term "campus internationalization" runs contrary
21   to the historical foundation of the CSU system. To challenge this status quo one
22   needs to begin with educating all campus players to recognize that
23   internationalization does not simply mean student mobility but more importantly,
24   it encompasses education about intercultural interactions and perspectives. This
25   educational campaign must first begin in each campus subsystem and then expand
26   to encompass the entire CSU system.

1   Communication from the top down, as well as laterally within the system is
2   critical and must strengthened across the various stocks of the system. First,
3   internationalization must be articulated as one of the long-term goals of the SJSU
4   strategic plan, as part of Transformation 2030. SJSU leadership must take the first
5   step to acknowledge the significance of campus internationalization in molding
6   future global leaders and recognize the important role of faculty in this endeavor.
7   Since faculty engagement and "buy-in" is key for campus internationalization to
8   succeed, communication channels must be set up to reach faculty in multiple
9   ways, such as from the top down, from college deans, and most importantly from
10   chairs within each department.

11   Ideally the initiative to internationalize our campus should come from the
12   provost, since only someone at his/her level has sufficient power to bring about the
13   necessary structural changes that can move our campus in the right direction.
14   Hence, the first step will be to reach out to the provost and bring him/her onboard
15   on the need and urgency of internationalizing the SJSU campus. The provost
16   would then create a task force to lead the internationalization effort on campus.
17   This task force should be composed of administrators, faculty, staff, students, and
18   key community leaders and led by someone sufficiently knowledgeable and
19   experienced in institutional internationalization. The purpose of the task force will
20   be to generate an action plan for campus internationalization and present it to the
21   SJSU leadership within six to nine months.

22   The creation of such a task force would go a long way towards elevating the
23   concept of internationalization and highlighting its importance. There is, of course,
24   the risk that the provost may brush off such a proposal, considering the need to
25   focus on other campus priorities. If this occurs, persistence will be the key in
26   keeping internationalization at the forefront, using a research-based approach to
27   continue to provide data and benchmarking.

28   Once the provost is onboard, a campus-wide message recognizing the
29   importance of campus internationalization should be sent with a few key points
30   defining what internationalization means for SJSU and why it is essential in
31   maintaining the title of the most transformative public institution in the U.S.
32   (Mulhere, 2020). This first email message could also be used to solicit members
33   for the task force. To make headway in this initiative there needs to be passion and
34   buy-in for the cause. Asking people to volunteer to join this task force, will
35   hopefully result in members who already understand the value of
36   internationalization and are committed to the work that needs to be done. Personal
37   outreach to faculty, staff, students, and administrators known to be invested in the
38   cause will also be essential in getting the right people on the task force. Given the
39   diversity in perspectives between administrators, faculty, staff, and students, it is
40   likely that conflicts amongst the different stakeholders may arise. Staying focused
41   on the goal, which is to prepare SJSU graduates with a sound global
42   understanding, who consider themselves to be global citizens, will help resolve
43   any such conflicts.

44   The task force would start its work with a campus-wide survey, followed by
45   focus groups and interviews from the various stakeholders on campus.
46   Recommendations will follow a thorough analysis of the data. The action plan will

1   include suggestions for budget allocations to support faculty professional
2   development to instill intercultural and global perspectives in their classroom,
3   curriculum, as well as in their research. As the task force progresses in its work,
4   they would communicate their findings and next steps to the campus at large. The
5   task force will continue to monitor progress, assess outcomes, and make new
6   recommendations for moving forward, as action items unfold.

7   Tapping into external international organizations like the Institute of
8   International Education (IIE) or the NAFSA Association of International
9   Educators to provide resources and insights on this process will be essential in
10   staying the course. The American Council on Education (ACE) conducts a bi-
11   annual internationalization lab, in which multiple institutions enroll and receive
12   professional guidance on how to move their campus toward comprehensive
13   internationalization. There is, of course, a monetary cost involved but this cost is
14   insignificant given the millions of dollars coming to SJSU from international
15   student tuition. The ACE lab is a great investment and would provide an outside
16   and unbiased perspective on our campus internationalization process.

17   Technology will also play a key role in this area of growth, as we seek
18   innovative ways of tapping into the global resources. Examples include having
19   more Collaborative Online International Learning Opportunities (COIL) with
20   bilateral exchange partner students, and engaging in cross-cultural activities
21   through technologies like Slack, Padlet and Zoom. It will be instrumental to use
22   social media to connect with partners (internal and external), as well as various
23   apps.

24   As the plan for campus internationalization solidifies, a core group of faculty,
25   students, staff, and administrators will form the Internationalization Advisory
26   Board (IAB) on campus. The IAB will monitor and assess campus
27   internationalization activities to ensure that SJSU continues to move forward in its
28   path of internationalization. It will define criteria and measures to gauge how well
29   campus internationalization goals are met. Faculty engagement in international
30   research collaborations, Fulbright opportunities, and intercultural communication
31   training for all faculty and students would be some of the measures to be used.
32   Students will be required to participate in a study abroad program, faculty-led or a
33   virtual exchange opportunity to develop their intercultural communication
34   competencies. SJSU students will be required to weave in, as part of their final
35   project or paper, a global perspective or theme. Ultimately, the goal will be to
36   create a brand-new unit of Global Engagement within SJSU, not embedded within
37   another college. This unit will provide the leadership necessary to move SJSU in
38   the right direction for years to come.
39
40
41   **Conclusion**
42

43   To navigate today's ever-changing landscapes of our interconnected world,
44   university graduates must be equipped with global and cultural competencies.
45   These competencies include, among other things, cross-cultural communication,
46   foreign languages, and understanding of global perspectives. The development of

1 such skills requires a comprehensive campus internationalization plan that goes
2 beyond the typical language in university goals, which alludes to the need for
3 developing "global leaders" or an understanding of one's field in a "global
4 context". This plan must include curricular development and pedagogies on one
5 hand, but also extracurricular activities that encompass every aspect of campus life
6 on the other, so students and faculty have opportunities to practice and integrate
7 these skills in their daily routines. These activities would include faculty teaching
8 and doing research overseas, visiting scholars, faculty professional development in
9 culturally sensitive pedagogies, student development and study abroad programs
10 to mention a few.

11 The State of California currently prohibits conference travel by faculty and
12 students or visiting partner institutions in 23 states (approximately half of the total
13 number) to promote its political agenda. It is hard to imagine a system change that
14 will promote internationalization when the State of California makes it difficult for
15 faculty and students in the CSU and UC systems to collaborate with their
16 colleagues in other universities of the U.S. Furthermore, for state institutions like
17 CSU, campus internationalization may seem to run against their fundamental goal,
18 which is to prioritize the needs of state residents against all other students.

19 Nevertheless, a broader interpretation of these needs in the light of the 21st
20 century workplace and our complex, multicultural social settings, leaves little
21 doubt that they include the development of global and cultural competencies.
22 These competencies cannot be developed without interacting with people from
23 around the world and these interactions should take place on campus as well as
24 overseas. The paper suggests a few key structural changes that would begin to
25 steer SJSU towards a comprehensive campus internationalization along with a
26 rough leadership plan for making these structural changes a reality. Systems
27 thinking guru Russell Ackoff (2010), in his 100th f-law states that "there is never a
28 better place to initiate change than where the one who asks where the best place is,
29 is". Although a public university with domestic priorities is clearly a system quite
30 resistant to change, it is the hope that the plan presented here will pave the way for
31 an increased understanding of the importance of internationalization, which in turn
32 will move the campus and the entire CSU system to a better position for meeting
33 its 21st century educational goals.

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