Exploring Frameworks to Integrate Globalization, Mission, & Higher Education:

Case Study Inquiry at Two Higher Education Institutions in the Pacific Northwest
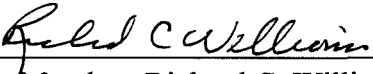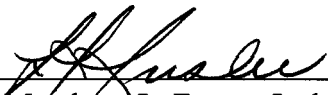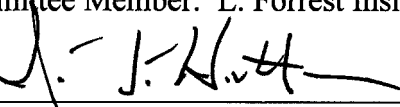
By

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A dissertation submitted in partial fulfillment

of the requirements of the degree of

DOCTOR OF EDUCATON

SEATTLE UNIVERSITY

2010

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UMI Number: 3472249

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ABSTRACT

EXPLORING FRAMEWORKS TO INTEGRATE

GLOBALIZATION, MISSION, AND HIGHER EDUCATION:

CASE STUDY INQUIRY AT TWO HIGHER EDUCATION INSTITUITONS

IN THE PACIFIC NORTHWEST

GUSTAFSON, Jacqueline Noel, Ed.D., Seattle University, 2011, 217 pp.
Supervisor: John Jacob Zucker Gardiner, Ph.D.

The purpose of this study was to explore the merits of three conceptual frameworks that

emerged from a synthesis of literature related to globalization, mission, and higher

education. The first framework, higher education & mission, included three frames:

important, not important, and emergent. The second framework, globalization & higher

education, included four frames: accommodation, resistance, combination of

accommodation and resistance, and proposed response. The third framework,

globalization & mission, was built upon leadership theory; the transcendent leadership

model served as the cornerstone of this framework. Specifically, the exploration of the

three conceptual frameworks was conducted at two private mission-driven higher

education institutions located in the Pacific Northwest. In this qualitative multiple-case

study, the researcher employed interviews, focus groups, and documents and archival

records as three sources of evidence. Faculty, staff, and students were among those

interviewed at each higher education institution. Data were transcribed, coded, and

triangulated between sources. As related to the purpose of the study, the researcher's aim

was to use the three frameworks (higher education & mission, globalization & higher

education, and globalization & mission) to explore the nexus of the relationship between

globalization, mission, and higher education at the two institutions studied. The research

question was: What is the relationship between higher education institutions, their mission statements, and globalization and how does one inform the other? Six additional guiding research questions were included in order to provide specific areas of foci. The results of this initial exploratory study included three interrelated findings. First, it appeared that there was a relationship between globalization, mission, and higher education at each of the two institutions studied. Second, it was found that the three conceptual frameworks, developed to integrate globalization, mission, and higher education at the two institutions studied, had merit. Third, it was found that the methodology for exploring the three conceptual frameworks, to integrate globalization, mission, and higher education, had merit. In the end, the researcher, working from an advocacy/participatory worldview, asserted that higher education institutions should work toward building a strong foundation for transformed education; committed to addressing the needs of an interrelated and interdependent global community.

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# ACKNOWLEDGEMENTS

The completion of my doctoral degree, and this doctoral dissertation, involved both the acquisition of knowledge and skill, as well as the transformation of self. I would like to acknowledge those who contributed to not only to the expansion of my knowledge but also to my professional and personal development. This process would not have been possible without both my Creator and the countless contributions and sacrifices of the below mentioned individuals.

I extend my deepest gratitude to my doctoral committee. My Dissertation Chair, Dr. John Jacob Zucker Gardiner, provided both guidance and leadership, Dr. Richard C. Williams' dedication and scholarship challenged and refined my work, and Dr. L. Forrest Inslee's passion for global studies kept me inspired throughout the process. I have been honored to work alongside three intelligent, insightful, and strong women, my dear friends and classmates, Dr. Eva Johnson, Dr. Scotland Nash, and Ms. Penny Koch-Patterson; thank you for allowing me to share the last three years with you. I am both thankful for and humbled by the support of my friends and colleagues: Ms. Kimberly D'Angelo for her inspired dedication and ceaseless commitment to my work, Ms. Susan K. Leveridge for her insight and unwavering sagacity for truth; Ms. Brooke Lundquist for her support and encouragement; and Dr. Matt Nelson and Dr. Jim Heugel for their support and commitment to my success. I am grateful to the administration of both Pacific Lutheran University and Northwest University for allowing me access to conduct my study within their institutions. I would also like to acknowledge those students, faculty, and staff who participated in my study. Most significantly I would like to

## DEDICATION

To my fellow teachers, scholars, professional colleagues, friends, and mentors that share my passion for the promotion of justice, the alleviation of poverty, suffering, and oppression, and for the care of creation.

CHAPTER ONE

INTRODUCTION TO THE STUDY

**Introduction**

Convening for a weekly staff meeting, faculty and administrators of a higher

education institution gathered around a conference room table. A review of the agenda

showed that, in addition to the regular agenda items, time was devoted to discussing the

future direction of the university's work. Shortly after the meeting began, a faculty

member shared concerns that the university had limited online course offerings; another

faculty argued that online courses were not an adequate replacement for classroom

learning. Others talked about the changing needs of the student body. Moreover,

international student applications were increasing, yet, a plan for serving the needs of the

increased number of international students was not in place. At the same time, cultural

immersion programs and service-learning projects were discussed as were international

internship placements. A discussion about issues of social justice and access also

emerged. Perhaps most significant was the discussion that dealt with new degree

proposals. Unlike many existing degree programs, these new degree proposals included

curriculum that was specifically intended to engage the student(s) in service and

leadership in an interdependent world. After the meeting adjourned, a few faculty

members expressed enthusiasm towards the new proposals. Other faculty members were

less favorable, and still others questioned the connection between agenda items and the

mission or function of the university.

The meeting of university faculty and administrators highlighted the changing

needs of higher education institutions in an era of rapid globalization. The traditional

brick and mortar institutions established in the last 300 years represent iconic images of

higher education in America. However, these icons may soon become the images of

higher education's yesteryear.

With the advent of a new era of globalization, some have suggested that higher

education institutions should revisit existing frameworks and, with intentionality, reshape

their organizations to meet society's changing educational needs. The overall goal of this

study's design was to investigate the possible ways in which globalization has impacted

higher education institutions. The purpose of this study was to explore the merits of three

conceptual frameworks that emerged from a synthesis of literature related to

globalization, mission, and higher education. Specifically, the exploration of the three

conceptual frameworks was conducted at two private mission-driven higher education

institutions located in the Pacific Northwest.

This chapter will explore the background of this study as well as the purpose and

significance of this research. Additionally, the key terms that were used in this study are

defined. Finally, the methodology and the limitations and assumptions of the study are

noted.

**Background**

**Globalization.** The last decade was filled with immense change. With this

change, there is a call for new kinds of adaptation as the world has become increasingly

interconnected. Economic, technological, cultural, social, and political movements have

created a web of global relationships. The term *globalization* has emerged to describe

this "widening, deepening, and speeding up of all forms of world-wide

interconnectedness" (Marginson & Sawir, 2006, pp. 346-347). For instance, works that

promote globalization, such as *The Lexus and the Olive Tree* by Friedman (2000), have

become iconic and represent new approaches as the world moves into this ever-increasing

and widening era of globalization. Yet, while perhaps intended to be pragmatic, the

approaches for operating in an era of globalization are bound by both positive and

negative outcomes. On the one hand, globalization is perceived as positive due to the

way in which globalization has aided in the movement of historically underdeveloped

economies into the global marketplace, allowed for increased flow of communication,

and for certain kinds of access for underprivileged people groups. However,

globalization has also exacerbated social, political, and environmental problems. Even

Friedman (2000), a proponent of globalization, discussed the backlash that resulted from

rapid globalization. For example, globalization has resulted in an exportation of

predominantly western ideals and western ways of functioning. Western icons such as

McDonalds and MTV have become familiar ways of life in many parts of the world. The

exportation of historically western ways of living has led to not only loss of cultural

mores, but also an increase in consumerism and consumption which are potentially

unsustainable ways of living. Furthermore, globalization has created a greater divide

between developed and underdeveloped economies. At the same time, those living in the

underdeveloped economies are now more keenly aware of what they do not have.

Consequently, this phenomenon, referred to by Friedman (2000) as the backlash, has

caused social and political unrest. Undoubtedly, not all are in favor of globalization or the new socio-political approaches presented by its proponents such as Friedman (2000).

For instance, Groody, in his 2007 work *Globalization, Spirituality, and Justice,* spoke from the perspective of "a faith that seeks understanding oriented toward a love that produces justice" (p. xviii) and asserted that globalization cannot be fully understood without examining globalization's relationship to social justice. Specifically, he suggested that the negative aspects of globalization (i.e., oppression in the form of unjust market practices), are a human problem and therefore cannot be remedied (as Friedman suggested), with better economic, political, or environmental planning. Instead, Groody (2007) urged the reader to address the human problem through (a) renewing our relationship with God, (b) renewing our relationship with others, (c) renewing our relationship with the environment, and (d) renewing our relationship with ourselves.

Similarly, Goudzwaard, Vennen, and Van Heemst (2007), in *Hope in a Troubled Times: A New Vision for Confronting Global Crisis,* discussed the negative elements of globalization or the "shadow sides of progress" (p. 24). In particular, Goudzwaard et al. (2007) asserted that "more money, technology, science, and market forces–solutions that until recently seemed self-evident–often cause global poverty, global insecurity, environmental ruin, and the tyranny of financial markets to deteriorate even further" (p. 24). Goudzwaard et al. (2007) suggested that society, in an effort to address global poverty, terror, and environmental degradation, has often underestimated the importance of "what goes on at the deepest level in people's hearts and minds, what engages and

moves them, what captures their imaginations, fills their hearts, and satisfies their

expectations" (p. 26).

Interestingly, the thesis that renewal of the human spirit or spiritual

transformation is directly related to addressing the ills of globalization, championed by

both Groody (2007) and Goudzwaard et al. (2007), has deep roots dating back to the

writings and teachings of Pierre Teilhard de Chardin. Groody (2007) recounted

Chardin's vision of the transformation of the whole world, which preceded his writing

"The Mass of the World" (p. 233) and noted that "such a vision, in light of globalization,

sees the current historical developments as part of a spiritual evolution by which the

world is gradually transformed into Christ" (p. 234).

McKibben, in his 2007 work *Deep Economy: The Wealth of Communities and the

Durable Future,* urged the reader to shift from thinking globally to thinking locally and

from thinking big to thinking small. Essentially, McKibben (2007) challenged the

fundamental nature of American culture and the world's movement towards

globalization. Focusing on the two key constructs of *more* and *better,* McKibben

acknowledged that historically "the idea that individuals, pursuing their own individual

interests in a market society, make one another richer and the idea that increasing wealth

has indisputably produced More" (p. 1). Building upon his thesis, McKibben (2007) then

went on to state that "growth is no longer making most people wealthier but instead

generating inequality and insecurity" (p. 1) and creating profound ecological challenges.

Additionally, he argued that even when more does produce wealth, it does not necessarily

produce greater happiness. In his final analysis, McKibben (2007) cautioned the reader to change routes because more and better are no longer found at the end of the same road.

Whether a proponent or critic of globalization, realities including economic, technological, cultural, social, and political ways of functioning have changed. Such changes impact the functions of corporate, government, and non-government entities. Until recently, the relationship of globalization to the functions of higher education institutions was given little attention. In response, authors such as Ford (2002) have contended that higher education institutions are both connected to globalization as well as partly responsible for the ills associated with globalization. In his book, *Beyond the Modern University: Toward a Constructive Postmodern University,* Ford (2002) argued:

> as long as the modern university either explicitly or implicitly, takes a position that human life is without meaning and value and that moral norms are arbitrary . . . it is impossible for the university to take a stance in favor of human justice, the earth, or anything. (p. 75)

**Purpose Statement and Overview**

The purpose of this study was to explore the merits of three conceptual frameworks that emerged from a synthesis of literature related to globalization, mission, and higher education. Specifically, the exploration of the three conceptual frameworks was conducted at two private mission-driven higher education institutions located in the Pacific Northwest.

The first framework, Mission and Higher Education, was designed to explore three possible ways in which a higher education institution could interact with their

respective mission and corresponding mission statement (see Table 1 in Chapter 4). The

second framework, Globalization and Higher Education, was designed to explore four

possible ways in which a higher education institution could interact with globalization

(see Table 2 in Chapter 4). The third framework, Globalization and Mission, was

designed to explore possible linkages between leadership theory and service in an era of

globalization (see Table 3 in Chapter 4). See Appendix A for a visual model of the

purpose of the study.

**Research questions.** What is the relationship between higher education

institutions, their mission statements, and globalization and how does one inform the

other? There are a number of sub-questions that guided this research in an attempt to

answer and bring clarity to the research question:

1. How does the institution's mission inform practice in that institution

   and in what ways is this demonstrated?

2. How do the realities of an increasingly globalized world inform

   practice in the institution and in what ways is this demonstrated?

3. How does the institution's mission impact that institution's response to

   globalization and in what ways is this demonstrated?

4. How does globalization impact the institution's mission?

5. How can a higher education institution impact globalization?

6. What opportunities and responsibilities emerge as a result of the

   intersection between higher education institutions, the institutions'

   mission, and globalization?

**Significance of the study.** An increasing number of studies and articles have examined and discussed the impact of globalization on higher education institutions. Furthermore, a number of studies were designed to investigate the significance of mission (and mission statements), in higher education institutions. However, this study is unique in that the study's design centered on the nexus of three elements: (a) higher education institutions, (b) their missions, and (c) globalization at the two institutions studied. Minimal work existed in the current body of literature that examined the intersection of these three components and the vast majority of literature available was of a theoretical, not empirical, nature. As such, there existed an opportunity to conduct an exploratory study that could provide an initial pool of data from which further studies on the intersection of globalization, mission, and higher education could be conducted. Furthermore, the case studies that were selected for this research provided data rich examples from which an initial exploration of the topic could be completed.

In particular, the first case, Pacific Lutheran University, was the recipient of numerous awards and recognitions for the university's global education initiatives. Correspondingly, the second case, Northwest University, recently re-wrote the university's mission statement and launched a number of degree programs which were global in focus. Specifically, this study is significant because, through the exploration of the three frameworks at the two institutions, it could potentially provide both a theoretical foundation as well as a methodological approach for further studies on the intersection of globalization, mission, and higher education. A better understanding of the relationship between higher education institutions, their missions, and globalization might better

prepare educational leaders to move their institutions into the global future with

intentionality, consciousness, and responsiveness.

**Definition of Key Terms**

*Globalization (or Globalisation).* "The widening, deepening, and speeding up of

all forms of world-wide interconnectedness . . . the growing role of the world systems,

networks, movements and relationships, not just economic and technological, but also

cultural, social and political" (Marginson & Sawir, 2006, pp. 346-347).

*Higher Education.* Formal education that is post-secondary (beyond high

school). Generally refers to education in a college or university setting; sometimes used

generally to refer to the *academy* or *academia*.

*Higher Education Institutions (HEI).* Colleges, universities, and other academic

institutions that provide some type of formal education that is post-secondary or beyond

high school.

*Internationalization (or Internationalisation).* A term defined by Altbach

(2004) as "specific policies and programmes undertaken by governments, academic

institutions, and even individual departments or institutions to cope with or exploit

globalisation. Internationalisation describes the voluntary and perhaps creative ways of

coping" (p. 6). For this study, the term is used to refer specifically to the

internationalization of a higher education institution. In this case, a higher education

institution may go through a process to intentionally internationalize the institution's

campus. The process of internationalization for higher education institutions may include

changes to existing curriculum, the addition of new degree programs, an increase in

international student programs and exchanges, and study abroad programs.

   ***Mission-Driven Higher Education Institutions.*** Higher education institutions

whose activities, goals, and objectives are driven by a commonly held mission that are

specifically and explicitly communicated through a publicly articulated mission

statement. Mission-driven higher education institutions are most commonly religiously

affiliated colleges and universities. As an example, are those higher education

institutions which are affiliated with the Catholic Church. Mission-driven higher

education institutions are at times divided into two categories: (a) those who are

religiously affiliated and provide distinctively Christian education, such as Wheaton

College; and (b) those who are religiously affiliated but do not provide exclusively

Christian education, such as Loyola University. For the purpose of this study, no

distinction is made between these two groups and they were combined under the

umbrella of mission-driven higher education institutions.

   ***Mission Statement (or Mission).*** Refers to the formal publically articulated

mission statement of the respective institution. The institutional mission, mission, or

mission statement is often comprised of core values and/or beliefs and goals and/or

objectives held by the respective institution.

   ***Transactional Leadership.*** A leadership model "in which an exchange takes

place between leader and follower" (Gardiner, 2006, p. 2). Furthermore, transactional

leadership generally occurs when one party does something so that another will do

something in return–the two parties make a *transaction*, this transaction is generally

mutually beneficial.

> ***Transformational Leadership.*** A leadership model that looks beyond the needs

of the individual or individual situation (as in transactional leadership), and considers a

larger audience or greater cause.  In transformational leadership

> the transformational leader asks followers to transcend their own self interest for
>
> the good of the group, organization, or society; to consider their longer-term
>
> needs to develop themselves, rather than their needs of the moment; and to
>
> become more aware of what is really important. (Bass, 1990, p. 53)
>
> ***Transcendent Leadership.*** A leadership model which
>
> answers a planetary call for a governance process which is more inclusive, more
>
> trusting, more sharing of information (it's happening anyway via the internet),
>
> more meaningfully involving *associates* or *constituents . . .* more collective
>
> decision making through dialogue and group consent processes, more nurturance
>
> and celebration of creative and divergent thinking and a willingness to serve the
>
> will of the collective consciousness as determined by the group–in essence, a
>
> leadership of service above self. (Gardiner, 2006, p. 11)

**Methodology**

The qualitative method was selected as the research design for this study and was

used to explore the merits of three conceptual frameworks that emerged from a synthesis

of literature related to globalization, mission, and higher education.  Related to the

research question posed, the case study methodology was selected as the appropriate

qualitative strategy of inquiry. Specifically, the study was conducted using a multiple-case design. Two higher education institutions in the Pacific Northwest of the United States were selected. Each institution was treated as a single case during the data collection and data analysis. Data was collected simultaneously at both sites. Data was then triangulated between multiple sources of evidence (interviews, focus groups, documents) from within each respective case. The multiple-case design was selected in order to strengthen the research design; together the two cases were found to positively support one another, fill in missing gaps or shortcomings, and to ultimately present a more compelling case (Yin, 2009, p. 62). See Appendix C for a visual model of the study's methods.

## Limitations and Assumptions

**Limitations.** This study, like any research, had a number of limitations. First, this study is limited in scope. The study's design involved a multiple case study in the qualitative method of inquiry. For the reason that only two case studies were conducted, this study is limited in regard to the quantity of information collected in each case. As the researcher for this exploratory study, I decided that, in line with the ethnographic roots of the study, depth in a small number of cases was preferable to the surface investigation of a large number of cases.

Next, this study is limited in its methodology which was not designed to allow for the results to be generalized to other higher education institutions beyond the two institutions examined. While not designed for generalizability, the study was designed for applicability and possible theoretical generalization. As such, the results may provide

a theoretical foundation, as well as a tested methodological approach, from which further

study could be conducted.

Another limitation relates to the knowledge base of the participants interviewed in

each case study. In some instances, the interviewees held a great deal of theoretical

knowledge of the topic explored. While this was useful for gathering data, it also

potentially biased the given data. Similarly, interviewees who were knowledgeable

regarding globalization held strong opinions and espoused particular worldviews that

informed the data each interviewee provided, which in turn may have biased the data

collected. In other cases, the interviewees had limited knowledge related to the topics

explored. Limited knowledge was ideal for reducing biases but could potentially have

resulted in less information gathered. However, interviewee's knowledge and bias on the

topics of globalization, institutional mission, and higher education institutions was

unavoidable in a naturalistic method of inquiry and was therefore acceptable to me as the

researcher.

Finally, the study was limited by potential researcher bias. As the researcher, it

was possible that I personally biased the research with my own worldviews, knowledge

base, and personal limitations (Patton, 2002). Furthermore, as an employee of Northwest

University, the level of access and knowledge was not equal between cases. However,

measures were taken to minimize my potential bias as the researcher. For example, only

data obtained as a result of this study was used in the data analysis from which the

findings were drawn. In addition, every effort was made to maintain parity between the

two cases. Specifically, if I conducted an interview with a student development

professional at Northwest University, then I also interviewed a student development

professional from Pacific Lutheran University. In regard to the preceding two potential

limitations (participant bias and researcher bias), the methodology included the use of a

second coder. The second coder served to potentially reduce researcher bias and helped

to maintain parity between the two cases. Most significantly, the second coder provided

a reliability test for my coding (the specific procedure is delineated in Chapter 3).

**Assumptions.** This study has a number of assumptions that are acknowledged.

The primary assumption of this study was that there exists a relationship between higher

education institutions, their missions, and globalization, and that the three frameworks

have merits for exploring those relationships in the two institutions studied. Furthermore,

as the researcher, I assumed that in an era of globalization, working toward understanding

the relationship between higher education institutions, their missions, and globalization

was paramount for educational leaders of mission-driven higher education institutions.

Similarly, as related to educational leaders and leadership preparation, assumed in this

study was that global consciousness and social responsiveness are positive attributes

which may serve to help guide higher education institutions—especially those that are

decidedly mission-driven. Another assumption made in this study was that the method of

qualitative inquiry and the case study design were appropriate for exploring the merits of

the three frameworks at the two institutions studied. The final assumption of this study

was that the purposeful sampling (Creswell, 2009) of the two potentially data rich

samples (Patton, 2002), Pacific Lutheran University and Northwest University, were

appropriate for this exploratory work.

**Summary**

Chapter One provided an introduction to the study. Important theoretical concepts, including globalization, provided a background for the study; key authors and the associated literature were introduced. Additionally, Chapter One included a statement describing the purpose of the study and a statement describing the significance of the study. The study's key terms were defined and, finally, the methodology and the limitations and assumptions were discussed. Chapter Two will review the body of literature related to the research topic. Important theoretical and empirical works related to Mission and Higher Education, Globalization and Higher Education, and Globalization and Mission are explored. A comprehensive outline of the research methodology is provided in Chapter Three. The findings from this research study are included in Chapter Four and conclusions are delineated in Chapter Five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

**Introduction**

As introduced in Chapter One, globalization is a new system of

interconnectedness which has changed economic, technological, cultural, social, and

political realities. Globalization has impacted nearly every discipline and field of work,

including higher education and higher education institutions. Consequently, higher

education institutions have attempted to adapt to the changing environment of a

globalized world. In Chapter One literature was explored and the literature provided a

foundation for the examination of globalization and higher education. Globalization was

explored through four diverse lenses (Friedman, 2000; Groody, 2007, Goudzwaard, et al.,

2007; McKibben, 2007).

The purpose of this study was to explore the merits of three conceptual

frameworks that emerged from a synthesis of literature related to globalization, mission,

and higher education. Specifically, the exploration of the three conceptual frameworks

was conducted at two private mission-driven higher education institutions located in the

Pacific Northwest. The literature review, which is divided into three themes, synthesizes

the literature related to globalization, mission, and higher education that provided the

foundation for the three frameworks. To begin with, background information on

globalization and higher education is explored and then the three themes are reviewed.

The first theme, Mission and Higher Education, is a review of theoretical and empirical

literature that discussed mission, or mission statements, specifically within the context of

higher education institutions. The second theme, Globalization and Higher Education,

examines relevant literature that delineated multiple perspectives to address the

relationship between globalization and higher education institutions. The third theme,

Globalization and Mission, serves to complete the circular review of the literature and

provides linkages between the three components examined in this study: (a)

globalization, (b) mission, and (c) higher education.

**Background**

The following section responds to Ford's (2002) admonition of higher education

institutions' response to globalization presented in Chapter One, and also provides an

introduction to literature related to globalization and education. To begin with, Singh

(2004) reviewed four books which asked hard questions in an effort to struggle with and

draw conclusions in regard to globalization and its relationship to education. Among the

many questions Singh (2004) examined were: (a) "How can imagined worlds be

researched during times of rapid movement, flux, and ambivalence?; (b) What stays the

same?; (c) What changes?; and (d) Can universal standards of education be formulated,

and if so, how and by whom?" (p. 115). Priestley (2002) attempted to address the

question of what changes. He concluded that globalization has changed educational

systems at three macro-levels: (a) changes in discourse, (b) policy, and (c) practice. For

example, due to globalization, educational systems have adopted new fields of study,

ways of thinking and examining materials, and even a new vocabulary. Roman (2003),

in her article *Education and the Contested Meanings of "Global Citizenship,"* discussed

at length this new vocabulary, specifically the emergent term "global citizen." Likewise,

she discussed educational policies which were forced to adapt in an era of globalization

(Roman, 2003). In light of this, consider the influx of international students or student exchange programs due to opportunities made available through mobility created by globalization.

Ruby (2005) asked the question "what does it [globalization], have to do with universities" (p. 233). In his work, *Reshaping the University in an Era of Globalization,* Ruby (2005) discussed globalization's impact upon many different areas of education, including curriculum, faculty, students, endowments, and even university dining halls. However, unlike many authors, he went on to suggest that education also has an opportunity to shape globalization. Ruby (2005) stated that "globalization has exerted a significant impact on many aspects of universities.... [yet], because universities deal with the creation and dissemination of knowledge, they are in a position to influence globalization as much as it has influenced them" (p. 233). Wagner (2004) in his attempt to examine globalization's threats to education, concluded that the opportunity (rather than the impact), created by globalization for education is more significant. McBurnie (2001) concurred with Wagner's premise: "Globalization fosters pluralities, hybrids, choices, and exposures to new possibilities. While it poses challenges, it also offers powerful opportunities for the thoughtful, articulate, persuasive, and internationally minded to play a key role in shaping the future" (p. 24).

Globalization provides higher education institutions with a great deal of opportunity both locally and globally. While the impact of globalization upon education is undeniable, some also argued that the opportunity for higher education institutions in an era of globalization has not yet been fully realized. Accordingly, Myers (2006)

suggested that educational systems, specifically in the United States, were "resistant to

global perspectives in the curriculum and continue to favor national identity and

patriotism over learning about the world" (p. 370). Myers' (2006) supposition suggested

that educational systems in the United States must change and adapt in order to truly take

advantage of the opportunity presented by globalization.

Similarly, Verri (2003) stated that education exists, in part, as a public good and

that the degree to which the public benefits from education is increased by harnessing the

forces of globalization. For instance, globalization can shape existing educational

systems in innovative and exciting ways and can also serve to bring education to those

who previously had minimal access. Despite the challenges presented by globalization,

education can thrive, knowledge expanded, and as a result communities transformed.

Porter and Vidovich (2000), using the sea as a metaphor, communicated hope in this very

possibility, "while some of the real dangers seem apparent, it is possible that

globalization may also produce dynamic new opportunities from which universities, with

established activities in international waters, may be able to steer into new, interesting,

and unchartered seas" (p. 466).

Opportunities for education that exist through globalization require a change in

higher education institutions on both a macro and micro level. For example, higher

education institutions must purposefully seek to educate and train students in a manner

that prepares the students to engage with one another as global citizens. In order to do

this, curriculum needs to include theory plus engagement with praxis in the global

community. In some instances, this may take the form of cultural immersion

experiences, study abroad opportunities, and service-learning requirements. Pursuing this

further, it is essential that curriculum is built upon an ethos which assumes global

interconnectedness. For the student to understand his or her role as a future business

person, teacher, doctor, or financier, it is imperative that the student conceptualizes his or

her impact both upon and within the global system. For instance, a future business

person must understand how business decisions and practices will impact markets

overseas or the impact on lives of factory workers. Likewise, it is necessary for a future

medical researcher to understand health promotion and disease prevention on a global

scale. The aforementioned ideas illustrate opportunity and in addition call for

responsibility of higher education institutions in an era of globalization. Skorton (2007)

explained the call of responsibility in this way:

> the development of human capacity is not only the most effective way to
>
> ameliorate global inequalities, but is also a prerequisite for any enduring
>
> improvement of the standard of living at the local level. Colleges and universities
>
> should be enlisted to fulfill their potential as one of our most effective and
>
> credible diplomatic assets by providing university teaching, research, and
>
> outreach to resolve socioeconomic inequalities around the world. (p. 28)

As related to Groody (2007) and Goudzwaard, et al. (2007), responsibility to

shape globalization may be particularly important for mission-driven higher education

institutions. According to Adrian (2007), in his article *Globalization and the Christian*

*Idea of a University (or, the Lexus and the Olive Tree, and Higher Education),* "in the

new global environment, the Christian idea of a university can address the void evident in

modern higher education while contributing to bridging the gap between globalization

and traditional cultures" (p. 299). Yet, mission-driven higher education institutions must

go beyond Adrian's (2007) idea of bridging the gap between globalization and traditional

cultures and utilize globalization as a means to bring transformative change to those who

are suffering or oppressed. Antone (2002), although speaking from a less favorable

position on globalization, also asserted that in an era of globalization "religious educators

have to be firm advocates of change, liberation, and transformation both within and

without their respective faith communities" (p. 235). Thivierge (2003), in his article

*Globalization and Catholic Higher Education: A Dialogue for Harnessing the Impact of*

*Globalization*, suggested some guidelines which would steer mission-driven higher

education institutions in responding to the opportunity and responsibility of higher

education institutions in an age of globalization:

- peace, which is not just the absence of war, but the presence of love;

- sharing of values through the application of technology;

- developing communities through relationships;

- respect for cultural pluralism;

- developing economic and intellectual interdependence;

- openness to new thinking and new ideas;

- transformational change through learning and the professions;

- supporting each other through the taking of risks in the application of
  knowledge;

- providing "hope" in the world; and

- being a voice for those with none (pp. 80-81).

Ng (2002), a teacher at a religious higher education seminary in Canada, shared a list of thoughts which he expressed as central. First, Ng (2002) believed that educators must be educated in the complexities of globalization and be "reflective teachers in a globalized age" (p. 205). Second, he believed that across fields and curriculum, educators must intentionally bring to the classroom real world examples of globalization. Third, Ng (2002) believed that he has a responsibility to remind his students (especially those from the monoculture), of the view from the other side – thus creating a balanced view of the global citizen. Finally, he addressed issues of racism as they relate to globalization and urged educators that "because it is something which diminishes both victims and unconscious perpetrators, religious education teachers and practitioners need to confront it by understanding it and then working actively to eliminate it" (p. 206).

As articulated by Friedman (2000), Groody (2007), and Goudzwaard, et al. (2007) the realities of globalization, including the ills of globalization, are widespread. Whether relating to economics, technology, politics, or education, responsibility is a central tenant of globalization. By harnessing the opportunities presented by globalization, and responding to the responsibility imposed by it, mission-driven higher education institutions may be uniquely positioned to bring long called for transformative change on both a local and global scale.

**Mission and Higher Education**

Using both theoretical and empirical works, this section explores a framework to describe the possible relationships between mission and higher education institutions. In

particular, the importance of mission statements for higher education institutions,

especially mission-driven institutions, is discussed. Finally, this section concludes with

literature that provided a connection between globalization and higher education.

Higher education institutions have historically placed a great deal of importance

on their respective mission as well as the mission statement crafted to communicate the

institutions' missions. However, there is divergence in the literature; some of the

literature suggested that higher education institutions' mission statements are both

important and influential in shaping outcomes. Although, other literature suggested that

mission statements, while often given much attention, are little more than vague or even

spurious statements, totally disconnected from any

real objectives or outcomes. As articulated by Morphew and Hartley (2006):

> some would argue that articulating a shared purpose is a requisite first step on the
>
> road to organizational success. Others are far less sanguine about such efforts and
>
> view them as rhetorical pyrotechnics – pretty to look at perhaps, but of little
>
> structural consequence.
>
> (p. 456)

The review of literature related to Mission and Higher Education is organized into three

sections. The first and second sections contrast the two divergent views (important and

not important). The third section demonstrates the emerging importance of missions and

mission statements in higher education institutions in an era of rapid change and

globalization.

**Important.** Studies have indicated that both the presence of a mission, along with a specific mission statement, were important to higher education institutions and to the students of the institutions. For instance, Lopez (2001) in his qualitative grounded theory study, *Institutional Ethos: Conveying the Essence of Loma Linda University's Mission,* found that when there is congruence between the expectations of the university and the expectations of the students, the mission is experienced in a very palpable way. Similarly, Kreber and Mhina (2007) acknowledged in, *The Values We Prize: A Comparative Analysis of the Mission Statements of Canadian Universities,* that "some of the values articulated in mission statements will always be idealized" . . . but that "even ideals can provide guidance in helping institutions meet their goals" (p. 72). Woodrow (2006) in his study, *Institutional Mission: The Soul of Christian Higher Education,* asserted that a mission statement was particularly important for mission-driven higher education institutions. He went on to say that "crafting an effective mission statement is immensely important and requires time, energy, and commitment" (p. 316) and further, he identified nine essential components of mission statements: (a) history, (b) educational philosophies, (c) constituents, (d) strengths, (e) uniqueness and distinctive, (f) brevity, (g) wordsmithing, (h) long-term purpose, and (i) accessibility (widely communicating the mission statement) (Woodrow, 2006).

In their quantitative study, *Measuring Staff Perceptions of University Identity and Activities: The Mission and Values Inventory,* Ferrari and Velcoff (2006) collected data from two samples of full-time staff from medium-sized, faith-based universities. The study participants each completed the *DePaul Mission and Values Instrument,* designed

to assess and rate the participants understanding and perception of the institution's mission. Ferrari and Velcoff (2006) articulated the following:

> mission statements focus the energies of the institution and employees to balance the relationship between educational goals and the educational needs of the outside world, integrate objectives held by diverse stakeholders . . . enabling everyone to work towards common goals, and provide an overarching vision toward which each member may strive. (p. 244)

In addition, the authors noted that "given the changes occurring at religious institutions of higher education, research into how present mission statements at faith-based institutions, such as Catholic universities, reflect their traditions seem important for institutional and academic curriculum development and evaluation" (Ferrari & Velcoff, 2006, p. 255).

Young (1999) conducted a study, *Colleges on the Cross Roads: A Study of the Mission Statements of Catholic Colleges and Universities,* in which "73 mission statements were examined for information about the values of American Catholic colleges" (p. 65). Young honed in on the shifting nature of mission statements at Catholic colleges and universities. In part, Young's research was motivated by questions arising from Catholic clergy regarding mission statements that "have become too secular to be sacred" (p. 66). Young's (1999) article, as similar to the other aforementioned research, was significant as his study exemplified the high importance that many colleges and universities (or in this case the Catholic Church as an organization), place on institutional mission and corresponding mission statements.

**Not important.** Conversely, others in the field have suggested that mission

statements were of minimal import to institutions of higher education. Newsom and

Hayes (1990) stated:

> the mission statement should be a declaration of the special purposes of an
>
> institution and whom it intends to serve. It is a revelation of the college's reason
>
> for being. From the mission statement should flow the goals and objectives of the
>
> college or university and therefore the activities which the institution's members
>
> will pursue. The mission statement should focus the attention of both those who
>
> plan and those who implement the plans. (p. 28)

However, Newsom and Hayes (1990) went on to question whether or not higher

education institutions' mission statements were actually accomplishing the goals and

objectives of higher education institutions. The study included 142 institutions from 11

southeastern states and, with the use of questionnaires, the mission statements were

evaluated. As a result of the study, Newsom and Hayes (1990) concluded that the

institutions' mission statements were "amazingly vague, evasive, and rhetorical, lacking

specificity or clear purpose" (p. 29). Yet, contrary to Newsom and Hayes (1990)

findings, the institutions believed that their mission statements were important (as

indicated by such factors as devoting significant time and energy into reevaluating - 84%

of the sample, or rewriting - 70% of the sample).

In fact, Carver (2000) asserted that there was a disconnect between mission

statements and the intended objectives of an organization. For this reason, Carver (2000)

urged higher education institutions to be more explicit in stating the institutions purposes.

He went further to say that "for a mission to be truly useful and instructive, it must set

forth results that those charged with fulfilling the mission can understand and focus their

efforts" (p. 22) – until then, labors to create well crafted university mission statements are

done with minimal purpose. In the same vein, Connell and Galasinski (1998), researched

higher education institutions in the United Kingdom and found that mission statements

were often more reflective of an exercise in negotiation between the university and the

governing body, than of the mission statements actual objectives and outcomes.

> Missions are one of the contemporary forms which academic institutions have,
>
> out of necessity, adopted, not so much to promote themselves as to seek license to
>
> continue to operate in a context in which political forces will no longer tolerate
>
> the manner in which they had grown accustomed to operating. . . . They have had
>
> to produce Statements declaring their essential purposes, which also provided
>
> them with an opportunity to represent their claims to autonomy in more
>
> acceptable terms. (Connell & Galasinski, 1998, pp. 475-476)

Zingales (2001) contended that "mission statements legitimize an institution's existence

in that they articulate the purpose, values, strategy, and standards of behavior that mark

an institution's distinctive competence" (p. iii), but, like Newsom and Hayes (1990) and

Connell and Galasinski (1998) Zingales questioned whether or not mission statements

met his stated aim. Zingales (2001), in his study, evaluated the relationship between

"Benedictine values articulated in the mission statements and student behavioral

outcomes" (p. iv) at seven Roman Catholic Benedictine colleges and universities (2001).

With that being said, Zingales (2001) emphasized:

a critical implication of the study suggests the need for Benedictine institutions to

configure mission statement values with their culture and tradition so as to

distinguish them as a subset of Benedictine values from general Christian values.

This distinction will allow Benedictine institutions to determine the contribution

its distinct mission statement values effected in the lives of college students at a

crucial period of values and subsequent character development. (p. iv)

**Emergent.** In addition to literature that supported the importance of mission

statements in higher education was the literature which revealed that mission statements

in higher education institutions were not important. However, a third category of

literature emerged. The third category of literature placed the current state of higher

education institutions' mission statements into the periphery, and provided a rationale for

revisiting the university's mission statement with greater intentionality, especially in an

era of rapid change and globalization. For instance, Erickson (2007) studied *The Impact*

*of Adaptive Initiatives on School Mission at Christian Colleges and Universities,* and

discussed the way in which mission-driven institutions have struggled to adapt. Erickson

(2007) described the struggle of adaptation as the balance between faculty members'

expressed desire to follow a value-drive mission and administrators' necessary response

to market imperatives, which are the focal point of adaptive initiatives. Summarily,

Erickson (2007) concluded that many mission-driven higher education institutions are in

a quandary; desiring to remain focused on the institutions mission, yet at the same time

forced to adapt to the ever changing needs of the market place in order to survive.

In contrast, not all authors found the need for adaption in an era of globalization to be mutually exclusive from value-driven a mission. For example, Fenrick (2007), in his mixed methods study, proposed that the changing realties of a globalized world presented an opportunity for mission-driven higher education institutions to "discover a pedagogical process for preparing all Christians for missionary vocations that address the emerging missiological realities of the 21st century" (p. 2). Thus, Fenrick (2007) made a direct connection between mission and the obligatory adaptive challenges of globalization.

Likewise, Berg, Csikszentmihalyi, and Nakamura (2003), identified or described the adaptive needs of higher education: "institutions of higher education are among the most permanent, but they too become irrelevant if they fail to adapt to changing conditions. The challenge all schools face is how to keep providing value under conditions of constant change" (p. 41). In their article, *Mission Possible? Enabling Good Work in Higher Education,* Berg et al. (2003) suggested that higher education institutions should address the following questions in the process of seeking to redefine an institution's respective mission: (a) what kind of school they are, (b) to whom are they responsible, (c) what are their strengths, (d) who should they hire, (e) who shall lead them, and (e) when to change.

This section was a review of the literature related to higher education institutions, higher education institutions' missions, and their respective mission statements. Literature to support the importance of a university's mission statement was provided and then contrasted with literature which suggested that institutional missions were not

important as the mission statements were disconnected from real objectives or outcomes.

Additionally, a third category of literature was included, which explored the emerging

importance of mission statements in an era of rapid change and globalization. See Table

1, in Chapter Four, for a visual summary of the Mission and Higher Education framework

and the three associated frames (important, not important, and emergent). The next

section will continue this thematic review of literature and examine the intersection of

globalization and higher education.

**Globalization and Higher Education**

Until recently, there was a limited body of literature related to the intersection of

higher education institutions and globalization; however, currently both theoretical and

empirical work in this area has emerged at an increasingly rapid rate. This section

provides a thorough review of the theoretical and empirical work on globalization and

higher education, and highlights the potential importance of this exploratory study. In

addition, literature on internationalizing higher education institutions is included as it is

closely linked to the theme, or topic of focus: Globalization and Higher Education.

Dodds (2008), in an empirical study, *How Does Globalisation Interact with*

*Higher Education? The Continuing Lack of Consensus*, discussed the means by which

globalization and higher education have intersected. Additionally, the premise of Dodds'

(2008) work provided a foundation to organize other relevant literature related to higher

education and globalization. Using content analysis, Dodds (2008) analyzed the

references to globalization within nine scholarly education journals published in the year

2005. Of the articles examined, 41 contained references to globalization. The results

indicated that there was a "persistence of very diverse views within contemporary scholarship concerning the meaning of 'globalisation,' it's perceived effects, and the appropriate response of academics and HEI's [Higher Education Institutions] towards it" (Dodds, 2008, p. 506). In addition, Dodds (2008) noted that there were varying approaches that academics and higher education institutions have taken towards globalization. In Dodds' (2008) analysis, she found that many higher education institutions took a stance of *accommodation* to globalization. Dodds (2008) explained that accommodation is both the acceptance of globalization as a force beyond control and the resulting adaptation that occurs.

On the other hand, she also found that by taking a critical stance to globalization, globalization was resisted by others. Furthermore, Dodds (2008) found four broad views regarding the perceived impact or effect of globalization on higher education institutions. First, "a number of theorists have claimed that the most important consequence of globalization is an increase in the power imbalance between central and peripheral nations, institutions, and languages" (Dodds, 2008, p. 510). The second broadly held view was that globalization leads to an increase in competition between higher education institutions. Related to the third view, Dodds (2008) noted that higher education institutions are "being viewed as a means of stimulating national competitive advantage" (p. 510). Finally, regarding the fourth view, Dodds (2008) claimed that globalization is leading to changes in the nature of information and the access to that information. She went on to describe that the fourth view can impact information in three ways: "by

increasing access to information, commodifying information, and contesting previously

privileged information" (Dodds, 2008, p. 512).

Dodds (2008) also affirmed that there was a significant gap in the ideological

responses to globalization exemplified by higher education institutions. Dodds (2008)

stated that "virtually all of the articles sampled, when referring to the effects of

globalization, assumed that causality ran mainly in one direction, *from* global flows,

pressures or trends *towards* changes in HEI's" (p. 513). More specifically, the impact

that higher education institutions have had in fostering globalization was

underrepresented in the sample of literature reviewed by Dodds (2008). In the end,

Dodds (2008) urged the reader to consider alternative perspectives (specifically the idea

that higher education institutions can and do impact globalization in significant and

meaningful ways), and acknowledge that higher education institutions "have an important

role to play in debating globalization, whether this leads to eventual accommodation or to

resistance" (Dodds, 2008, p. 514).

Implementing the empirical foundation provided by Dodds (2008) the review of

literature related to Globalization and Higher Education is organized into four themes or

sections. First, the works which highlighted a response of accommodation to

globalization are presented. Second, the works which exemplified a critical paradigm,

resisting globalization, are presented. Third, a combined response of both

accommodation and resistance is presented. Last, an alternative ideological approach, the

proposed response, is presented. Together, the four themes or sub-sections build the

framework that was used for this exploratory study of globalization, mission, and higher education at the two institutions selected as case studies.

**Accommodation.** Fischer (2007), in *'Flat World' Lessons for Real-World Students,* summarized the means by which colleges and universities were responding to or accommodating the needs and demands of a rapidly globalizing world:

> virtually every college today feels the pressure to prepare its graduates for an increasingly international world, one in which an understanding of other cultures, economies, and political systems is critical for success . . . institutions are starting to take a hard look at what they're teaching their students on campus, and realizing they're coming up short. (Fischer, 2007, p. 35)

Alternatively, Fischer (2007) noted that a recent survey conducted by the *Association of American Colleges and Universities* reported that over 60 percent of employers polled did not believe that recent graduates were prepared with the knowledge and skill to succeed in a global economy (Fischer, 2007, p. 35). In light of this, Fischer (2007) highlighted a number of universities which undertook significant steps to internationalize their campuses in order to better prepare graduates for employment and service in a globalized world. In addition, it was noted that internalization must be essentially pragmatic and accessible to a wide variety of students (Fischer, 2007).

Ellingboe (1999) conducted a study, *Internationalizing the Private Liberal Arts College: A Comparative, Five-College Case Study of Components, Strategies, and Recommendations,* which focused on the internalization of colleges and universities. Ellingboe (1999) conducted a series of interviews with deans, faculty, department chairs,

and other directors. Additionally, he collected documents and publications. Both the

interviews and the documents were analyzed using two-dimensional matrices. In

summary, his research was linked to this study, as it related to "dimensions of

internationalization corresponding with [his] theoretical frameworks" (Ellingboe, 1999,

p. v).

Stromquist (2007), also using internationalization as a framework to investigate

the impact of globalization on higher education, conducted a case study,

*Internationalization as a Response to Globalization: Radical Shifts in University*

*Environments.* Using a naturalistic method of inquiry, Stromquist's (2007) case study

focused on a private university located on the west coast of the United States to

investigate internationalization efforts. As a result of the study, Stromquist (2007)

presented five factors that described the internationalization efforts undertaken by the

university under investigation.

- There was a major effort to recruit more international students and faculty.

- There was a considerable shift toward convergence in strategies and decisions

  affecting the issues of governance, curriculum, and selection of both faculty

  and students.

- There was a growth of "star" faculty in the pursuit of higher institutional

  rankings and thus of higher number of student applications.

- There was a sustained increase in the proportion of administrative positions,

  as internationalization was based on "strategic planning" that required

  knowledge of external forces and quicker response times.

- The expansion of the student markets led to a dissociation between teaching

    and research, with increased numbers of professors in non-tenure, part-time,

    and clinical positions reported. (p. 100)

Starcher (2006), in the article *The New Global System: Lessons for Institutions of*

*Christian Higher Education,* identified four areas he believed were simultaneously

driving globalization and transforming Christian higher education: (a) mobility of capital,

people, and ideas; (b) simultaneity – the rapid decline of the time lag between the

introduction of a product or service and its adoption globally; (c) bypass – cross-border

competition resulting in multiple choices for the consumer; and (d) pluralism – multiple

centers of expertise and influence (p. 92). In light of this, Starcher (2006) urged Christian

higher education institutions to avoid resisting globalization and instead accept it as a

new reality in which accessibility, flexibility, relevance, and creativity are paramount.

Consistent with a response of accommodation to globalization by higher

education institutions, Reader (2000) articulated that:

globalization is a familiar feature of research programmes . . . it is acquiring new

significance for all aspects of higher education . . . it has led to the forging of

cross-continental partnerships and global alliances, and more are to be expected.

(p. 21)

However, he cautioned that this is not done without significant challenges. Essentially,

Reader (2000) focused on the increasing challenges that he believed administrators and

other university staff would experience as they worked to adjust to the changing

demands, pressures, and competition of a global education environment.

Taking a similar stance of accommodation to globalization, Mooney (2006)

discussed both the inherent advantages as well as the lesser discussed risks of

universities' internationalization efforts. Mooney (2006) acknowledged that "the vast

majority of leaders of colleges and universities around the world believe that the

internationalization of higher education is of utmost importance" (p. 42). Yet, Mooney's

(2006) emphasis was on the risk of internationalization. As such, Mooney (2006)

highlighted that commercialization and commodification was ranked as the number one

risk associated with internationalization as reported in a survey conducted by the

*International Association of Universities* in 2005.

Similarly, Marginson and Sawir (2006) acknowledged that "in a global

environment in which global, national and local nodes relate freely within common

networks, all research universities must pursue strategies for building global capacity and

facilitating cross-border staff and student movement and research collaboration" (p. 343).

Marginson and Sawir (2006) conducted a comparative study examining two leading

national universities; one in Indonesia and the other in Australia. The findings showed

that globalization impacted both of the universities examined. However, the impact was

idiosyncratic as was the extent to which each respective university could benefit from

internationalization. Therefore, Marginson and Sawir (2006) determined that "local and

national history and context are important, and universities in the global environment are

not starting from positions of equivalence. Capacity and potential are framed by geo-

strategic power" (p. 368).

In a recent response to the topic of globalization and higher education, Wildavsky (2010), in his book *The Great Brain Race: How Global Universities are Reshaping the World,* presented a pro-globalization approach. Essentially, Wildavsky (2010) claimed that important benefits are realized by society when higher education institutions accommodate globalization. In this work, he responded to the alleged fear that is experienced by university and government officials who believe that worldwide educational competition is a threat that should be thwarted. In contrast to the view held by the university and government officials to which he referred, Wildavsky (2010) suggested that society should embrace global educational competition as a new form of worldwide meritocracy, or effectively as a free-trade of minds.

**Resistance.** Blass (2009), in *From Globalisation to Internationalisation: Stepping Back to Move Forwards in Progressing Higher Education in Overseas Markets,* cautioned his audience regarding globalization and promoted a form of resistance to globalization. With emphasis on the internationalization of higher education institutions, Blass (2009) contended that:

> globalisation as a concept had resulted in Higher Education institutions behaving as business enterprises much like any other capitalist business in the Western world. Rather than embracing the opportunities for diversity that internationalisation offers, it is falling prey to the dominant economic discourse through the development of strategies that exploit market opportunities. (p. 181)

Similarly, Torres and Schugurensky (2002), in their historical review of the impact of globalization upon higher education throughout the world, and specifically in

Latin America, also raised concerns related to higher education's response to

globalization. Presenting a conservative approach to the pressures of globalization,

Torres and Schugurensky (2002) gave a chorological account of the changes in higher

education.

> Concerns about equity, accessibility, autonomy, or the contribution of higher
>
> education to social transformation, which were prevalent during previous decades,
>
> have been overshadowed by concerns about excellence, efficiency, expenditures,
>
> and rates of return. The notion that higher education is primarily a citizen's right
>
> and a social investment – which has been taken for granted for many decades – is
>
> being seriously challenged by a neoliberal agenda that places extreme faith in the
>
> market. (p. 429)

**Combination of accommodation and resistance.** Combining both a stance of

accommodation and resistance, Altbach (2004) moved toward an integrated response to

globalization and higher education. In *Globalization and the University: Myths and*

*Realities in an Unequal World,* Altbach sought to "unpack the realities of globalisation

and internationalization in higher education and to highlight some of the ways in which

globalisation affects the university" (Altbach, 2004, p. 3). Along with this, Altbach

(2004) noted that, while globalization may provide some benefits to English speaking

countries, there was also concern about the impacts of globalization on developing

countries. Altbach (2004) contended that the forces of globalization were unavoidable

and therefore, must be accommodated. Nevertheless, Altbach (2004), due to his

increasing concern over the effect of globalization upon higher education, expressed

resistance to globalization. For instance, Altbach (2004) discussed the way in which

globalization could create access to education, flows of communication, and growth

within countries. Even so, undergirding each of the benefits was Altbach's (2004) deep

belief that globalization also "creates a new dimension to existing disparities in higher

education" and creates a "new era of power and influence" in which there is ultimately a

"loss of intellectual and cultural autonomy by those who are less powerful" (pp. 8-9).

Accordingly, Altbach (2004) petitioned his audience to think about globalization:

> the challenge is to recognize the complexities and nuances of the modern context
>
> and then seek to create a global academic environment that recognizes the need to
>
> ensure that academic relationships are as equal as possible. Recognising
>
> inequality is the first step. The second is to create a world that ameliorates these
>
> inequalities. These tasks, in the context of marketisation and the pressures of
>
> mass higher education, are not easy ones. Yet, it is important to ensure that
>
> globalisation does not turn into the neocolonialism of the 21st century. (p. 24)

Comparably, Olaniran and Agnello (2008), in *Globalization, Educational*

*Hegemony, and Higher Education,* recognized the benefits of technological innovations

made available by globalization. Alternatively, Olaniran and Agnello (2008) asserted

that the exercise of power was often underestimated in discussions of globalization and

higher education. Specifically, Olaniran and Agnello's (2008) conceptual paper balanced

the positive attributes of a global learning society with the often underestimated

consequences of such a society.

Moreover, Levin (1999) addressed the exchange between globalization and higher

education and cautioned toward both accommodation and resistance.  Levin (1999)

acknowledged the impact of globalization on colleges and universities.  He then

cautioned the reader against making uninformed or rash judgments about complex

alterations to which the consequences were unknown.  Levin's (1999) assertions were

based upon his research both at Canadian and U.S. community colleges.  Using a multi-

case qualitative design, the longitudinal study he conducted examined the community

colleges' "missions and structures, noting alterations associated with globalization" (p.

377).  The data, consisted primarily of interviews, documents, and questionnaires, and

was coded and analyzed using a framework, which consisted of 12 dimensions

- internationalization;

- public sector funding constraints;

- private sector interaction;

- electronic technology;

- productivity and efficiency;

- external competition;

- restructuring;

- labor alterations;

- state intervention;

- partnerships;

- workforce training; and

- commodification (p. 383)

In short, Levin (1999) proposed that additional research was needed in order to pursue a

fuller understanding of "the consequences of global forces of change upon community

colleges and to understand the evolving development of community colleges" (p. 397).

    **Proposed response.** In contrast to the literature that emphasized either a stance

of accommodation or a stance of resistance to globalization was the literature which

stressed that higher education institutions can, and should work to actively shape

globalization. For the purpose of this study, this frame for Globalization and Higher

Education is described as the proposed response. Furthermore, the proposed response

related directly to the assertions and admonitions presented by Ford (2002) in Chapter

One. Specifically, Ford (2002) claimed that higher education institutions are both

connected to globalization, as well as partly responsible for the ills associated with

globalization. As such, Ford (2002) urged higher education institutions, and the leaders

that shape such institutions, to first, acknowledge higher education's role in shaping

society and history, including "the destruction of the natural world and for the increasing

disparity between rich and poor nations" (p. 5). Second, Ford (2002) advocated that

higher education as a collective entity, adopt a new worldview, reflected in curriculum,

which would affirm global interconnectedness characterized by positive norms and

values.

        In concert with other social forces, the university perpetuates a way of being in

        the world that is unecological and that increases the amount of human suffering in

        the world. It does so largely unintentionally and unconsciously because of its

        commitment to modern ways of thinking and its adoption of a disciplinarily

structure of knowledge that artificially isolates certain aspects of reality from

other aspects of reality. If the university is to become a force for good in the

world it will have to adopt a new metaphysics and a postsecondary curriculum.

More specifically, it will need to espouse a worldview that affirms the value of

human life and the value of the earth and one that affirms both human freedom

and the objective existence of moral norms, including the values of social justice,

cultural diversity, and the responsibility of the present generation to future

generations. (Ford, 2002, p. 75)

Although not as vehemently as Ford (2002), Reimers (2009) postulated that

higher education institutions are responsible to work to positively shape the direction of

globalization. In Reimers' (2009) article, *Global Competency is Imperative for Global

Success,* an integrated response was presented, in which he acknowledged the obligatory

changes called for in higher education while also providing guidance for navigating the

new terrain of globalization with intentionality. He surmised that:

schools and colleges around the world are not adequately preparing their students

and other citizens to understand the nature of shared planetary challenges like

international terrorism, regional and global conflicts, and global warming.

Students need "global competency" – the knowledge and skills that help them

cross disciplinary domains to comprehend global events and respond to them

effectively. (p. 29)

For this reason, Reimers (2009) proposed three interdependent dimensions for developing

students' global competency.

The first dimension was identified as a "positive approach toward cultural differences and a willingness to engage those differences . . . that ethical dimension of global competency also includes a commitment to basic equality and the rights of person" (Reimers, 2009, p. 30). The second dimension was defined as an "ability to speak, understand, and think in several foreign languages" (Reimers, 2009, p. 30). Finally, Reimers (2009) described the third dimension as a

> broad and deep knowledge of world history, geography, and the global aspects of
> health care, climate change, economics, politics, international relations, and other
> issues. It also requires an understanding of the process of globalization itself and
> a capacity to think critically and creatively about complex international
> challenges, such as the Israeli incursion in Gaza, its antecedents, and its aftermath.
> (p. 30)

With a similar focus on diversity, Chun and Evans' (2009) *Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education: ASHE Higher Education Report,* produced a guide for higher education leaders. In the report, Chun and Evans (2009) acknowledged the forces of globalization and delineated the corresponding mandates for change in higher education institutions. In contrast to Reimers' (2009) concentration on student development, Chun and Evans (2009) centered on the movement towards representativeness and inclusiveness as a cultural transformation within the faculty and administration of higher education institutions.

In final synthesis, Reimers (2009), like Levin (1999) ten years earlier, not only presented an integrated approach to address the challenges of globalization and higher

education, but went further and linked this approach to higher education institutions'

missions. Related to this approach, Reimers (2009) stated that:

> colleges are particularly well situated to contribute to the three key dimensions of
>
> global education . . . [and] they can do that for their students by placing those
>
> objectives squarely in the middle of their mission. (p. 30)

This section summarized both theoretical and empirical work related to the

intersection of higher education, or specifically higher education institutions, and

globalization. Three approaches, or frames, related to the intersection of globalization

and higher education were presented: (a) accommodation, (b) resistance, and (c)

combination of accommodation and resistance. In some instances, the benefits and risks

of the respective approach was explored. The fourth approach, the proposed response,

was also presented. The proposed response acknowledged the iterative way in which

higher education and globalization interact; positioning higher education institutions to

shape globalization. See Table 2, in Chapter Four, for a visual summary of the

Globalization and Higher Education framework and the four associated frames

(accommodation, resistance, combined, and proposed response). The next section will

continue this thematic review of literature and examine the intersection of globalization

and mission.

**Globalization and Mission**

Leadership theory provided a foundation upon which globalization and mission

are examined as interrelated components. Furthermore, a review of leadership theories of

the last several decades revealed a progressive movement towards a leadership model

which is cognizant of the needs of a globalized world. This section reviews transactional, transformational, and transcendent leadership, as well as how each style of leadership has served to progressively move towards a leadership model that recognizes and responds to the needs of the global whole. Mission is examined as related to leadership, specifically as a component of transcendent leadership. Various leadership theorists and the theories respective contributions are included. In terms of synthesis with the aim of this study, this section is intended to provide a foundation for understanding the role of leadership in higher education institutions as those institutions work to fulfill the institutional missions in a global era.

Transactional leadership, transformational leadership, and transcendent leadership are three leadership models, each with respective strengths and weaknesses. Early leadership theory was generally based upon a transactional model of leadership, which asserted that leadership consisted of accomplishing an individual's objective. The objective was usually accomplished through an exchange or *transaction* between two people. For instance, the leader might do something so that someone else would do something in return, which would assist in accomplishing his or her objective(s). Although an extreme example, Machiavelli's (2004) *The Prince,* originally written in 1513, was perhaps one of the earliest writings, which presented a model of transactional leadership. In his work, Machiavelli (2004) addressed an apparent lack of political leadership and asserted a strong ends-based model of thinking, to which nearly any action on the part of the *prince* was justified so long as it accomplished the goal and preserved power. Transactional leadership, when not abused, used in isolation from other models

of leadership, or done at the expense of another, does contain important skill sets and

models for today's leader.  Conversely, transactional leadership's individualistic focus

did not provide a sufficient model for higher education institutions in an era of

globalization.

John W. Gardner, former Secretary of Health, Education, and Welfare,

President of Carnegie Corporation, and founder of Common Cause and Independent

Sector, contributed significantly to the current body of literature on leadership theory.

The ideas presented by Gardner (1990), in his work *On Leadership,* represented a shift

from purely transactional leadership toward what became defined as transformational

leadership.  Yet, his work still signified a transactional leadership style as the majority of

focus was given to the use of leadership techniques in order to persuade a group to

accomplish the leader's objectives.  Nevertheless, moving toward transformational

leadership, Gardner (1990) went on to connect the leader's purpose or objectives to a

shared, group, or community purpose.  Thus, transformational leadership is a leadership

model that moves beyond the needs of the individual or individual situation (transactional

leadership), and considers a larger audience or greater cause.  In transformational

leadership,

> the transformational leader asks followers to transcend their own self interest for
>
> the good of the group, organization, or society; to consider their longer-term
>
> needs to develop themselves, rather than their needs of the moment; and to
>
> become more aware of what is really important. (Bass, 1990, p. 53)

James McGregor Burns, credited as an authority on leadership studies, did a great

deal of writing on transformational leadership. In Burns' (1978) work, *Leadership,* he

asserted that the role of the leader is to inspire people to work towards group purpose or

the achievement of a higher goal. However, while Burns (1978) is credited for

transformational leadership, a variety of other leaders and leadership theorists contributed

significantly to both the theory's development and promotion within the contributors'

respective fields of practice. See Appendix B for an additional discussion of

transformational leadership.

Unlike transactional leadership, transformational leadership was designed to

move from individual purpose or achievement to the accomplishment of something

greater, found in group accomplishment or purpose. Additionally, the moral fabrics of

integrity, trustworthiness, and compassion (elements that purely transactional leadership

is void of), are central to transformational leadership. Yet, transformational leadership,

like transactional leadership, does not encompass the global consciousness called for by

today's realities of global interconnectedness and interdependence.

Transcendent leadership, however, moves beyond the individual purpose

accomplished through transactional leadership and beyond the group purpose

accomplished through transformational leadership and toward an integrated and

transcendent purpose –cognizant of global interconnectedness and interdependence.

According to Gardiner, (2006) transcendent leadership

> answers a planetary call for a governance process which is more inclusive, more
>
> trusting, more sharing of information . . . more meaningfully involving *associates*

or *constituents* . . . more collective decision making through dialogue and group

consent processes, more nurturance and celebration of creative and divergent

thinking and a willingness to serve the will of the collective consciousness as

determined by the group – in essence, a leadership of service above self. (p. 11)

See Appendix B for an additional discussion of transcendent leadership.

Unlike transactional and transformational leadership, the transcendent leadership

model assumes global interconnectedness and provides a framework for leadership in an

era characterized by rapid globalization and both human and planetary injustices.

Moreover, transcendent leadership made available a framework, which connected the

tenants of globalization's interconnectedness and interdependence to global mission.

In an attempt to work toward a global mission, a variety of approaches were

taken. For example, environmental and ecological sustainability has become of great

importance to numerous individuals both in the public and private sector. Friedman

(2008) in his work *Hot, Flat, and Crowded: Why we Need a Green Revolution–and How*

*it Can Review America,* offered one of the first writings that connected the realities of

globalization to a mission of environmental sustainability. Building on his thesis that the

world has become increasingly *hot, flat,* and *crowded,* Friedman (2008) went on to say

that

we can no longer expect to enjoy peace and security, economic growth, and

human rights if we continue to ignore the key problems of the Energy-Climate

Era: energy supply and demand, petrodictatorship, climate change, energy

poverty, and biodiversity loss. How we handle these five problems will determine

whether we have peace and security, economic growth, and human rights in the

coming age. (p. 49)

In addition to environmental and ecological sustainability, other authors focused

on purely human factors. An illustration was found in the emergence of the social sector

which has promoted new and innovative fields of work, such as social entrepreneurship.

According to authors such as Bornstein (2004), social entrepreneurs are

transformative forces: people with new ideas to address major problems who are

relentless in the pursuit of their visions, people who simply will not take "no" for

an answer, who will not give up until they have spread their ideas as far as they

possibly can. (p. 1)

Equally important, Drayton (2000) explained that the social entrepreneur is an unique

individual, "married to a vision...[who] cannot rest until it has transformed all of society"

(p. 2). Both Bornstein (2004) and Drayton (2000) described social entrepreneurship, or

the social entrepreneur, as connecting vision or mission to global or wide-spread societal

issues. In this way, social entrepreneurship transcends the individual objectives of an

organization and seeks to address concerns and issues within a context of global

interconnectedness and interdependence.

Finally, a review of concepts connected to globalization and mission are not

complete without a discussion on the emergence of the "triple-bottom line." Bringing

together planetary concerns coupled with human concerns, the triple-bottom line emerged

to augment the traditional fiscal bottom line – incorporating three pillars: people, planet,

and profit. The United Nations was one of the first to ratify the use of the triple-bottom

line as the standard for urban and community accounting (Töpfer, 2000). More recently,

the triple bottom line become the standard of practice for the social sector and has gained

popularity even within the private sector. In summary, Töpfer (2000) noted that:

> Secretary-General Kofi Annan has taken the initiative of developing a *"Global*
>
> *Compact"* to help companies understand the rising expectations of global
>
> corporate responsibility in three critical areas of greatest external pressure: human
>
> rights, labour standards and environmental practices. The Compact challenges
>
> individual corporations and representative business associations to embrace,
>
> support and enact a set of nine core values within their sphere of influence and to
>
> advocate for a stronger UN organization in the areas involved. (p.1)

This section has reviewed transactional, transformational, and transcendent

leadership theories and the respective theorists. Additional information on

transformational and transcendent leadership is provided in Appendix B. Moreover, the

progression from transactional to transcendent leadership styles was explored. At the

same time, globalization and mission were explored along with the corresponding

relationships to leadership theory. In summary, the transcendent leadership model, and

the correspondent focus on mission, provided a framework from which the needs of an

interconnected and interdependent globalized world can be addressed. See Table 3, in

Chapter Four, for a visual summary of the Globalization and Mission framework.

**Summary**

Chapter Two built upon the background and foundation outlined in Chapter One,

and allowed for a review of both the theoretical as well as empirical literature related to

the intersection of globalization, mission, and higher education. Furthermore, Chapter

Two presented three categories, or themes, of literature: (a) Mission and Higher

Education, (b) Globalization and Higher Education, and (c) Globalization and Mission.

Additionally, each category of literature was divided into sub-sections. The three themes,

and corresponding sub-sections, provided a framework for the purpose of the study and

the data analysis (presented in Chapter Four).

First, literature that highlighted the relationship between mission and higher

education was included. This category of literature was divided into three sections:

1. Literature which supported the idea that mission (and corresponding

   mission statements), are essential elements for higher education

   institutions (Lopez, 2001; Kreber & Mhina, 2007; Woodrow, 2006; Ferrari

   & Velcoff, 2006; Young, 1999).

2. Literature which refuted the previous notion and suggested that mission

   and mission statements are not important or have little impact upon higher

   education institutions (Newsom & Hayes, 1990; Carver, 2000; Connell &

   Galasinski, 1998; Zingales, 2001).

3. Literature which placed the prior binary argument in the periphery and

   focused on the changing needs of missions and mission statements in an

   era of rapid change and flux, characterized by globalization (Erickson,

   2007; Fenrick, 2007; Berg et al., 2003).

To conclude, this category of literature was a review of the possible relationships

between higher education institutions' missions and their respective work. Specifically,

the literature provided one of the frameworks that were explored at the two higher

education institutions included in this multiple case study. The iterative way higher

education institutions can, through their respective mission, work to impact and shape

globalization was also explored.

Second, literature that highlighted the emerging relationship between higher

education institutions and globalization was included. This section was divided into four

sub-categories:

1. Literature which suggested a response of accommodation to globalization

   (Fischer, 2007; Ellingboe, 1999; Stromquist, 2007; Starcher, 2006).

2. Literature which urged a response of resistance to the forces or ills of

   globalization (Blass, 2009; Torres & Schugurensky, 2007).

3. Literature which acknowledged both the need to accommodate

   globalization as well as resist certain elements of globalization (Dodds,

   2008; Reader, 2000; Mooney, 2006; Marginson & Sawir, 2006; Altbach,

   2004).

4. Literature related to the proposed response indicated that higher education

   institutions could seek, through their respective missions, to positively

   shape the direction of globalization (Levin, 1999; Reimers, 2009).

Specifically, the literature provided the second framework that was explored at the two

higher education institutions included in this multiple case study.

Third, the literature related to globalization and mission was explored. This

section reviewed the transactional, transformational, and transcendent leadership models,

and the respective theorists associated with each model (Gardner, 1990; Burns, 1978;

Heifetz, 1994; Collins, 2001; Covey, 2004; Senge, 1990; Drucker, 2006; Gardiner, 2006;

Palmer, 2000; Wheatley, 2007; Greenleaf, 1998). Specifically, described was the

progressive movement towards a leadership model cognizant of the needs of a globalized

world. In the end, the transcendent leadership model (Gardiner, 2006) was identified as

the leadership model that moved beyond the individual purpose accomplished through

transactional leadership. Likewise, the transcendent model moved beyond the group

purpose accomplished through transformational leadership and thus toward an integrated

and transcendent purpose –cognizant of global interconnectedness and interdependence.

Each of the three categories of literature, (a) Mission and Higher Education,

(b) Globalization and Higher Education, and (c) Globalization and Mission, rendered

significant theoretical and empirical foundations for the purpose of this study: to explore

the merits of three conceptual frameworks that emerged from a synthesis of literature

related to globalization, mission, and higher education. Specifically, the exploration of

the three conceptual frameworks was conducted at two private mission-driven higher

education institutions located in the Pacific Northwest. Chapter Three will outline the

methodology for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

**Introduction**

Chapter three will articulate the details of the methodology that was used for this study. First, the worldview, or paradigm, that informed the research design and methodology is discussed. Second, this chapter will articulate the problem statement, overview of the purpose of the study, and the research questions used to guide the study. Additionally, Chapter Three will cover information regarding the population and sample selected for this study. Chapter Three will also cover the data collection methods and instruments, a discussion of my credibility as a qualitative researcher, measures that will be taken to increase the reliability and validity of the study, and data analysis techniques. Chapter Three will conclude with information regarding the protection of the human subjects that were involved in the study.

**Philosophical Worldview**

Worldviews or paradigmatic beliefs and philosophical underpinnings are often overlooked by the researcher and in the research process (Bailey, 2007). However, identifying and understanding the worldview, which guides a study, can inform the design and methodology that is used for a study and is therefore of great importance (Bailey, 2007; Creswell, 2009). Bailey (2007) noted that the researchers' paradigmatic beliefs influence the study in ways ranging from the study's purpose, to its design and the role that ethics and values will play in the study. In order to fully understand the research design and methodology for this study, the philosophical worldview, which informs or

underpins this study must first be explored and understood. This section will explore the

philosophical worldview(s) used to inform and inspire the work of this study, a definition

of that worldview, and an exploration of the ways in which that worldview shaped my

approach to this research (Creswell, 2009, p. 6).

Creswell (2009) explored commonly held worldviews which serve to inform both

quantitative and qualitative research, these included (a) postpositivism,

(b) constructivism, (c) advocacy/participatory, and (d) pragmatism. The worldview and

philosophical underpinnings of this study were constructivism and

advocacy/participatory. Constructivism was derived from the theory of social

constructivism, or the social construction of reality, and was described by Creswell

(2009):

> assumptions that individuals seek understanding of the world in which they live
>
> and work . . . individuals develop subjective meanings of their experiences–
>
> meanings directed toward certain objects or things . . . meanings are varied and
>
> multiple, leading the researcher to look for the complexity of views rather than
>
> narrowing meanings into a few categories or ideas.  (p. 8)

Additionally, constructivist research is interactive–relying greatly on the views of the

participants and the ways in which those views are shaped by interaction with human

community. The defining qualities of the constructivist worldview resonated with me as

the researcher and informed the underpinnings of this study. However, of particular

interest to me as a researcher was the idea held by others such as Freire (1994), that the

constructivist model or worldview does not go far enough in advocating for action,

especially social action as applied to marginalized groups. Therefore, it is important to

also explore the defining qualities of the advocacy/participatory worldview and to give

appropriate credit to the ways in which this worldview has also informed the design and

methods of this study.

>According to Creswell (2009):
>
>an advocacy/participatory worldview holds that research inquiry needs to be
>
>intertwined with politics and a political agenda . . . the research contains an action
>
>agenda for reform that may change the lives of the participants, the institutions in
>
>which individuals work or live, and the researcher's life . . . specific issues need
>
>to be addressed that speak to important social issues of the day, issues such as
>
>empowerment, inequality, oppression, domination, suppression, and alienation.
>
>(p. 9)

Creswell (2009) went on to say that the researcher often begins research with one of these

issues as the focus of his or her work. Similarly, Bailey (2007) described the critical

paradigm, which was similar to the advocacy/participatory worldview described by

Creswell (2009). Bailey (2007) argued that the critical paradigm affects research in

ontological, epistemological, axiological, and methodological ways. First, ontologically,

the critical paradigm is similar to the constructivist paradigm in that reality is shaped by

multidimensional factors and can be seen and experienced from multiple perspectives

(Bailey, 2007). Next, the idea that the researcher's values are not separated from what is

being researched describes the epistemological beliefs of the critical paradigm (Bailey,

2007). The axiological belief of the critical paradigm states that "values are important to

the research and should be clearly articulated in the work and to the participants" (Bailey, 2007, p. 56). In addition, "an important value that often accompanies this type of research is a desire to eradicate social injustices" (Bailey, 2007, p. 56). Finally, a researcher who uses the critical paradigm may, methodologically, take a macro approach to research–including "factors from the setting beyond the individuals in it–such as oppressive policies, laws, and funding allocations" (Bailey, 2007, p. 56). In summary, an advocacy/participatory worldview or critical paradigm informs research by impacting both design and methodology and serving as a catalyst for social change. This section has identified the philosophical worldviews used to inform and inspire the work of this study and has defined those worldviews.

Further, the specific ways in which those worldviews have shaped my approach to this study are the focus of this next section. Specifically, the constructivist worldview was used as the philosophical underpinning for this research. The constructivist view calls for understanding, multiple meanings, social construction, and even theory generation (Creswell, 2009). The purpose of this study is to observe, understand, and describe the possible theoretical as well as actual pragmatic relationship(s) between higher education institutions, higher education institutions' mission statements, and globalization. Furthermore, the design and methodology of this research took into consideration the need to view the data from multiple perspectives as well as understand those perspectives from within the social, political, and historical contexts of the institutions being studied, as well as the ever changing realities of a rapidly globalizing world.

Yet, as stated, the constructivist view is incomplete in that, alone, it does not

provide an adequate call for action. By also incorporating the advocacy/participatory

worldview into the philosophical underpinnings of this research, I have recognized the

possible existence of social justice and responsibility issues related to the material under

investigation. For example, it is my position that it is inappropriate to research this topic

without giving intentional focus to the idea that a society, which is rapidly becoming

global, calls for an increased level of responsibility towards our global neighbors.

Furthermore, the construct of mission (within higher education institutions), is centrally

related to action. Interestingly, Bailey (2007) also combined the two world views when

she noted that "researchers who work within this paradigm [referring to the critical

paradigm] stress that social reality is shaped by historical, social, political, cultural, and

economic factors, as well as by ethnic, racial, and gendered structures, among others" (p.

55). Therefore, the constructivist worldview and advocacy/participatory worldview were

used as underlying paradigms for this study.

**Purpose Overview**

The purpose of this study was to explore the merits of three conceptual

frameworks that emerged from a synthesis of literature related to globalization, mission,

and higher education. Specifically, the exploration of the three conceptual frameworks

was conducted at two private mission-driven higher education institutions located in the

Pacific Northwest of the United Stated of America. The first framework, Mission and

Higher Education, was designed to explore three possible ways in which a higher

education institution could interact with their respective mission and corresponding

mission statement (see Table 1 in Chapter 4). The second framework, Globalization and

Higher Education, was designed to explore four possible ways in which a higher

education institution could interact with globalization (see Table 2 in Chapter 4). The

third framework, Globalization and Mission, was designed to explore possible linkages

between leadership theory and service in an era of globalization (see Table 3 in

Chapter 4). See Appendix A for a visual model of the purpose of the study.

**Guiding Research Questions**

Bailey (2007) articulated the importance of defining a research question before

engaging in field work and noted that "the primary reason for engaging in field research

is to answer questions" (p. 4). However, in her discussion, she also acknowledged that it

is common to add and refine research questions as a study progresses (Bailey, 2007).

With these two principles in mind, the methodology of this study was designed with the

intent of answering the research question: What is the relationship between higher

education institutions, their mission statements, and globalization, and how does one

inform the other? In addition, there are a number of sub-questions that guided this

research in an attempt to answer and bring clarity to the research question:

1. How does the institution's mission inform practice in that institution and in
   what ways is this demonstrated?

2. How do the realities of an increasingly globalized world inform practice in the
   institution and in what ways is this demonstrated?

3. How does the institution's mission impact that institution's response to
   globalization and in what ways is this demonstrated?

4.  How does globalization impact the institution's mission?

5.  How can a higher education institution impact globalization?

6.  What opportunities and responsibilities emerge as a result of the intersection between higher education institutions, the institutions' mission, and globalization?

## Population and Sample

The population explored was higher education institutions. Furthermore, the population of this inquiry was defined as higher education institutions that were located within the geographic and political boundaries of the United States. Additionally, this population was further defined as traditional higher education institutions that were regionally accredited colleges or universities (as separate from bible institutes, continuing education organizations, or other untraditional and unaccredited schools or colleges). For this reason, the population was limited to higher education institutions that were privately funded and were self described as mission-driven institutions.

Creswell (2009) noted, "the idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research question" (p. 178). In response, purposeful sampling was used to intentionally select two higher education institutions for this study. The sample consisted of two private, mission-driven higher education institutions that hold regional accreditation and were within the United States. These institutions were selected for my study because they were potentially exemplary data rich samples of the integration of higher education, mission, and globalization. Patton (2002) noted the importance of data

rich examples and highlighted that such samples can yield insights and deep

understanding that "illuminate the questions under study" (p. 230). While the samples in

this study were data rich, it is important to note that the findings from the two case

studies cannot be generalized to other cases within the population but can be generalized

to a theory that might be applicable to other private, religiously affiliated, higher

education institutions in the United States. In other words, the data and conclusions

drawn from the data were purposed to give insight related to the phenomena being

explored. Most importantly, it was my goal to provide a theoretical foundation upon

which further work in field of globalization and higher education could be accomplished.

The ways in which the two institutions (or case samples) are alike were described

above. At the same time, it was also important to understand how the two institutions

differ. As described, both institutions that were selected for the case studies were

mission-driven, religiously affiliated, higher education institutions. Similarly, both are

private liberal arts colleges which offer both undergraduate and graduate programs in a

variety of fields. Both institutions are affiliated with recognized Christian denominations

within the United States. Even so, the ways in which each institution described the

pragmatic nature of their relationship to their respective denominational affiliations

differed.

The first higher education institution, Pacific Lutheran University, stated their

affiliation with their respective denomination, but did not describe themselves as

providing an explicitly Christian education. The second case, Northwest University,

described itself as affiliated with a particular denomination and as also providing a

distinctively Christian education. In addition, the two institutions differed in size; one

institution is less than 1,500 students and the other over 3,500 students, respectively.

Further, both institutions demonstrated (via both curricular and extra-curricular

offerings), a similar level of engagement and interaction with issues related to

globalization. Finally, these two institutions differed in regard to how they expressed

their relationship to globalization within their mission statements and media

communication pieces.

## Research Design and Methodology

The qualitative method was selected as the research design for this study and was

used to explore the merits of three conceptual frameworks that emerged from a synthesis

of literature related to globalization, mission, and higher education. The qualitative

method shares many similarities with the quantitative method of research, but the two

also have many noteworthy differences. Historically, qualitative research had a broad

conceptual framework, and encompassed many different forms of inquiry. For the

purpose of this study, qualitative research consisted of the following seven items:

(a) paradigms, (b) theory, (c) tradition of inquiry, (d) methodology, (e) methods, (f) data

analysis, and (e) a final manuscript (Bailey, 2007). As mentioned, qualitative research

has encompassed varied forms of inquiry. Related to the research question posed, the

case study methodology was selected as the appropriate qualitative strategy of inquiry.

Yin (2009) articulated three scenarios, which served as indicators for the selection

of the case study strategy of inquiry: "(a) 'how' or 'why' questions are being posed;

(b) the investigator has little control of the events; and (c) the focus is on a contemporary

phenomenon within a real-life context" (p. 2). First, how and why questions were asked in this study; seeking to understand how and in what ways the three areas of foci (higher education institutions, those institutions' mission statements, and globalization) interacted and informed one another. Second, I was aware, as the researcher, that I had minimal control over the components (or the relationship between the components) studied. Finally, and perhaps most significantly, the focus of this study was on a contemporary phenomenon: globalization, and how that phenomenon of globalization interacted within the real-life context of two higher education institutions.

The two part definition of case study provided by Yin (2009) was implemented to define the method of inquiry for this study. Yin (2009) stated that "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18).

Additionally, he stated that

> the case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and, as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (Yin, 2009, p. 18)

Therefore, with a research design and method of inquiry selected and defined, it was then important to clearly delineate the study's methodology.

The study was conducted using a multiple-case design. Two higher education institutions in the Pacific Northwest of the United States were selected. Each institution was treated as a single case during the data collection and data analysis. Data was collected simultaneously at both sites. Data was then triangulated between multiple sources of data from within each respective case. The multiple-case design was selected in order to strengthen the research design; together the two cases were found to positively support one another, fill in missing gaps or shortcomings, and to ultimately present a more compelling case (Yin, 2009, p. 62). See Appendix C for a visual model of the study's methods.

**Data collection and instrumentation.** A variety of data collection tools, or sources of evidence, were selected as part of the method of this multiple-case strategy of inquiry. Although two higher education institutions were selected for this study, each institution was treated as an individual case study during the data collection phase. In order to study each case individually, and triangulate the data within each case, multiple sources of evidence were needed to provide sufficient evidence from which conclusions could be drawn in the analysis phase of the study. Related to this, Yin (2009) discussed six sources of evidence (or data collection instruments and tools), commonly used in the case study strategy of inquiry. For this study, three of Yin's six sources of evidence were used. The primary tool or source of evidence, which was used for this study, was the interview. Bailey (2007) also discussed the use of the interview as a significant tool for seeking information directly related to the research question. In addition to the interview,

documents and archival records were gathered and combined as a second source of

evidence. The third source of evidence utilized in this study was the focus group.

Beginning with the primary data collection tool, the interview, I conducted a

series of in-depth and focused semi-structured interviews, lasting an average of one

hour, at each higher education institution. Specifically, five informants were interviewed

at Northwest University and four informants were interviewed at Pacific Lutheran

University. The roles and descriptions of the informants are described below. Yin

(2009) noted that key informants were important, even critical, due to their ability to

provide both valuable insights as well as access to "corroboratory or contrary sources of

evidence" (p. 107).

A set of interview procedures were predetermined in order to bring structure to

the research process, as well as to increase the reliability of the study. First, in-depth and

focused semi-structured interviews were deemed appropriate for this study. Semi-

structured interviews (explained below) were used for both structure and flexibility

during the interview process (Bailey, 2007). Each interview was scheduled in advance

and set for a predetermined amount of time. Before beginning each interview, the

interviewee was given a brief overview of the purpose of the study and asked to provide

consent for participation in the study. A sample consent form is provided in Appendix D.

Additionally, each interviewee was afforded the opportunity to ask clarifying questions.

After the interviewee consented to participation in the study, I began the semi-structured

query process. An interview guide was utilized for the interview. The interview guide is

provided in Appendix E. The interview guide, at times, served only as a very quick kind

of guide and the actual interview took the form of an interactive dialogue; questions and answers given out of order. The prevailing purpose of the interview guide was to center the interview on the posed research questions.

Between the two case studies, nine informants were queried using the same semi-structured interview guide. Four key informants were determined in advance and, using snowball sampling, additional interviewees were suggested by the initial key informants and five were added by the researcher. There was a specific and purposeful rationale for the selection of each of the informants. For example, a senior administrative official (either a President or Provost) was interviewed at each institution in order to explore the merits of the frameworks from the broad perspective of an official responsible to guide and drive the mission of the institution. Additionally, a student development professional was interviewed at each institution in order to explore the merits of the frameworks from the perspective of an official responsible for student life and student engagement. Similarly, four faculty (including two departmental deans and one program director) were interviewed in order to explore the merits of the frameworks from the perspectives of academic personnel who are engaged in curricular development and delivery. Specifically, the faculty that were selected represented programs and majors that were engaged in globally focused education (i.e., study abroad programming).

Once an informant was identified, they were contacted by email, given a brief overview of the study, and then asked to participate. Upon preliminary consent, an interview was scheduled. Considerable attention was directed towards framing the

interview; both interview location and interview time were also considered (Bailey, 2007).

Next, documents and archival records were combined and served as a secondary source of evidence for each of the two case studies. The documents and records included the institutions' mission statements, media communications, planning documents, and other publications. As noted by Bailey (2007), "the most important use of documents is to corroborate and augment evidence from other sources" (p. 103)–such as the interviews.

Furthermore, a set of procedures guided the collection of documents. Before I carried out any interviews at each respective site, I conducted a search for documents related to the institution under investigation. I obtained a copy of the institution's mission statement. Additionally, the internet was employed in order to gather other communication documents such as statements of purpose, degree offerings, and extra-curricular programming. Gathered information was reviewed prior to the commencement of interviews at each respective institution. During the interview process additional information was revealed that led to supplemental data such as strategic planning documents and curriculum outlines.

Archival records were also obtained as additional sources of evidence. For example, archival data included, but was not limited to, survey data and institutional founding documents and records. As Yin (2009) highlighted, "most archival records were produced for a specific purpose and a specific audience other than the case study investigation, and these conditions must be fully appreciated in interpreting the usefulness and accuracy of the records" (p. 106). Therefore, key informants were critical

to ascertain the applicability of the secured archival records. For this research, the

procedures for gathering archival records followed the procedures used for the collection

of documents.

Focus groups (one at each institution) were implemented to provide the final

source of evidence for this investigation. One focus group was conducted at each

respective higher education institution. The purpose of the focus group was to

corroborate and/or elucidate evidence collected from the previous two sources of data. A

set of preliminary procedures were established in advance. The focus group guide is

provided in Appendix F. There was a specific and purposeful rationale for the selection

of each of the six focus group participants. First, focus group participants that were

selected represented a variety of different backgrounds and majors (in order to provide a

broad perspective). Second, focus group participants were selected based upon previous

engagement with their institution's globally focused initiatives. For example, every focus

group participant had engaged in at least one study abroad experience and was currently

enrolled in either an undergraduate or graduate program that was explicitly described as

global in focus. There were three focus group participants (six total), at each of the two

institutions studied. Each focus group participant was provided with an overview of the

study and then, in a conversational format, presented with data and initial findings from

those sources. Focus group members were given the opportunity to respond to the

presented data and provide additional feedback, insights, and agreement with or provide

alternative explanations.

Yin (2009) urged the researcher to implement multiple sources of evidence when conducting a case study investigation. As noted, interviews, documents and archival records, and focus groups functioned as three sources of evidence for this study. Certainly, many advantages exist in the utilization of multiple sources of evidence–such as, the ability "to address a broad range of historical and behavioral issues" (Yin, 2009, p. 115). However, Yin (2009) specifically noted that the most significant advantage to using multiple sources of evidence is "the development of converging lines of inquiry" (p. 115), or triangulation.

Triangulation can occur in four different ways: (a) between different sources of data, (b) among evaluators, (c) between theory, and (d) between methods (Patton, 2002). In this case study investigation, the first method was utilized–triangulation between different sources of evidence at each higher education institution. The intent of this study was not to triangulate the data between the two institutions. Instead, the intent was to triangulate the sources of evidence, or data, within each respective institution. Data collected from the interviews was compared and contrasted against data collected from the documents and archival records for each institution. Likewise, data collected from the focus groups was also used to corroborate or elucidate data from the interviews, documents, and archival records of each institution. Additionally, as Yin (2009) acknowledged, this form of data triangulation provided "multiple measures of the same phenomenon" (p. 117) and addressed potential problems of construct validity. In other words, one source of data served to confirm another source of data. However, heeding

the caution provided by Bailey (2007), evidence was not dismissed when inconsistencies were found between sources of evidence.

Just as a set of procedures were developed to guide the collection of data for each source of evidence, a set of procedures were also established to guide and organize the triangulation of data from the multiple sources of evidence. As the researcher, I developed a case study database to organize and store my data. As recommended by Yin (2009), the case study database served to separate the evidentiary data from my findings or report on the data. In addition to providing a place to store the evidentiary data, the case study database also provided a place to compile and organize my notes related to the triangulation of data. In both cases, this increased the credibility of the study.

**Credibility, validity, and reliability.** Researcher credibility and the validity, and reliability of the study were given careful attention. In his work, *Qualitative Research and Evaluation Methods,* Patton (2002) stressed the importance of credibility of the researcher. Although not intended as an exhaustive list, Patton (2002) went on to pose specific questions that assisted in articulating personal information about the researcher and speak to her credibility.

- What experience, training, and perspectives did the researcher bring to the field?

- How did the researcher gain access to the study site?

- What prior knowledge did the researcher bring to the research topics and study site?

- What personal connections did the researcher have to the people, program, or

  topic(s) studied?

The answers to these four guiding questions, posed by Patton (2002), served to establish

my personal credibility as the researcher.

The purpose of this study was to explore the merits of three conceptual

frameworks that emerged from a synthesis of literature related to globalization, mission,

and higher education. Specifically, the exploration of the three conceptual frameworks

was conducted at two private mission-driven higher education institutions located in the

Pacific Northwest. As an administrator with ten years of experience in the field of higher

education, I was familiar with both the theoretical as well as pragmatic workings of

higher education institutions. My own field of study at the doctoral level was in the area

of leadership and global studies, which were two areas intricately connected to this study.

Likewise, I received formal training both at the master's level and at the doctoral level in

qualitative methods of inquiry. Moreover, I obtained over six years of experience as a

lead research assistant for a critical-ethnography, which is a qualitative method, and I

also served as a graduate teaching assistant for courses in qualitative methods of inquiry.

My professional relationships in the field of higher education allowed me the unique

opportunity to gain access to, and acquire knowledge regarding the two institutions

investigated.

As an employee of one of the two institutions, Northwest University, I had unique

access to the institution. I was granted formal permission to conduct my research at both

of the two institutions selected for this study. Special measures (such as the use of a

second coder and participant review of initial findings) were taken to reduce researcher bias and address any ethical dilemmas that arose, as a result of being an employee of one of the institutions and not the other. This is further addressed in Chapter One, Chapter Three, and Chapter Four. Additionally, due to my previous work experience in higher education and global studies, I was well informed about curriculum and programming in the area of global studies and internationalization. Perhaps most significantly, I was suited to conduct this study due to my personal interest in understanding the relationship between higher education institutions, those institutions' mission statements, and globalization; and to use the insight gained in an effort to provide leadership in mission-driven higher education institutions as they move into an era of global interconnectedness. In conclusion, it was important to also address the challenges (i.e., biased assumptions) that arose as a result of my familiarity with the topic of investigation, as well as my role as an insider at Northwest University.

Methodologically speaking, I remained aware of my biases and presuppositions (i.e., higher education institutions' mission statements should explicitly and palpably guide respective responses to globalization) that potentially impacted my inquiry. As such, the methodology for this study was specifically designed to include multiple sources of evidence (in each respective case study), in order to help safeguard against any particular biases that could interfere with a full and accurate understanding of any one evidentiary source. Additionally, a second reader and coder were employed to reduce potential researcher bias in the data analysis phase of the study.

In addition to researcher credibility, the validity and reliability of the study are also essential to the evaluation of a study's quality. Yin (2009) identified and defined four criterion for judging the quality of a study's research design: (a) construct validity, (b) internal validity, (c) external validity, and (d) reliability. Yin (2009) defined construct validity as "identifying correct operational measures for the concepts being studied" (p. 40). As Yin (2009) acknowledged, the case study design was often criticized for the inherent subjectivity and inability to demonstrate an appropriate level of construct validity. However, Yin (2009) noted a variety of tactics to bolster construct validity for studies which employed the case study method. In effect, this study was designed to incorporate a number of Yin's (2009) tactics. According to Yin (2009), the most significant tactic to bolster construct validity was multiple sources of evidence, which were implemented for this investigation. No individual evidentiary source was relied upon in order to draw conclusions. Instead multiple sources of evidence were collected and analyzed and then triangulated to corroborate or elucidate findings.

Internal validity was described by Yin (2009) as "seeking to establish a causal relationship, whereby certain conditions are believed to lead to other conditions, as distinguished from spurious relationships" (p. 40). Nevertheless, the exploratory and descriptive nature of this study make it unnecessary to employ specific tactics that address internal validity, for no attempt was made to establish any claims of a causal relationship. The third criterion, external validity, "defining the domain to which a study's findings can be generalized" (p. 40) was addressed by applying Yin's (2009) tactic of replication logic. Specifically, in this study, replication logic refers to the

replication of the research design for each case (using the same research method,

including source of evidences, for both Pacific Lutheran University and Northwest

University). Furthermore, it is stated in this study's recommendations for further study

(provided in Chapter Five) that future studies should include additional replications at

other mission-driven higher education institutions. Yin's (2009) last criterion for judging

the quality of a research design was reliability. Reliability was defined as "demonstrating

that the operations of a study–such as the data collection procedures–can be repeated,

with the same results" (Yin, 2009, p. 40). Yin (2009) recommended two tactics to

increase the reliability of a case study: (a) use a case study protocol (in this study

specifically, this included procedures that guided the iterative process between the data

collection and the data analysis) and (b) develop a case study database. Both of these

tactics were employed in the data collection phase of this study.

**Data analysis.** After all sources of data were collected, for each respective case

study, formal data analysis was conducted. As noted by Patton (2002), no clean line

exists between data collection and data analysis in naturalistic research. The process used

in this study was highly iterative and could only conform to a loose structure. The data

analysis procedures which were used in this study are described below.

The data analysis phase of this study involved three distinct yet interrelated

phases. First, an initial and broad analysis of the data was conducted. This first phase

included a brief reading to identify broad themes, of the transcribed interviews, of the

focus group transcripts, and of the documents. Following the initial readings, additional

data was collected in order to provide further insight regarding the relationships between

globalization, mission, and higher education at the two institutions. The second phase of

data analysis included an in-depth reading of the transcribed interviews, focus groups

transcripts, and documents. During these readings, the data were coded using both

predetermined codes (based upon the three conceptual frameworks that underpin this

study; see Table 1, Table 2, and Table 3) and emergent codes, and research memos were

made. Focus was placed on coding for the themes that emerged during the initial

readings. Additional codes and themes (that did not fit into the three conceptual

frameworks presented in Table 1, Table 2, and Table 3) were identified and recorded as

they emerged. In order to increase reliability, a second coder was used during this phase.

The second coder was provided with the list of predetermined codes and instructed to

code for both the predetermined codes as well as any additional codes that emerged. The

coded data that was received from the second coder was then compared to my codes;

similarities and differences were noted. Specifically, when differences were found, I

consulted with the second coder regarding the divergence. In the end, while some

differences were found in the coding of the data, there was convergence regarding the

overarching themes found. Next, the coded data from each source was compared

(triangulated) between the three sources (interviews, focus groups, and documents).

Creswell (2009) discussed data analysis and interpretation. He highlighted that

the data analysis phase of research often encompassed several components. The three

phase iterative process (beginning with data collection that moved to initial analysis and

then back to additional data collection and final analysis) that was selected and described

in the preceding section was designed to address the multiple components as outlined by

Creswell (2009): (a) preparing the data for analysis, (b) conducting different analyses,

(c) revealing deeper layers of the research, (d) representing the data, and (e) interpreting

large amounts of data.

Moreover, Yin (2009) outlined four principles for conducting high quality

analysis in case study research.

- The analysis should consider all of the evidence, avoid the dismissal of

  evidence, and keep the research question(s) in clear focus.

- The analysis must consider rival interpretations.

- The analysis should focus on the most significant aspect of the study and

  avoid detours or distractions.

- The researcher's own knowledge and expertise should be considered and

  demonstrate appropriate knowledge of current thinking and discourse on the

  given topic.

Respectively, Yin's (2009) principles were considered in each of the three phases of data

analysis. Each phase of data analysis consisted of a set of procedures. The first phase of

data analysis was highly iterative and the procedures were fluid and flexible and at the

same time maintained an appropriate level of structure (Creswell, 2009; Bailey, 2007).

As outlined in the data collection section, each source of evidence was collected and then

recorded in the case study database. Specifically, interviews were transcribed and

organized in the case study database. Likewise, material from documents and archival

records were condensed and recorded in the case study database. Finally, notes and

recordings from the focus groups were transcribed and organized in the case study database.

After all of the data was organized and recorded in the case study database, the data was then broadly reviewed and triangulated with the other sources of evidence in order to corroborate or contradict the emerging themes and findings. In addition, in order to increase the credibility of the research, findings from the initial review of data were shared with study participants (one from Pacific Lutheran University and one from Northwest University). Upon receiving feedback from the study participants, additional data was collected and again triangulated between the three sources of data. Specifically, additional documents were collected as a result of this initial phase of research which included participant review and feedback. Concerning this phase of data analysis, importance was placed on Yin's (2009) first principle – to avoid dismissing any sources of evidence as they may prove significant to the study. For example, upon reviewing initial findings, the study participants (one from each institution) suggested that the documents be given further review. Particularly, in the case of Pacific Lutheran University, some key documents had been overlooked during the initial data collection.

The second phase of data analysis was designed to break down the data into more meaningful units. Bailey (2007) described this phase as a "multipronged process of analysis [which] requires that the researcher make sense of the data: break it down, study its components, investigate its importance, and interpret its meanings" (p. 125). This phase was also iterative, and as described by Bailey (2007), was "more of an art than a technique" (p. 125). Furthermore, coding was utilized as a specific strategy to bring

structure to the data analysis phase. Bailey (2007) described coding as "the process of

organizing a large amount of data into smaller segments that, when needed, can be

retrieved easily" (p. 127). For this study, the objective of coding was to organize the raw

data into meaningful units which identified and resulted in the creation of themes which

would hopefully address the research questions.

Creswell (2009) noted that the researcher could approach coding from three

different perspectives: (a) develop codes based upon the information that emerged from

the research, (b) use predetermined codes, and (c) use a combination of predetermined

and emergent codes (p. 187). Creswell's (2009) third approach, predetermined and

emergent codes, was applied for this study. Specifically, mission and higher education,

globalization and higher education, and globalization and mission were used as initial

predetermined codes. Similar to Creswell, Yin's (2009) third principle centered the data

analysis on the information most significant to the study (addressing the research

questions), which was a careful consideration in this stage. Additionally, this phase

provided an opportunity to address Yin's (2009) second principle for high quality data

analysis. As a result, rival explanations were considered during the data triangulation

phase. For example, the focus groups at both institutions provided different

interpretations of institutional documents than did interviewees from the respective

institutions.

The technique of coding employed in this phase of data analysis consisted of

multiple levels of analysis. First, a process of initial coding, or open coding, was applied.

In the initial coding, the multiple sources of evidence were read, reviewed, and the raw

data was organized into broad categories. Based on these categories, major themes that related to the research questions were created or identified (Bailey, 2007). Thus after the initial coding was completed, the data underwent a process of focused, or axial, coding. Bailey (2007) described focused coding as a process where "you further reduce the data by identifying and combining the initial coded data into larger categories that subsume multiple codes" (p. 129). As previously described, a second coder was employed during this phase. In respect to this study, focused coding moved from literal categories that emerged from the raw data into more overarching conceptual themes or mega-categories aligned with the frameworks explored in this research.

> Simply put, themes are recurring patterns, topics, viewpoints, emotions, concepts, events, and so on. They might result from things that the researcher heard over and over. Often, themes are created during coding as similarities across cases are identified. A theme can be an overarching focus. (Bailey, 2007, p. 153)

In addition to coding, I employed memoing as a research analysis strategy. Memoing, a process described by Bailey (2007) as "essentially the writing of memos to oneself regarding insights one derives from coding and reflecting on the data" (p. 133) was also utilized during data analysis. Yin's (2009) fourth principle for high quality data analysis, the utilization of the researcher's prior or expert knowledge, was implemented in this memoing process.

**Protection of Human Subjects**

Finally, it is important to consider the protection of human subjects related to this research. All criteria, as outlined by Seattle's University's Human Subjects Review

Board were met. The protocol for the protection of human subjects was divided into two

main categories. The first category related to the consent and identity of the two

institutions under investigation. The second category addressed the informed consent of

the individual research participants.

First consent was obtained from the two institutions that were selected for this

study. As outlined in the consent form, each institution was made aware of the purpose

of the study, the guiding research questions, and the general methodology. Once consent

from each institution was obtained (including consent to identify the institution by name),

key informants were identified and requested consent to serve as participants. Second,

each participant was informed of the purpose of the study, the guiding research questions,

and the study's general methodology. Each participant was made aware of, and then

asked if he or she consented to the use of a recording device and transcription of the

recorded materials. Finally, every effort to conceal the identity of the participants at

Pacific Lutheran University and Northwest University was made. Specifically, the names

of the participants were concealed and the individual's particular role or title was

concealed in the presentation of data provided in Chapter Four. However, the

participant's identity is potentially vulnerable to exposure, given a participant's role, field

of study, or area of expertise (i.e., with a limited number of people who serve as

administrators at each institution, it may be possible to deduce who the respondent was).

With this understanding, each participant was asked to provide consent to the research.

## Summary

This chapter articulated the methodology that was used in this qualitative study designed to explore the merits of three conceptual frameworks that emerged from a synthesis of literature related to globalization, mission, and higher education. Specifically, the exploration of the three conceptual frameworks was conducted at two private mission-driven higher education institutions located in the Pacific Northwest. First, the philosophical worldviews, constructivism and advocacy/participatory, that were used as the conceptual underpinnings of this study were described. Second, the problem statement and purpose overview of the study were articulated. Third, the methodology, including the guiding research questions, the population and sample, the research design and methodology, the data collection process and procedures, credibility, validity, and reliability, and the data analysis process and procedures were discussed. Finally, the protection of human subjects was explored. The findings that emerged from the methods described in this chapter are presented in the next chapter.

CHAPTER FOUR

FINDINGS

**Introduction**

The objective of this qualitative research was to explore the merits of three

conceptual frameworks that emerged from a synthesis of literature related to

globalization, mission, and higher education. Specifically, the exploration of the three

conceptual frameworks was conducted at two private mission-driven higher education

institutions located in the Pacific Northwest. See Appendix A for a diagram of the

purpose of the study. See Appendix C for a diagram of the study's methodology.

This chapter presents the findings of the research that was collected. Data

collection took place during the spring and summer of 2010. As the researcher, I

conducted a series of interviews at each of the two higher education institutions selected.

Additionally, a series of documents, relating to the mission, objectives, curriculum,

programming, and history of each institution was obtained. An initial review of data was

completed and then focus group sessions were conducted, in order to confirm or refute

information obtained from the interviews and documents. Faculty, staff, and

administrators served as my interviewees, whereas the focus groups were comprised of

students. Data presented from personal communications (interviews and focus groups)

are cited using code names (in order to provide confidentially for study participants).

Specifically, an "A" is used to indicate the participant was from Northwest University

and a "B" is used to indicate that participant was from Pacific Lutheran University. In

addition, the A or B is followed by a number to indicate the number that was assigned to the participant during my data collection and recording process.

First, Chapter Four begins with a description of the two higher education institutions that were studied. Second, the qualitative research findings are presented separately for each case. Focus is placed on both the predetermined themes (Mission & Higher Education, Globalization & Higher Education, and Globalization & Mission), as well as a number of emergent sub-themes that became apparent during the data analysis phase. Third, each case is concluded by drawing linkages between the research data and the sub-questions that were used to guide this research.

Finally, each guiding research question is restated and linked to associated findings.

**Research Sites**

**Pacific Lutheran University.** Pacific Lutheran University is a private higher education institution, founded over 100 years ago by missionaries affiliated with its denomination. Pacific Lutheran University is self-described as a mission-driven higher education institution, serves both residential and commuter students, has a student body greater than 3,500, and offers a variety of undergraduate and graduate degrees. Recently, Pacific Lutheran University became distinguished as a leader in campus internationalization and global education. As such, Pacific Lutheran University was the recipient of a variety of awards and grants related to global initiatives. An administrator at Pacific Lutheran University described the university in this way:

> I tell prospective students and their families that if you come here, we will offer to
> you the best possible education we can offer by all traditional measures. But we

will offer you more, because we will challenge you and work with you as you

began to explore the larger questions around what your meaningful life has felt.

And indeed we will walk around the globe with you as you explore those

questions, because our goal when you graduate from here, is to being well

educated in every traditional sense, but to have begun the process and to begin to

acquire the skills, the curiosity, the courage to explore and make meaning in life,

in a larger sense by serving others. And if you come out of a faith tradition, to

serving others on God's behalf. (B2, personal communication, August 24, 2010)

Additionally, in describing the relationship between Pacific Lutheran University, its

mission, and globalization, he noted that:

Out of our academic tradition, out of our theological tradition, and now out of

your educational tradition, all of those vectors point us in the direction of being a

globally focused university. And we have worked at it long enough now, so we

have this broad network of both faculty and students who are deeply committed to

and engaged in that effort. (B2, personal communication, August 24, 2010)

Pacific Lutheran University was selected for participation in this study for several

reasons. The first rationale for the selection of Pacific Lutheran University was that the

university is considered amongst higher education institutions as a mission-driven

university in the Pacific Northwest. Furthermore, Pacific Lutheran University was

selected for the university's exemplar status in providing global education. Finally, a

network of relationships that I have established at Pacific Lutheran University allowed

for unique access to the site.

**Northwest University.** Northwest University is a private higher education

institution located in the Pacific Northwest. It was founded as a Bible Institute

approximately 75 years ago and is self-described as a distinctively Christian mission-

driven higher education institution. Northwest University serves both residential and

commuter students, has a student body of less than 1,500, and offers a variety of

undergraduate and graduate degrees.

An administrator at Northwest University described the university and the

mission statement of the university in this way:

> I like it [the mission] because it is clear. I think it is really a good reflection of the
>
> kind of place we are. It's very honest about our spiritual commitments
>
> essentially, carry the call of God, spiritual vitality . . . the kind of place that most
>
> of the people involved care about what you are going to do with your education . .
>
> . are you going to make a difference in this world for God's kingdom . . . and, it
>
> recognizes that we want to be a place where we are building a learning
>
> community of academic excellence in order to engage human need . . . I think
>
> most people who come here, students, they are not just in it for themselves . . .
>
> most people here are pretty pragmatic and want to make a positive difference in
>
> the world. (A 2, personal communication, August 4, 2010)

Northwest University was selected for participation in this study for several

reasons. Northwest University, similar to Pacific Lutheran University, is considered

among higher education institutions as a private mission-driven university located in the

Pacific Northwest. Additionally, Northwest University recently underwent a re-visioning

process, which included rewriting the university's mission statement. While Pacific

Lutheran University was selected for the university's status as an exemplar of global

education, Northwest University was selected for the university's emergent relationship

to global initiatives. An administrator at Northwest University noted the following:

> I think actually the mission statement pushes people first to think globally and
>
> then to recognize there is some need locally as well, which is kind of interesting.
>
> So I think the mission statement itself always infers [and] implies the reality of
>
> the global context that we are living in. . . . So, I think the mission statement was
>
> definitely written with globalization in mind and impacts it with the notion that
>
> our approach to the realities of globalization is a sense of carrying the call and we
>
> want to engage human need. (A2, personal communication, August 4, 2010)

Finally, my role as an employee of Northwest University allowed for unique access to

study this higher education institution.

## Data Analysis

Chapter Two, the review of literature, was divided into three primary categories:

(a) Mission & Higher Education, (b) Globalization & Higher Education, and

(c) Globalization & Mission. These categories served as the predetermined themes

during the data analysis phase of this research. Furthermore, the themes (and associated

literature reviewed in Chapter Two) served to establish the frameworks that were

employed for this exploratory study. Additional, or emergent, sub-themes were identified

during data analysis. The findings related to the predetermined and emergent sub-themes

are delineated separately for each respective case study (Pacific Lutheran University and Northwest University).

**Mission and Higher Education**

The possible relationships, or intersections, between higher education institutions and their mission statements were of particular importance in this study. As discussed in Chapter Two, there were a variety of viewpoints regarding this relationship (see Table 1). A portion of the literature suggested that the mission (and corresponding mission statement), of an organization (particularly higher education institutions), was of critical importance to the work and function of that organization (described, in this study, as important). Other literature suggested that organizations' missions and mission statements were mere exercises of rhetoric and not important (described as not important for the purpose of this study). A third perspective (described, in this study, as emergent), which placed the current state of higher education institutions' mission statements in the periphery, and provided a rationale for revisiting the university mission statement with greater intentionality in an era of rapid change and globalization was presented by Fenrick (2007) and Berg et al. (2003). The exploration of the potential relationship between mission statements and higher education institutions (as the two institutions studied) was the first pre-determined theme in this study.

**Table 1**

*Research Framework: Three Perspectives on the Intersection of Mission Statements & Higher Education Institutions*

| Perspective | Summary of Perspective | Relationship to this Study |
|---|---|---|
| Important | An organization's mission statement is a driving force behind the work, and the effectiveness of the work, of the organization. Mission statements should be carefully planned, given considerable weight, and discussed regularly (Lopez, 2001; Kreber & Mhina, 2007; Woodrow, 2006; Ferrari & Velcoff, 2006; Young, 1999). | Guiding Research Question 1: *How does the institution's mission inform practice in that institution and in what ways is this demonstrated?* |
| Not Important | An organization's mission is not important and does not inform or drive practice in the organization (Newsom & Hayes, 1990; Carver, 2000; Connell & Galasinski, 1998; Zingales, 2001). | Guiding Research Question 1: *How does the institution's mission inform practice in that institution and in what ways is this demonstrated?* |
| Emergent Model | Current mission statements may or may not be informing practice in higher education institutions in meaningful ways. However, more significant are the changing needs of missions and mission statements in an era of globalization (Erickson, 2007; Fenrick, 2007; Berg, Csikszentmihalyi, & Nakamura, 2003). | Guiding Research Question 3: *How does the institution's mission impact the institution's response to globalization and in what ways is this demonstrated?*<br><br>Guiding Research Question 4: *How does globalization impact the institution's mission?* |

**Globalization and Higher Education**

The way in which globalization has intersected with higher education institutions over the last 50 years was discussed in Chapter Two and was foundational to this study. As outlined, the literature suggested that higher education institutions responded in one of

three ways to globalization: (a) through accommodation, (b) through resistance, and

(c) through a combination of both accommodation and resistance. Building upon

Fenrick's (2007) and Berg et al.'s (2003) assertion that university mission statements

should be considered with greater intentionality in an era of rapid change and

globalization, this study considered a fourth potential response. The fourth response,

described as the proposed response, suggested that higher education institutions, through

their respective missions, could positively shape the direction of globalization (see

Table 2). The exploration of the potential relationship between globalization and higher

education institutions (at the two institutions studied) was the second pre-determined

theme in this study.

**Table 2**

*Research Framework: Four Possible Responses to Globalization*

| Response | Summary of Response | Relationship to this Study | Direction of Influence |
|---|---|---|---|
| Accommodation | Higher education institutions must make accommodations in order to remain relevant and effective in an era of globalization and interconnectedness (Fischer, 2007; Ellingboe, 1999: Stromquist, 2007; Starcher, 2006). | Guiding Research Question 2: *How do the realities of an increasingly globalized world inform practice in the institution and in what ways is this demonstrated?* | Globalization <br><br> ⬇ <br><br> Higher Education Institutions |
| Resistance | Higher education institutions have an imperative to resist globalization and the negative market-driven, oppressive forces which promulgate it (Blass, 2009; Torres & Schugurensky, 2007). | Guiding Research Question 2: *How do the realities of an increasingly globalized world inform practice in the institution and in what ways is this demonstrated?* | Globalization <br><br> ⬇ <br><br> Higher Education Institutions |
| Combination of Accommodation & Resistance | Higher education institutions are justified in accommodating some aspects of globalization as long as they resist other aspects (Dodds, 2008; Reader, 2000; Mooney, 2006; Marginson & Sawir, 2006, Altbach, 2004). | Guiding Research Question 2: *How do the realities of an increasingly globalized world inform practice in the institution and in what ways is this demonstrated?* | Globalization <br><br> ⬇ <br><br> Higher Education Institutions |
| Proposed | Higher education institutions, through their respective missions, could move beyond merely reacting to globalization (through accommodation or resistance), and work to positively shape the direction of globalization (Levin, 1999; Reimers, 2009; Ford, 2002). | Guiding Research Question 5: *How can a higher education institutions impact globalization?* Guiding Research Question 6: *What opportunities and responsibilities emerge as a result of the intersection between higher education institutions, the institutions' mission, and globalization?* | Globalization <br><br> ⬆ <br><br> Higher Education Institutions |

**Globalization and Mission**

In order to complete the circular review of literature, globalization and the

relationship to mission (or mission statements in the case of higher education institutions)

were also considered in this research. As discussed in Chapter Two, the transcendent

leadership model (Gardiner, 2006) linked globalization and mission together. The

transcendent leadership model moved both beyond the individual purpose accomplished

through transactional leadership and the group purpose accomplished through

transformational leadership and toward an integrated, transcendent purpose–cognizant of

global interconnectedness and interdependence (see Table 3). Furthermore, this model

addresses questions of personal as well as group mission and responsibility as related to

the needs of a globalized society. The exploration of the potential relationship between

globalization and mission at the two institutions studied was the third pre-determined

theme in this study.

**Table 3**

*Research Framework: Leadership Models*

| Leadership Model | Operational Definition | Relationship to this Study |
|---|---|---|
| Transactional | The function of leadership is to accomplish individual purpose. | The model, focused only on individual need, did not provide a sufficient rationale for considering the needs of a globalized world. |
| Transformational | The function of leadership should not be merely individual gain or purpose but also consider a greater cause or group purpose. | The model, focused only on a specific group's needs, did not provide a sufficient rationale for considering the needs of the globalized world. |
| Transcendent | The function of leadership is to integrate multiple perspectives and consider a "transcendent" purpose – cognizant of global interconnectedness and interdependence. | The model, focused on the global whole, provided a framework from which globalization and mission (or purpose), could be synthesized and then extrapolated to higher education institutions and their respective missions statements. |

## Pacific Lutheran University

Seven people participated as research subjects at Pacific Lutheran University. Four of the seven participants were interviewed and the remaining three individuals participated in a focus group. Faculty, staff, and administrators of Pacific Lutheran University were among the interviewees. The focus group was comprised of currently enrolled students at Pacific Lutheran University. There was a specific and purposeful rationale for the selection of each of the study participants. Interviewees were selected based upon their respective positions within the institution (at least one senior administrator, at least on student development professional, and at least one faculty member) as well as their degree of familiarity with the institution's global initiatives.

With regard to focus group participants, first, focus group participants that were selected

represented a variety of different backgrounds and majors (in order to provide a broad

perspective). Second, focus group participants were selected based upon previous

engagement with their institution's globally focused initiatives. For example, every focus

group participant had engaged in at least one study abroad experience and was currently

enrolled in either an undergraduate or graduate program that was explicitly described as

global in focus. This section reports the findings from the data that were collected at

Pacific Lutheran University. Related to the frameworks explored in this study, the

findings are divided into three predetermined themes: (a) Mission and Higher Education,

(b) Globalization and Higher Education, and (c) Globalization and Mission. Specifically,

the data collected from Pacific Lutheran University are summarized and related to the

various models; conceptual frameworks that were presented in Table 1, Table 2, and

Table 3 (see Chapter Two for a complete description of the conceptual frameworks). To

close, the additional themes that emerged during data analysis are delineated as

subthemes.

**Mission and higher education.** As articulated by an administrator of the

institution, Pacific Lutheran University is a "very mission-driven institution" (B 1,

personal communication, July 16, 2010). The institution's mission (as reflected in its

formal mission statement), was regularly discussed by study participants. During the data

analysis it became apparent that the views expressed by the participants fit into the

conceptual framework that was proposed for this theme. Specifically, data was found to

fall into all three subcategories for the Mission and Higher Education theme (see

Table 1), (a) the mission was seen as important to the work of Pacific Lutheran

University; (b) the mission was seen as not important, or perhaps disconnected, from the

work of Pacific Lutheran University; and (c) the mission directed focus toward the

emerging purpose of higher education institutions in an era of globalization.

*Important.* All seven research participants indicated that they believed that the

mission of Pacific Lutheran University was important, meaningful, and in some way

informed practice at the institution. Furthermore, all four of the interviewees and one of

the focus groups members was able to clearly articulate the mission statement and

describe its various components. An administrator of Pacific Lutheran University

provided the following response when asked to state the mission statement of the

institution: "The mission of Pacific Lutheran University is to educate student for lives of

thoughtful inquiry, service, leadership, and care for others persons, for their communities,

and for the earth" (B2, personal communication, August 24, 2010). Furthermore, he went

on to say that "my guess is that every person you talk to at Pacific Lutheran University

will be able to do that [quote the mission statement] because you can ask a first year

[student], and they know it" (B2, personal communication, August 24, 2010).

Additionally, a focus group participant noted the importance of the mission statement at

Pacific Lutheran University:

> I am noticing in comparison to some of my other friends in other universities
>
> where . . . they tend not to think outside the box in terms of their contribution and
>
> vocation and [they are not] trying to align what they want to become with some

sort of aspect of service and they are more going along the lines of technicality

and not really living examined. (B3, personal communication, August 5, 2010)

Moreover, in response to the question of how Pacific Lutheran University was distinctive

as a mission-driven institution, an administrator at Pacific Lutheran University stated

that:

some students go to the University of Wisconsin and discover the best possible

motives and get interested to prepare themselves globally . . . but it isn't because

the institution is intentionally driving them in that direction, really different. (B2,

personal communication, August 24, 2010)

An employee of Pacific Lutheran University provided a few examples of the way in

which the mission statement's importance was demonstrated at the institution:

It's constantly kept in front of everybody here, questions not directly about the

mission statement, but you can see it related to asked of new and potential

candidates for the faculty positions. People always get asked, I would say 90% of

the department, how do you think you can contribute to Pacific Lutheran

University's global mission? (B3, personal communication, August 5, 2010)

*Not important.* Although all study participants at Pacific Lutheran University

expressed a belief that the mission statement was important and meaningful to the work

of the institution, some participants questioned the degree of meaningful impact that the

mission statement had on university activities. For example, one focus group member

described her experiences at Pacific Lutheran University as sometimes feeling unrelated

to the mission statement (B8, personal communication, August 5, 2010). However, she went on to say that her

> feeling about [the] mission statement, being connected to everything at Pacific Lutheran University is that it's ingrained in the people who start the processes of whatever we are doing, but it's not necessarily brought up as the main point. (B8, personal communication, August 5, 2010)

In another instance, an administrator of Pacific Lutheran University mentioned that the mission statement was not always embraced in the past, by all members of the institution. He noted that there "was lots of debate about it" when it was first drafted nearly 20 years ago and that just "because you can adopt a mission statement in a kind of formal legal state legislative sense . . . it only starts to mean something when people start to take it seriously" (B2, personal communication, August 24, 2010). At the same time, he went on to say that over a 10 year period the mission statement became "broadly accepted as our working statement" (B2, personal communication, August, 24, 2010). Therefore, in both cases the importance of the mission statement was only questioned in isolated instances, or during specific periods of time; the mission statement was not in question within the general or current context of the operations of Pacific Lutheran University.

*Emergent.* All study participants expressed agreement that the mission statement was important to the work of Pacific Lutheran University. However, three of the interviewees and the focus group participants shifted from the importance of the mission statement, to how the components of the mission statement were intentionally geared toward developing students who would serve both the local and global communities. To

begin with, while discussing how the university's mission shaped practice, an employee

of Pacific Lutheran University stated that:

> [it's] sort of a chicken-and-egg question. I think it's a reminder to us of what we
>
> are doing. But for me, it's more a summary of all that we do as opposed to being
>
> a statement of what we should be doing. (B3, personal communication, August
>
> 24, 2010)

A few examples of this movement from the binary argument of the mission statement as

an important factor, or not an important factor, in informing practice emerged in the data

(see Table 1 for a summary of the three perspectives). First, promoting thoughtful

inquiry was repeatedly mentioned as an important element that worked toward addressing

the needs of the community from a thoughtful and critical framework. Notably, a student

in a focus group described her experience related to thoughtful inquiry:

> I sort of appreciate that it is thoughtful inquiry . . . not just we will teach you how
>
> to sit with people or care about people, but really we are going to teach you to
>
> think critically and then how to accomplish these goals, which, I think are
>
> universal goals especially in higher education. (B8, personal communication
>
> August 5, 2010)

Additionally, Pacific Lutheran University's *Integrative Learning Objectives* were built

upon thoughtful inquiry in the form of critical reflection. The *Integrative Learning*

*Objectives* stated that:

> Select sources of information using appropriate research methods, including those
>
> employing technology, and make use of that information, carefully and critically

consider issues from multiple perspectives. Evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems. Understand and explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one's own judgments. (Pacific Lutheran University, 2010b)

Second, service-learning emerged as an important example of how Pacific Lutheran University engaged the needs of the global community. All participants discussed service-learning, specifically, the majority noted that service learning was a key component to engaging the needs of both the local and global community. Specifically, a focus group participant recounted her experience in a service-learning course:

> When I signed up, beginning from Pacific Lutheran University's service learning classes . . . it gave me an opportunity to be in the community and work at a middle school and also [to] think about that and apply and use that as research while serving the community. (B8, personal communication, August, 5, 2010)

To which another focus group participant added: "there is also J-Term on the Hill, which is also for the entire January month . . . you spend the whole time actually doing service" (B9, personal communication, August 5, 2010).

Third, study abroad programs (coined *study away* by Pacific Lutheran University), were repeatedly mentioned by all study participants. Several of the participants described study away as one of the most significant ways in which the mission of the university was put into practice. As articulated by an employee of Pacific

Lutheran University, one of the objectives of study away was to help students to become comfortable with difference (B3, personal communication, August 5, 2010). Becoming familiar with difference was later described by that same employee as an essential step toward "becoming more intercultural" (B3, personal communication, August 5, 2010).

Fourth, there was evidence that Pacific Lutheran University placed a great deal of emphasis on developing a sense of vocation within each student. The primary focus of vocation related to the development of the individual student. However, vocation was also described as including service and engagement with others in your community (B3, personal communication, August 5, 2010). Likewise, the focus group described a sequence of programs that were developed in order to assist students in finding their vocational calling. The three programs (a) *explorer*, (b) *meant to live*, and (c) *emerging leaders* were described by focus group participants.

> Explorer, which is the first year program, we take students out to a camp, and we do day camp and look at what is vocation, we are not just talking about what is a career, we are talking about what are those passions that drive your purpose . . . that you want to do and that gives you meaning. . . . Meant to live, where we bring in all of the different professors, or even staff, and they talk about their life stories and finding purpose within life. . . . Emerging leaders is a program for first year students to develop leadership, and then we provide workshops on leadership development and we use the social change models to focus on the individual, the community, and the global aspects of leadership. So really looking at who I am

as an individual, what's my role in the community, and then how does this apply

to the greater global perspective. (B8, personal communication, August 5, 2010)

Last, other components such as the design of Pacific Lutheran University's

*Liberal Arts Curriculum*, the *Alternative Perspectives* course requirement, or the use the

*Integrative Learning Objectives* were all cited as important elements which guided the

work of the university in ways that were cognizant of the emerging needs of a globalized

community (B9, personal communication, August 5, 2010).

***Summary.*** The data presented in this section, Mission and Higher Education,

provided information to response to the following guiding research questions:

1.  Guiding Research Question 1: How does the institution's mission inform

    practice in that institution and in what ways is this demonstrated?

2.  Guiding Research Question 3: How does the institution's mission impact that

    institution's response to globalization and in what ways is this demonstrated?

3.  Guiding Research Question 4: How does globalization impact the institution's

    mission?

In summary, the importance of the mission statement at Pacific Lutheran University was

a consistent theme found in the data; therefore, significant to inform practice within the

institution. A small, yet noteworthy, portion of data revealed that the mission statement

at times appeared disconnected from university activities. Furthermore, the majority of

data indicated that a cognitive shift had taken place in the minds of the participants.

Specifically, several participants indicated that they were less concerned with whether or

not the mission statement was significant in driving the practice of the institution.

Instead, they discussed the elements of the work of Pacific Lutheran University that the

participants felt were most significant in educating and developing students to meet the

needs of the community, both locally and globally.  The third viewpoint, or theme, found

in the data was consistent with the emergent model that was identified in the literature

review (see Table 1).  Additionally, the global focus of this theme was connected to the

second predetermined theme for this study: Globalization and Higher Education.

     **Globalization and higher education.**  Pacific Lutheran was selected for

inclusion in this study due, in part, to the recognition that the university received as a

leader in global education.  First, Pacific Lutheran University had received numerous

awards. For example, it was highlighted in university documents that: "in 2009, Pacific

Lutheran University matched a $1 million grant from the Bill and Melinda Gates

Foundation to create a $2 million dollar endowment to assist low-income students to

participate in study away programs" (Pacific Lutheran University, 2009).  In addition, "in

2009, Pacific Lutheran University became the first university in Washington state and the

first private university on the west coast to receive the prestigious Senator Paul Simon

award for campus internationalization" (Pacific Lutheran University, 2009).

Furthermore, Pacific Lutheran University's literature stated that global and intercultural

education was:

       one of the primary focal points of the academic program . . . [and it was] among

       the most internationally active schools in the nation, offering programs that will

       help students:

- Be aware of their, own place and culture in the world, and understand the interrelation of socio-political, economic, scientific, cultural, religious, and linguistic facets of human life.

- Be sensitive to the historical, multinational, religious, and social roots of diverse cultures, and learn to value and promote global harmony and diplomacy.

- Be curious about other cultures and work to understand them through experiences within those cultures.

- Develop skills for navigating in a globally interconnected world by taking on- and off-campus courses that incorporate global and intercultural dimensions, and by attaining proficiency in a second language.

Committed to educate for a just, healthy, sustainable, and peaceful world Pacific Lutheran University weaves global education through almost every aspect of a student's study. World events shape our lives, and Pacific Lutheran's curriculum reflects that reality. As a result, students will graduate well prepared for graduate study or a career with a global focus. (Pacific Lutheran University, 2010a, p. 1)

Therefore, it was not surprising that the second predetermined theme for this study, Globalization and Higher Education, was the dominant theme that emerged during data analysis.

Presented in this study were four possible frames, or perspectives, that higher

education institutions used in response to the changing needs and demands of a

globalized world: (a) accommodating globalization, (b) resisting globalization, (c) a

combination of both accommodation and resistance, and (c) a proposed alternative

response which, indicated that higher education institutions can actively work to shape

globalization (see Table 2). During data analysis, all four frames emerged as subthemes.

Moreover, a fifth subtheme emerged that was not considered prior to the data analysis

phase: obstacles and challenges that higher education institutions (specifically Pacific

Lutheran University), experienced in relationship to globalization (this subtheme was not

a part of the initial framework of this study).

***Accommodation.*** In Chapter Two, literature was presented that discussed the

ways in which higher education institutions had adjusted to or made accommodations as

a result of globalization; accommodation was the first of four possible responses to

globalization (see Table 2). Seven reoccurring examples emerged during data analysis,

which indicated that Pacific Lutheran University had responded to, or accommodated

changes that occurred as a result of globalization (a) study away, (b) service-learning,

(c) cross-cultural course requirement, (d) curriculum, (e) sustainability initiatives,

(f) international professors, and (g) social justice initiatives.

Nonetheless, it is important to clarify that these seven examples of

accommodations were not evaluated as either positive or negative. Instead, the examples

of accommodation were merely identified as examples through which Pacific Lutheran

University had adjusted education, training, and development for students within the

university. Evidence was found throughout the data that confirmed that these

adjustments were made, at least in part, as a result of the changing and emergent needs of

a globalized world. For example, an interviewee at Pacific Lutheran University, in the

context of a conversation about how globalization impacts the institution, expressed that:

> I mean [globalization] is fast changing, much faster than the industrial revolution
>
> or anything else. So you really have to prepare students to participate in the world
>
> in which they are going to live. Not the one [in] which I was raised, not the one in
>
> which I was educated, and in order to do that it seems to me you have to prepare
>
> them to know how to learn and in order to not only just know how to learn, but
>
> why. (B3, personal communication, August 5, 2010)

Of the seven examples, study away was the most frequently cited. Strong

evidence emerged to suggest that study away programs were a major activity of Pacific

Lutheran University. One employee of the institution noted that "we have a commitment

[that] 50% of our students will study abroad" (B1, personal communication, July 16,

2010). Likewise, another employee stated that students "expect to study away; they are

planning to do it" (B3, personal communication, August 5, 2010).

Additionally, in a promotional piece that described Pacific Lutheran University's

study away program, there were six different types of globally focused programs and,

"every major can study away-[and there are] programs for students of business, gender

studies, chemistry, math, communication, music, and more [that] exist in countries all

around the world" (Pacific Lutheran University, 2010c, p.1). Similarly, a focus group

participant explained: "I know that at our university, right now, almost half of the

students that go here, by the time they graduate, we are trying to [get] them to study

abroad at least once" (B9, personal communication, August 5, 2010).

　　　*Resistance.* While a significant portion of the data indicated that Pacific Lutheran

University had made accommodations as a result of globalization, a smaller, yet

noteworthy, theme emerged to suggest that Pacific Lutheran University resisted

globalization (this was the second of four possible responses to globalization, see Table

2). In particular, two significant re-occurring themes were found, which revealed that

Pacific Lutheran University responded to globalization through resistance:

1. Power and privilege–higher education institutions should resist aspects of
   globalization that perpetuate unequal balances in power or unequal allocation
   of resources between countries or people groups.

2. Social justice–higher education institutions should resist aspects of
   globalization that perpetuate unjust practices or further oppress
   underprivileged people groups.

For instance, an employee of Pacific Lutheran University responded to a question,

possible ways to address the potential inequities that are perpetuated by globalization. He

first noted that "there is certainly an elitist attitude in the academy, in the U.S. much more

so" (B3, personal communication, August 5, 2010). Furthermore, he went on to explain

that:

　　　in terms of the rich getting richer and the dichotomy between what CEOs earn and

　　　what workers earn when compared to Japan or other locations, it's so dramatic

　　　these days and you see [the disparity] in the discussion about whether these tax

breaks are going to be extended or not. . . . So I think American higher education

has a very elitist attitude that is slow to change. I think one of the problems in

study abroad and internationalization, globalization offices like this, is when we

go off to our meetings, we talk to each other; we are talking to the converted.

And there is not much conversation, [yet] some of us are now trying to initiate it

between us and the provost level and the president levels and other universities.

(B3, personal communication, August 5, 2010)

At the same time, a focus group participant's response also supported the resistance

frame:

the way America has been dealing with a lot of its education on global issues, you

always see this superpower looking down to the rest of the world . . . I keep

seeing it perpetuated in higher education in America, where it's more of, us up

here helping a bunch of nothing by seeing what they can send, seeing what they

can help with, you know buy some stationery. And while all that helps of course,

when you are outside of the U.S., you get a different sense of globalization . . . so

it's not just all about sending money to somewhere else, but just examine the way

you yourself live your life and just understanding the affluence in which you exist

. . . understanding that the connectivity is more of the way we all live [and] is

really where the global citizenship comes into play and it's not just donating old

clothes. (B10, personal communication, August 5, 2010)

Furthermore, an example that connected both themes of resistance: power and

privilege and social justice, was illustrated by the focus group. The focus group

discussed the dichotomy between the ideas of the global citizen as a contributor and the

global citizen as a consumer.

> I mean just understanding how much you consume on a daily basis and
>
> understanding the things that you do and how it affects the environment and how
>
> that affects the world. Because again when you look at Third World Countries,
>
> now they are called Majority Nations, a lot of those countries are just now getting
>
> a taste of what it feels like to experience a higher, somewhat standard of living, or
>
> higher technology impact . . . and so, coming back to the global citizenship thing,
>
> it's a lot more than getting a charity box and being able to send it to some mission
>
> somewhere. . . . I mean they do have the good idea, it is well intentioned, but it
>
> seems like very condescending the way it's done . . . you always hear the first
>
> thing we should probably do, is send some money or send some supplies or
>
> something like that, when in fact we all just need to examine the way that we are
>
> living. (B10, personal communication, August 5, 2010)

Similar to the examples that were cited for the accommodation theme, these

examples were not evaluated as positive or negative. Instead, they were merely identified

as ways in which Pacific Lutheran University had resisted globalization (or perhaps more

accurately, some aspects of globalization). Additionally, it is important to make a

distinction between the two divergent categories of resistance that were identified. The

first form consisted of resisting certain aspects of globalization because they were

perceived as negative (i.e., relating to power and privilege or to social justice). This form

of resistance was found in the data collected at Pacific Lutheran University. The second

form of resistance consisted of resisting globalization in order to set self or group apart from the world. This second form of resistance was not found in the data collected from Pacific Lutheran University. However, an employee of Pacific Lutheran University did provide insight on the topic:

> There are Christians to this date, who still thinks we should cut ourselves off from the world, we should cut ourselves off from popular culture. Don't watch TV, don't go to a movie. And for us as Lutherans, that's just so foreign because of this fact, that Luther just believed that the Christian disciples lived out their calling in the midst of the people like Jesus did. And so I feel this responsibility; that that's where we push our students. And again, to do that not uncritically because that's where the critical thought comes in, to be able to name dehumanization and to be able to work against those things, but you have got to see them and identify them first. And so I feel a real responsibility around that kind of engagement. (B6, personal communication, August 24, 2010)

***Combination of accommodation and resistance.*** The third possible response to globalization that was presented in the literature, included a combination of both accommodating and resisting globalization (see Table 2). This third response, as evidenced by the combination of the two aforementioned themes, was present at Pacific Lutheran University.

***Proposed response.*** The fourth possible response to globalization that was presented in the literature was the most avant-garde, and that response is to change the entire direction of influence between globalization and higher education institutions (see

Table 2). Instead of asserting that higher education institutions respond to globalization, the proposed response was viewed as higher education institutions' active engagement in endeavors that shape the direction of globalization (see Table 2). This response was the most predominant subtheme that emerged during data analysis.

While there is a considerable overlap between the examples related to accommodation and the examples related to the proposed response to globalization, the context surrounding the illustrations was divergent. For example, study away was coded as an example of how Pacific Lutheran University had made accommodations to the university's programming in an era of globalization. For this reason, study abroad was considered an accommodation when the interviewee indicated that study abroad programs were initiated in order to meet the expectations of the students or to keep pace with other institutions' offerings. Conversely, study abroad programming was coded as an example of the proposed response to globalization when the interviewee presented it as a way to engage with the world, meet human need, or essentially to shape globalization.

A wide variety of examples that illustrated the proposed, or alternative, response to globalization existed at Pacific Lutheran University. Specifically, six examples were identified: (a) study away, (b) service-learning, (c) social justice initiatives and projects, (d) cross-cultural course requirement, (e) sustainability initiatives on campus, and (f) international professors. The six examples emerged from triangulating the data between interviews, focus groups, and documents at Pacific Lutheran University. The

examples above were found in all three sources of evidence (interviews, focus groups, and documents).

Additionally, a number of subthemes emerged which revealed that Pacific Lutheran University was, at a molecular level, exemplifying the proposed response to shape the direction of globalization: (a) movement from opportunity based globalization initiatives to responsibility based initiatives; (b) commitment to foster and shape community on both a local and global level; (c) commitment to both embody and drive globalization within the context of educational, academic, and theological frameworks (described as "DNA" by employees of Pacific Lutheran University); (d) intentionality toward connecting its' Lutheran heritage to imperative work in the world (generally described under the rubric of "partnerships" by employees of Pacific Lutheran University); (e) commitment to fostering the developmental process of students within the context of a rapidly globalizing world; and (f) openness to less hierarchical leadership models in order to hear multiple voices and include multiple perspectives in decision making processes.

An interviewee at Pacific Lutheran University offered the following example:

> We put fiscal resources around globalization . . . we are actively bringing in international students . . . we are actively teaching all the students, international or domestic, at our institutions from a more globalized perspective in the different disciplines. We are supporting faculty and staff to go abroad with students to be part of a learning experience that students have both abroad and domestically. We are actively building partnerships and relationships with other education

institutions and governments and for-profit and nonprofits in foreign countries.

(B1, personal communication July 16, 2010)

The interviewee went on to explain that Pacific Lutheran University had a long-range

planning process, which had moved the institution from a prior focus on diversity to a

current focus on global education:

> In Pacific Lutheran University 2010 diversity grows into global education. So at
>
> the turn of the century, in the beginning of 2000, so pre 9/11, Pacific Lutheran
>
> University now has said that diversity is really one slice of a larger conversation
>
> that we have [around] increased opportunities for cross-cultural and alternative
>
> perspectives on campus. (B1, personal communication July 16, 2010)

In addition, she noted that the development of the Wang Center (see Appendix H for

mission and history of the Wang Center), was a significant milestone in the shift from the

prior focus on diversity to today, fully embracing global education.

Speaking specifically to the significant impact that the shift had on students, the

interviewee explained that:

> Our students are returning from these Study Away experiences and now having an
>
> increased awareness around social justice issues . . . we see students more highly
>
> engaged and more fluent in issues of social justice . . . and so we see students are
>
> coming back from study away experiences and wanting to talk about the
>
> relationship between economics and race, for example, in Trinidad, and how does
>
> that affect [things] and what similarities or differences might there be in the

United States with economic issues and socioeconomic issues. (B1, personal

communication, July 16, 2010)

Finally, the interviewee summarized her perspective on the role of Pacific Lutheran

University in an era of globalization:

Well, higher education historically has been the intelligencia of our communities

and I think it's even more critical now at a time when the world is becoming

increasingly more interconnected and interdependent for higher education to take

a leadership role in creating citizens who are able to live, thrive, and lead in a

global world, in a more globalized community. . . . We spend a lot of time with

students in our classroom helping them see that this isn't creating a new wave of

missionaries, this isn't creating students who can become global citizens, who can

go out and fix the problems of the world. It is about creating global citizens who

can go out and become partners with people and communities beyond their

backyard, who can value and respect the influence of cultures different than their

own . . . being a faith-based institution, that does provide a particular lens in

which we see our role in the world . . . when we talk about globalization of

students, it's about the joy and opportunity in increasing the people in your world

and not about acquiring more people in your world . . . so it's about coming to

college you are increasing your own educational knowledge. One of those pieces

of increasing your educational knowledge is increasing the community in which

you live and your understanding of that community in which you live; you are not

acquiring the community in which you live. I think there are some institutions

that are going to give you more and more knowledge so you can go out and

acquire more and more and more. I wholeheartedly believe that Pacific Lutheran

University strives to educate people who can become partners in the world and

not just consumers of a global world . . . Today, our programs are taking students

all over the world and our students are going with what can I learn from this new

culture and how is this culture impacting the citizen in which I am becoming. As

opposed to, I am going here so that I can consume as much of this in order to then

take it away and repackage it or trivialize it, or I am using it to affirm how great I

am. We have a responsibility to move people past the consumer, acquirer, to the

partner; we also have a responsibility to help students build the lenses in which to

look at things critically so that they can be the best partners possible. (B1,

personal communication, July 16, 2010)

Likewise, an administrator of Pacific Lutheran University described the university's

impact on globalization:

I think what higher education can do is prepare the next generation of leaders who

can both educate about those issues, but also be prepared to work and serve

effectively in that globalized world, and that seems to me a huge task that rests on

higher education's shoulders. And so I am not sure we drive globalization, but in

the long run, we have a great deal of influence on what globalization might look

like for better or worse. . . . I think that's a special role for institutions like Pacific

Lutheran University because you combine globalization with our sense of service

and you wind up with what's hopefully global citizens who are not going out to

conquer the world, but try and understand that and then to serve it, and make it a

better place not only for us, but for other people as well and certainly that's key.

And I think in many respects American higher education has failed in terms of

global preparation . . . we can in fact educate a group of people who are prepared

and appropriately motivated as opposed to perpetuating the American dream of

materialism and consumption. . . . I think the students who graduate from here,

graduate with a tremendous sense of service, it's really very much part of the

DNA of the place and one way or another I think every student here gets that

message. (B2, personal communication, August 24, 2010)

In the long-range planning documents, reference to educating for lives of service, was

also highlighted: "To raise the currency and dignity of vocation among our students and

graduates by a profound and guiding articulation of the connection between educating for

lives of service and the integration of liberal and professional education" (Pacific

Lutheran University, 1995).

Lastly, an employee of Pacific Lutheran University expressed his viewpoint and

drew critical linkages to important documents:

This sounds very simplistic but we do those things [integrating global constructs

with the imperatives of the university's mission] through the students; we create it

in the students we send out there. And I have been here long enough just to see

some of those students who have gone out there and who are making a great

impact on society even though they are still young. . . . So I think if we believe in

our mission, we believe that our mission and those things that accompany it such

as the integrative learning objectives and our visioning documents, if we believe

in those things, we are being true to who we are and we are developing people

that we think are going to positively impact the global community and the

common good, so we stick with it, I think we create students to do just that. (B6,

personal communication, August 24, 2010)

Pacific Lutheran University's integrative learning objectives described:

a common understanding of the Pacific Lutheran University approach to

undergraduate education. These objectives offer a unifying framework for

understanding how our community defines the general skills or abilities that

should be exhibited by students who earn a Pacific Lutheran University

bachelor's degree. Therefore, they are integrative in nature.

The [integrative learning objectives] ILOs are intended to provide a

conceptual reference for every department and program to build on and reinforce

in their own particular curricula the goals of the general university requirements.

They also assist the university in such assessment-related activities as student and

alumni surveys. Not all ILOs are dealt with equally by every program, much less

by every course. The ILOs do not represent, by themselves, all of our

understanding of education. Rather, they are a part of a more complex statement

of educational philosophy.

The ILOs are meant to serve as a useful framework that unifies education

throughout the University, while disciplinary study provides students with the

knowledge and understanding of a field that will allow them to function

effectively in their chosen area. (Pacific Lutheran University, 2010b)

Six areas of focus were listed as part of the Integrative Learning Objectives:

(a) knowledge base, (b) critical reflection, (c) expression, (d) interaction with others,

(e) valuing, and (f) multiple frameworks (Pacific Lutheran University, 2010b).

*Obstacles and challenges.* In addition to the four possible responses to

globalization that were outlined in the literature, a fifth subtheme emerged during data

analysis. This subtheme was not a response to globalization. Instead, this subtheme,

synthesized multiple and varied pieces of datum that related to the obstacles and

challenges that higher education institutions experience in an era of globalization

(independent of any of the various responses to globalization). Four separate, but

interrelated examples emerged: (a) challenges related to study abroad (including lack of

realistic preparation before the experience or reflection following the experience),

(b) challenges related to curriculum (including unwillingness of some faculty to support

international students or recognize the value of study abroad experiences for non-

international students), (c) challenges related to the institutions inability to keep pace

with the rapid changes and needs of a global society (a prominent theme related to the

reality that higher education institutions needed to train and educate students for careers

that do not yet exist or cannot even be conceptualized), and (d) a variety of logistical

challenges and obstacles (ranging from cross-cultural communication challenges to legal

issues associated with study abroad programs). For instance, a student participant in the

focus group stated that "when it comes to classes, the professors, they know what they

are doing, but, it just seems disconnect[ed] sometimes" (B10, personal communication, August 5, 2010). Furthermore, the student went on to explain that Pacific Lutheran University has many ways in which it had distinguished itself in global education, however, there are many pieces that do not seem to be fully worked out. One example was the lack of integration that he experienced in some of his course work (B10, personal communication, August 5, 2010). Another student participant in the focus group articulated her views related to study abroad.

> I feel like Pacific Lutheran University really works hard to make students feel empowered and capable, like they have the capacity to be global citizens and that they can do so in a way that is thoughtful . . . like using care and service, and that they can be a global citizen in this sense. But it kind of puts it out [there] that it's like you come to Pacific Lutheran University and you Study Away and you are global citizen without really getting into the thoughtful inquiry part of that. (B8, personal communication, August 5, 2010)

*Summary.* The data presented in this section, Globalization and Higher Education, provided insights related to the exploration of the following guiding research questions:

1. Guiding Research Question 2: How do the realities of an increasingly globalized world inform practice in the institution and in what ways is this demonstrated?

2. Guiding Research Question 5: How can a higher education institutions impact globalization?

3.  Guiding Research Question 6: What opportunities and responsibilities emerge

    as a result of the intersection between higher education institutions, the

    institutions' mission, and globalization?

In summary, some of the data indicated that Pacific Lutheran University, as a

higher education institution, responded to the changing needs of a globalized world by

making adjustments or accommodations. Conversely, other portions of the data indicated

that Pacific Lutheran University resisted certain aspects of globalization. However, more

prevalent than either accommodation or resistance, was the proposed alternative response

to globalization (see Table 2). Moreover, strong convergence existed between the data

(interviews, focus group, and documents), which indicated that Pacific Lutheran

University was most aligned with the alternative or proposed response. Specifically, this

initial exploration of data suggested that Pacific Lutheran University was an active agent

in shaping the direction of globalization; as articulated in the university's ethos (both

pedagogical and theological underpinnings), and as demonstrated through practice. In

the end, a fifth theme was presented. The fifth theme synthesized the data which

indicated that Pacific Lutheran University experienced challenges and obstacles as a

higher education institution in an era of globalization. The next predetermined theme

will present the data related to Globalization and Mission.

**Globalization and mission.** Three interrelated and progressive leadership

models were presented in Chapter Two: (a) transactional, (b) transformational, and

(c) transcendent (see Table 3). The third model, transcendent leadership, provided a

framework for drawing possible linkages between globalization and mission (specifically

mission statements of higher education institutions).  A variety of examples of the

transcendent leadership model, linking globalization and mission, were found in the data

from Pacific Lutheran University.  Additionally, there were two different categories that

emerged for this theme: (a) personal (or internalized) mission or responsibility related to

the global whole and (b) group or shared mission or responsibility related to the global

whole.

   As an example of personal mission or responsibility, a student participant in the

focus group discussed how his personal philosophy or sense of purpose was shaped or

impacted by the realities of globalization (B10, personal communication, August 5,

2010).  More specifically, the focus group participant discussed how he viewed his role

as a consumer in a different light because he was aware of the impact that he personally

had on his global neighbors: "I mean understanding how much you consume on a daily

basis and understanding the things that you do and how it affects the environment and

how that affect on the environment affects the world" (B10, personal communication

August 5, 2010).  Similarly, an employee of Pacific Lutheran University expressed his

own struggle to understand how to balance the wide range of interests that exist within a

community in an era of globalization:

   It's an interesting thing because it's a question that I obviously wrestle with

   personally [the linkage between globalization and mission].  And I think about it

   sometimes in economic terms, I mean there is no turning back to the fact that we

   live in a global village, and how do you balance that against your own

   communities, not *self interest* but *interest*.  And again, in economic terms, I mean

outsourcing everything [is] part of the reason this economic downturn is lasting as

long as it [has], we don't make anything here anymore and our companies make

things in other places. And so how do you balance that against the fact that yes,

indeed, that's the way the future is going to be? (B6, personal communication,

August 24, 2010)

As an example that was related to group, or shared mission, an administrator of Pacific

Lutheran University referred to globalization and mission in this way:

[Pacific Lutheran University] is an interesting story because I have been a great

advocate and proponent of global education, you would probably hear that from

others. And it's been one of the hallmarks of my two decades here, but it isn't

because I had the idea, it was here long before I arrived and if you look back now

in the minds and hearts of key faculty members. . . . I don't think this is

something that anybody planned . . . but a group of faculty, they came here who

were committed to this idea and so they started building. And four decades later,

this is what we have; it's become a hallmark of the place. And it has not been

built from the President's Office down; it has been built from the faculty up. And

what I have become is an enabling agent, this administration in this period of time

has enabled and authorized and legitimized the basic instinct that runs very close

to the core of this place. And I think it's not only to our educational core, but it's

also to our theological core, because one of my favorite verses of scripture is Acts

1:8 you will be my witness in Jerusalem, and in all of Judea and Samaria, and to

the end of the earth. Then if you look at the tradition of Lutherans to reach out

around the world, it's very much part of who we have been. And then if you look

at the traditional Scandinavians, you know the Viking, the great Viking tradition

of reaching out sometimes in ways of reciprocity, sometimes. But it's very much

prior to the DNA of this place and then of course we are located in the Pacific

Northwest. And over the years, when we have hired faculty, if we can find a

biochemist, who has an interest and experience in China, we regard that as a plus.

And so we have increasingly built a faculty that has a kind of global perspective

and a belief in global education. (B2, personal communication, August 24, 2010)

**Summary of Pacific Lutheran University.** In summary, as related to the

purpose of this study, it was revealed that the three frameworks that were explored, and

the corresponding methodology for exploring the three frameworks, had merit and

applicability at Pacific Lutheran University. First, there was evidence, in this initial

exploration, that Pacific Lutheran University's primary framework for their mission

statement was emergent (see Table 1). Specifically, the emergent framework suggested

that the role of a university's mission statement has changed over time and must keep the

realties and needs of a globalized world at the forefront (Erickson, 2007; Fenrick, 2007;

Berg et al., 2003). Second, there was evidence, in this initial exploration, that Pacific

Lutheran University's primary response to globalization was the proposed response (see

Table 2). The proposed response asserted that higher education institutions, through their

respective missions (as reflected in mission statements), should move beyond merely

reacting to globalization (through accommodation or resistance), to positively shape the

direction of globalization (Levin, 1999; Reimers, 2009). Third, there was evidence, in

this initial exploration, that Pacific Lutheran University embraced a transcendent style of

leadership (see Table 3), which provided a foundation for the university to potentially

navigate with intentionality and purpose as a mission-driven higher education institution

in an era of globalization.

**Northwest University**

Eight people participated in the research of Northwest University. Five of the

eight were interviewed individually and the remaining three people participated in a focus

group. Faculty, staff, and administrators of Northwest University were among those who

were interviewed. The focus group was comprised of currently enrolled students at

Northwest University. There was a specific and purposeful rationale for the selection of

each of the study participants. Interviewees were selected based upon their respective

positions within the institution (at least one senior administrator, at least on student

development professional, and at least one faculty member) as well as their degree of

familiarity with the institution's global initiatives. With regard to focus group

participants, first, focus group participants that were selected represented a variety of

different backgrounds and majors (in order to provide a broad perspective). Second,

focus group participants were selected based upon previous engagement with their

institution's globally focused initiatives. For example, every focus group participant had

engaged in at least one study abroad experience and was currently enrolled in either an

undergraduate or graduate program that was explicitly described as global in focus. This

section reports the findings of the data that were collected at Northwest University.

Related to the frameworks explored in this study, the findings are divided into three

predetermined themes: (a) Mission and Higher Education, (b) Globalization and Higher Education, and (c) Globalization and Mission. Specifically, the data collected from Northwest University are summarized and related to the various models, or conceptual frameworks that were presented in Table 1, Table 2, and Table 3 (see Chapter Two for a complete description of the conceptual frameworks that were used for each theme). Subsequently, additional themes that emerged during data analysis are identified as subthemes.

**Mission and higher education.** While conducting the case study at Northwest University, it was evident that there were varying degrees of familiarity with the mission statement by university personnel and students. During data analysis, it also became evident that these different levels of familiarity provided support for the conceptual frameworks that were proposed for this theme. Specifically, data was found to fall into all of three subcategories for the mission and higher education theme (see Table 1): (a) the mission was viewed as important to the work of Northwest University; (b) the mission was viewed as not important, or perhaps disconnected, from the work of Northwest University; (c) the mission directed focus toward the emerging purpose of higher education institutions in an era of globalization.

*Important.* Four of the research participants indicated a belief that the mission of Northwest University was important, meaningful, and in some way informed the practice within the institution. One interviewee was able to correctly state the mission statement and three of the other interviewees were able to articulate one or two of the components of the mission statement. An administrator at Northwest University believed that the

mission statement was very important and directly linked to practice. He discussed the

ways in which the mission statement was formed, why certain decisions were

intentionally made (to include, omit, or change certain phraseology), and his personal

affinity for the various elements of the statement:

> Well, I love this mission statement. As you know, it's a new mission statement.
>
> The change of mission statement came out of the Academic Planning
>
> Commission. . . . So, there was this discussion going on with some of the things
>
> we were doing, we wanted to hear what they thought about the mission statement
>
> and how that old previous mission statement would apply to what we were
>
> thinking about doing. And, it was out of that discussion that people said "Wow,
>
> this mission statement is kind of dated, isn't it? Now, it doesn't fit really where
>
> we are as an institution, where we are headed. It's dated language." And it was
>
> actually out of this discussion of the Academic Planning Commission, a motion
>
> was made to ask the board to consider beginning the process to evaluate the
>
> mission statement and perhaps consider a new mission statement that was what
>
> got the whole thing going. . . . Honestly, I was pleased with the process. The new
>
> mission statement didn't come because we had a new president who said I want a
>
> new mission statement. It came out of this Academic Planning Commission that
>
> had faculty members there, it had board members there, it had members of the
>
> community who are part of that committee. And so even the motivation for it was
>
> good. I like it because it was a good process that really did attempt to bring a lot
>
> of people into the process of developing it. And I like it because it's clear. I think

it really is a good reflection of the kind of place we are. It's very honest about our

spiritual commitments, essentially, carry the call of God, spiritual vitality. . . . I

really love that. In particular Northwest University really is a place that most of

the people involved care about what you are you going to do with your education

and are you going make a difference in this world for God's kingdom . . . and it

recognizes that we want to be a place where we are building a learning

community of academic excellence in order to engage human need. And the

human need part is vague enough or open ended enough that it can be everything

from being a school teacher to setting up working for an NGO in Africa. . . . I

think most people who come here, students, they are not just in it for themselves

and also don't have the peer esoteric academic bent that they just love study for

the sake of study. We have a few that way, but most people here are pretty

pragmatic and want to make a positive difference in the world. (A2, personal

communication, August 4, 2010)

Although most interviewees were unable to state the mission statement of Northwest

University, several did articulate some of the important elements of the mission

statement:

I really don't remember it now, but it's basically holistic development, and the

spiritual vitality, academic excellence, and empowering engagement with human

need. (A3, personal communication, August 3, 2010)

And:

> Academic excellence, and something and empowered engagement through need. .
>
> . . I think its a general overarching idea of what we are all about and, I think it
>
> does include the three main areas where we want to be involved and it keeps us
>
> from getting too focused in one area. (A4, personal communication, August 18,
>
> 2010)

Additionally, a faculty member, although unable to clearly recite the mission statement,

was able to specify the importance of the university's mission statement.

> Well, it is still a fairly new statement so we are still working through what it
>
> means. But, I actually have found it very useful already in talking with
>
> prospective students as well as thinking about our current students. The initial
>
> part is the idea of being a learning community. I really like that a lot, and
>
> particularly in our graduate program. I talk about this a lot with our graduate
>
> program, for prospective students to say, okay, here is what it means to be in a
>
> cohort, you are going to contribute. That's why you are reading ahead of time,
>
> you have come prepared, you discuss. That's what we want. . . . We want you to
>
> be there because part of the learning process is you learn from your peers. . . . I try
>
> to instill that with the professors, too, that they are not just the sage on the stage,
>
> that they are actually interacting; and the learning community and even though
>
> you would think all higher ed should be a learning community, it's not. . . . I think
>
> it's a shared value and it's not something that comes on and you don't find it in

every school–I think we need to keep talking about it and part of it, too, is that I am always learning. (A5, personal communication, July 22, 2010)

With this in mind, another interviewee articulated "I think it is forming practice here . . . I think we are moving in the right direction. I think it gives us a goal to shoot for" (A4, personal communication, August 18, 2010). Perhaps most significant was a discussion in the focus group regarding the mission statement of Northwest University (although the discussion only took place after the focus group participants were given the opportunity to read the mission statement, as all of the focus group participants were not familiar with the mission statement).

Respondent A8: It makes me feel good to be a part of an institution that has a mission statement such as this.

Respondent A9: Okay, so I agree with you. It's community based and it has a lot to do with community and I agree with that and how important that is.

RespondentA8: I like that it has the spiritual component to it as well as the academic. They seem to be weighed equally. And then the third part is the empowered engagement with human need, so to me that sounds like social service. And I think all three of those elements weigh equally in the statement.

Respondent A9: It's a pretty well rounded statement as far as what they are trying to encompass in the vision.

Respondent A8: So, it sounds to me like what they are saying is that through academia and using spirituality, they are taking that call out to meet the needs of the global community.

Respondent A9: And so the call is to take academia out of the institution and
meet the needs where people don't have that opportunity to use that to their
benefit.

Respondent A8: Well for me, the spiritual language, the language of God, the
language of prayer, was included in my academic program.

Respondent A10: The whole aspect of going out into the community was
definitely present in the masters program in Counseling Psychology. Both locally
here, how you can go out and also abroad in other countries is a good aspect and
vision for the community idea. (A8, A9, and A10, personal communications, July
28, 2010)

While not all participants were familiar with the mission statement, the mission statement
and the core values of Northwest University were clearly articulated in institutional
documents and promotional literature. Many of the ideas expressed by study participants
were consistent with the ideas of mission articulated in the statement of core values.

The Mission of Northwest University, a Christian university affiliated with the
Assemblies of God, is derived from the following core values:

- *Spiritual Vitality (Heart)*

  Moving together in personal relationship with Christ Jesus and knowledge
  of God's calling, we dedicate ourselves to Spirit-filled service.

  Practicing discipleship and worship with biblical faithfulness, we develop
  courage and character to meet the challenges of our world.

  Crafting a diverse, lifelong community, we recognize the intrinsic worth

and dignity of each individual and facilitate friendships and networks that
reach out to welcome others in love.

- *Academic Excellence (Head)*

Exploring all truth with scholarly excellence, we build a biblical

worldview to prepare each other for service and leadership throughout the

world.

Developing moral, spiritual, intellectual, and aesthetic values through the

arts and sciences, we integrate faith, learning, and life.

Thinking critically, we aid one another in academic achievement and

lifelong pursuit of knowledge, wisdom, and skills.

- *Empowered Engagement (Hand)*

Growing holistically, we clarify and obey individual God-given callings.

Communicating and modeling the Gospel, we call people and

communities to be reconciled to God and to each other.

Demonstrating Spirit-inspired compassion and creativity, we meet the

needs of individuals, build communities, and care for creation. (Northwest

University, 2010c)

*Not important.* In addition to the examples that indicated that Northwest
University demonstrated that the university's mission statement was important, there
were examples which revealed that the mission statement was not important or informing
practice in meaningful ways. First, several of the interviewees (who were all employees
of the institution), were unable to clearly state the mission statement. Second, none of the

focus group participants (who were students at Northwest University) were able to articulate or recall any important elements of the mission statement. Third, there was additional evidence that emerged during data analysis which suggested that some employees of Northwest University were unclear about the ways in which the mission statement was informing practice at the institution. One faculty member, after admitting "I can't say I am familiar with it [the mission statement]" (A1, personal communication, July 9, 2010) went on to state that the mission statement did not inform his work at the university. However, the interviewee acknowledged that the mission statement was potentially instrumental in his choice to work at the university.

> Well, I know that we talk about the mission statement in the faculty retreat and it does come up or remind us together, what our purpose is. And our purpose has to do with raising up leaders, it has to do with raising up people who can communicate the gospel, it has to do with people who are going to display excellence in whatever field. And so all those things I really believe in already. And so in some ways, it's not that the mission statement, that tells me to do that, but it's probably why I am here, I am free to do those things. The mission statement embraces it already, so in some ways I think that's the beauty of our mission statement, it tells people who intentionally are the ones operating within that mission statement, what this school is about, so they know whether they want to be here or not. So I think all the people who come here, come here because of the mission statement, because of the values that we stand for. (A1, personal communication, July 9, 2010)

In summary, no data indicated that the interviewees or focus group participants believed that the mission statement was not important or could not inform practice. Rather, it was evident that there were varying degree of familiarity with the mission statement and some suggestion that it was unconnected to practice within the institution.

*Emergent.* While some study participants indicated that the mission statement was important and others indicated that it was not important, there were still other examples that indicated that there was belief that the mission statement must change over time in order to continually focus on emergent needs, such as globalization. To begin with, the drafting of the new mission statement (as described by one university administrator, A2, in a personal communication on August 4, 2010) was an indication that Northwest University was working to intentionally and continually address the changing needs of their constituents. Furthermore, a faculty member contended that mission statements should change over time in order to address the changing needs of society. However, he also suggested that the new mission statement may not adequately address the needs of a globalized society:

> It [the mission statement] doesn't give the university much of an aim. I think we need some more concrete practical expressions of what changing the world looks like. And, I think we need to have more of a sense that we are responsible to change the world. (A1, personal communication, July 9, 2010)

Another interviewee communicated some specific examples which demonstrated that Northwest University was working to re-define the institution's culture and possibly move toward an emergent framework of mission and higher education:

I think that sometimes, we are still living like a Bible college; so that would be

one impact. Well I think there would be a segment in the population that would

say we need globalization. It would apply to us because we are producing

missionaries and so they need to be culturally competent in that area. I would

hope that all of our students are global citizens in that we need them to be

culturally competent and have cultural intelligence to be good businessmen and

women, to be good nurses or lawyers or whatever they [the students] are going to

do. (A3, personal communication, August 3, 2010)

*Summary.* The data presented in this section, Mission and Higher Education,

provided insights related to the exploration of the following guiding research questions:

1. Guiding Research Question 1: How does the institution's mission inform

   practice in that institution and in what ways is this demonstrated?

2. Guiding Research Question 3: How does the institution's mission impact that

   institution's response to globalization and in what ways is this demonstrated?

3. Guiding Research Question 4: How does globalization impact the institution's

   mission?

In the end, the initial collection and analysis of exploratory data showed that the mission

statement of Northwest University was important and, therefore, significant in informing

practice within the institution. However, data were also aligned with the theme of not

important for Mission and Higher Education. In each of these cases, it was clear that the

interviewee believed that the mission should be important, but that in the current state,

Northwest University's practice was sometimes disconnected from the mission statement. Finally, a small segment of data was aligned with the emergent theme.

There were few examples of the means by which Northwest University exhibited an emergent framework for the institution's mission. However, most significant was the fact that Northwest University recently re-wrote the university's mission statement, in part, to address contemporary needs of university constituents. At the same time, a number of interviewees expressed a particular affinity to the human need element of the newly instated mission statement of Northwest University. In each case, human need was discussed in a global context which is directly linked to the second predetermined theme for this study: Globalization and Higher Education.

**Globalization and higher education.** Northwest University was selected for inclusion in this study due in part to the recent re-visioning of the university's mission statement. As previously discussed, the revamped mission statement incorporated a new element, engagement with human need. Additionally, analysis of the data suggested that there were a variety of new activities taking place within the institution (i.e., curricular, service-learning, advocacy initiatives). The activities were both in alignment with the new mission statement and positioned Northwest University as a potential emerging leader in global education among small mission-driven higher education institutions.

This study presented four possible frameworks, or perspectives, that higher education institutions used in response to the changing needs and demands of a globalized world: (a) accommodating globalization, (b) resisting globalization, (c) a combination of both accommodation and resistance, and (d) a proposed alternative

response which indicated that higher education institutions can actively work to shape

globalization (see Table 2). During data analysis, all four frames emerged as subthemes.

*Accommodation.* In Chapter Two, literature was presented that discussed the

manner by which higher education institutions adjusted or made accommodations as a

result of globalization; this was the first of four possible responses to globalization (see

Table 2). A number of examples emerged during the data analysis that demonstrated that

Northwest University had responded to, or accommodated, changes related to

globalization. There were five re-occurring examples of accommodation that were

present in the data: (a) curriculum, (b) international internship requirements, (c) study

abroad opportunities, (d) service-learning, and (e) social justice initiatives.

It is important to clarify that these five examples of accommodations were not

evaluated as either positive or negative. Instead, the examples of accommodation were

merely identified as the manner by which Northwest University had adjusted education,

training, and development of students within the university. Evidence was found

throughout the data that confirmed that these adjustments were made, at least in part, as a

result of the changing and emergent needs of a globalized world. For example, one

faculty member communicated the importance of understanding globalization:

> Well, I would say certain students are more savvy about histories of globalization,
>
> when they are looking for a school. So, I think [that students] want a school that
>
> seems to be integrated into the broader system that has an awareness and informs
>
> much of the teaching, because if you are not well-versed in the challenges and

possibilities of globalization, I think you are not as relevant of a teacher as you

can be. (A1, personal communication, July 9, 2010)

Another employee echoed the previous interviewee's sentiments:

I would guess that 25 years ago, there wouldn't have been the need to be

developing global citizens, it wouldn't have been necessary; some schools might

have done it or it might have been a luxury, but it wouldn't have been necessary

whereas today its absolutely necessary for the United States to remain a

successful country, they need to be globally competent and collaborative and we

need our students to be culturally competent and globally competent. (A3,

personal communication, August 3, 2010)

The mutual benefit found in accommodation was also expressed.

We use globalization too, because it's sexy and we think it will boost enrollment

if students say, hey I can go study overseas for a semester or whatever, I have

overseas experiences. As so, in a way, we are using that to benefit us too. And,

when you set up your own study center [overseas] to exploit the economic

differences, you are definitely taking advantage of that too . . . bringing students,

international students to us is something we are working on too, which in many

ways both gets your name known, makes you an entity, builds your prestige

around the world so on and so forth. (A2, personal communication, August 4,

2010)

Of the five examples, curricular changes were the most cited form of

accommodation to globalization. Furthermore, there was strong convergence between

the multiple sources of evidence (interviews, focus groups, and documents), which

suggested that curricular changes had taken place throughout the institution and were

directly linked to the changing needs of a globalized society.  Specifically, curricular

changes had occurred at both the undergraduate and graduate levels and throughout

several of the different colleges within Northwest University. Additionally, several of the

other examples (such as International Internship Requirements or Service-Learning),

were directly linked to curricular changes, in part, as a result of globalization.

> An administrator of Northwest University described curricular changes this way:
>
> I think globalization can mean all kinds of things.  It can mean trying to make
>
> sure that our students have global perspective and have some global experience in
>
> the course of their education, and that is one part of it that we are working on.
>
> And that's probably the thing that we are working on the most actually, trying to
>
> incorporate global perspective in the curriculum and a global experience into as
>
> many student as we can.  I think a lot of schools, when they think of globalization,
>
> they are also thinking about putting themselves on multiple campuses.  We are
>
> building partnerships around the world.  And there are some small things we are
>
> doing, and I think that we will take those opportunities as we see that they further
>
> our mission. (A2, personal communication, August 4, 2010)

Furthermore, he continued to say that:

> The way it [globalization] impacts Northwest University is that it makes us think
>
> about, on a curricular basis, we need to think about how we offer subjects.  So, in
>
> my area of history of Christianity, I would try to make sure that I took time in

these courses to look at an international view . . . I think the [adult degree

completion program] western civilization class is called *World Civilization* and

it's looking more broadly. It causes people to think in different areas . . . what

books they bring into the curriculum. I mean, that's small potatoes in a way. It's

an attempt to help people understand where you were looking, something broader

than the U.S. or western culture. Certainly, business is very interested in

preparing students for the realities of globalization as they go out and do their

work. I think it's causing us to recognize that international experiences for our

students are not just for ministry students who might be missionaries; it's for

everybody who needs to do work in a globalized society. (A2, personal

communication, August 4, 2010)

Correspondingly, a focus group participant discussed his experience as a Master of

Counseling Psychology student and suggested that Northwest University was

incorporating additional forms of accommodation over time:

I mean definitely in my masters program I did this. Definitely having gone to the

undergraduate program, I know that since my time there, I believe that they have

made it a requirement for undergrads to go cross-cultural and to have a cross-

cultural experience and that was something new from the time that I graduated.

So I do think that they are pushing and moving towards that, more of

globalization . . . more global aspects of your education. (A10, personal

communication, July 28, 2010)

*Resistance.* While a significant portion of the data pointed to the fact that

Northwest University has made accommodations as a result of globalization, an equally

significant portion of the data suggested that Northwest University resisted globalization

(this was the second of four possible responses to globalization, see Table 2).

Furthermore, two different forms of resistance to globalization were identified. The first

form, related to resisting certain aspects of globalization because these aspects of

globalization were perceived as negative (i.e., focused solely on profit or consumerism

and harmful to people or the planet). The second form of resistance consisted of resisting

globalization in order to set self or group apart from the world. Both of these forms of

resistance were identified in the data from Northwest University.

As an example of the first form of resistance, a faculty member of Northwest

University referenced the potential danger of higher education institutions contributing

negatively to globalization. Citing the work of Marcus Ford on universities and

globalization, he said:

> He [Marcus Ford] says that the university is actually responsible for much of the
>
> excesses of globalization, including environmental destruction and the focus on
>
> greed and impoverishment of people that comes with globalization, because the
>
> university is the inculcator of the values of globalization, I believe that the
>
> university is really the equipper of globalizers. . . . So, if the university is
>
> teaching, the capitalist values without the ethics of capitalism, they are creating
>
> monsters who will continue the abuses of globalization. But, if the university is
>
> teaching about market economics and market integration and the potential of that

to benefit all people, including the poor, well then, they are producing these

people who could potentially change the world through this new system that we

live in. (A1, personal communication, July 9, 2010)

Analogously, another faculty member discussed environmental degradation as a reason to

resist certain aspects of globalization:

Now, I think globalization, like any tool, has bad aspects to it and I think it's

provided the abilities for many countries to lift themselves out of poverty. [Yet]

there are a lot of abuses. We read a book called the *Bottom Billion* in the cross-

cultural and development class. It's a class designed to prepare the students to

build for their month-long trip and it's exactly about that, globalization, what's

happening with these bottom billion people, a lot of them in China and India,

through globalization, their countries have been lifted up into economic machines.

Of course, the drawback of that, even though that is excellent and I want

everybody to have a great quality of life, I think the environment is the other side,

now we are starting to see environmental destruction in those countries. (A4,

personal communication, August, 18, 2010)

Additionally, the focus group discussed globalization and debated about the positive and

negative aspects of globalization. Ultimately, there was consensus that it was possible to

harness globalization in positive ways, if the potentially negative aspects were carefully

considered.

When I think of globalization I think globalization has always occurred. I mean

Rome was trying to globalize and make it like Rome. . . . So, I think there has

always been this thing for man to globalize, previously, it was much more

difficult to do it, much more difficult to control it, much more difficult to

streamline it. Now, with technology and the birth of the industrial revolution, the

ability to globalize, though it has a different bent because it's not trying to

overtake and make everybody like who we are. But, we are still trying to say our

technology; our things will make your life better. And the interesting thing is the

more access, like tribal nations have to technology, the more education they have;

it becomes intermingled and we always start looking alike anyway. And all our

products look alike and we lose that heritage because the isolation kept

ethnicities, heritages, traditions, values, and customs. So, I think our intent,

through globalization, is to help with the way that we view it and we are still

trying to look at the culture. We still think education is the right thing. We still

think clean water is the right thing and all these things are going to make their

country more, increase the lifespan and make it more prosperous. If many people

can stay alive they are going to start working and doing things to help themselves,

if they are not worried about their basic needs for survival. Once they can know

that their basic needs for survival are met, then their minds will be freed up to do

other things which will be to produce at whatever level that is for them and so I

think it's a really amazing thing. Still, from our western viewpoint it is making

the world a lot smaller but who knows what that is, globalization in the end

creates a big melting pot and we all end up looking alike. (A9, personal

communication, July 28, 2010)

Related to the second form of resistance (resisting certain aspects of globalization

in order to distinguish self or group from the world certain ways), an administrator

discussed how Northwest University had potentially limited the institution's growth by

continuing to only admit undergraduate students who were in agreement with the faith

perspective of the institution:

Bringing students, international students to us, is something we are working on

too, which in many ways both gets your name known, makes you an entity, builds

your prestige around the world so on and so forth. We require faith commitment

of our students and that's the problem. I can't tell you how often – I mean we are

having these conversations all the time where there is a certain university and we

could set up an exchange program with them. And I would say okay, is this

school in Saudi Arabia – I mean the last one was Saudi Arabia – do they have

Christian students? No, these would be all Muslim students. We can't do that.

And that's something we have visited. There has been no serious talk about

changing that [the faith requirement] but there has been serious talk about

evaluating it. And every time that comes up, it gets reinforced, that this is our

identity, it's who we want to be. But I think that harms, I think that looking at it

under the sun from a purely perspective of university success, I think it is one of

the things that most hinders our success as a university, is the faith requirement

for our students. (A2, personal communication, August 4, 2010)

Furthermore, an employee of the university discussed how certain topics were considered

taboo at Northwest University. Specifically, she noted that "we do intentional training

with our student leaders and a lot of it; because some cultural competency or diversity

pieces can be sensitive too, and I don't think that Northwest University has fully

embraced that conversation head on" (A3, personal communication, August 3, 2010).

Similar to the examples that were cited for the accommodation theme, these two

subthemes were not evaluated as either positive or negative. Instead, the subthemes were

merely identified as ways in which Northwest University had resisted globalization (or

perhaps more accurately, some aspects of globalization).

***Combination of accommodation and resistance.*** The third possible response to

globalization that was presented in the literature included a combination of both

accommodating and resisting globalization (see Table 2). This third response, as

evidenced by the combination of the two aforementioned themes, was present at

Northwest University.

***Proposed response.*** The fourth possible response to globalization that was

presented in the literature was the most avant-garde, which changed the entire direction

of influence between globalization and higher education institutions (see Table 2).

Instead of asserting that higher education institutions respond to globalization, the

proposed response was viewed as higher education institutions' active engagement in

endeavors that shape the direction of globalization (see Table 2). During data analysis, it

was revealed that there was a great deal of enthusiasm regarding the institution's

potential to shape globalization. However, there was little evidence that this was taking

place on a broad and integrative scale. Moreover, evidence was found to support that this

may be linked to (a) the fact that the mission statement was new and that the mission

statement was in the internalization stage with members of Northwest University and

(b) the fact that Northwest University was experiencing a cultural shift and was currently

developing ways to interact with globalization. First, the small pool of data that provided

support for the proposed response to globalization was examined. Second, the data were

examined with the aim of learning more about the cultural shift that was occurring at

Northwest University.

In regard to the data which suggested that Northwest University was already

engaged in the proposed response to globalization, there was considerable overlap

between the examples that were cited related to a response of accommodation.

Contextually, the examples provided information that enabled me to classify the data as

either accommodation or proposed response. For example, curricular changes were

coded as instances of how Northwest University had made accommodations to

programming in an era of globalization. Curricular changes were considered to be

accommodations when the interviewee indicated that the curricular change had occurred

in order to meet the expectations of the students or keep pace with other institutions'

offerings. Conversely, curricular changes were coded as examples of an alternative

response to globalization, when the interviewee presented the changes as a medium to

engage with the world, meet human need, or essentially, shape globalization.

A wide variety of examples that illustrated the proposed, or alternative response

to globalization at Northwest University were available: (a) curriculum (degrees and

specific courses that were global in focus), (b) international internship Requirements,

(c) study abroad opportunities, (d) service-learning, (e) social justice initiatives, and

(f) student development and campus ministries. As an example of the curricular changes, a faculty member stated: "The fact that we have a social enterprise MBA [Master of Arts in Social Entrepreneurship] now, I think it's a step in the right direction and probably needs to be something that is better expressed at the undergraduate level" (A1, personal communication, July 9, 2010). Likewise, an administrator of Northwest University highlighted one element of the Master of Arts in Social Entrepreneurship program and then linked it to additional curricular changes. "The social entrepreneurship competition, it creates projects, that we judge on both their good reasonable business sense and then what kind of difference are they going to make in the world" (A2, personal communication, August 4, 2010). When asked if there were additional examples that he wanted to provide, the interviewee member offered:

> I think the development of the International Care and Community Development Masters degree is another example. I think the whole approach that is taken in the nursing program, the nursing students take a whole month [overseas] . . . and so I think it's the nursing program and the graduate psychology program that have shaped a lot of people's thinking. And so, the college of ministry comes in and says oh, look what those guys are doing, and we want our students to go have a urban experience in Los Angeles and stretch their boundaries. And more and more programs are looking at that and trying to emulate something along that line. (A2, personal communication, August 4, 2010)

Correspondingly, a student in the focus group recounted her experience of being shaped by the globally focused curriculum:

> I do think the curriculum that we received, and I have read many books through
>
> this program that have helped me shape my thinking about globalization. Of
>
> course, too, like [name omitted] said, where I came into this with more experience
>
> and already had my own ideas flowing about what globalization was, so the
>
> curriculum amplified that and toned it and massaged it and shaped, something that
>
> was already there; the program did do that for me. (A8, personal communication,
>
> July 28, 2010)

Furthermore, institutional documents and promotional literature described specific

programs and requirements, which were globally focused (Northwest University, 2010a).

For example, a master's degree program in International Care and Community

Developments was described as:

> essentially practical and tied to real-world needs there is a constant emphasis on
>
> the interplay between theory and praxis. All students will take part in a cross-
>
> cultural field experience in semesters, two, three, and four through the practicum
>
> series. This may include volunteering for an organization with which they are
>
> already associated. Through this practicum, students use research skills learned in
>
> the classroom to enact social change in real-world context. (Northwest University,
>
> 2010a)

Another master's degree program, this one in Social Entrepreneurship, was described:

> A "social entrepreneur" is an innovator who recognizes a social problem and uses
>
> entrepreneurial business principles to organize, create, and manage a venture to
>
> create social change. Examples of social entrepreneurship include local, national

and global programs that promote literacy, economic development, housing,

medical services, and counseling, as well as ministries that address spiritual

needs. In this Masters level program, students learn to use business management

skills to solve social problems and create sustainable and effective organizations.

(Northwest University, 2010a)

Similarly, the bachelor degree program in nursing was described as including a

significant cross-cultural requirement:

> [it] is distinctive in its emphasis on cross-cultural nursing and it focuses on the
>
> integration of Christian faith into nursing practice. Our professors have nursing
>
> experience in a variety of domestic and international contexts, making them
>
> invaluable resources for our students as they pursue their goals. Our commitment
>
> to cross-cultural experience and expertise is evidenced in the requirement that
>
> seniors spend a month in a cross-cultural setting – such as Sri Lanka – that
>
> integrates nursing and faith. (Northwest University, 2010a)

Moreover, there were several examples which represented the student

development and campus ministries sub-theme. As one example, an administrator of

Northwest University noted that:

> A huge part of our job is getting people to think about, to learn how to understand
>
> people from their perspective. And then at the next level, I do think a big part of
>
> our job is to get students to think about, what is our role in the world and how do
>
> we approach the world, where do our loyalties lie. And I think any educational
>
> institution, a college can do anything from turning students into Quaker peace

activists to jingoist nationalists and there are colleges probably running that full

scale, and I think it does make a difference . . . you have the opportunities to

prepare students for the realities of world, that are going to be there anyway. You

have the opportunity to prepare them to take an approach toward what's going on

in the world that is like Google, "do no harm" that says we are going to do our

best to benefit the entire world community, benefit the people who we work with

and the people who work for us, the whole nine yards. And I think to an extent,

for the students who are open to the input, and even for those who aren't initially

open to input, and students who are willing to think, I actually think we do a

pretty good job maybe in that regard. A lot goes on in chapel. Chapel is a very

global experience because you are always having speakers coming in from all

over the world; sharing their experiences in their travel . . . the first time many

people heard the word 'human trafficking' was in our chapel, now you hear it

everywhere. So, in some ways, I think I am not sure we don't do a good start in

that regard. . . . I definitely think we have the opportunity to help our students

think ethically and morally about how they are going to engage in the world.

Again, we have the opportunity to give them their first taste of a lot of these

things, to actually have cross-cultural experiences, have assignments that cause

them to experience other worlds in a different way, engage in a social

entrepreneurship competition. We actually raise money for [the prevention of]

human trafficking. We even give students, their first chance to try their wings at

leadership and organizational management . . . and that it's part of the ethos. (A2,

personal communication, August 4, 2010)

Similarly, an employee of Northwest University described a new program, which was

hosted by the Student Development office with the intent of helping to develop students:

Which is why to help students encounter globalization. . . . I started a program

called    *A New Focus*, so every semester we study a different topic and have a

semester long conversation about some worldview topic.  We have done Social

Justice and we have done Gender Roles or we called it Back to Eden, so exploring

Gods view of the sexes.  This semester we are doing cultural intelligence.  So, we

are trying to make the conversations happen and sometimes the speakers are all

over the map or the panel discussions or the experiences.  We are not giving

students an opinion or perspective or set of facts that they need to embrace, we are

just trying to get them to critically engage a subject.  So, helping them with their

critical thinking skills, but also expose them to, there is a lot of different ways to

look at something and that's based on your socioeconomics, your culture, your

race, your age, your sex all of these different things.  So, trying to help them

realize where their perspective is coming from.  So, that's been our student

development, like embracing globalization. (A3, personal communication, August

3, 2010)

She went on to say that:

I would guess that majority of those colleges are in some ways addressing

globalization on some level from some perspective; that's a lot of people that will

be going into the workforce as more educated with hopefully higher level of

critical thinking skills and will be more impactful in the United States and thus on

the world. So yes, I think that higher education, American higher education will

impact globalization. I think that higher education is interwoven with

globalization, in that because of globalization and changes, in everything from

outsourcing to relationships with other countries, power dynamics all of that stuff,

that is definitely impacting our graduates and so we need to be preparing them for

the current world and preparing them for what the world is going to look like in

10 years. So that is our kind of balancing of those two. I would like to say that

higher education, and I genuinely believe this, I believe that knowledge is

powerful and that it's even transformative. And I think higher education believes

in embracing that and I think that Christian higher education believes that we

need to embrace that so that we can create world-changers. But, I think that what

the idea of world changers or how they are going to impact the world will look

very different to someone that is politically conservative or politically liberal, or

someone that's from a rural area to someone that's from an urban area. I believe

that knowledge is powerful and that education can transform people's lives and

their perspective, their paradigms and their world. (A3, personal communication,

August 3, 2010)

Furthermore, institutional documents and promotional literature outlined a variety of

campus ministries, which students were encouraged to be involved in. These campus

ministries provided opportunities for students to engage human need in a variety of local

and international cross-cultural contexts (Northwest University, 2010b).

In regard to the data which suggested that Northwest University was undergoing a

cultural shift (with one of the key elements of the developing culture focused on engaging

human need), there were a variety of illustrations. First, a faculty member recalled the

changes that led to the re-visioning of the mission statement:

> Well, I think part of it was driven by the fact we got our new president, who is
>
> rethinking what are we here for, I think every organization periodically needs to
>
> say okay, who are we, how do we relate to the world, what's important to us,
>
> what's their values? . . . So even if it hadn't been the new president, it was
>
> probably okay, it is time to look at it again . . . there has been enough change that
>
> it seemed to be time to do that [look at the mission statement] and then the
>
> process was very long. I would say it took about 18 months there was a
>
> committee that met, there were some focus groups, input from faculty, input from
>
> staff. It was actually the board of trustees that made the final okay, this is it, but it
>
> got a lot of input from everybody else. (A5, personal communication, July 22,
>
> 2010)

In addition, an archival document (the new president's inaugural address), articulated part

of the cultural shift or re-visioning. In his address, the president identified five areas of

focus for Northwest University: (a) Spiritual Vibrancy, (b) Academic Excellence,

(c) Global Visibility, (d) Ethnic Diversity, and (e) Societal Significance. The last three

areas, Global Visibility, Ethnic Diversity, and Societal Significance were specifically

related to global education (Northwest University, 2007). Furthermore, another faculty

member noted the cultural shift and connected it specifically to his area of practice:

> In general, I think it does focus more on social need, social justice, and
>
> environmental causes. I am just going to guess that 30 years ago that the [name
>
> of denomination affiliated with Northwest University] was not involved this much
>
> in that, specifically environmentally. I think there was a hole in our theology that
>
> we didn't address the environmental experience. (A4, personal communication,
>
> August 18, 2010)

He went on to suggest that it is the role of Northwest University to

> instill in them knowledge, spiritual maturity, and force them in their own way,
>
> leading towards changing the status quo, making this world a better place, then I
>
> think strive for excellence . . . a more excellent way. . . . and I think there is a
>
> wide variety of excellent ways based on what the kids or the students are. . . . For
>
> sure, if a major doesn't [have a global focus] then I think that we are not doing
>
> justice to our students. (A4, personal communication, August 18, 2010)

Last, an administrator of Northwest University described the mission re-visioning process

as part of the shifting identity or focus of the institution:

> It's interesting that as the mission statement was being developed, the word
>
> 'global need' was in there before 'human need.' And the thought was global need
>
> felt too big and systemic. Some people are going to get involved in things in a
>
> way that we might think of meeting global need. But definitely, the reality of
>
> globalization and the reality that we ought to be looking at the whole world in

terms of what we want to be about was involved in that process and it turned into

'human need' because globally it just didn't seem to quite fit. But I think most

people honestly, when they hear the word 'human need' think about the world.

They don't think of that as America and then they go oh yeah, I guess we have

human need here in America too, don't we? But, I think actually the mission

statement pushes people first to think globally and then to recognize oh no, there

is some need locally as well, which is kind of interesting. So, I think the mission

statement itself always infers, implies the reality of the global context that we are

living in. So, I think the mission statement was definitely written with

globalization in mind and impacts it with the notion that our approach to the

realities of globalization is a sense of carrying the call and we want to engage

human need, that we have those various things in mind. And so what we hope to

instill in our students in terms of globalization is while there is the global

economy – you could make even more money for yourself, but with the global

economy, you could do things that could really benefit people very, very broadly.

. . . That's part of why it [the mission statement] changed. And when it was

written, I think there was a thought that Northwest University students as they

graduate, they will be part of a worldwide community. It was in the ethos of it, as

it was being developed. I think we have a president who has spent much of his

life focusing on this as well. So, it's very much part of what he is always thinking

about too. I am in the middle of trying to figure out, how do we tie this together.

(A2, personal communication, August 4, 2010)

*Summary.* The data presented in this section, Globalization and Higher

Education, provided insights related to the exploration of the following guiding research

questions:

1.  Guiding Research Question 2: How do the realities of an increasingly

    globalized world inform practice in the institution and in what ways is this

    demonstrated?

2.  Guiding Research Question 5: How can higher education institutions impact

    globalization?

3.  Guiding Research Question 6: What opportunities and responsibilities emerge

    as a result of the intersection between higher education institutions, the

    institutions' mission, and globalization?

To summarize, data indicated that Northwest University, a higher education

institution, responded to the changing needs of a globalized world by making adjustments

or accommodations. Conversely, other portions of the data indicated that Northwest

University resisted globalization. However, during data analysis it was revealed that

Northwest University had also begun to engage in activities that were aligned with the

proposed alternative response to globalization (see Table 2). Nearly equal evidence

supported each of the three responses (accommodation, resistance, and proposed

response). There was a great deal of enthusiasm that was communicated regarding the

institution's potential to shape globalization. However, there was little evidence that

shaping globalization was taking place on a broad and integrative level. Evidence was

shown to support that a lack of shaping globalization may have been linked to (a) the

fact that the mission statement was new and still being internalized by members of

Northwest University and (b) the fact that Northwest University was experiencing a

cultural shift and in the process of developing ways to interact with globalization. During

data analysis, a fifth theme emerged from Pacific Lutheran University; challenges and

obstacles as a higher education institution in an era of globalization. Unlike Pacific

Lutheran University, however, the challenges and obstacles sub-theme was not present in

the data from Northwest University. The next predetermined theme will summarize the

data related to globalization and mission.

**Globalization and mission.** Three interrelated and progressive leadership

models were presented in Chapter Two: (a) transactional, (b) transformational, and

(c) transcendent (see Table 3). The third model, transcendent leadership, provided a

framework for drawing possible linkages between globalization and mission (for this

study, specifically mission statements of higher education institutions). A variety of

examples of the transcendent leadership model, linking globalization and mission, were

found in the data from Northwest University. Additionally, there were two different

categories that emerged for this theme: (a) personal (or internalized) mission or

responsibility related to the global whole and (b) group or shared mission or

responsibility related to the global whole.

A variety of examples related to personal mission or responsibility were shown in

the data gathered from Northwest University. For example, one faculty member noted

that he believed that the university's mission was unrelated to globalization, but that

individual faculty member's personal interest in a particular area of globalization was

instrumental in guiding the work of the university:

> Interviewer: I want to look at how your mission statement impacts your
>
> institution's response to globalization, for example, does it guide it in some way
>
> or inform it in some way?
>
> Respondent A1: I don't believe it does.  It probably ought to more, I mean
>
> certainly in terms of globalization and its integration into the core society, it has
>
> nearly no influence of the mission statement in that area of my job that I know of.
>
> I don't know if we think about it in relation to the broader mission of the
>
> university, because I don't ever have a sense that the university actually cares
>
> about that, or prioritizes the issues of globalization . . . in some areas of practice,
>
> yes, but that's more dependent on the individuals who influence those areas.
>
> [name omitted], for example is a perfect example.  He is one of the most
>
> impactful people in helping people and students understand globalization issues,
>
> albeit through the lens of environmental science.  So that department tends to be
>
> super globalized verses some departments which I think are maybe behind the
>
> ball.
>
> Interviewer: Okay, but would you say that was driven by anything related to the
>
> mission?
>
> Respondent A1: No.
>
> Interviewer: Okay, so is it personal interest then?
>
> Respondent A1: Yeah, absolutely! (A1, personal communication, July 9, 2010)

Furthermore, an interviewee noted that personal mission, when intersected with

globalization, was specifically related to responsibility and service (constructs resonant

with the transcendent leadership model, see Table 3):

> Responsibility, I think if we define ourselves as servants of the world that's in a
>
> broader sense our responsibility and we need to not only find ways to promote
>
> this selfless and radical giving, but also to be creative and open-minded and
>
> flexible in our perception of the need and how we go about meeting those needs,
>
> opportunities. (A1, personal communication, July 9, 2010)

He went on to provide a specific example:

> Well let me go to opportunity, before I use that, opportunity I think is a subset of
>
> responsibility.  Opportunity is then, what are the specific needs of this particular
>
> context and then, how does globalization and the new system allow us to meet
>
> those needs in ways we have never met them before.  I mean for example,
>
> traditionally the poor of Latin America had been served by Christian institutions,
>
> doing things like building schools, to giving money, the funding of farm animals;
>
> and that's what was possible, but now, everything is possible in terms of utilizing
>
> market forces, that globalization makes possible to change their lives.  So, you
>
> have a coffee company that markets shade-grown organic, premium coffee in
>
> America, but diverts those resources to help develop entire villages made up of
>
> people who once were land-less, but now have land and are farmers and have
>
> training to grow their own coffee, to create co-ops to set the prices for their
>
> coffee, to have enough money that they then build community centers and schools

for their children, to grow up and have a higher standard of living. But it's all

because of the global market, which allows them to sell their coffee and allows

the people who buy that coffee to understand where their money is going, so that

people who are buying their coffee here understand that a dollar of every ten that

they spend is directly changing lives. So, that's an example of opportunity that

wouldn't have happened if a creative person, who happened to have gone to

Northwest University, did not think how can we harness all its different forces

from a person's self-interest and greed, to their addiction to coffee, to their

concern for wanting to be part of changing the world. How to link all those things

to the fact that coffee can't be grown in America, it's grown in Latin America.

But we also have to care about the environment, we don't want to cut down the

rain-forest, we want to make shade grown coffee. And organics are important

because no one likes to eat pesticide and besides it better for the environment. So,

I get to be so creative to pull all these different strengths together, but all it has to

do with is globalization and globalization makes all of that possible. (A1, personal

communication, July 9, 2010)

Summarily, he went on to link the first subtheme, personal mission or responsibility

connected to globalization, to the second subtheme, group or shared mission or

responsibility related to the global whole.

Yeah, he makes a lot of money [the social entrepreneur mentioned in relation to

the aforementioned coffee company]. There is nothing charity about the company,

he creates high enough quality coffee that he absolutely makes a profit. But, that

profit then is diverted in ways that are not exactly capitalistic. He absolutely

benefits, all employees benefit. But the university, in the same way, I mean the

potential of, just to be crass, of us marketing ourselves, let's say as an

environmental studies university and that's going to be huge, people would really

want to come here. Or, I think globalization too is a theme that would be really

appealing to sort of put on the face of the school. Right now we have no face . . .

so absolutely, not only does it go critically hand and hand, but if the university

wants to succeed, it has to do that, it has to. (A1, personal communication, July 9,

2010).

An administrator of Northwest University, (although perhaps speaking from a different

perspective), also provided an example of the second theme, group or shared mission or

responsibility related to the global whole:

I think that our primary responsibly is to shape students and then we are

responsible to shape them in a way that we believe is morally and ethically

correct. That's our primary responsibility. And, I think if we lose track of that

responsibility, if students ever become a means to and end, we don't want to do

that. So, our primary responsibility is the students. And, I think that is how we

change the world because what our students go and do, that is the main thing. But

on the other hand, I do think we also have a responsibility if we can accomplish it,

to create programs that do – meet human needs directly and directly trains our

students, wow, that is like a win-win . . . if you have a choice between that or

doing something that might be a little easier, but doesn't serve the need globally,

let's do this [the program that serves the global need] instead. (A2, personal

communication, August 4, 2010)

Furthermore, he went on to state that:

We [Northwest University] often do think of it as what would God be wanting us

to do? It does often drive us in those directions. Is God going to be happy if we

take this approach? But, that would be very interesting, even having this

conversation, would remind me, motivate me to remember, that we could use our

mission statement that way, where we could always come back to does this

engage human need or does this direct us towards engaging human need? And, if

we have the choice of doing something that does engage human need versus

something that doesn't, then let's go that way. That is our mission right there.

(A2, personal communication, August 4, 2010)

Additionally, an employee of Northwest University noted that:

If you are given these gifts and these talents and if you are in this position then

you have a higher responsibility and I feel like we need to do a better job of

helping them [students] understand that in preparing them for that and preparing

them to be effective to make a positive difference and not just to live siloed and

live an individualistic life. . . . I would equate the call of God, like if our mission

is to carry the call of God, I would equate that with responsibility. So, God has

called us to and thus, we are responsible for, doing everything we can; as students

they are responsible for making the most of their time here, so that they can

become responsible and efficient and successful citizens and that would include

being global because that is where we are at right now. And, for us as educators, I

see that as God has called us here. And, if he hasn't, then it's time for you to

leave. And, we need to be doing everything we can to prepare students to be

responsible stewards of our resources and those resources would be everything

from earth, to their education, to their families and friends and finances. So I

guess I see those kind of as inseparable and the same thing. (A3, personal

communication, August 3, 2010)

Tying together the two themes (personal and group mission or responsibility), a faculty

member contended:

I think that it's vast, the opportunities that are coming out of that [the intersection

of globalization and mission or purpose] and I think that it allows us to expand

beyond just the United States . . . it allows us to interact with poverty and human

needs and wow . . . that's something [responsibility] that weighs on me when I try

to sleep at night, responsibility that I have to influence students, and when I don't

get through to them it's hard. I have this responsibility in the [name of major

omitted for confidentiality] majors, maybe six or seven classes, to really

encourage them to change the way they think. . . . I think our responsibility is to

educate students about the needs of the world and I think I have a responsibility

myself. So, they all fit together perfectly, if you ask me. Opportunities,

responsibilities, they fit together well in higher education. (A4, personal

communication, August 18, 2010)

It was also noteworthy that Northwest University's stated Educational Goals (Northwest University, 2009) included this theme:

>    Northwest recognizes that people are social beings and that they are debtors to
>    society; no one stands alone or exists without purpose. It seeks to awaken social
>    understanding and concern and to motivate its students to commit their lives to
>    worthy goals of service to God and humanity. At the same time it endeavors to
>    stimulate in its students a social and moral perceptiveness that will make them
>    worthy and constructive critics of contemporary society. (Northwest University,
>    2009)

**Summary of Northwest University.** In summary, as related to the purpose of this study, it was revealed that the three frameworks that were explored, and the corresponding methodology for exploring the three frameworks, had merit and applicability at Northwest University. First, there was evidence, in this initial exploration, that Northwest University had begun to use the emergent model as a framework for their mission (see Table 1). Specifically, the emergent framework suggested that the role of mission statements has changed over time and must keep the realties and needs of a globalized world at the forefront (Erickson, 2007; Fenrick, 2007; Berg et al., 2003). However, in this initial exploration, it was also apparent that this process had only recently begun (some attributed this to the recent re-visioning of the mission statement and others attributed this to individual pockets of faculty or staff who advocated for this), and could still be considered at the "grassroots" level and not fully realized within the university. For most of the participants, in this initial exploration,

focus was still placed on the traditional binary argument of whether or not the mission

statement was an important factor in guiding practice. Second, there was evidence, in

this initial exploration, that Northwest University, although still striving to define itself in

an era of globalization, exhibited some level of commitment toward the proposed

response (see Table 2). The proposed response asserted that higher education

institutions, through their respective missions, should move beyond merely reacting to

globalization (through accommodation or resistance), and work to positively shape the

direction of globalization (Levin, 1999; Reimers, 2009). Third, in this initial exploration,

there was evidence that several members of Northwest University embraced a

transcendent style of leadership (see Table 3). The embracement of a transcendent style

of leadership could provide a possible foundation upon which the members of Northwest

University could advocate for change as the institution worked to evaluate the

university's culture following the recent re-visioning of the mission statement.

**Guiding Research Questions**

*Question 1.* How does the institution's mission inform practice in that institution

and in what ways is this demonstrated?

Related to the purpose of the study, the merit of the Mission and Higher

Education framework was explored. The initial exploratory data from Pacific Lutheran

University exhibited that the mission statement was potentially viewed as both important

and emergent. Important and emergent themes were primarily demonstrated in tangible

ways. For example, all three sources of data provided evidence that developing a sense

of vocation in each student was a central focus of both the mission and practice of Pacific

Lutheran University. The initial exploratory data from Northwest University supported

all three subthemes from the conceptual framework (important, not important, and

emergent). While the mission statement was of paramount importance to some, others

felt that it was only somewhat important in informing practice in the institution. In

addition, there was a great deal of enthusiasm for the emergent model.

*Question 2.* How do the realities of an increasingly globalized world inform

practice in the institution and in what ways is this demonstrated?

Related to the purpose of the study, the merit of the Globalization and Higher

Education framework was explored. Pacific Lutheran University reported that the

institution responded to, or was impacted by globalization. In this exploratory study,

both accommodation and the proposed response were dominant themes at Pacific

Lutheran University. Pacific Lutheran University's noteworthy Study Away program

and internationally recognized Wang Center, were two examples that demonstrated both

accommodation and a proposed response to globalization. Analogously, in this

exploratory study, Northwest University also demonstrated that the university was

impacted by globalization. Northwest University demonstrated a number of examples of

the relationship between the institution and globalization. For instance, there was

evidence to suggest that Northwest University's curriculum had undergone significant

change in the last 10 years – with the aim to become more globally focused.

*Question 3.* How does the institution's mission impact that institution's response

to globalization and in what ways is this demonstrated?

Related to the purpose of the study, the merit of the three frameworks (Mission and Higher Education, Globalization and Higher Education, and Globalization and Mission) was explored. In this exploratory study, respondents at Pacific Lutheran University were consistent in their response to the above question. In each case, the participants reported that the mission statement of Pacific Lutheran University was both a guide toward what the participants should be doing as well as a reflection of what they are doing. Furthermore, there were several examples that exhibited the relationship between the university's mission statement and the response to globalization. Of particular importance, was the ethos with which the participants described the university's work (both study away and service-learning), around the world.

In this exploratory study, respondents at Northwest University were unsure of how the mission statement specifically informed the institutions response to globalization. Several respondents indicated lack of connection between the mission statement and globalization, due to the fact that the mission statement was recently implemented. Additionally, there was evidence to suggest that Northwest University was experiencing a cultural shift and involved in the process of determining how the university would respond to globalization.

*Questions 4.* How does globalization impact the institution's mission?

Related to the purpose of the study, the merit of the three frameworks (Mission and Higher Education, Globalization and Higher Education, and Globalization and Mission) was explored. In this exploratory study, there was evidence that the mission of Pacific Lutheran University was possibly connected to the university's response to

globalization; there was little evidence to suggest that Pacific Lutheran University's

mission was impacted by globalization. However, an interviewee did articulate the

history of the mission statement (now over 20 years old), and expressed some agreement

that the existing mission statement was informed, in part, by the changing realties of the

world at the time it was being drafted. More significant, however, was the consensus

among participants that the mission statement was always globally focused, not as a

result of globalization, but rather due to the institution's Lutheran heritage.

In this exploratory study, there was evidence to suggest Northwest University's

newly drafted mission statement was possibly influenced by globalization. Particularly, a

university administrator described the way in which global need was considered by

individuals responsible for articulating the elements of the mission statement during the

re-writing process. Additionally, there was some evidence, which indicated that

Northwest University's mission and vision had always been global in focus. However,

the context of that global focus was historically related to missionary work. The newly

implemented mission statement connoted a much broader and inclusive paradigm, which

was cognizant of diverse forms and realities of global need.

*Question 5.* How can a higher education institution impact globalization?

Related to the purpose of the study, the merit of the Globalization and Higher

Education framework was explored. In this exploratory study, evidence emerged to show

that Pacific Lutheran University held beliefs that the university could impact or shape

globalization. This notion was specifically demonstrated by the proposed response frame

that was found throughout all three sources of data. Furthermore, participants from

Pacific Lutheran University asserted the belief that higher education institutions were

uniquely positioned to engage with globalization by providing education and training that

fostered responsible global citizenship.

In this exploratory study, Northwest University demonstrated some elements of

the proposed response frame. However, there was a lack of consensus between the

interviewees in terms of the proposed response. A few interviewees believed that higher

education institutions could, and therefore should, position themselves to impact

globalization. Other interviewees were unclear as to whether or not this was or should be

the role of higher education institutions. In the end, some evidence existed to support the

proposed response frame at Northwest University.

*Question 6.* What opportunities and responsibilities emerge as a result of the

intersection between higher education institutions, the institutions' mission, and

globalization?

Related to the purpose of the study, the merit of the three frameworks (Mission

and Higher Education, Globalization and Higher Education, and Globalization and

Mission) was explored. In this exploratory study, there was evidence to suggest that both

Pacific Lutheran University and Northwest University were committed to seeking out

opportunities and responding to responsibilities that resulted from globalization. It was

found, within the limited data set, that Pacific Lutheran University appeared to be well

established and had a long history of developing programs and services related to the

opportunities and responsibilities associated with globalization. Within the limited data

set, it was also found that participants at Northwest University indicated a desire for the

institution to be more intentional in seeking opportunities and responding to

responsibilities associated with globalization.

**Summary of Data Analysis**

The purpose of this study was to explore the merits of three conceptual

frameworks that emerged from a synthesis of literature related to globalization, mission,

and higher education. Specifically, the exploration of the three conceptual frameworks

was conducted at two private mission-driven higher education institutions located in the

Pacific Northwest. A research question and set of six guiding sub-questions were used to

guide this research. First, this chapter reviewed the three frameworks and associated

themes outlined in Chapter Two. Second, background information on each of the two

higher education institution was presented. Third, data related to each of the

predetermined and emergent themes were articulated for each respective case study.

Fourth, the data were specifically linked to each respective guiding research question

within each case. Finally, the guiding research questions were re-stated and linked to

associated findings. The next chapter will provide conclusions and recommendations

extrapolated from these findings.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

**Introduction**

The purpose of this study was to explore the merits of three conceptual

frameworks that emerged from a synthesis of literature related to globalization, mission,

and higher education. Specifically, the exploration of the three conceptual frameworks

was conducted at two private mission-driven higher education institutions located in the

Pacific Northwest. The first case study, Pacific Lutheran University, was selected due to

the recognition the university had received as a leader in global education. The second

case study, Northwest University, was selected both for the recent rewriting of the

university's mission statement and for the implementation of several new degree

programs that were globally focused. Three conceptual frameworks were utilized to

structure the themes of this research: (a) Mission and Higher Education, (b) Globalization

and Higher Education, and (c) Globalization and Mission (see Table 1, Table 2, and

Table 3).

Using a multiple case study methodology, I studied two higher education

institutions. At each institution I conducted interviews and focus groups and collected

documents. Faculty, administrators, and staff served as the interviewees and focus

groups were comprised of students. The specific role and description of the participants is

described in Chapter Three. Data were transcribed, coded (the use of a second reader and

coder was employed), analyzed, triangulated between sources, and presented for each

respective case in Chapter Four.

The intent of this chapter is to present conclusions based on data analysis. Additionally, a number of policy recommendations, which emerged from the findings, are included. Finally, recommendations for further studies are issued.

**Conclusions**

Chapter Four presented the findings from this study. This section provides conclusions drawn from the findings:

1. Based upon this initial exploratory inquiry, it appeared that there was a relationship between globalization, mission, and higher education at each of the two institutions studied.

2. Based upon this initial exploratory inquiry, it was found that the three conceptual frameworks, developed to integrate globalization, mission, and higher education at the two institutions studied, had merit.

3. Based upon this initial exploratory inquiry, it was found that the methodology for exploring the three conceptual frameworks, to integrate globalization, mission, and higher education, had merit.

As noted, there were three themes and associated conceptual frameworks used to inform the purpose of this study and to guide the analysis of the data. First, Mission and Higher Education (and the associated frames: important, not important, and emergent), provided a framework for exploring the possible relationship between each institution's mission statement and the institution's respective work. Additionally, the emergent frame was useful in the exploration of how each institution's mission statement was possibly related to globalization. Although the intent of the framework was to help me,

as the researcher, explore the possible relationship between the mission statement and the work of each institution, it is possible that the framework could (if utilized in a future study) function as an evaluative tool. This may be especially important for higher education institutions that are seeking to re-define their university's purpose. For example, some higher education institutions have opted to transition into proprietary institutions, others have diversified degree offerings, and still other higher education institutions have broadened admissions criteria. In any case, additional research could serve to elucidate this exploratory study's initial finding that higher education institutions should first, examine and then, re-define institutions' mission statements in order to move forward with intentionality in an era of globalization.

Second, Globalization and Higher Education (and the associated frames: accommodation, resistance, combined, and proposed response), provided a framework for exploring the possible relationship between globalization and each institution studied. As stated in Chapter Four, both Pacific Lutheran University and Northwest University demonstrated all four frames. While part of the purpose of this study was to explore the two institutions' possible relationship to globalization, it is possible that (if utilized in another study) the frames could also be used to evaluate higher education institutions' level of engagement with globalization. While higher education institutions may elect to respond to globalization in different ways, additional research could serve to corroborate the initial results of this exploratory study, which indicated that it may be important for higher education institutions to understand and articulate the response employed within their respective institutions.

Third, Mission and Globalization (and the associated transcendent leadership frame), provided a framework for exploring the possible relationship between mission, or perceived purpose or responsibility, and globalization. This third framework was significant for exploring the possible linkages between all three components (globalization, mission, and higher education), at the two institutions studied.

In regard to the exploration of the three conceptual frameworks, and the associated methodology for applying the frameworks, it was found that there was merit for both at the two institutions studied. Specifically, in the analysis of all three sources of evidence (interviews, focus groups, and documents and archival records) all three frameworks and associated frames were found. Furthermore, as the researcher I found the methodology to be an effective approach to obtaining data and ascertaining the relative meaning of the data as related to the exploration of the three conceptual frameworks at the two institutions studied.

## Recommendations for Policy

Chapter Four presented the findings from this study. This section articulates a number of important policy recommendations that emerged from the findings:

1. The initial findings of this exploratory study indicated that it may be possible for higher education institutions to experience a meaningful and influential relationship between their mission statement, their work, and globalization. Additional research, built upon this initial exploratory study, might elucidate the need for higher education institutions to consider working to clarify and

define, with intentionality, a framework for integrating their mission statement

and the work of the university, in line with the realities of a globalized world.

2.  According to the literature reviewed, globalization, while perhaps susceptible

to permutation or temperance, is likely both inevitable and unstoppable.

Additionally, the literature suggested that there are both positive and negative

realities associated with globalization and that higher education institutions

may be uniquely positioned to influence or shape globalization (in both

positive and negative ways). Additional research, built upon this initial

exploratory study, might serve to corroborate assertions found in the literature

which suggested that higher education institutions could be considered active

agents in shaping world events. Likewise, additional research, done from the

advocacy participatory worldview, might serve to further elucidate that higher

education institutions are not only responsible to educate and train students,

but to do so in ways that will result in the promotion of peace and justice, the

reduction of oppression, the alleviation of poverty and suffering, and the

building of a sustainable and durable future.

3.  According to the literature, mission-driven higher education institutions, by

definition, may be uniquely positioned to seek out opportunities and respond

to responsibilities that are both related to the institutions' respective mission

statements and made possible by the realities of globalization. Additional

research, built upon this initial exploratory study, might find that as a result of

globalization there may now be more opportunities to engage with human

need in ways that are both meaningful to those partnered with and intelligibly

connected to an individual's education and training; thus corroborating the

merit of the three frameworks explored in this study.

## Recommendations for Future Study

This initial exploratory study was designed to explore the merits of three

conceptual frameworks that emerged from a synthesis of literature related to

globalization, mission, and higher education.  Specifically, the exploration of the three

conceptual frameworks was conducted at two private mission-driven higher education

institutions located in the Pacific Northwest.  It was concluded, in this exploratory study,

that there was merit for the three conceptual frameworks as well as for the methodology

employed to explore the frameworks. However, this exploratory study was limited in

both breadth and depth.  Therefore, it is recommended that additional research be

conducted in order to add to the foundation that has been built by this exploratory study.

Here are the four research recommendations:

1. The three conceptual frameworks for integrating globalization, mission, and

   higher education should be studied at other higher education institutions.  In

   order to add to the data and corresponding findings from this study, this study

   could be replicated at other mission-driven higher education institutions.

2. In addition to study replication, it is recommended that further studies move

   beyond the preliminary nature of this study and toward an evaluative

   methodology.  Specifically, it is recommended that a comprehensive study is

   done to evaluate the relationship between globalization, mission, and higher

education. In order to do this, it would be necessary to design a thorough

methodology that involved multiple case studies, each including multiple

focus groups, a large number of interviews, and a comprehensive review of

institutional documents. For example, 15 to 20 mission-driven higher

education institutions could be studied. In each case, interviews and focus

groups could be conducted with numerous administrators, faculty from a

variety of different fields, and students from a variety of different degree

programs. In addition, the review of institutional documents should include

course syllabi and program and course evaluations and assessments. As such,

it may be advantageous to conduct a mixed-methods study, using quantitative

statistics to bolster the qualitative findings.

3. In addition, there are a variety of variables that could be changed or added in

   future studies, which would result in a broader and more comprehensive pool

   of data from which globalization, mission, and higher education could be

   examined. For example, this study could be conducted at public higher

   education institutions. Additionally, further study might be accomplished

   using different, or modified, conceptual frameworks to examine the three

   themes or intersections.

4. Finally, it may be beneficial to replicate this study at Pacific Lutheran

   University and Northwest University in five to 10 years. This could provide

   the longitudinal data to describe the effect of time in impacting the

relationships between globalization, mission, and higher education (as

experienced by Pacific Lutheran University and Northwest University).

## Concluding Thoughts

The role of higher education institutions has become a topic of much debate as the

world becomes increasingly globalized. Ford (2002), in his work *Beyond the Modern*

*University: Toward a Constructive Postmodern University,* even went so far as to assert

that "the modern university actively participates in the breakdown of human communities

and the destruction of the natural world" (p. 1). He did, however, concede that the

modern university is not acting alone, nor is it acting intentionally. Yet,

> still it is easy to underestimate the influence of universities. Universities educate
>
> tens of millions of individuals, including virtually all government officials,
>
> corporate executives, scientific experts, and military leaders, and they shape the
>
> common sense of the masses. Universities are not innocent bystanders watching
>
> from the sidelines of history. Rather they play a role in making history. (p. 2)

Ultimately, Ford (2002) asked the question: "how does the modern university, committed

to academic disciplines and job training, transform itself into a postmodern university,

committed to solving local and global problems" (p. 5).

The premise of this study was based upon the possibility that there may be a

palpable relationship between globalization, mission, and higher education and that at the

nexus of that relationship could be opportunity to address the question of the modern

university posed by Ford (2002). As such, the purpose of this study was to explore the

merits of three conceptual frameworks that emerged from a synthesis of literature related

to globalization, mission, and higher education. Specifically, the exploration of the three

conceptual frameworks was conducted at two private mission-driven higher education

institutions located in the Pacific Northwest. The first framework, Mission and Higher

Education, was designed to explore three possible ways in which a higher education

institution could interact with their respective mission and corresponding mission

statement (see Table 1 in Chapter 4). The second framework, Globalization and Higher

Education, was designed to explore four possible ways in which a higher education

institution could interact with globalization (see Table 2 in Chapter 4). The third

framework, Globalization and Mission, was designed to explore possible linkages

between leadership theory and service in an era of globalization (see Table 3 in Chapter

4). See Appendix A for a visual model of the purpose of the study.

The data indicated that there was merit for each of the three frameworks related to

globalization, mission, and higher education at the two institutions studied. As

recommended, further study could focus on an evaluation of the three frameworks (and

degree of commitment to each frame within the frameworks) at other higher education

institutions. As a result of this exploratory study, I am suggesting that, with further

study, Ford's (2002) question could potentially be addressed. Particularly, a combination

of the emergent frame (Mission and Higher Education framework), proposed response

frame (Globalization and Higher Education framework), and the transcendent frame

(Globalization and Mission framework) might provide the strongest foundation for

transformed education, committed to addressing the needs of an interrelated and

interdependent global community.

In conclusion, as a researcher working from an advocacy/participatory worldview, I am averring that higher education institutions must intentionally work to understand and define their respective relationships between globalization, mission, and higher education. Without intentional examination, higher education institutions risk moving into the future with the same lack of intentionality and reactivity characteristic of the last decade. Campus internationalization efforts and global initiatives that are void of any real connection to institutional mission have often served only budgetary purposes while bypassing human and environmental responsibility. Similarly, initiatives which served to address the institutional mission often failed to acknowledge the realities of a greater global context. In the end, I am suggesting that higher education institutions must work to intentionally integrate their work with both the institutional mission and the realities of globalization. In some cases this might call for a reexamination of the institution's mission or the ways in which the mission is being carried out at the institution. In doing so, significant opportunities can be found to prepare students for meaningful and responsible citizenship in an increasingly globalized world while, at the same time, growing the institution. Finally, higher education institutions must acknowledge that they are active agents in shaping the direction of not only globalization but world events. Furthermore, higher education institutions should actively engage with globalization in order to contribute to human communities and the preservation of the natural world.

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APPENDICES

APPENDIX A

Visual Model of the Purpose of the Study

What is the relationship between *Globalization* and an Institution's *Mission*? How does one inform the other in both theory and praxis?

What is the relationship between *Globalization* and a *Higher Education* Institution? How does one inform the other in both theory and praxis?

**Specific Area of Focus: Intersection of 3 Components**

Globalization

Mission

Higher Education Institution

What is the relationship between an Institutions' *Mission* and that entity as a *Higher Education* Institution? How does one inform the other in both theory and praxis?
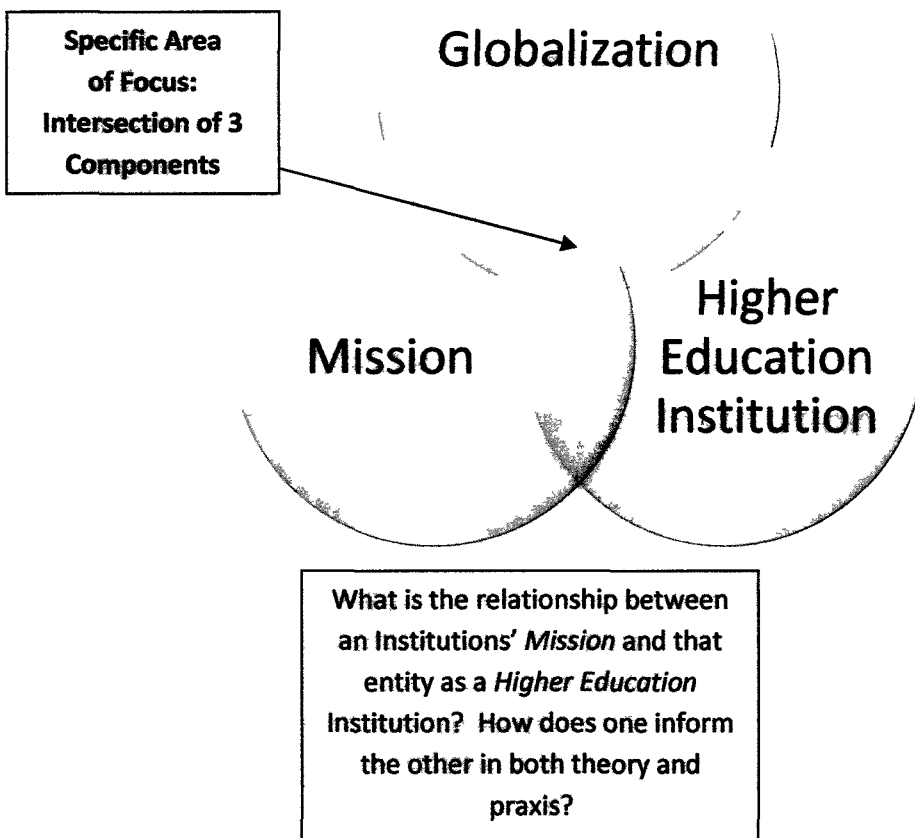
**Purpose of Study**

The purpose of this study was to explore the merits of three conceptual frameworks that emerged from a synthesis of literature related to globalization, mission, and higher education. Specifically, the exploration of the three conceptual frameworks was conducted at two private mission-driven higher education institutions located in the Pacific Northwest. The first framework, Mission and Higher Education, was designed to explore three possible ways in which a higher education institution could interact with their respective mission and corresponding mission statement (see Table 1 in Chapter 4). The second framework, Globalization and Higher Education, was designed to explore four possible ways in which a higher education institution could interact with globalization (see Table 2 in Chapter 4). The third framework, Globalization and Mission, was designed to explore possible linkages between leadership theory and service in an era of globalization (see Table 3 in Chapter 4).

APPENDIX B

A Discussion of Leadership Theory

## Transformational Leadership

Heifetz's (1994) adaptive leadership model could be considered part of the

transformational leadership models. In his work, *Leadership without Easy Answers,* he

makes a distinction between technical problems that can be solved through expertise and

adaptive problems that call for a new kind leadership (Heifetz, 1994). Values and shared

responsibility, two tenants closely associated with transformational leadership, are central

to his adaptive leadership model (Heifetz, 1994). As demonstrated through his wide

variety of examples, Heifetz (1994) believed that adaptive leadership could be applied in

both public and private settings. Additionally, both Collins' (2001) and Covey's (2004)

leadership models reflect principles and practices consistent with contemporary

transformational leadership thinking. Collins (2001) focused on moving the organization

to greatness whereas Covey's (2004) focus was on the individual. Senge (1990), of

MIT's Sloan School of Management, also communicated ideas which resonated with the

tenants of transformational leadership. In his earlier work, he reflected deeply on the

importance of the whole system, and shared vision and team learning were cornerstones

of his theory of "learning organizations" (Senge, 1990). Interestingly, his more recent

work begins to move towards ideas more closely aligned with transcendent leadership.

Similarly, Drucker's (2006) work, like Senge's, begins to make the linkage between

transformational and transcendent leadership. Drucker (2006), in his work *Managing the*

*Non-Profit Organization: Principles and Practices,* focused on five keys areas that he

believed to be essential to leading in a non-profit or social sector (a) the mission of the

organization should always come first; (b) accomplishing the organizations objectives by

moving from mission to performance; (c) managing for performance; (d) remembering

the importance of people and relationships; (e) developing yourself as leader. Drucker's

(2006) work, although one of the earliest theorists to place a great deal of importance on

mission, did not "transcend" from an organizational mission to a global mission.

However, his strong focus on the development of the social sector did begin to recognize

some of the tenants of transcendent leadership.

## Transcendent Leadership

In addition to Gardiner (2006), other authors have contributed to the development

of the transcendent leadership model. For example, Palmer's (2000; 2004) work's on

moving from divided and un-integrated living toward wholeness and fulfilling a higher

vocational calling provided a foundation upon which "transcendent" ways of being and

leading can be established. Similarly, Wheatley (2007) provided leadership strategies for

a wide variety of situations; in each case drawing upon her foundational theory that life is

about systems, the way in which those systems organize (albeit in seemingly chaotic

ways), and the ways in which we find our way in those organized systems. Wheatley's

(2007) ideas about interconnected systems and our place in those systems connected

directly to transcendent leadership's premise that the world is interconnected and in need

of leadership that acknowledges and responds to this interconnected interdependence.

Finally, Greenleaf's (1998) work played a seminal role in providing a framework from

which theory is transformed into practice, manifested through servant-leadership.

Greenleaf's revolutionary thinking on service-leadership was synthesized in Spears'

edited book *Insights on Leadership, Service, Stewardship, Spirit, and Service-Leadership.*

In this seminal work, several authors came together and discussed the leader as servant –

through service, putting into action leadership that is shared, community minded, and

gives of oneself for a greater global good (Greenleaf, 1998).

APPENDIX C

Visual Model of the Study Methods
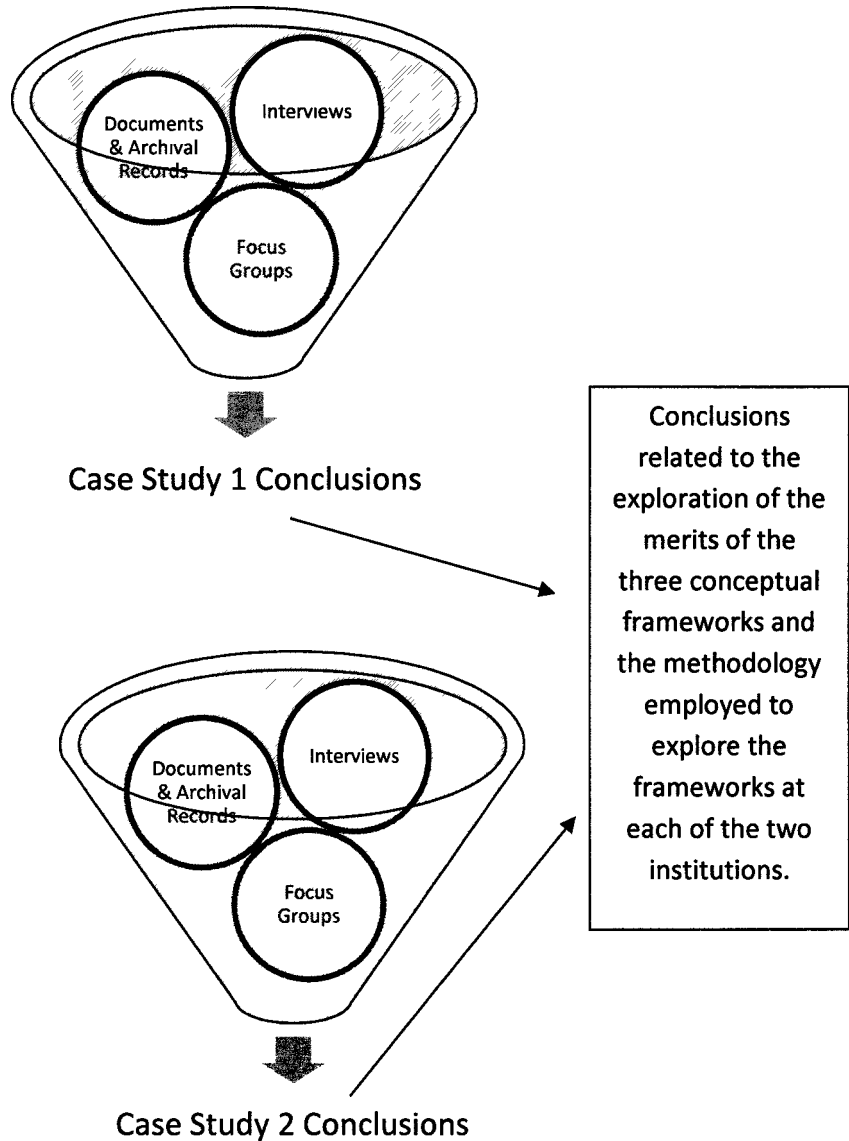
Case Study 1 Conclusions

Conclusions related to the exploration of the merits of the three conceptual frameworks and the methodology employed to explore the frameworks at each of the two institutions.

Case Study 2 Conclusions

The study was conducted using a multiple-case design. Two higher education institutions in the Pacific Northwest were selected for this study. Each institution was treated as a single-case during the data collection and data analysis. Data was triangulated between multiple sources of data from within each respective institution (not between cases). Conclusions related to the exploration of the merits of the three frameworks, and the methodology employed to explore the frameworks, at the two institutions were drawn.

APPENDIX D

Consent Form

# SEATTLE UNIVERSITY
901 12th Ave, Seattle, WA 98122
## CONSENT TO PARTICIPATE IN RESEARCH

**TITLE:**              Exploration of Frameworks to Integrate
                        Globalization, Mission, & Higher Education: Case
                        Study Inquiry at Two Higher Education Institutions
                        in the Pacific Northwest

**INVESTIGATOR:**       Jacqueline N. Gustafson; 15219 229th DR SE
                        Monroe, WA 98272; 206-228-1401

**ADVISOR:**            John Jacob Zucker Gardiner; College of Education,
                        Education Leadership; (206) 296-6171

**SOURCE OF SUPPORT:**  This study is being performed as partial fulfillment
                        of the requirements for the doctoral degree in
                        Education Leadership at Seattle University.

**PURPOSE:**            You are being asked to allow me to interview you.
                        The interviews will be taped and transcribed. Notes
                        will also be taken at the time of the interview.

**RISKS:**              There are no foreseeable risks to
                        participating in this study.

**BENEFITS:**           You will benefit from this study by being
                        given the opportunity to reflect upon and
                        learn about issues pertaining to the
                        intersection of globalization, mission, and
                        higher education. The results of this study
                        will be shared with you and your institution
                        in order to better understand the topic being
                        investigated.

**COMPENSATION:**       Participation in the project will require no monetary
                        cost to you. There is no compensation that will be
                        provided.

_____
**Initials/Date**

CONFIDENTIALITY:        Your name will never appear on any survey or research instruments. No identity will be made in the data analysis. All written materials and consent forms will be stored in a locked file in the investigator's office. Only the investigator and research assistant will have access to the data. Your response(s) will appear only in qualitative data summaries when the data are presented in written or oral form at scientific meetings. Your name will never appear in any publication of these data. All materials will be kept for a minimum of three (3) years and then will be destroyed.

RIGHT TO WITHDRAW:      You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time without penalty. Your withdrawal will not influence any other services to which you may be otherwise entitled.

SUMMARY OF RESULTS:     A summary of the results of this research will be supplied to you, at no cost, upon request.

VOLUNTARY CONSENT:     I have read the above statements and understand what is being asked of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason, without penalty. On these terms, I certify that I am willing to participate in this research project.

I understand that should I have any concerns about my participation in this study, I may call the investigator who is asking me to participate, Jacqueline Gustafson at 206-228-1401. If I have any concerns that my rights are being violated, I may contact Dr. John Gardiner at 206-296-6171 or Dr. Bruce Koch, chair of the Seattle University Institutional Review Board at (206) 296-5815.

_____

**Initials/Date**

_____                              _____

**Participant's Signature**                                                **Date**

_____                              _____

**Investigator's Signature**                                               **Date**

APPENDIX E

Interview Guide

*Guiding Question 1*

How does the institution's mission inform practice in that institution and in what ways is

this demonstrated? (*Mission* and *Higher Education* Focus)

> Interview Questions
>
>> 1) What is your institutions mission statement?
>>
>> 2) What does that mission statement mean to you, could you define or
>>    explain that more?
>>
>> 3) Would you say that others in your institution hold a similar opinion
>>    about what that mission statement means? If not, can you tell me more
>>    about that?
>>
>> 4) How do you think that your institutions mission statement informs
>>    practice in your institution?
>>
>> 5) Can you provide examples of how that is demonstrated?

*Guiding Question 2*

How do the realities of an increasingly globalized world inform practice in the institution

and in what ways is this demonstrated? (*Globalization* and *Higher Education* Focus)

> Interview Questions
>
>> 1) As you think about the term globalization what comes to mind or what
>>    would your definition of globalization be?
>>
>> 2) Would you say that others in your institution hold a similar definition
>>    of globalization? If not, can you tell me more about that?

3) In your experience, how does globalization impact your institution? In

what ways does it inform practice in your institution?

4) Can you provide examples of how that is demonstrated?

*Guiding Question 3*

How does the institution's mission impact that institution's response to globalization and

in what ways is this demonstrated? (Moving toward integration of three concepts:

*Globalization, Mission,* and *Higher Education*)

Interview Questions

We have discussed your mission statement and its impact on your institution's

practice. We have also discussed globalization and its impact on your

institution's practices. Now let's try to tie this together and look at how your

mission statement impacts your institutions response to globalization.

1) Could you tell me your thoughts about that?

2) In what ways do you see this demonstrated in your institution?

*Guiding Question 4*

How does globalization impact the institution's mission? (*Globalization* and *Mission*

Focus)

Interview Questions

We have just talked about how your mission impacts or guides your response to

globalization.

1) How do you think that globalization has impacted your institutions

mission? Include examples.

2) Has your mission and mission statement changed over time? If so, was this due in part to factors related to globalization? If so, can you tell me more about that? Include examples.

*Guiding Question 5*

How can higher education (and higher education institutions) impact globalization?

Interview Questions

A lot of the concepts we have talked about relate to how things impact your institution. For example, I have asked you how your mission informs practice in your institution or how globalization has impacted your institution and it mission. Now, let's change the direction of influence and talk about how your institution, or even higher education in general, can impact globalization.

1) Do you see higher education as being in a position to help shape the direction or nature of globalization? If so, how and is this currently happening?

2) What about your institution? Do you think that it can help shape the direction or nature of globalization? If so, how and is this currently happening?

*Guiding Question 6*

What opportunities and responsibilities emerge as a result of the intersection between higher education (the institution), the institution's mission, and globalization?

Interview Questions

We have talked about the ways in which globalization, mission, and higher

education interact and influence one another.  In addition to talking about how

these things impact higher education, and even your institution specifically, we

have talked about how higher education can also have influence.  For example,

we talked about higher education influencing the direction of globalization.

1)  With that in mind, what opportunities emerge as a result of the

    intersection of globalization, mission, and higher education?  Does this

    new era of globalization present new forms of opportunity?

2)  What about responsibilities?  Does this new era or globalization call

    for a different kind of responsibility?

*Conclusion*

1)  Is there anything that I have not asked you about that you would like to

    add?

2)  Do you have any questions?

APPENDIX F

Focus Group Guide

The purpose of this study was to explore the merits of three conceptual frameworks that emerged from a synthesis of literature related to globalization, mission, and higher education.  Specifically, the exploration of the three conceptual frameworks was conducted at two private mission-driven higher education institutions located in the Pacific Northwest.

Questions

1) Do you know the mission statement of your university?

2) After reviewing a copy of the mission statement, describe what that statement means to you?

3) How do you think that this mission statement has informed practice at your university? Impacted or shaped your education? Examples?

4) As you think about the term globalization what comes to mind or what would your definition of globalization be?

5) In your experience, how does globalization impact your university or your educational experience at your university? Examples?

6) Do you think that your university's mission statement impacts its response to globalization? (They way that it elects to interact in an interconnected and interdependent world?)

7) Do you think that your university can impact or help to shape globalization? Examples?

8) In your experience at your university, what opportunities resulted from globalization? Were these connected to your understanding of the mission of your university?

9) Do you see your responsibility as a global citizen differently as a result of attending your university?

10) Is there anything that I have not asked you about that you would like to add?

11) Do you have any questions?

APPENDIX G

Mission Statements

Mission of Pacific Lutheran University

Pacific Lutheran University seeks to empower students for lives of thoughtful inquiry,

service, leadership and care – for other people, for their communities, and for the earth.

(Pacific Lutheran University, 2010b)

Mission of Northwest University

We the people of Northwest University, carry the call of God by continually building a

learning community dedicated to spiritual vitality, academic excellence, and empowered

engagement with human need.  (Northwest University, 2010c)

APPENDIX H

Pacific Lutheran University – Wang Center

**The Mission of the Wang Center for Global Education:**

>Support and strengthen the university's internationally focused academic programs.

>Coordinate and advance the university's Study Away offerings, expanding student opportunities and participation.

>Offer public education including symposia and publications.

>Promote and leverage the university's global and intercultural distinctions through partnerships, community outreach, consortia, and grant activities.

>Grow into a dynamic research institute bringing faculty and students together for the exploration of global issues and peacemaking.

**Founders of the Wang Center for Global Education, Peter and Grace Wang**

The Wang Center opened in 2002 thanks to the vision of donors Peter ('60) and Grace Wang. With their endowment gift, the Wang's have emphasized the role education can play in building a more peaceful world and recognized an opportunity to further Pacific Lutheran University's ability to prepare students for lives of leadership and service in an interconnected world.

Both are first-generation Americans. Peter Wang graduated from Pacific Lutheran University in 1960 and later earned a Ph.D. in probability theory at Wayne State University. Grace Wang holds a Ph.D. in chemistry, also from Wayne State University. The Wang's have enjoyed careers in teaching and research, success in real estate acquisition and management, and committed lives as volunteers and philanthropists.

The Wang Center for Global Education focuses on Pacific Lutheran University's efforts to educate for a just, healthy, sustainable and peaceful world.

Content adopted directly from Pacific Lutheran University, 2010c.

APPENDIX I

Permission Letters for Pacific Lutheran University and Northwest University
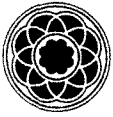
March 2, 2011

Dear Ms. Jacqueline N. Gustafson,

I am writing in order to formally provide permission to conduct research at Pacific Lutheran University. Furthermore, I believe that your proposed study, *Case Study of the Intersection of Globalization, Mission, and Higher Education at Two Higher Education Institutions in the Pacific Northwest,* will provide valuable data for both our institution as well as other mission-driven institutions of higher education. Below is a statement of formal approval.

I, Loren J. Anderson, President of Pacific Lutheran University, give permission for Jacqueline N. Gustafson of Seattle University to conduct research for her study, *Case Study of the Intersection of Globalization, Mission, and Higher Education at Two Higher Education Institutions in the Pacific Northwest,* at Pacific Lutheran University. I also give permission for Ms. Gustafson to use Pacific Lutheran University's name in any report of the findings of the study, including her dissertation. The purpose and procedures of the study have been explained to me. I understand that this study may involve interviews, documents and archival records, and focus groups. Furthermore, I am aware of the potential impact of this study upon university administrators, faculty, staff, and students. I understand that Pacific Lutheran University is in no way obligated to participate in this study. Participation in this study is therefore voluntary. Any study participant (including an administrator, faculty, staff, or student) who participates in this study may withdraw from the study at any time for any reason. Lastly, I understand that, upon request, I may receive a copy of this study's findings, including the abstract, final report, and any related publications.
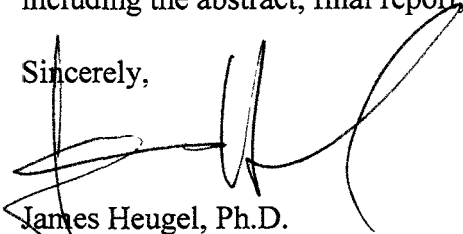
Sincerely,

Loren J. Anderson
President

March 2, 2011

Dear Ms. Jacqueline N. Gustafson,

It was a pleasure to meet with you today to discuss your research plans. I am writing you this letter in order to formally provide you with permission to conduct research at Northwest University. Furthermore, I believe that your proposed study, *Case Study of the Intersection of Globalization, Mission, and Higher Education at Two Higher Education Institutions in the Pacific Northwest,* will provide valuable data for both our institution as well as other mission-driven institutions of higher education. Below is a statement of formal approval.

I, James Heugel, Provost of Northwest University, give permission for Jacqueline N. Gustafson of Seattle University to conduct research for her study, *Case Study of the Intersection of Globalization, Mission, and Higher Education at Two Higher Education Institutions in the Pacific Northwest,* at Northwest University. I also give permission for Ms. Gustafson to use Northwest University's name in any report of the findings of the study, including her dissertation. I have met with Ms. Gustafson and the purpose and procedures of the study have been explained to me. I understand that this study may involve interviews, documents and archival records, and focus groups. Furthermore, I am aware of the potential impact of this study upon university administrators, faculty, staff, and students. I understand that Northwest University is in no way obligated to participate in this study. Participation in this study is therefore voluntary. Any study participant (including an administrator, faculty member, staff member, or student) who participates in this study may withdraw from the study at any time for any reason. Lastly, I understand that, upon request, I may receive a copy of the study's finding, including the abstract, final report, and any related publications.

Sincerely,

James Heugel, Ph.D.
Provost, Northwest University

**Northwest
UNIVERSITY**