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Faculty Perceptions of Organizational Learning in Indian University International Partnership Programs

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This is to certify that the doctoral dissertation by

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Abstract

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MPhil, Walden University, 2020

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Dissertation Submitted in Partial Fulfillment

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Abstract

Despite the increase in international twinning programs in Indian higher education since the mid-1990s, there is little understanding of how institutions facilitate faculty learning or adopt organizational refinement strategies, or how organizational learning contributes to institutional capacity. The purpose of this study was to understand the perspectives of faculty regarding the organizational learning that may occur at Indian higher education institutions that participate in international twinning programs. Participants were recruited using purposeful and chain sampling for a total of eight Indian higher education faculty who were employed at an Indian higher education institution, had participated in the twinning programs, and had worked in the program for 5 years. A basic qualitative approach with semistructured interviews informed by the literature was used to collect data that were audio recorded, transcribed, open coded, and sorted into nine themes. The themes were synthesized and aligned with the conceptual framework of Senge's five disciplines, resulting in five findings of organizational learning. Individual, group, organizational, and societal elements of organizational learning, found in the literature, were also identified in this study. The fifth finding, or crossover element, reflected employee empowerment that was triggered by overlaps between two or more of the elements. The findings are useful for higher education stakeholders, policy makers, and administrators to enhance institutional quality. Successful learning organizations can help build a productive society and facilitate positive social change through employee empowerment.

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Dedication

To Him, I dedicate my work, Who strengthens me when I go off weak, Who sanctifies me when I tend to fall profane, Who heals me when I become ill, and Who sends me where He wishes for His pursuits. Without His love and confidence in me, I would never have become what I am. Be this work meaningful, my masterpiece to Him and His beloved ones!

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While completing this task, I sincerely acknowledge the sacrifices of the CMI congregation on my behalf throughout this pursuit, especially from the part of my Major Superiors, including my current Provincial, Reverend Dr. Fr. Saju Chackalackal CMI. They have facilitated opportunities in possible ways for me to mature towards a Doctor of Philosophy in Higher Education. Their paternity, tolerance, and loyalty that I appreciate and always remain in me are invaluable and admirable. I also remember with great gratitude my dear family members, friends, colleagues, and well-wishers, who stayed nearby, reassuring and inspiring until I fulfilled this goal.

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Chapter 1: Introduction to the Study

The focus of this study was organizational learning among Indian higher education institutions participating in international twinning programs. Organizational learning is a mutual and collective process of acquiring and sharing knowledge among members of an organization to produce updated and relevant output (Argyris, 1999; Senge et al., 2010). A twinning program is a mutual arrangement between two international higher education institutions for collaborative education in which students complete one part of their course of study at the overseas institution and the other at the local institution, in this case, in India (see Gopinath, 2015). In the past 2 decades, twinning programs have continued to increase in Indian higher education institutions (PricewaterhouseCoopers, 2019; Tripathi & Bajpai, 2017; Varghese, 2015). International collaborations can help build institutional capacity and quality through mutual interactions among organizations, specifically through improved quality and collaborative research between national research laboratories and top institutional research centers (Sheikh, 2017).

Even with twinning initiatives, Indian higher education institutions continue to face multiple challenges. One of the primary issues is concern for quality education due to limited advanced research opportunities, lack of infrastructure, and inadequate facilities (Sheikh, 2017). The top Indian higher education institutions continue to rank behind their global competitors (Sheikh, 2017; Tripathi & Bajpai, 2017).

Compared to European Union partnerships, a lack of organizational learning at Indian higher education institutions may be a factor in this low quality in colleges and

universities (Saha & Sáha, 2015). Ponnuswamy and Manohar (2016) noted that several of these institutions have yet to achieve learning organization status: "Institutional interventions must focus on open communications, team learning, and building learning networks to promote continuous learning" (p. 32). Studies on organizational efficiency evolving from twinning policies in an Indian context are limited, including research on learning organizational culture at Indian higher education institutions (Ponnuswamy & Manohar, 2016). In this research study, I investigated organizational learning at an Indian higher education institution participating in partnership programs. This preliminary study offered insight into the perceptions of higher education faculty, staff, policymakers, and other stakeholders responsible for improving organizational output and growth regarding organizational learning through participation in twinning programs.

In this chapter, I present the background of the study, problem statement, purpose, and research question. I discuss the conceptual framework and nature of the study. I also define key terms and discuss the assumptions, scope and delimitations, limitations, and significance of the study.

Background

According to Pinkney (2015) and Wu and Panthaki (2017, as cited in Wu & Zha, 2018), India has a long history of higher education, beginning with Nalanda University nearly 800 years ago. The Indian subcontinent has been a land of scholars and learners for centuries with renowned ancient universities like Taxila, Nalanda, and Vikramshila (Sheikh, 2017). Nalanda University, founded in the 5th century, operated until it was destroyed in the 12th century due to social and economic upheavals caused by Turkic

Muslim invasions (Pinkney, 2015). India is presently attempting to reclaim its

longstanding relationship with higher education and resurrect resources in this area

(Pinkney, 2015; Wu & Zha, 2018).

Statistics illustrate the tremendous growth of Indian higher education institutions

from 1991 to 2015; specifically, the number of universities increased from 190 to 700,

the number of colleges within those universities grew from 7,364 to 35,500, and

registered students rose from 5 to 20 million (Kanungo, 2015). Mukerji et al. (2020)

reported that the total number of universities in India was 851 by the end of March 2018.

India is the third largest higher education system after the United States and China based

on size, diversity, and number (Bhaskar, 2019). According to the latest SCImago

Institutions Rankings World Reports, 19 out of the top 20 Chinese higher education

institutions (95%) made the list, but only 15 out of the top 20 (75%) Indian institutions

were included (Savithri & Prathap, 2015). Singh and Pathak (2019) and Sheikh (2017)

noted that not one Indian university has reached the top 100 in the new World

Universities ranking. As Bhaskar (2019) illustrated, India has a low gross enrollment rate

(19%) in higher education, indicating insufficient higher education institutions to meet

the country's growing demand, particularly compared to China (26%) and Brazil (36%).

Furthermore, 50% of Indian higher education graduates across all study programs do not

obtain jobs in their field of study after graduating, and 75% of Indian information

technology (IT) graduates do not have adequate training to gain entry-level positions

(Dzelzkalēja & Sen, 2018).

According to Nayaji (2016) and Guravaiah (2017), Indian higher education institutions need to experience a paradigm shift because they suffer from several underlying problems. This shift would mean potential changes at various institutional levels to address quality issues. Key areas that impact institutional quality include (a) lack of well-resourced infrastructures, (b) nonavailability of well-trained teachers, (c) underdeveloped students, (d) an exam-oriented focus of teaching and learning, (e) low academic research standards, (f) complex affiliating systems, (g) fixed and outmoded curricula, (h) irregular subject choices, (i) unstable academic institutions, (j) lack of public funding, and (k) an outdated and dysfunctional regulatory environment (Bhaskar, 2019; A. Dutta & Dutta, 2015; I. Dutta, 2016; Kanungo, 2015; Kuriakose & Iyer, 2016; Mishra, 2017).

The revival of the Indian higher education system is possible by focusing on issues affecting quality and accepting the challenges of a globally competitive higher education field. One of the strategies to improve Indian higher education in the 21st century is to promote collaboration between these institutions and top international institutions, especially if it includes opportunities for increasing research quality and international research collaborations (Bhaskar, 2019; University Grants Commission [UGC], 2016; Varghese, 2015). The recently promulgated National Education Policy 2020 in India has also reinforced the use of twinning programs and collaborations with top-ranked foreign universities (Aithal & Aithal, 2019, 2020).

Studies have shown that twinning (i.e., partnership/collaboration) programs between Indian higher education institutions and reputable foreign universities could

significantly improve the quality and capacity of Indian higher education (Bhaskar, 2019; Chavan, 2018; Varghese, 2015). Twinning programs could function as part of the paradigm shift envisaged by Nayaji (2016) and Guravaiah (2017). However, it is important to know how twinning programs improve organizations that participate in these partnerships. Saha and Sáha (2015) discussed the process of organizational learning derived from twinning programs in the European Union. They claimed that improvement in research performance among twinning organizations is possible if the developing organizations can apply improvement strategies from the developed organizations to achieve their goals. The link between organizational learning and twinning programs in Indian higher education represents a gap in the literature, which is the focus of this research study.

Although the number of twinning programs at Indian higher education institutions has continued to increase for over two decades (PricewaterhouseCoopers, 2019; Varghese, 2015), the quality and capacity of these institutions have not significantly improved (Bhaskar, 2019; Dzelzkalēja & Sen, 2018; Savithri & Prathap, 2015; Singh & Pathak, 2019). The National Education Policy 2020 endorsed additional regulations by limiting the number of top-ranked foreign universities that can participate in twinning arrangements with Indian universities to 100 (Aithal & Aithal, 2020). Previously, UGC had permitted approximately 500 foreign universities to partner with Indian higher education institutions for twinning programs under the Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions Regulations 2012 (PricewaterhouseCoopers, 2019). These policy changes

reflect an effort to ensure quality education in India that can help individuals become responsible for society's sustainable development (Aithal & Aithal, 2019; Kumar & Nagabhushanam, 2017).

There could be several reasons for the lack of improvement in Indian higher education institutions, such as a shortage of qualified faculty and advanced infrastructures. According to Aminbeidokhti et al. (2016), today's higher education system requires continuous revision due to global changes to achieve quality output; one of the essential adaption strategies to attain this result is organizational learning. Saha and Sáha's (2015) findings regarding the lack of improvement in quality productivity by European Union organizations might also apply to the Indian context concerning the lack of organizational learning. Research that supports Saha and Sáha's assumption for Indian higher education is limited. There is inadequate research available to verify whether organizational learning occurs due to twinning programs at Indian higher education institutions. Particularly, there is a lack of findings that reference the perspectives of faculty who participated in these programs.

Problem Statement

Improving institutional quality has been one of the main concerns of Indian higher education in recent years. Organizational learning—a strategy comprising mutual communication, team or group learning, and developing learning collaborations to promote continuous learning—may improve institutional quality (see Ponnuswamy & Manohar, 2016). International twinning programs at several Indian colleges or universities represent measures to bring about institutional quality enhancements and

include opportunities for organizational learning (see Ponnuswamy & Manohar, 2016; Sheikh, 2017; Stella & Gnanam, 2004; Tripathi & Bajpai, 2017). However, there is a lack of evidence that organizational learning occurs in these institutions, particularly as perceived by Indian faculty participating in international twinning programs. In this study, I intended to address this gap by exploring the perspectives of faculty regarding organizational learning within the context of twinning programs.

In the current competitive, multidisciplinary, and global higher education environment, there has been an innovative trend, specifically, updating strategies to improve organizational productivity; this transformation process implies organizational learning (Tortorella et al., 2020). According to Olejarski et al. (2019), organizational learning is a developmental process involving a shift in the organization's short-term rules and long-term norms. Organizational learning refers to the sum of individuals' knowledge of collective ideas, processes, operations, and structures of the organization, using cognitive systems and memories that can sustain specific behaviors, mental maps, norms, and values for the welfare of the organization (Ponnuswamy & Manohar, 2016).

Organizational learning and the learning organization's culture complement each other. Organizational learning is accomplished through specific developmental strategies, and organizations that implement these achieve learning organization status or culture (Čierna et al., 2017; Tortorella et al., 2020). Organizational learning is a concept that needs further research studies. A theory to promote understanding regarding organizational learning was in its early stage before the mid-1990s and has continued to develop for more than 2 decades as there is confusion regarding who learns in the

organizational learning process: individuals, groups, or the organization as a whole (Vohra & Thomas, 2016). Recent studies have indicated gradual progress in conceptualizing organizational learning theories based on various organizational settings (Adeinat & Abdulfatah, 2019; Xie, 2019).

Husain et al. (2016), in a study of Indian organizations, indicated that organizational learning and innovation could lead to organizational networking and competitiveness, especially when an efficient technological approach was present. Sar (2016) identified important characteristics of learning organizations among three Indian oil companies (Indian Oil Corporation Limited, Bharat Petroleum Corporation Limited, and Hindustan Petroleum Corporation Limited), specifically, three developmental stages of learning organizations: knowledge acquisition, sharing, and utilization. Ponnuswamy and Manohar (2016) investigated the impact of learning organization culture on research and knowledge performance among Indian higher education institutions' teaching staff. Findings showed only a moderate level of knowledge about the organizational learning process. Ponnuswamy and Manohar suggested further research in this area as their study was the first regarding learning organization culture in Indian higher education institutions.

Saha and Sáha (2015) noted that implementing a twinning program was an effective method to maintain organizational learning and improve research performance in a globalized, competitive, and innovative economy in the European Union. Findings indicated that the twinning of research organizations could enhance international development. Twinning, in this context, is a partnership between similar institutions to

support the partnering organizations' capability and productivity in developing countries (Haider, 2018).

Caniglia et al. (2017) noted that transnational collaboration had played a successful role in enhancing sustainable research and education among universities by blending local and global factors. To improve Indian higher education institutions' quality and standards, Chavan (2018) recommended collaboration among these institutions with foreign universities. According to Freeman (2017), Indian colleges and universities continue to engage with their counterparts in over 50 countries from North America, Europe, and East Asia for intensive research and with Africa, the Middle East, and other Asian regions for emerging research through a bilateral agreement by the Indian government aiming for collaborative ventures.

Berzina-Pitcher et al. (2016) conducted a case study of an international partnership between a U.S. university and an Indian higher education institution beginning in 2010. According to this study, the American university assisted the Indian institution in its progress in several areas, including finance, academics, and management. However, there was no mention of organizational learning at the institutional level, which is the focus of my study. Saha and Sáha (2015) envisioned that organizational learning is possible from the implementation of twinning programs among educational organizations. Building on this vision, I addressed this gap in the literature while focusing on the specific context of Indian higher education.

Purpose of the Study

The purpose of this study was to understand the perspectives of faculty regarding the organizational learning that may occur at Indian higher education institutions that participate in international twinning programs. The phenomenon of interest was the perspectives of faculty, including administrators, program directors, and professors, regarding organizational learning within the context of international twinning programs.

Research Question

How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution?

Conceptual Framework

The guiding concept of this research study was organizational learning, introduced by Argyris (1999), a cognitive approach used by organizational members to improve adaptability and effectiveness in organizations, which was further developed into the theory of the learning organizations by Senge (1993) and Senge et al. (2010). In learning organizations, members learn through five disciplines—personal mastery, mental models, shared vision, team learning, and systems thinking—to think systemically, understand their organizations' structures, and make changes to improve results (Senge, 1993). According to Argyris, Senge, and Senge et al., organizational learning is a continuous process of transformation so that the organization can improve and attain its goals. Such an organization achieves the status of a learning organization, specifically by practicing the five disciplines (Senge, 1993; Senge et al., 2010). Senge's

five disciplines play a significant role in every aspect of organizational development, not only through single or double-loop learning (Argyris, 1999) or a paradigm shift (Kuhn, 1970), to bring about relevant results. The theory of learning organizations and the five disciplines established by Senge uniquely provided the foundation of this research and helped identify indicators of organizational learning at an Indian higher education institution that takes part in several twinning programs.

As the researcher, I used Senge's (1993) five disciplines as a lens to investigate organizational learning at an Indian higher education institution that was participating in twinning programs. I formulated interview questions that included aspects of the five disciplines and aligned these with the research question. I conducted semistructured interviews with eight teaching faculty who had been participating in twinning programs. These five disciplines were the basis for interpreting the interview responses and analyzing the data to determine whether there were indicators of organizational learning due to twinning programs. The interview data helped answer the research question, fulfill the research purpose, and provide information that the research site has practiced these five disciplines, which then reflected organizational learning at the institution as a result of twinning programs.

Nature of the Study

The nature of this study was qualitative—a suitable choice for conducting a study to explore, describe, interpret, and explain participants' experiences or perceptions (Creswell & Poth, 2016; Merriam, 2002; Patton, 2015). The research approach was basic qualitative (Merriam, 2002; Worthington, 2010), which is generic and explorative

(Patton, 2015; Percy et al., 2015). I conducted semistructured interviews with open-ended

questions (see Creswell & Poth, 2016). Because a basic qualitative design helps provide

an understanding of the participants' perceptions of their experiences (Creswell & Poth,

2016), it was the most appropriate approach to achieve the purpose of this study:

understanding faculty perspectives of organizational learning at Indian higher education

institution that participates in international twinning programs.

The research paradigms that I used for this study were descriptive (Rubin &

Rubin, 2012) and interpretive (Creswell & Poth, 2016; Patton, 2015). These paradigms

helped me objectively explore and interpret the interviewees' perceptions while

transcribing, summarizing, coding, and categorizing the interview data. I used the Zoom

online platform (https://zoom.us) with the audio-recording feature to conduct the

semistructured interviews. Online platforms are advantageous because visiting a research

site for face-to-face interviews can be challenging (Boyce & Neale, 2006; Novick, 2008;

Opdenakker, 2006; Rubin, & Rubin, 2012). The number of potential participants were

eight to 10, as suggested by Sobal (2001). The participants were teaching faculty from an

Indian higher education institution participating in international twinning programs.

<div align="center">**Definitions**</div>

This section includes the definitions of terms relevant to this study.

Elements of organizational learning: Formal and informal activities that occur

within an organization and result in learning that benefits individuals, groups,

organizations, and society. Some researchers have described them as levels: individual,

group, organizational (see Cangelosi & Dill, 1965), as focused on the external

environment (see Huber, 1991), and as crossover or multiple levels of organizational learning (see Crossan et al., 1995).

Faculty empowerment: The organizational granting of the leadership, privilege, power, right, or authority to faculty for performing multiple tasks or extra duties within their teaching profession (see Merriam-Webster, n.d.).

Five disciplines: Five practices that lead an organization to become a learning organization, specifically, through personal mastery, mental models, shared vision, team learning, and systems thinking (Senge, 1993; Senge et al., 2010).

Learning organization: An organization whose members learn how to use innovative knowledge and adapt to the organizational environment in an ongoing shared and collective transformation process for improving organizational outcomes (Senge, 1993; Senge et al., 2010).

Organizational learning: A knowledge acquisition process among the organizational members individually and collectively to produce the desired results and improve the goals by detecting and correcting system errors (Argyris, 1999). The mutual and collective sharing and learning from established organizations with successful histories of creating expected organizational outcomes (Senge et al., 2010).

Twinning program: A collaborative educational program between two university providers from a source country (in this study, India) and an international country (e.g., the United States, the United Kingdom, or Australia). Both providers develop a curriculum where students take course credits from institutions in both countries that go

toward a single degree awarded by the university in the source country (Rajkhowa, 2013).

Assumptions

The assumptions that were true for this study design to be valid, over which I had no control, were the following: I assumed the participants would accurately remember the events or experiences associated with twinning programs and describe their perceptions. I also assumed they would truthfully report the relevant circumstances, experiences, or perceptions of twinning programs when responding to the interview questions.

Scope and Delimitations

In this basic qualitative study, I sought to obtain the perspectives of faculty concerning how or whether organizational learning occurred at their institution, which participates in international twinning programs. This study did not directly focus on how or whether organizational learning would contribute to institutional capacity. The participants likely had definite perspectives regarding organizational learning at their institution while participating in the twinning programs. Compared to other groups, such as students or parents, the faculty were more embedded in Indian higher education institutions and better positioned to observe any organizational learning associated with these programs.

Due to time and finance constraints, I did not recruit participants from multiple Indian higher education institutions for this study. Instead, I identified a single site for this research. I was familiar with the site as I earned my bachelor's degree at this institution more than two decades ago, and it has taken part in several international

twinning programs. I focused on a specific timeframe, 2015 to 2020, to investigate organizational learning because this institution participated in several twinning programs during that period. Research has affirmed that organizational learning can mature at an institution in the first 3 to 4 years of the program's implementation (Aranda et al., 2017).

I recruited eight participants—faculty who have worked with twinning programs at the research site—for semistructured interviews. These included professors, who additionally served as program directors, administrators, or office staff and who had been employed at the institution and had experience related to twinning programs. I excluded other employees who did not meet these criteria, including the institution's president, members of the directors' board, or any other higher stakeholders.

As previously noted, the theory that was the basis for this research's conceptual framework was the five disciplines established by Senge (1993). This theory guided the interview questions as well as data interpretation. As qualitative research traditions help the researcher explore unique issues and contexts, the transferability of this study's results may remain limited (see Creswell & Poth, 2016; Patton, 2015).

Limitations

While utilizing a qualitative methodology, it was important to recognize the limitations imposed by this approach. The purpose of qualitative research is not to produce generalizable findings as the researcher's focus is on descriptions, themes, contexts, and specific sites (Creswell & Poth, 2016). The focus of this study was on the perspectives of Indian higher education faculty regarding organizational learning in the context of international twinning programs. Therefore, a representative sample of all

faculty members at the institution was not appropriate, for not all faculty had experience in the twinning programs.

I received my bachelor's triple main degree (a 3-year degree in three main subjects) in psychology, sociology, and English from the institution where I conducted this study. However, I did not have a personal connection with the faculty I interviewed in this study. To address any potential bias, I took precautions by formulating interview questions carefully and utilizing and updating daily journals to record, reflect upon, and reduce preconceptions (see Patton, 2015; Rubin & Rubin, 2012).

I ensured the dependability of the interview data, its interpretation, and interview questions by aligning the research question, research purpose, and methodology (see Creswell & Poth, 2016; Patton, 2015; Rubin & Rubin, 2012). I complied with the research requirements recommended by the Walden University Institutional Review Board (IRB). Further, I fulfilled the research requirements recommended by the Centre for Research at the institution in India. I also accepted the guidance given by the dissertation and the university research review committees (Walden University, 2019a).

Significance

One of the potential contributions of this study may be new information regarding organizational learning based on the perceptions of Indian higher education faculty and staff participating in twinning programs. This information may also inform those involved in implementing twinning programs in Indian higher education or those planning future research on this topic. This study may be useful to university personnel in India seeking ways to improve their institution's productivity. The findings may prove

valuable for the developers of standard partnership programs with international universities. Therefore, this research may fill a gap in knowledge regarding organizational learning associated with twinning programs in the Indian higher education sector.

The significance of learning organizations in Indian higher education is increasing. To prosper in the 21st century, higher education institutions need to practice knowledge sharing and mutual learning strategies as learning organizations (Chawla & Lenka, 2015). Transforming institutions into successful learning organizations can contribute to building a productive society and facilitate positive social change, aligning with Walden University's (2019b) focus.

Summary

In this chapter, I provided the background to the study, identified the research problem and purpose, and stated the research question. I discussed the conceptual framework, the nature of the study, definitions, and assumptions. I also addressed the scope and delimitations of the study as well as its limitations and significance. In Chapter 2, I provide the literature search strategy and discuss, in-depth, the conceptual framework that guided the interview questions, analysis, and interpretation of the data. Chapter 2 also includes a literature review in which I discuss prior research studies related to organizational learning and twinning programs.

Chapter 2: Literature Review

The focus of this study was on organizational learning at Indian higher education institutions within the context of the faculty who participated in twinning programs. It was significant that these partnership programs continued to increase for more than 20 years (PricewaterhouseCoopers, 2019; Varghese, 2015), while the nation's academic output and quality, compared to top institutions in other parts of the world, has remained low (Bhaskar, 2019; Dzelzkalēja & Sen, 2018; Nayaji, 2016; Savithri & Prathap, 2015; Singh & Pathak, 2019). Research has indicated that organizational learning could improve higher education institutions in India (Husain et al., 2016; Ponnuswamy & Manohar, 2016; Sar, 2016). However, there has been a lack of research to determine whether organizational learning occurred within the framework of twinning programs. The purpose of this study was to understand the perspectives of faculty regarding the organizational learning that may occur at Indian higher education institutions that participated in international twinning programs.

Among researchers, there has been increased interest in exploring the phenomenon of organizational learning in higher education contexts (Adeinat & Abdulfatah, 2019; Čierna et al., 2017; Olejarski et al., 2019; Ponnuswamy & Manohar, 2016; Tortorella et al., 2020; Vohra & Thomas, 2016; Xie, 2019). Twinning programs have had a positive impact on organizational learning at European higher education institutions (Saha & Sáha, 2015) as well as organizations in developing countries (Caniglia et al., 2017; Haider, 2018). According to Berzina-Pitcher et al. (2016), Chavan (2018), and Freeman (2017), educational twinning arrangements between top Indian and

foreign universities continue to serve as one of the collaboration strategies recommended by Indian higher education authorities like the UGC. Twinning programs have gradually risen in number for over 2 decades in Indian higher education (PricewaterhouseCoopers, 2019; Varghese, 2015), but the quality and capacity of Indian higher education has not significantly progressed (Bhaskar, 2019; Dzelzkalēja & Sen, 2018; Nayaji, 2016; Savithri & Prathap, 2015; Singh & Pathak, 2019).

In this chapter, I describe the literature search strategy and keywords used to locate peer-reviewed research. I then discuss the conceptual framework, Senge's (1993) five disciplines of learning organizations. I also explain how researchers have explored the concepts associated with organizational learning and learning organizations as they pertain to twinning programs.

Literature Search Strategy

To locate literature to address the research question, I used the following library databases and search engines: Walden University Library, Google Scholar, Online Education Source, EBSCO, ERIC, ProQuest, SAGE Journals, and the Thoreau multidatabase search tool in the Walden University Library. I also searched at Indian online libraries, such as SHODHGANGA and the National Digital Library of India.

My first attempt to search for literature regarding organizational learning and existing twinning programs at Indian universities generated results that were limited or had no relationship to the research question. I expanded the keywords for this search to include *organizational learning*, *learning organization*, *twinning*, *partnership*, and *internationalization* within Indian higher education. Following the addition of these

terms, the search returned results that included articles focused on industries, such as business and medicine in the Indian context, that were not relevant to this study's focus on organizational learning in higher education settings.

Following a research appointment with a Walden University librarian, I refined my search strategy and used Thoreau's multidatabase advanced filtering options. Performing a literature search using the term *organizational learning* separated from *twinning programs* yielded enhanced references from most of the above sources. The literature search strategy's success was reliant on the combination of search engines, databases, and search methods. The method of logical, separate, and appropriate minimum combinations of keywords helped locate useful information. Though the literature search strategy was productive, there were limited sources relevant to organizational learning/learning organization coupled with twinning programs in Indian higher education, which is the subject of this research study.

Conceptual Framework

The conceptual framework of a qualitative study is the supportive and informative outline of the research and includes theories, concepts, expectations, and beliefs regarding people, ideas, contexts, or issues that guide the study to completion (Maxwell, 2008). In this research study, I relied on Senge's (1993) theory of learning organizations, specifically, the five disciplines, for the conceptual framework to help define and explore the participants' perceptions of organizational learning at the institution under study. The five disciplines include personal mastery, mental models, shared vision, team learning, and systems thinking (Senge, 1993).

According to Senge (1993), to understand the five disciplines, it is necessary to be aware of the process of organizational learning. An organization must cope with changing environments to achieve its desired goals (Argyris, 1965, 1999; Kuhn, 1970, 1977; Senge, 1993; Senge et al., 2010). In other words, organizations need to go through regular adaptation processes based on evaluations and decisions for fulfilling their vision and mission. This process is organizational learning (Argyris, 1999; Senge, 1993; Senge et al., 2010). An organization can become a learning organization by reestablishing or reorganizing its systems of which individuals collectively need to be aware, while leaders need to regularly reevaluate these systems to fit the current needs of society (Senge, 1993; Senge et al., 2010).

Systemic changes or innovations involve commitment, observation, mutual understanding and evaluation, vision, and determination, as indicated in the organizational theory of systems thinking (Senge, 1993), which is the fifth discipline that individuals within organizations need to practice. Senge's theory of systems thinking, which combines the first four disciplines to describe learning organizations, provided a conceptual framework that was well-matched to this research study. I used this framework as a lens to formulate interview questions and interpret and report the interview data concerning the perspectives of faculty regarding organizational learning within an Indian higher education institution participating in twinning programs.

Senge's Theory of Five Disciplines

A learning organization is not an objective reality but an ongoing shared and collective vision of a process involving five disciplines, culminating with systems

thinking (Senge, 1993). To achieve the status of learning organization, individuals or

groups representing the organization need to be aware of the five disciplines (Senge,

1993). Individuals at institutions or organizations are unique in their ideas and

backgrounds, visions, and contexts derived from their distinctive environments. These

diverse characteristics must be refined and aligned with the organization's common goals

for the fulfillment of its mission. Senge (1993) emphasized that it is "not what the vision

is" but "what the vision does" (p. 154) that makes an organization significant, and that

when individuals continue to learn, the organization becomes a learning organization.

Systems thinking can help diverse individuals focus on their organization's vision

and mission and ensure alignment with a common cause. Systems thinking involves

multiple practices, including shifting mental models of output, evaluation processes, and

improvement measures to keep the organization focused on its goals (Senge, 1993).

Systems thinking, Senge's (1993) fifth discipline, is not a stand-alone practice or a

shortcut to achieving common goals; it includes the other four disciplines, which are

interrelated, to bring an organization to the status of a learning organization.

When Senge et al. (2010) developed the concept of learning organization status

through the theory of five disciplines, the researchers emphasized constant learning

engagement by members of the organization, not only for continuing organizational

productivity but also to fulfill current societal and environmental needs. Organizational

learning, therefore, involves mutual and collective sharing as well as learning by

individuals from established organizations with a history of producing expected outcomes

(Senge, 1993). The common characteristics of individuals at learning organizations are

that they observe, follow, and maintain connections and cooperation with other organizations (Senge, 1993). These individuals maintain mutual learning concerning organizational and managerial responsibilities, people, ideas, contexts, and history to cope with challenges, which is an organization's reformation or restoration process (Senge et al., 2010). In the sections that follow, I discuss Senge's (1993) five disciplines that members of an organization should follow to help their institution achieve the status of learning organization.

Personal Mastery

The first discipline described by Senge (1993) is personal mastery, or self-mastery, which involves a mutual commitment through individual learning, improvement, and expression of a personal vision. An individual's learning functions, such as observation, reflection, review, and evaluation, help organizations function as a learning organization (Senge, 1993). Personal mastery is a phrase that Senge used to denote an individual's commitment to their organization and its goals. Personal mastery is a learning process that includes intuition and reasoning by individuals to achieve the organization's goals and assess the achievement progress. Individuals become systems thinkers who respond to organizational structures and systems and work toward achieving its common goals.

Personal mastery is also a dedicated activity on the part of the individual, similar to creativity. As creativity often compels an individual to challenge their limitations, a person committed to their institution's goals will dedicate themselves to improving the organization (Senge, 1993). Personal mastery can, therefore, become organizational

mastery. A favorable organizational environment where an individual may practice the five disciplines and achieve personal mastery may facilitate learning process (Senge, 1993). Individuals who practice personal mastery are known for their spiritual integrity, openness to the truth, and commitment to society's needs (Senge, 1993). As part of the conceptual framework for this present study, personal mastery served as an indicator that the institution selected as the research site has exhibited organizational learning.

Mental Models

The mental model is the second discipline by which individuals think and act based on their presumptions or prejudices and requires them to understand the mental images of the world around them (Senge, 1993). Individuals who master mental models can offer authentic information regarding fundamental problems in the organization due to their mature perceptions of their experience (Senge, 1993). Individuals' responses to personal and organizational issues involve a process of thinking and acting, and the effect of these activities depends on their mental models. If mental models are limited by prejudice and erroneous presumptions, thinking and actions will also be limited. Senge (1993), therefore, advised managers and organizational decision-makers to evaluate not only their mental models but also those of other individuals through open communication, collaboration, and member empowerment programs. These practices enable individuals to identify the difference between an intended and actual outcome, allowing them to identify and correct errors to achieve expected organizational output.

Given the interrelation among the levels of the five disciplines (Senge, 1993; Senge et al., 2010), systems thinking plays an active role in this second discipline of

practice, specifically in decision-making processes. The success of mental models in decision-making depends on the adaptability of the organization's members and leaders (Senge, 1993). According to Senge et al. (2010), shifting mental models is necessary and must be revolutionary if the existing mental image of how the world works cannot yield the desired results. The significance of Senge's second discipline for this research study was that it helped as its conceptual framework to determine whether the institution has experienced organizational learning.

Shared Vision

Senge's (1993) third discipline is shared vision, comprised of individuals' combined force or power for the organization's future based on its purpose or mission. Senge clarified that shared vision is not an idea but a creative power when such a vision emerges from separate personal visions toward achieving an organization's goals. Diversity may influence personal visions. Building shared visions through learning by individuals in organizations is vital to organizational goal achievement. This practice is possible through mutual sharing and collaboration within organizational groups. Together with other individuals, leaders learn to understand the entire organization by identifying the purpose, both short- and long-term goals, the organization's developmental history, and future vision. For Senge, building a shared vision is vital for a learning organization, and this process involves caring individuals and their common commitment to achieving desired goals. As a result of the shared vision-building process, members can be confident to jointly achieve goals by facing challenges that might impede success if faced individually. They will also learn how to understand the organization's shared ownership

by practicing new methods of mutual observation, mutual learning, mutual thinking, and mutual sharing (Senge, 1993).

Senge (1993) further clarified the concept of shared vision. Leaders can reduce misconceptions of the organization's vision among members by allowing them to participate in interactions to share personal visions and by clarifying and differentiating the organization's authorized vision. The leaders also need to engage in activities with other members so that the differences or similarities between the shared vision and their own will be clear for members. Such mutual sharing processes will bring shared visions together and enhance mutual learning regarding how to coordinate individual visions with those of leaders and the organization.

According to Senge et al. (2010), building a shared vision is a process involving individuals' commitment to the common vision. Organizational members complement one another to achieve a shared vision from which energy emerges—a creative tension that needs to be released. Shared vision, as Senge (1993) noted, is a result of systems thinking by an organization's members, who become dedicated to the organization and its shared owners. The significance of Senge's third discipline for this research study was that it helped determine whether the institution has experienced organizational learning.

Team Learning

The fourth discipline in Senge's (1993) theory, team learning, requires individuals to develop and use their capacity to collaborate with and support each other in an organization through participating in team and group activities. Team learning is a process by which the individuals relate to and align with each other and build a team to

produce desired results (Senge, 1993). According to Senge, positive group environments

enable individuals to bring quick and efficient resolutions to organizational problems

through dialogue and discussion. These essential functions of team learning help to

ensure that individuals can collectively face the challenges related to the organization by

using insight and organized innovation when they work in teams (Senge, 1993).

Senge (1993) described that a learning team is also involved in discerning

relevant ideas regarding decision-making through dialogue and discussion, which will

enhance systems thinking. Further, Senge noted that individuals learn to solve problems

that the organization faces by identifying new decision-making and problem-solving

methods in a group environment through dialogue and discussion. As claimed by Senge,

team learning involves collaboration and mutual commitment, similar to the other

disciplines of personal mastery, mental models, and shared vision. As one of the

conceptual framework elements for this present study, team learning could also serve as

an indicator of whether organizational learning occurred at the research site.

Systems Thinking

Senge's (1993) fifth discipline, systems thinking, is crucial for organizational

learning. Individuals need to use systems thinking to appreciate and acknowledge the

organization's policies, management decisions, and related behaviors in the broader

organizational setting (Senge, 1993). Individuals familiar with the systems of the whole

organization will be better positioned to think differently and solve fundamental

problems. For Senge, systems thinking is a discipline that fundamentally contributes to an

institution becoming a learning organization. With systems thinking, leaders try to see

and understand units as a whole, view individuals' interaction as interrelationships, and change patterns as systemic changes.

Systems thinking is related to science, engineering, and management. It is helpful to understand the complexities of modern organizations, specifically, so leaders can resolve structural failures or system errors. According to Senge (1993), members need to practice all the five disciplines, and that collective process can help achieve systems thinking within the organization. By focusing only on organizational units or wholes, leaders cannot productively respond to challenges and changes; they need to learn how to see both.

When considering the five disciplines, it is important to understand that organizational leaders and members need to pursue improvement in personal mastery, shift mental models, build shared visions, and practice team learning and systems thinking to create learning organizations (Senge, 1993). Also, there is an interplay between every discipline; individuals need to begin learning each discipline to create a healthy learning organization (Senge, 1993). As the final element of the conceptual framework for this research study, Senge's fifth discipline helped determine if the institution has experienced organizational learning.

Rationale for Senge's Five Disciplines as the Conceptual Framework

The primary reason I selected Senge's (1993) five disciplines as the basis for this research's conceptual framework was its holistic focus on all aspects of an organization to understand a learning organization. I did not find all these elements in the other organizational theories, for example, Kuhn's (1970) paradigm shift or Argyris's (1965)

single-loop and double-loop learning or action theories. Moreover, I found Senge's theory more applicable to this research than Kuhn's and Argyris's as the five disciplines indirectly comprise both the concept of a paradigm shift and double-loop learning in the fifth discipline, systems thinking.

Kuhn's (1970) paradigm shift can be applied to organizations, which need to find new norms to solve existing problems that would be impossible to solve with the available methods. Similarly, Senge (1993) pointed out that the fifth discipline, systems thinking, enables individuals to solve problems by thinking differently—shifting mental models in new ways and collectively finding answers to improve output. Earlier, Argyris (1965) argued that single-loop learning helps individuals solve problems by changing their actions without altering systemic structures. Double-loop learning can solve a structural problem without changing individuals' actions by changing the defective underlying system. Senge complemented Argyris's single and double-loop learning theories by introducing the five disciplines, specifically, the fifth discipline, systems thinking. Another comparison is to Argyris' theories of action, which includes theories-in-use (implied in what individuals do) and espoused theory (inherent in the words individuals use to express what they do). Argyris's theories of action apply to the mental concepts guiding the actions (thinking and acting), which Senge et al. (2010) explained with mental models.

Having considered both Kuhn's (1970) and Argyris's (1965) theories, Senge's (1993) five disciplines were the guiding framework for this study to interpret faculty perspectives of organizational learning that might occur from their participation in

international twinning programs at the Indian higher education institution. As Senge explained, organizations whose members demonstrate integrated, steady learning progress in all five disciplines of practice evolve into learning organizations. The presumption that the Indian faculty who participate in international twinning programs might have perceived organizational learning at their institution can be understood through this lens. According to Senge, the fifth discipline, systems thinking, is key in identifying a learning organization. All other disciplines must align with it; without this discipline, organizational learning cannot evolve. Similarly, a learning organization cannot exist without its members engaging in continuous learning. This present research study, as a preliminary work in the Indian higher education twinning context, can bring insights into further research by providing information concerning organizational learning and twinning programs.

Literature Review Related to Organizational Learning and Twinning Programs

The following literature review includes the key concepts of organizational learning or the learning organization and twinning programs. This review included research studies primarily published in the previous 5 years before the study, which focused on Indian higher education. Though I have updated this review with the most recent relevant literature available, due to scant research in an Indian context, several studies regarding organizational learning selected for this review were relevant to international settings. They had implications for the Indian higher education sector. The review illustrated the need for this research study because of the gap in the literature concerning faculty perspectives of organizational learning experienced as related to

twinning programs in Indian higher education institutions. Ponnuswamy and Manohar (2016) urged Indian researchers to meet this need with studies concerning quality improvement strategies, including collaborations and partnership programs, which invited discussion on existing approaches like the international twinning programs at Indian universities.

In the literature review that follows, I discuss the existing research concerning the relationship between organizational learning and twinning programs. Most of the studies demonstrated a connection between organizational learning and organizational management, but only a few showed the relationship between organizational learning and twinning programs. Still, none of them was from Indian context. The two themes emerged from this review: (a) the relationship between organizational learning and organizational management, and (b) partnership structures, twinning programs, and organizational learning.

Relationship Between Organizational Learning and Organizational Management

In this section, I demonstrate how organizational learning is related to organizational management. I discuss various research studies and findings organized under the following sections: organizational quality, organizational leadership, and learning organization culture or status. These studies are pertinent to the relationship between organizational learning and quality management, specifically in terms of organizational leadership.

Organizational Quality

Research findings have indicated a relationship between organizational learning processes and organizational management. The results of these studies demonstrate the impact of organizational learning on quality management (Aminbeidokhti et al., 2016; Husain et al., 2016; Patky, 2020; Saha & Sáha, 2015; Vohra & Thomas, 2016). According to Aminbeidokhti et al. (2016), a causal organizational relationship is possible among the three management aspects: total quality management, organizational learning, and organizational innovation. In a research study on faculty members and staff from two governmental and bureaucratic universities in Iran, total quality management positively affected organizational learning, which had a significant effect on organizational innovation (Aminbeidokhti et al., 2016). The organizations encouraged various staff group activities for building a sense of cooperation, which facilitated a causal relationship among management, learning, and innovation. According to Aminbeidokhti et al. (2016), this organizational relationship indicated an improvement in quality management and that organizational learning was the reason for this improvement. Staff group activities that promoted organizational learning and produced improvement at the institution included regular instructional staff meetings, up-to-date staff courses, new staff instructional services, and mutual acceptance of suggestions and criticisms (Aminbeidokhti et al., 2016).

Organizational learning, innovation, and performance contribute to organizational quality. Patky's (2020) systematic literature review and concept analysis addressed four vital issues in the area of organizational learning literature, including its definition,

accepted dimensions, antecedents and consequences, and its link between performance

and innovation. Having analyzed relevant literature, Patky defined organizational

learning as a process of development with an "organizational knowledge base and

insights" through "associations between past actions, the effect of those, and future

operations" (p. 236). Another finding in this study was that organizational learning has

three dimensions. They were (a) "exploratory learning:" the acquisition of knowledge, (b)

"transformative learning:" preservation of knowledge over a period until the application

of the next exploitative learning dimension, and (c) "exploitative learning:" "transmuting

assimilated knowledge and matching the skills and market" (Patky, 2020, p. 236). The

study also discovered that organizational learning is dependent on "intellectual capital,

social capital, culture, absorptive capacity, and other human resource practices" (Patky,

2020, p. 236). The significant conclusion of this study was that "the cognitive skills of

leaders, resource flexibility, and turbulent environments" affected organizational

learning, innovation, and performance (Patky, 2020, p. 236).

Quality management factors responsible for organizational learning have included

structural adaptations, such as organizational innovation and employee innovativeness

(Aminbeidokhti et al., 2016; Husain et al., 2016; Saha & Sáha, 2015). Organizational

networking, employee innovativeness, and innovation processes have facilitated

organizational learning and affected employees' creativity and originality, specifically, IT

in India (Husain et al., 2016). This organizational learning impact on quality management

was also noticeable in a European study on various international cooperation agencies

spanning the Swedish International Development Co-operation Agency, a Norwegian

Agency for Development Co-operation, the World Bank Institute, and the Organization

for Economic Co-operation for Development (Saha & Sáha, 2015). Saha and Sáha (2015)

found that organizational learning promoted institutional capacity, enhanced

organizational performance, and continued program development through updating

knowledge, skills, and technology. Findings by several researchers have highlighted the

relationship between organizational learning processes and organizational management

(Aminbeidokhti et al., 2016; Husain et al., 2016; Saha & Sáha, 2015; Vohra & Thomas,

2016). These studies have also clarified where organizational quality management

positively influences organizational learning, specifically, through staff group activities,

organizational innovation, employee innovativeness, or modernizing processes of

knowledge, skills, and technology.

Organizational Leadership

The influential relationship between organizational learning and quality

management can also evolve from organizational leadership agents and by facilitating a

learning culture among members (Ponnuswamy & Manohar, 2016; Silva, 2018; Vohra &

Thomas, 2016; Xie, 2019). According to Vohra and Thomas (2016), studies have

identified who might be active as leaders in the organizational learning process:

individuals, groups, or organizations. Vohra and Thomas cited a study concerning an

Indian consultancy firm's managers and employees with organizational leaders having

vital roles in quality management and organizational learning that involved two

knowledge processes: acquisition and dissemination. Information acquisition occurred

between individuals, and information dissemination can happen across groups based on

hierarchy, functions, divisions, and age and where the learning process was at a group level, both acquisition and distribution enhanced the free flow of information at the organization (Vohra & Thomas, 2016). Among the senior and junior consultants from the three organizational hierarchy levels chosen for the study, only the principal consultants, as leaders, had broad contact with others regarding knowledge acquisition. The study's findings indicated that organizational structures were responsible for organizational learning. For example, the centralized hierarchy structure reduced organizational learning possibilities as the hierarchy leaders did not reach out to all members. A less centralized organization had more experts for information acquisition and distribution in the network, which positively affected organizational learning (Vohra & Thomas, 2016).

Organizational learning can improve institutional quality through development of a learning culture and efficient leadership qualities among members (Ponnuswamy & Manohar, 2016; Silva, 2018; Xie, 2019). Transformational leadership can play an important role in fostering organizational learning. According to Xie (2019), in leadership studies, transformational leadership has been researched more than other leadership types, such as generic. Xie noted that transformational leaders are those who effectively motivated their subordinates to achieve an organizational learning culture. Xie found these leadership styles in the United States, Thailand, and Korea. Xie also noted that cross-country empirical research in India and Nepal had demonstrated transformational leadership's effect on learning organization formation in the pharmaceutical sector. Therefore, learning organizations and organizational learning have

helped develop better organizational management and leadership capabilities for long-term performance.

The need for leadership learning opportunities within organizations is also vital. Silva (2018) conducted a two-phased research project on learning organization components, indicating strong leadership in the survey respondents' organizations. Leadership learning opportunities on the job and through education were lacking along with growth (Silva, 2018). Findings concerning transformational leadership indicated that this is the key to motivate learning in a learning organization (Silva, 2018).

Learning Organization Culture or Status

Whether referred to as learning organization culture or organizational learning culture, this is an environment created by organizational learning or the learning organization where the culture of individuals as a group facilitates ongoing learning through individual reflection, teamwork, and collaboration (Senge, 1993; Senge et al., 2010). Several researchers have explored how organizational leaders identify the features of learning organizations (Adeinat & Abdulfatah, 2019; Neelam et al., 2019; Ponnuswamy & Manohar, 2016; Sar, 2016; Silva, 2018; Xie, 2019). The characteristics of learning organizations are factors that distinguish organizations that are active in the organizational learning process. Senge's (1993) five disciplines guide researchers and leaders to identify the characteristics of learning organizations.

Using Senge's (1993) five disciplines, Silva (2018) conducted a study on awareness of organizational learning culture at research organizations, including universities, academic medical centers, community hospitals, federal and state facilities,

and for-profit and nonprofit institutions based primarily in the United States. Silva found that the awareness among research administrators regarding shared vision (53.9%) and systems thinking (52.3%) was comparatively higher than awareness of mental models (48.4%). Low awareness among the administrators concerning learning organization culture in disciplines other than shared vision and systems thinking, specifically mental models, personal mastery, and team learning are significant.

In addition to the learning organization characteristics previously outlined, organizational learning is perceived through the acquisition of knowledge, sharing of knowledge, and utilization of knowledge, which also aligned with Senge's five disciplines (Sar, 2016). Although Senge (1993) emphasized that a learning organization is not an observable, objective reality, one can identify its vision by analyzing (a) organizational culture, (b) empowerment and leadership, (c) communication dynamics, (d) knowledge transfer, (e) employee quality, and (f) capability upgrading (Sar, 2016). Leaders of the industrial organizations who managed the challenges of change and competitiveness have perceived the need for strategies to lead their organizations toward learning organization status (Sar, 2016).

Neelam et al.'s (2019) research study focused on the impact of learning organization and learning processes on lifelong learning attitude in Indian higher education business schools to develop a multidimensional scale on learning organization based on the guideline of the Organization for Economic Co-operation and Development. The scale was to measure the performance level of business schools perceived as a learning organization from the perspective of faculty. The study revealed a learning

organization characteristic of organizational learning climate, leadership support for knowledge exchange, support for innovation, applied research environment, and vision communication. The scale would help formulate teaching-learning strategies, knowledge acquisition, and knowledge dissemination to ensure lifelong learning and continuous employability.

Organizational culture is significant in determining an organization's learning process. It has a role in the knowledge management processes and in creating an innovative workplace with positive performance outcomes through an entrepreneurial or market culture (Adeinat & Abdulfatah, 2019). In a quantitative study in Saudi Arabia, Adeinat and Abdulfatah (2019) demonstrated that higher education institutes' cultural factors affected knowledge creation more than knowledge exchange, challenging them to improve. Indian universities strive to achieve learning organization status, although many have yet to achieve this. However, developing educational institutions need to become learning organizations to improve administration, management, and leadership (Ponnuswamy & Manohar, 2016). As suggested by Ponnuswamy and Manohar (2016), institutional change needs to evolve through organizational innovation under the guidance of Indian academic leadership. Xie (2019) noted that an organizational learning culture was apparent in the Indian pharmaceutical sector as evidenced in behaviors, such as individual reflection, clarifying concepts, and sharing perceptions, among members to promote common understanding.

In learning organizations, the culture supports facilitation of ongoing learning among members (Senge, 1993). This learning culture is also dependent on an

environment created by organizational learning or the learning organization. Ultimately, components that shed light on a learning organization's culture include not only Senge's (1993) five disciplines but also (a) the information processes of knowledge acquisition, sharing, and utilization; (b) organizational learning climate, leadership support for knowledge exchange; (c) support for innovation, applied research environment, and vision communication; (d) employee and leadership empowerment, communication dynamics, and knowledge transfer; (e) innovative workplace and knowledge creation; and (f) individual reflection with mutual practices of sharing and clarifying ideas among members (Adeinat & Abdulfatah, 2019; Neelam et al., 2019; Ponnuswamy & Manohar, 2016; Sar, 2016; Silva, 2018; Xie, 2019).

Partnership Structures, Twinning Programs, and Organizational Learning

Although there was research to show that organizational learning can positively affect organizational management, several studies also informed the positive relationship between organizational learning and twinning/partnership or collaboration programs. Many of these studies focused on twinning programs or similar partnership structures relevant to this present study's emphasis on organizational learning; however, few addressed twinning and organizational learning in the context of higher education. Therefore, I have added research studies that are not directly associated with higher education to provide the developmental background of partnership programs in various areas. I have divided the discussion into the following sections: partnership structures, organizational learning and partnership structures, organizational learning and

partnership programs, and organizational learning and partnership in Indian higher education.

Partnership Structures

When exploring studies on twinning or partnership programs in higher education, it was important to trace their development and terminology to understand, for example, higher education in the context of partnership structures. Higher education institutions are expertise and knowledge centers that evolve to deliver academic knowledge through courses and undertake research for broader application (Barnes & Phillips, 2000). With the inclusion of education into the General Agreement of Trade and Services of the World Trade Organization in 1995, higher education became an internationally tradable commodity; before this, education was a public good (Rajkhowa, 2013). In addition, higher education's development into various partnership structures evolved as a result of its globalization with the Bologna Process, which began in Europe in 1999 (Huisman et al., 2012). The Bologna Process is an educational qualification system involving the regions and countries in the European Union to recognize each educational accreditation system and curriculum so that every entity is able to participate (Huisman et al., 2012). The Bologna Process was a turning point in the education sector, leading to further internationalization of education, promoting cross-border education. According to Knight (2012, as cited in Rajkhowa, 2013), cross-border education is "the movement of people, knowledge, programs, providers, policies, ideas, curricula, projects, research, and science across national or regional jurisdictional borders" (p. 475).

According to Altbach (2013), 21st century higher education characteristics include cross-border academic cooperation and transnational education to improve quality and effectiveness. Transnational collaboration is a formal agreement between at least two global institutions for research and/or innovation (Caniglia et al., 2017). Wilkins and Huisman (2012) noted that transnational education involves providing relevant courses and degrees to learners located in a country different from that of the awarding institution. Transnational education includes distance education, franchised programs, collaborative ventures, and international branch campuses (Wilkins & Huisman, 2012). Joint degrees and partnerships between local and foreign institutions also fall under transnational education (Garret, 2017). There are many terms other than twinning and transnational that denote cross-border education, such as study abroad, offshore, borderless education, double degree programs, and international reach of distance learning (Nolan & Hunter, 2012).

According to Eddy (2010), partnerships may also have different terms, including strategic alliances, joint ventures, and collaborations, varying within institutions, departments, and university programs associated with businesses or community agencies. Eddy differentiated collaborations from partnerships—collaborations are faculty pairings across institutions, while individual or organizational partnerships may emerge from faculty collaborations and result in efficient joint ventures. The meaning and purpose of the terms used to denote partnership structures depend on the motivation, intention, and original context of the specific form of cross-border education (Eddy, 2010). For example, the term *transnational education* largely includes twinning programs, dual and

joint degree programs, franchising and validation, branch campuses, and flexible modes of delivery. In the Indian context, transnational education broadly refers to twinning programs (Freeman & Barker, 2017). Therefore, it was important to briefly discuss the partnership structures relevant to this study: twinning programs, international branch campuses, and international dual degree programs.

Twinning Programs. Twinning arrangements in the Indian higher education context may have different forms or definitions than those of other countries. According to the UGC of India (2016, as cited in Freeman & Barker 2017), a twinning program is

> a program of study whereby students enrolled with an Indian Educational
> Institution may complete their program of study partly in India, complying with
> relevant UGC regulations, and partly in the main campus of a Foreign
> Educational Institution in its home country in which it is primarily established or
> incorporated. (p. 9)

The UGC regulations facilitate twinning programs between foreign educational institutions having the highest grade available for their nation and Indian highest quality institutions with a Grade A accreditation or higher from the Assessment and Accreditation Agency (Freeman & Barker, 2017). An important difference between twinning programs and other partnership programs is that the student earns one degree in a twinning arrangement, awarded in the home country's institution's name.

There is extensive use of memos of understanding in twinning programs in India. A memo of understanding, in this context, is used by the partnering institutions to come to a formal agreement. A memo of understanding is an exchange agreement (Sutton et al.,

2012) that facilitates the sharing of information (between faculty, staff, and students),
infrastructure, joint publications, research scholar exchanges with joint research projects,
qualification norms, staff development programs, and university governance and
management (Freeman & Barker, 2017).

According to Knight (2012, as cited in Rajkhowa, 2013), the gradual expansion of
higher education to different parts of the world signified higher education's
internationalization, enhancing its access and quality. Several foreign universities have
offered India opportunities for research collaborations, joint degree awards, and twinning
programs and promote branch campus establishment (Rajkhowa, 2013). The number of
foreign education providers in India, including twinning arrangements, faculty exchange,
and distance learning, is estimated to be over 600 (Garret, 2017).

International Branch Campuses. According to Garrett (2017), an international
branch campus is "an entity that is owned, at least in part, by a foreign education
provider; operated in the name of the foreign education provider; and provides an entire
academic program, substantially on-site, leading to a degree awarded by the foreign
education provider" (p. 7). Therefore, a branch campus can be different from the home
campus of the original institution in various ways. According to Garret (2017), there may
need to be fundamental adjustments to instructional languages, academic schedules and
programs, admission policy norms and practices, and costs. International branch campus
excludes partnership structures such as joint-degree programs, twinning arrangements,
overseas campuses serving students from the home university, degree franchising, and
other international ventures (Altbach, 2013). A unique feature of branch campuses that

differentiates them from twinning programs is that they may include opportunities for students to study at the home university as part of programs for students from the home campus (Altbach, 2013).

International Dual Degree Programs. Another partnership structure is the dual degree program. In this program, students can obtain two degrees simultaneously from two institutions in different countries after completing the required curriculum for both majors (Asgary & Robbert, 2010). According to Asgary and Robbert (2010), these can prepare students for a global job market and become global citizens through academics and cross-cultural engagement.

Organizational Learning and Partnership Structures

The available initial assessments regarding partnership structures, including twinning programs, international branch campuses, and dual degree programs, indicated a positive organizational impact on higher education institutions. For example, employers found the graduates who completed their degrees through branch campus programs were well-equipped with skills that would aid them in their employment (Belderbos, 2019). Findings from a study by Caniglia et al. (2017) on transnational collaborations between universities indicated that these advanced research and education for organizational sustainability. Transnational collaborations promoted connectivity among the higher education institutions to address global sustainability problems among organizations (Caniglia et al., 2017).

Partnership programs and organizational learning are interlinked, as these alliances require a willingness to learn local organizations' aims and activities (Barnes &

Phillips, 2000). Another aspect of these partnership arrangements is the possibility that systems thinking will occur. Cooperation may yield unexpected benefits or openings for systemic development due to new organizational structures and interactions (Barnes & Phillips, 2000). It is reasonable, therefore, to assume that different partnership structures help advance organizational learning.

Organizational Learning and Partnership Programs

There are a few studies that indicated a positive relationship between organizational learning and partnership or twinning programs. Developed nations that initiated overseas partnership programs, such as universities, have shown improvement in organizational management as well as student and staff interactions. In a study by Lloyd et al. (2015) of overseas partnership activities in an Australian university, findings indicated there were improvements in organizational management systems, predictability of revenue stream, participant quality enabling long-term planning, and organizational recognition and advocacy. According to Lloyd et al., the positive impact of organizational partnership was due to overseas partnership activities with experiential opportunities for undergraduate students and university staff. The study by Lloyd et al. focused on the Professional and Community Engagement partnerships at Macquarie University in Sidney, Australia. The countries that participated in the Overseas Professional and Community Engagement partnerships included Cambodia, India, Malaysia, Peru, the Philippines, and Vietnam.

According to Saha and Sáha (2015), the twinning approach was an effective method in European Union countries to enhance organizational learning. Saha and Sáha

noted that the purpose of the twinning program they explored was to assist developing

European institutions to enhance organizational governance and management. The study

took place at various international cooperation agencies, such as Swedish International

Development Co-operation Agency, Norwegian Agency for Development Cooperation,

World Bank Institute, and Organization for Economic Co-operation for Development

(Saha & Sáha, 2015).

As an expansion of the European partnership programs, twinning or partnership

strategies have also been adopted in other parts of the world (Kavalski, 2016). The

expansion of these partnership structures indicates that they could strengthen

organizations and governments for world peace and economic stability (Kavalski, 2016).

The partnership between the European Union and India began in 1994 with a cooperation

agreement on global affairs for developing a bilateral relationship (Kavalski, 2016). The

main aim of this agreement was to enhance both partners' commercial and economic

contacts for trade and industry, including business investments, social, cultural, and

commercial exchanges. The leading roles of the European Union and India did not bring

about considerable growth in global affairs beyond their neighborhoods. The European

Union remained involved with its members and India with its Asian counterparts, such as

Japan, China, and Singapore (Kavalski, 2016). The reasons for this lack of global growth

as Kavalski (2016) explained, were the political conflicts developed in both regions

during 1999, specifically related to India's war with Pakistan over Kargil and the

conflicts in Europe over Kosovo. Another reason for this lack of growth in the bilateral

relationship between Europe and India included breaking India's 50-year-old foreign

policy of nonalignment, a policy of nonparticipation in world military affairs (Kavalski,

2016). Another reason is the gradual shift in India's interest from nonviolent values to

becoming a nuclear power (Kavalski, 2016). Although India's political interests incited

reactions from other nations, including those in the European Union that began the World

Peace Project in 1950 after World War II, the partnership is in the revival process

(Kavalski, 2016).

India has also taken the initiative to foster collaboration and mutual agreement

with other countries, welcoming foreign partners to participate in joint ventures with

Indian firms. The Reserve Bank of India is an example (Pathak, 2018). Partnerships

between firms have significantly increased during the past 2 decades with growing

international competition, updated legal frameworks, methods for joint ventures, and

changes in the nature of collaboration (Pathak, 2018). Partnership structures have also

been noticeable in IT organizations and India's pharmaceutical sector (Husain et al.,

2016; Xie, 2019). According to Husain et al. (2016), India's IT field has promoted

organizational networking and partnership opportunities for organizational learning.

Husain et al. found that IT firms in India needed to be more competitive by adopting

innovative management strategies for effective technological output.

The pharmaceutical sector has also adopted partnership arrangements for global

accomplishment and productivity. Xie (2019) conducted a systematic literature

assessment of 57 empirical research studies in the pharmaceutical sector from 28

countries and regions, including Spain, the United States, Thailand, Korea, India, and

Nepal. Findings indicated that along with individual reflection, teamwork and collaboration facilitated organizational learning.

Organizational Learning and Partnership in Indian Higher Education

India has initiated or taken part in higher education partnership programs that have affected organizational learning and offered opportunities for foreign countries that seek partnerships to work in India (Berzina-Pitcher et al., 2016; Hart et al., 2016; Sandhu & McQuarrie, 2016). Sandhu and McQuarrie (2016) reported on a study of the conceptualization, development, and implementation of a unique Bachelor of Business Administration program offered at the University of the Fraser Valley in Chandigarh, India. The partnership example at the University of the Fraser Valley in Canada demonstrates that India has maintained higher education partnership programs with foreign countries. Sandhu and McQuarrie noted that information to enhance international partnership arrangements is vital. Their discussion included information on the distinctive characteristics of the Indian education market of which foreign institutions must be aware when entering partnership programs in India. For example, if a Canadian institution wanted to offer a higher education program in India as a part of a partnership program, policy makers at the institution would need to be aware of the differences between Indian and Canadian higher education structures, including degree models, such as twinning, the 2-plus-2 degree, joint degrees, dual degrees, and branch campuses. Sandhu and McQuarrie's report implied that the institution had already established organizational networks, and improvement had occurred at the University through partnership agreements between Canada and India.

Another example of opportunities for foreign countries that seek partnerships with higher education institutions in India is medical training. Hart et al. (2016) examined three U.S.–India partnership projects in the military medical training field: neuropsychiatric assessment, prostatic treatment, and autism therapy. Findings indicated that the sponsoring organizations promoted and confirmed future partnership programs between India and the United States due to improved results in these areas. The organizational impact of this partnership included areas such as transplantation, cancer, immunosuppression, and genetics.

Berzina-Pitcher et al. (2016) reported a positive relationship between international partnerships and professional development experienced by two higher education institutions, one in India and the other in the United States. According to Berzina-Pitcher et al., partnership arrangements can enhance mutual learning based on faculty and administrators' perceptions of short-term professional development visits to the United States from the Indian partner institution. The researchers identified the international partnership's strengths as emerging from self-reliance, relationships among individuals, communication flexibility, openness to unexpected events, and interconnectedness with shared values and goals.

Studies confirmed that India has been participating in collaborations with other higher education institutions for years. India's partnerships in higher education included the United States and Canada. These partnerships and twinning programs promoted the improvement or adaption of systems to achieve a global standard in educational

administration, medical training, and professional development (Berzina-Pitcher et al., 2016; Hart et al., 2016; Sandhu & McQuarrie, 2016).

The Need for This Research Study

The recommendation by Ponnuswamy and Manohar (2016) to explore collaboration strategies such as partnership programs in relationship to organizational learning, strengthened the need for this present research study. The gap in the literature regarding faculty perspectives of organizational learning that might have occurred through twinning programs at Indian higher education institutions reinforced this need. The literature review demonstrated that there existed a positive relationship between organizational learning and partnership programs. Organizations improved due to various partnerships in areas of organizational quality, organizational leadership, and learning organization culture or status (Adeinat & Abdulfatah, 2019; Aminbeidokhti et al., 2016; Caniglia et al., 2017; Hart et al., 2016; Husain et al., 2016; Kavalski, 2016; Lloyd et al., 2015; Neelam et al., 2019; Pathak, 2018; Patky, 2020; Ponnuswamy & Manohar, 2016; Saha & Sáha, 2015; Sandhu & McQuarrie, 2016; Sar, 2016; Silva, 2018; Vohra & Thomas, 2016; Xie, 2019).

Missing from the research literature were studies that show a relationship between organizational learning and international twinning programs in Indian higher education. The single research study that explored the relationship between the twinning approach and organizational learning did not address the higher education sector, but various international cooperation agencies established for economic development (Saha & Sáha, 2015). According to the definition of a twinning program from UGC, Saha and Sáha's

(2015) research cannot be considered a twinning program study. While Saha and Sáha focused on environmental and organizational improvement in European Union organizations rather than India, the findings of this study implied that organizational learning could enhance improvement of the organization's management through partnership strategies. However, the present study's research question remained unanswered, indicating the need to understand Indian faculty perspectives of organizational learning at their higher education institution that participates in twinning programs.

Although concerned with Indian higher education, organizational learning, and partnership programs, the research discussed in this chapter did not address the twinning programs in which India has engaged for decades. For example, Berzina-Pitcher et al. (2016) reported a positive relationship between international partnerships and professional development in Indian higher education, noting that partnership arrangements can enhance mutual learning. While Berzina-Pitcher et al. did not focus on organizational learning, it highlighted individual and mutual learning in a partnership between an Indian and a U.S. higher education institution.

As Senge (1993) noted, independent individual learning or staff development does not make an organization a learning organization; their learning process needs to involve systems thinking for bringing an organization to learning organization status. Berzina-Pitcher et al. (2016) implied the need for further research concerning the relationship between twinning programs and quality management through organizational learning in Indian higher education. Ponnuswamy and Manohar (2016) noted the need for

more research to explore collaborations and partnerships between Indian higher education and other international higher education institutions. Ponnuswamy and Manohar's study's focus was not on twinning programs, but their findings regarding characteristics of learning organization culture were relevant for the present study. Of particular significance, collaboration programs in India may facilitate human resource development initiatives, which can improve leadership and learning, specifically among department heads and deans of colleges and universities in India (Ponnuswamy & Manohar, 2016).

Considering both the distinctions and similarities among the research discussed in this literature review, the findings regarding organizational learning and twinning supported the need for this present research to explore faculty perspectives regarding organizational learning in the context of twinning programs at Indian higher education institutions. Many of the studies contained peripheral relevance to this present research. While Silva (2018) concentrated on organizational learning with Senge's (1993) five disciplines, the study's focus was not on Indian higher education institutions but organizations in the United States. Xie's (2019) study was on leadership, organizational learning culture, learning organization, and organizational learning. Vohra and Thomas's (2016) research addressed organizational learning, although the concentration was on an Indian consultancy firm's managers and employees. Similarly, Sar's (2016) research was on learning organization characteristics but focused on Indian oil companies. None of these studies addressed the gap that the present study aimed to fill regarding organizational learning and twinning programs within Indian higher education institutions.

A few studies explored either Indian higher education or partnership programs in the context of organizational learning. Sandhu and McQuarrie's (2016) research centered on an international partnership between Canadian and Indian universities, but the educational partnership was not a twinning program as defined by UGC (2016). Another study that included organizational learning and collaboration was from Lloyd et al. (2015) and described overseas organizational partnership activities with Cambodia, India, Malaysia, Peru, the Philippines, and Vietnam at Macquarie University, Sidney, Australia. Although this study focused on community engagement, such as charity and justice for improved organizational capacity, it did not address twinning.

Kavalski's (2016) study also explored partnership and organizational impact, specifically between the European Union and India concerning global affairs, but the focus was also not on twinning. The study by Husain et al. (2016) concentrated on the relationship between organizational learning and the innovation process through employee innovativeness in Indian IT organizations. This study also did not directly address either organizational learning or twinning programs in Indian higher education.

Hart et al. (2016) researched three U.S.–India partnership projects between India and the United States in the military medical training field. Though India–U.S. collaboration was relevant to international partnerships and indirectly connected to organizational learning, the emphasis was not on twinning programs. Caniglia et al. (2017) focused on education sustainability through transnational collaborations, which were different from twinning programs. Aminbeidokhti et al. (2016) explored the causal relationship among total quality management, organizational learning, and organizational

innovation but did not focus on twinning programs. Finally, Adeinat and Abdulfatah's (2019) investigated a university in Saudi Arabia regarding organizational learning culture. Although this research explored organizational learning culture, it did not address this study's purpose. Consequently, Adeinat and Adulfatah's study also did not fill the gap in the literature regarding organizational learning within twinning programs.

After analyzing, contrasting, and synthesizing the research studies regarding their specifications, limitations, and qualities, the existing literature gap remained. The need for this study was clear as there was insufficient research to inform whether organizational learning occurred at Indian higher education institutions that participate in international twinning programs. The results of this present preliminary study may offer insights to address this gap in the literature regarding how the Indian faculty who participate in international twinning programs perceive organizational learning at their institution.

Summary and Conclusions

In Chapter 2, I provided a review of the literature pertaining to this research focused on organizational learning and twinning programs in the Indian higher education context. I described the literature search strategy and introduced the conceptual framework. Senge's (1993) five disciplines serve as the conceptual framework that guided this study and includes personal mastery, mental models, shared vision, team learning, and systems thinking. This framework provided a lens to help understand whether and how the chosen research site has undergone a process of organizational learning. The chapter included the relevant research findings that form the foundation and

background of this study with the following key themes (a) the relationship between organizational learning and organizational management, and (b) partnership structures, twinning programs, and organizational learning.

Although there were studies available on organizational learning, they were limited with respect to twinning strategies in Indian higher education. The literature review confirmed the lack of research addressing the combination of organizational learning and twinning strategies at Indian higher education institutions. Therefore, I designed this present research study to obtain faculty perceptions of organizational learning that might occur at a higher education institution in India, particularly related to twinning programs. This combination of Senge's (1993) five disciplines as the conceptual framework and the literature review on organizational learning and twinning programs in Indian higher education provides the necessary foundation for the study.

In Chapter 3, I discuss the basic qualitative research design of this present study and its rationale. I detail my role as the researcher and discuss the study's methodology, including participant selection logic, instrumentation, and procedures for recruitment, participation, and data collection and analysis. Finally, I address issues of trustworthiness and ethical procedures.

Chapter 3: Research Method

The purpose of this research study was to understand the perspectives of faculty regarding the organizational learning that may occur at Indian higher education institutions that participate in international twinning programs. In this chapter, I describe this study's basic qualitative research design and its rationale. I discuss the qualitative methodology I have used, including the plans and procedures that guided the research. I also address my role as the researcher and issues of trustworthiness, including ethical procedures.

Research Design and Rationale

The research question that I explored in this study was: How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution? This study's phenomenon of interest was faculty perspectives of organizational learning, specifically, that of the mutual and collective learning process among members of an Indian higher education institution that participates in international university twinning programs.

The study approach of this research was a basic or generic qualitative design with interviews for data collection. Qualitative research is a scientific method of gathering nonnumerical data from a selected population to bring meaning to their experiences (Patton, 2015). This design is suitable for research explorations (Merriam, 2002; Patton, 2015; Worthington, 2010), or when there is limited research on the chosen topics, a qualitative design is appropriate to promote further investigation of the research topic (Polit & Beck, 2018). I collected data from the teaching faculty regarding their

perspectives of organizational learning as they were the likely to have had experiences from which to build perceptions and insight regarding twinning educational programs.

I chose a qualitative design rather than quantitative or mixed designs because of the benefit that perspectives of faculty, who participated in twinning programs at their institution, can bring to the research. There was limited research on twinning programs, particularly research from participants who relate their experiences in their own words.

Other common qualitative approaches, such as ethnography, phenomenology, grounded theory, or case study, could have been considered for this study. I did not choose ethnography because that approach is appropriate when studying individuals based on social groupings. This study focused on the perspectives of those active with specific programs at their institution. Phenomenology would not have been suitable as it focuses on studies of inner processes of individuals rather than external experiences; grounded theory was also not fitting because it is for theory development based on data (Percy et al., 2015). I did not choose a case study approach, as my intention was not to focus on the unique case of the chosen institution for in-depth analysis at a specific point in time. Furthermore, I could not pursue holistic data (more than one type of aggregated data), such as observations and descriptions, which is also a characteristic of case study (Patton, 2015). I selected a basic qualitative approach because I wanted to understand faculty perspectives of organizational learning using a simple research design.

Compared to quantitative and mixed-methods research traditions, qualitative research is suitable for conducting studies to explore, describe, interpret, and explain participants' experiences or perceptions (Patton, 2015). Given that this study's purpose

was to determine whether faculty or staff perceived organizational learning within the institutional context, the exploratory nature of the basic qualitative approach made this an appropriate choice.

I intended to collect individual perspectives of organizational learning in an Indian higher education setting regarding twinning programs, aligning with this study's basic qualitative approach. As indicated in the literature review, there was limited research regarding organizational learning that might occur through twinning programs in Indian higher education. By utilizing a basic qualitative approach to explore organizational learning within international twinning programs from the perspectives of faculty, I designed a feasible and productive study that may contribute insight into the functioning of the Indian higher education sector.

Role of the Researcher

According to Patton (2015) and Roulston and Shelton (2015), the qualitative researcher is the instrument of inquiry because they play an essential role in conducting the study. A qualitative researcher's role begins with designing the study in alignment with the research fundamentals and choosing the appropriate participants to explore the intended issue. The researcher collects, analyzes, interprets, and reports the data through established methods of involvement, employed with careful attention and reflection (Creswell & Poth, 2016; Patton, 2015; Roulston & Shelton, 2015; Rubin & Rubin, 2012).

The researcher uses accountability procedures (i.e., data collection, analysis, interpretation, and presentation of findings) to eliminate possible bias by monitoring and controlling any emerging personal preferences concerning the participants and their

experiences (Roulston & Shelton, 2015). To reduce bias, qualitative researchers apply a process of reflexivity so their research will be neutral, objective, and impartial (Roulston & Shelton, 2015). According to Patton (2015), reflexivity is more than reflection in that subjectivity plays a broader role. Interactive analytical introspection is significant in reflexivity as the researcher interacts with participants. Patton also recommended that the researcher practice empathic neutrality to understand the participants' perspectives without judgment so they can communicate the participants' perceptions with authenticity and develop a rapport, trust, and openness.

Because my role as the researcher was to collect, analyze, and report the data, I needed to be cautious of avoiding possible biases. I had no personal or professional relationships with the participants. Though I had no apparent bias on the topic, I was attentive to any hidden biases so that I could address them using journaling and reflective approaches throughout the data collection process.

I was familiar with the research site as it was where I earned my bachelor's degree 2 decades ago. As I was acquainted with this institution, I was mindful when collecting and analyzing data to avoid any inclination to view the institution more favorably than others. I was also cautious to check that I did not project my presumptions of organizational learning onto the institution while analyzing data to maintain authenticity throughout the analysis and interpretation process. As suggested by Patton (2015), I practiced reflection by keeping daily journals of my thoughts and conclusions to avoid further bias. I kept in mind the strategies suggested by Patton as well as by

Creswell and Poth (2016) to help ensure I remained neutral in developing interview questions, conducting the interviews, and analyzing and interpreting the interview data.

Methodology

Qualitative research methodology consists of procedures for collecting and analyzing data (Creswell & Poth, 2016). Because the purpose of this present study was to gain an understanding of faculty perspectives regarding organizational learning, I used a basic qualitative approach and collect interview data via Zoom. I did not complete a pilot or follow-up study as part of this research. In the following sections, I discuss participant selection logic; instrumentation; procedures for recruitment, participation, and data collection; as well as a data analysis plan.

Participant Selection Logic

According to Patton (2015) and Rubin and Rubin (2012), the participants' relationship with the intended area of study is vital. I based my selection of participants for in-depth interviews on their experiences or perceptions of the phenomenon of interest. Merriam (2002) noted that participant selection logic is primarily contingent on the candidates' appropriateness and availability. The participants need to be accessible to the researcher for collecting rich and thick data for analysis (Patton, 2015; Rubin & Rubin, 2012). In the following paragraphs, I briefly describe participant selection logic, target population, sampling strategies, selection criteria, sample size to achieve data saturation, and procedures to contact and recruit participants for this research study.

The target population in this research was Indian faculty who had been participating in international twinning programs at the selected institution. The present

study participants included professors, who were also program directors, administrators, and engaged with office assistants, and who were employees when the twinning programs began. The logic behind the selection of this population was that faculty may have direct knowledge of the twinning programs and be best positioned to share their perceptions of organizational learning at their institution.

The sampling strategy I used for this research study was purposeful. Preselected criteria, the research purpose, and the research question were the basis for participant selection for information-rich data, specifically, where there are limited resources available (see Patton, 2015). There were three criteria for the selection and inclusion in this study:

- The participants are professors, program directors, administrators, and office assistants employed at the selected Indian higher education institution.
- The participants have been members of a twinning project.
- The participants have worked at the chosen institution for the last 5 years.

The reason for the third, 5-year criterion was that potential organizational learning requires time to have occurred and matured; a process that usually requires at least 3 to 4 years from the programs' introduction (see Aranda et al., 2017). Those candidates who have been working at the institution continuously for at least 5 years during twinning programs have the most potential to perceive organizational learning—the process of acquiring and sharing knowledge among the members of the organizations. As individuals with direct involvement with the twinning program would be best positioned to observe changes in organizational learning, I decided to exclude those who might be

farther removed and serving in higher positions at the university, such as the president, members of the directors' board, or higher stakeholders.

According to Trotter (2012), the sampling strategy needs to be aligned with individualities and the verities of the target population and help achieve data saturation. The determination of the sample size in qualitative research depends on the study's uniqueness and diversity; data saturation determines the number of in-depth interviews (Trotter, 2012). Malterud et al. (2016) noted that the more information the sample holds, the lower the number of participants needed to achieve saturation (information power). Malterud et al. suggested that a sample size that provides adequate information depends on the study's purpose, sampling criteria, use of theory, data quality, and analysis method.

There is a solid connection between data collection and data saturation. Data saturation is when the researcher becomes aware that the data return nothing new from the interviews (Baker & Edwards, 2012; Guest et al., 2006; Mason, 2010; Seidman, 2012). According to Bowen (2008), researchers need to understand data saturation or theoretical saturation while collecting data. Theoretical or data saturation occurs when the researcher recognizes that no new insights, themes, or issues arise concerning a category of data (Bowen, 2008). For studies with purposeful sampling, data saturation is possible with six to 12 interviews (Guest et al., 2006). In this study, I proposed a sample size of eight to 10 participants. Sobal (2001) suggested that in-depth interviews usually require eight to 10 participants, which supports this decision.

To ensure data saturation with eight to 10 participants, I determined to pay special attention to the nature and quality of the data as I would interview the participants and analyze their responses. If data saturation was not achieved by the eighth interview, I would identify the next two candidates from an alphabetical list of the replies to my invitation and schedule interviews on a suitable date and time after obtaining their informed consent. If these additional interviews did not yield enough data to achieve saturation, I planned to repeat this selection procedure provided there would be adequate participants that meet the selection criteria.

If there were not enough participants available to meet my sample size goal, I planned to use snowball or chain sampling to expand my participant pool. According to Cohen and Arieli (2011), snowball sampling is a procedure for discovering additional research participants. The researcher receives information from the current study participants regarding others who might be suitable or interested in the study to help achieve the required sample size.

I selected a private higher education institution serving an urban community in India for over 50 years for the research setting. I chose this site because of its involvement over 2 decades with multiple twinning programs. This institution has a rich academic history and encompasses nearly 1,000 staff and approximately 20,000 undergraduate and graduate students. This multidisciplinary university currently offered several undergraduate degrees as well as master's and doctoral programs in humanities, social sciences, science, commerce and management, education, law, and engineering.

Instrumentation

I prepared to use semistructured interviews with open-ended questions to collect data for this study via the Zoom videoconferencing platform. I aligned the interview questions and subquestions with the research question, which would play an important role in collecting the participants' responses. According to Patton (2015), the three basic qualitative data collection methods are "the informal conversational interview, the interview guide approach, and the standardized open-ended interview" (p. 437). I also determined to use the standardized open-ended interview format for this study's data collection. This type of interview approach requires determining the exact wording and sequence of the interview questions in advance so that all interviewees receive the same questions in the same order. The wording of the questions is open-ended (Patton, 2015). As the respondents answer the same questions in the same order, this interview format would allow me to compare responses.

An interview protocol is the list of questions and procedures to guide the qualitative researcher through the interview process. The interview protocol includes a script of what the interviewer will say before and after the interview, instructions regarding informed consent, and other relevant information from the interviewee (Jacob & Furgerson, 2012; Turner, 2010). This preparation allows researchers to pursue details regarding the participants' perceptions and experiences and be ready with relevant follow-up questions (Chenail, 2011). For this study, I developed an interview guide (see Appendix A) based on the conceptual framework: Senge's (1993) five disciplines,

including personal mastery, mental models, team learning, shared vision, and systems thinking and focused on organizational learning and twinning.

I formulated eight semistructured interview questions and appropriate follow-up prompts. As Senge's (1993) five elements of learning organization might be new to the participants, I modified the wording in the interview guide so they can understand the questions and respond to them easily. To adapt Senge's technical terms to the interview questions, I compared the terms or phrases used in Marsick and Watkin's (2003) Dimensions of the Learning Organization Questionnaire (DLOQ) and combined words or phrases like "global perspective" or "outside community" (p. 144). This enhanced my understanding of Senge's technical terms, and I applied them in Interview Question 4.

While formulating the interview questions, I tried to keep "quality in mind" to ensure that the interview questions will facilitate reliable data and that my study's findings will be "balanced and thorough," "detailed and accurate," "rich and nuanced," "intellectually fresh, dense with ideas, and convincing" for any reader (Rubin & Rubin, 2012, p. 70). I aligned the questions with the phenomenon of organizational learning (Senge, 1993), international twinning programs (UGC, 2016; Varghese, 2015), and the purpose of the research to collect adequate data for authentic research analysis. In addition to considering Senge's five disciplines while constructing the interview questions, I aligned them with the research question by considering relevant information regarding Indian higher education systems, culture, and current challenges.

I ensured that the interview questions in this study supported the research question. I tried to make the interview questions relevant to the study using the Interview

Guide Crosswalk Tool and to determine if they adequately answered the research question. The crosswalk tool helped me verify alignment between the interview questions and the research question and helped me in collecting valid data from the participants (see Patton, 2015; Rubin & Rubin, 2012). Using this crosswalk tool, I also aligned the proposed interview questions and research questions with Senge's (1993) five disciplines related to faculty perspectives. I planned to conduct semistructured interviews with in-depth, open-ended, and neutral questions. As Creswell and Poth (2016), Patton (2015), and Rubin and Rubin (2012) have noted, these procedures helped in data analysis, specifically to clarify the idea, topic, and perceptions of the participants.

Sufficient and accurate data depends on the participants' unbiased and free perceptions (Creswell & Poth, 2016; Patton, 2015; Rubin & Rubin, 2012). By using open-ended, neutral, and relevant follow-up interview questions, I aimed to ensure the appropriateness of the instrumentation for this study. I also tested and refined this instrument as part of my Advanced Qualitative Research course at Walden. I used the Interview Guide with two faculty friends at an Indian higher education institution (different than the proposed research site), who participated in a twinning program, which helped me refine phrasing or question structures. The interview questions were sufficient to help me explore faculty perspectives of organizational learning within international twinning programs through an unbiased data collection process. The interview questions, aligned with the research question and Senge's (1993) five disciplines, were satisfactory to facilitate the collection of sufficient data for identifying organizational learning at the selected institution.

I also learned that while conducting interviews and analyzing data, I needed to be aware of the possible personal bias(es). Minimizing or eliminating bias is vital for authentic results. I planned to keep a daily journal to identify and monitor potential bias as well as note the progress of this research from the beginning of the interviews until the completion of the dissertation process (see Spall, 1998).

Procedures for Recruitment, Participation, and Data Collection

Designing qualitative research with specific recruitment procedures is important and can be challenging, as uncertainties may arise in obtaining the number of participants needed. Creswell and Poth (2016) encouraged researchers who plan qualitative studies online to take appropriate measures, specifically in adjusting to the participants' different international time zones. In this study, I planned to have a recruitment contact at the proposed research site to assist me in reaching out to potential participants after receiving approval from Walden University's IRB. In the following sections, I focus on the recruitment contact and the participants' recruitment and selection procedures.

Recruitment Contact to Reach Potential Participants

As I was not acquainted with the faculty at the institution where I had proposed to conduct this research, I needed a contact person to proceed. I selected the pro-vice chancellor of this Indian institution (hereafter referred to as contact). I knew this individual since I earned my bachelor's degree at the institution in the mid-90s, and we had three preliminary conversations. The contact agreed to help me obtain permission to conduct this research and forward my invitation to the proposed participants as it might be perceived as junk mail if I sent it to them directly. However, their responses would be

sent to my email so that I would be able to choose prospective participants directly, thereby ensuring that the institution would not know the names of those who would agree to interviews.

Participant Recruitment and Selection

I planned to take the following steps to identify, contact, and recruit the prospective participants. First, I would request the contact to forward my email invitation to all the faculty who have been participating in the twinning programs so they can respond to me via email if they would like to participate in the research and interviews. Second, I would select, in the order of their responses, the prospective candidates (professors, program directors, and heads of the departments) who have responded to invitation email and meet the selection criteria. Third, I would email the potential participants to confirm their informed consent to participate in the proposed Zoom interview, complying with Walden's IRB protocol and procedures. Fourth, I would email the candidates who consent to participate, scheduling an interview and allowing them to choose the date and time. With these four steps, I planned to identify, contact, and recruit prospective candidates for research interviews.

Procedures for Participation

Participants' consent is vital while conducting any research as the purpose and requirements of the interview must be understood before recruitment and participation (Sin, 2005). The researcher needed to receive a signed consent form from the research candidates to verify they are comfortable to proceed. The candidate should have a thorough understanding of each step of the data collection process before giving their

consent to participate. I planned to send the consent form to the interested candidates with a description of the data collection procedures. It would contain background information on the research study, including my name and university, interview procedures, and sample interview questions. The consent form would also describe the study's voluntary nature, risks and benefits of participation, and payment—a thank you gift e-card worth $25.00, an approximate value of over Rs.1,500.00 in Indian Rupees. This would be sent to the participants via email within 2 weeks after their interview. Finally, the consent form would describe the participant's rights regarding privacy, the use of pseudonyms to protect their identities, my contact information and that of Walden University's Research Participant Advocate for the answers to any questions they might have. I would also provide the IRB's research approval number, including its expiry date. Finally, this form would include instructions to the prospective candidate to reply via email with the words, "I consent," if they would agree to participate in the study. This consent form would verify that they agree to join the study with adequate knowledge regarding the research and its procedures.

Procedures for Data Collection

Upon confirming the date and time for the interview by email, I planned to conduct a single interview with each participant, lasting approximately 45-60 minutes. Participants would attend the interview via the online platform Zoom. One of the significant advantages of interviewing online is the ease of access to participants across geographic regions compared to face-to-face interviews as well as being less expensive (Opdenakker, 2006). According to Hamilton (2014), online interview technologies help

qualitative researchers conduct interviews at times and locations convenient to the participants and help establish a personal relationship between the interviewer and interviewee. I would prepare the participants for the interview by asking them conventional questions, which will help me establish a rapport at the start of each interview. Once we would establish this relationship, I planned to confirm that they would be ready to begin the interview. Next, I would ask questions from the interview guide, beginning with questions related to the twinning programs with which they are familiar when they performed their roles at their institution. This type of question would help establish a firm foundation as we gradually move toward the focus of this research, eliciting their perceptions of organizational learning. Toward the end of the interview, I planned to thank the participants for being part of this research and notify them if further communication is needed. I also planned to record the interviews with a digital audio recorder and use Zoom's audio recording feature so they can be transcribed for verification and analysis (see Patton, 2015; Rubin & Rubin, 2012).

Data Analysis Plan

Qualitative data analysis is an interplay between researcher and data that includes the transcription of the interview responses, coding, sorting, categorizing data by themes, and interpretation (Patton, 2015). Patton (2015) recommended an interpretative method of data analysis in a series of steps:

- transcribing and summarizing each interview;

- defining, finding, and coding the data;

- sorting codes into a single data file and summarizing the contents of each file;

- sorting and resorting file materials, comparing excerpts between different subgroups, and then summarizing the results of each sorting;

- weighing different versions of the transcripts and summaries and integrating the descriptions from various interviewees to create a complete picture;

- combining concepts to explain the descriptions the researcher has presented by constantly testing ideas by examining them in light of the interviews; and

- seeing how far the results generalize beyond the individuals studied.

For data transcription, I planned to use transcript technology software, specifically, Otter.ai (https://otter.ai), to perform this task. Next, I would review the transcripts to make sure they match the audio recordings. I would ask the participants to confirm the transcripts' accuracy via email, and I would be available for follow-up questions if needed.

I planned to combine and adapt the coding methods proposed by LaPelle (2004), Patton (2015), Rubin and Rubin (2012), Smith and Firth (2011), Walker and Myrick (2006), and Saldaña (2021) to suit the design of this study. According to Patton, the first step is to prepare full and accurate word-for-word transcripts from all interview recordings. I planned to transcribe the recordings using software and verify their accuracy with the audio recordings, which would help me to become more acquainted with the data from each interview. I determined to prepare a memo file for identifying any thoughts I might have while reading the transcripts. I would also include notable quotes, ideas, phrasing, and concepts expressed by the participants, which I would highlight if they needed exploration (see Patton, 2015). I planned to write a summary of the

interviews, including the insights from the participants. This descriptive method, according to Rubin and Rubin (2012), is a narrative process involving interview transcripts, memo files, notable quotes, and ideas, including phrasing and concepts from the participants, and interview summary, which will add authenticity to the data interpretation.

The next step I planned was finding meaning in the data. According to Rubin and Rubin (2012), data analysis is a step-by-step procedure for finding meaning from the interview raw data or transcript(s) to answer the research question. The strength of data analysis is contingent on the research design that needs to be rich, thorough, nuanced, balanced, and detailed (Rubin & Rubin, 2012). Following these guidelines, and to the degree possible, I ensured that I would have a detailed research design established from the beginning. This would help me analyze the data and prepare a solid and convincing discussion of my findings based on the data provided by the interviewees. The next step that I planned was coding the data by reading the transcripts of each interview. I would find and identify concepts, themes, events, and examples from what the participants would have expressed in the interviews (see Rubin & Rubin, 2012).

According to Strauss and Corbin (1990, as cited in Walker & Myrick, 2006), the initial step of the coding process is open coding. The open coding process involves immersion in the interview data, sentence by sentence, contrast by contrast, memo by memo, and code by code to objectively evaluate data and so category properties can emerge. Previously, researchers applied open coding, specifically, with grounded theory studies. It is also suitable for any qualitative research that uses interview transcripts as it

serves as an initial coding process of interview data (Saldaña, 2021). I planned to

incorporate the coding process described by Saldaña (2021) and Walker and Myrick

(2006), using the following eight procedures:

1. Open code the data after adequate reading of the interview transcripts.

2. Separate and label the coded data into groups according to their characteristics

    after further review of the transcripts.

3. Define the labels or the group names so that the codes' initial meaning may be

    complete by successive and adequate readings of the interview transcript.

4. Categorize or sort all the relevant codes into suitable groups based on the

    similarity in codes.

5. Review all the participants' interview data for recurring themes, often a

    combination of one or more codes.

6. Compare the emerging themes with the concepts pertaining to the interview

    questions.

7. Verify the concepts and themes with the interview data by reviewing the

    notable quotes and memo files.

8. Finalize the data coding process by formulating verified themes by properties

    and dimensions without bias so that the conclusion and interpretation will be

    accurate.

According to Rubin and Rubin (2012), the nature of the first phase of data

analysis is descriptive. With the steps listed above, including the transcription process, I

planned to document the data collection process and report on this study's findings.

These descriptions would help readers better understand different research elements, specifically, a process, series of events, or cultural pattern. These descriptions might also enhance the readers' understanding of the research context.

The second phase of data analysis is to examine category properties and dimensions (Walker & Myrick, 2006) to bring meaning to emerging themes (Rubin & Rubin, 2012). Depending on the themes that emerge from the data, I was prepared to confirm if organizational learning occurs at the selected institution. I also planned to work ensuring that I would have sufficient data from the interviews to substantiate the interpretations I would make to ensure the integrity of the findings. If discrepant cases would emerge from the interview data, I would consider them significant as they might represent views that are distinctive from the majority, and such insights can offer unique perspectives that could inform positive action (Creswell & Poth, 2016).

Issues of Trustworthiness

The trustworthiness of research is imperative, and qualitative research frameworks exist to ensure rigor (Shenton, 2004). The criteria for the trustworthiness of qualitative research data are credibility, transferability, dependability, and confirmability (Creswell & Poth, 2016; Patton, 2015; Shenton, 2004). In the following sections, I describe how each will bring trustworthiness to this basic qualitative study. I also discuss the ethical procedures I planned to use regarding the participants and the data collected.

Credibility

Credibility refers to how accurately the data represents the phenomenon under study. The credibility of the study involves the use of established methods, familiarity

with the context, triangulation, sources and contexts of the data, coding, interpretation of

the data, transparent recruiting and informed consent, member checking, discussion of

discrepant cases, and accuracy of findings (Shenton, 2004). I planned to use the interview

guide in this study, which I have designed to collect as much as accurate data from the

proposed participants. The effectiveness of the interview guide depends on its content,

structure, and the appropriateness of the interview questions, which would help generate

data relevant to the targeted issue (see Pandey & Chawla, 2016). Triangulation is a

process where researchers look for substantiating evidence using multiple sources,

methods, investigators, and theories (Creswell & Poth, 2016). As I would have only one

data source (interview data) in this study, I planned to confirm and preserve credibility by

reflecting on each interview question and the participants' responses. I also planned to

compare the interview data with the memo I would create at the conclusion of each

interview. I intended that my recruitment and interview strategies to achieve data

saturation and the process of reflexive journaling to alleviate bias will also bring

credibility to this basic qualitative study.

Transferability

Transferability involves the readers of the study who judge whether the research

findings can be transferred to another context and is dependent upon rich and thick

descriptions of the study's characteristics (Creswell & Poth, 2016). Detailed, in-depth

descriptions of the participants and study setting will enable readers to decide if the

findings are transferable to other settings (Creswell & Poth, 2016). Transferability also

depends on sufficient contextual descriptions provided during data analysis.

Transferability includes thick descriptions of the context, data collection setting, relevant participant selection criteria, and recruitment and data collection procedures. In this study, I planned to describe and define the participants' perspectives on organizational learning and the Indian higher education institution that participates in international twinning programs.

Dependability

Dependability is more than the reliability of the data and relates to the study's procedural details that allow replication (Creswell & Poth, 2016). Dependability is supported by a description of research design; details of data collection procedures; and authentic reports, including any failures, errors, or plan changes at the time of the study. Dependability is significant if the results can be subject to change and instability (Creswell & Poth, 2016). To ensure dependability, I planned to describe any changes in the interview process and how these might have affected its findings and data collection process. My audit trail, in the form of the hand-written notes taken after each interview, would ensure data stability and dependability by keeping the study authentic and traceable (Patton, 2015).

Confirmability

Confirmability refers to an accurate representation of the findings based on the perceptions and experiences of the participants. I determined to ensure that the findings do not represent my preferences or biases (see Patton, 2015). Confirmability includes a description of my role and affiliation with the research setting, context, and phenomenon, as well as a triangulation of the data, transparency of the audit trail, interpretation, and

presentation of how I would move from data collection to codes to categories to themes. I planned to use reflexive journaling throughout the research process. This reflective journal would include my thoughts on the research and interview processes, also forming an audit trail.

Ethical Procedures

Ensuring ethical procedures are in place is an important requirement in a research study and exist to protect the rights of the participants (Rubin & Rubin, 2012). Walden's IRB is accountable for every research study a student conducts while enrolled at the University, specifically verifying that the research meets its ethical standards and U.S. federal regulations (Walden University, 2019a). I planned to abide by Walden University's IRB protocols while doing my research. Accordingly, I was prepared to anticipate and manage any relevant ethical issues relating to this study, complying with the IRB's requirements to plan and execute it. Once I have obtained Walden's IRB approval, I planned to obtain a letter of cooperation from the chosen institution indicating agreement with Walden University's IRB guidelines for collecting data from faculty through Zoom interviews.

After obtaining the participants' consent via email, I planned to keep their data protected, using pseudonyms in the transcripts to ensure confidentiality. It was also important to remove details that may identify the participants or the institution where they work. Participant demographic details, such as the number of years in a position, would be shared in the final results only if I could protect their identities.

One area that might affect my perspective as the researcher was that I had been a student at the research site 2 decades ago. I decided to take precautions against possible bias while collecting and analyzing data, specifically by keeping a reflective journal and critically evaluating each step of the research process. I planned to assure the participants that I have removed references to their identities and keep the data in my computer or external hard drive with password protection safely locked in a fireproof box. I planned to destroy all copies of surveys, recordings, and transcripts. I was sure to keep the data for 5 years following the study's completion, at which time I will destroy it.

Summary

In Chapter 3, I detailed the qualitative research tradition and the basic qualitative design of this study. I described the semistructured interview process and open-ended questions for this research. I explained my intention to use a basic qualitative research design to explore organizational learning at an Indian higher education institution that participates in international twinning programs. The study's description included the research design and rationale, my role as the researcher, and procedures for participant selection, instrumentation, recruitment, participation, data collection, and data analysis. I concluded with strategies for ensuring trustworthiness and ethical considerations.

Chapter 4: Results

The aim of this qualitative study was to understand the perspectives of faculty regarding organizational learning and answer the following research question: How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution? Analysis of interview data assisted me in understanding organizational learning in an Indian higher education setting and discovering whether it occurs at the institution selected for this study.

This chapter begins with a description of the study's setting, participant recruitment, and demographics. Next, I discuss data collection, data analysis, and evidence of trustworthiness, including credibility, transferability, dependability, and confirmability. Finally, I present the study results from an analysis of the interview data.

Setting

The research site I chose for this study was the same as originally intended: a higher education institution in India whose faculty have participated in twinning programs. I refer to this as "the institution" to ensure confidentiality. Currently, the number of outgoing twinning students exceeds incoming students from twinning institutions abroad. The faculty at the institution play facilitating roles in helping students who wish to join a twinning program through student screening and selection according to the vision and mission of the institution. The faculty are also involved in advising and guiding twinning students and mentoring them even while they are abroad. Several faculty have visited partner universities; however, the number of faculty visiting from

these foreign partners exceeds the number of faculty from the institution who go abroad. This research site was suitable for this study as the faculty interviewed provided thick, rich data.

Demographics

The target population for this research was Indian faculty who had been participating in international twinning programs at the institution in India for 5 or more years. The participants were all professors who were also responsible for other program tasks within the institution, working as coordinators, departments heads, facilitators, and office managers when twinning programs were active. Coordinators are faculty members with authority for reporting the credentials of the selected twinning students to the international office for further decisions and actions. Coordinators can also contact partner universities abroad to organize international programs through the international office and assist foreign faculty when they visit the institution. Facilitators are faculty members engaged in advising twinning students and identifying, screening, and selecting them for twinning programs in consultation with other associated faculty before reporting to the international office. Facilitators also help faculty members in need. This population had direct knowledge of the twinning programs and shared their perspectives of organizational learning at their institution by participating in twinning programs. The total number of the participants was eight—seven were female professors, and one was male. Table 1 shows the demographic and characteristics of the participants.

Table 1

Participant Background

Participant	Department	Gender	Faculty/staff roles other than teaching
Participant 1	Commerce	Female	Student facilitator
Participant 2	Business management	Female	Department head
Participant 3	Commerce	Female	Student facilitator
Participant 4	Commerce	Female	Coordinator
Participant 5	Commerce	Female	Coordinator
Participant 6	Business management	Female	Coordinator
Participant 7	Hotel management	Male	Coordinator
Participant 8	Business management	Female	Coordinator

Data Collection

The research conduct and ethics committee at the institution granted me permission to undertake research along with Walden University's IRB (Approval No. 07-19-21-0449076). As the first step of recruitment, I requested my contact at the institution to forward my email invitation to all the faculty who participated in the twinning programs so they could respond if they wished to participate in the research and be interviewed. The contact forwarded, through two department heads, my invitation to available prospective faculty for interviews via Zoom.

After receiving faculty members' email responses to the invitation, I selected respondents for the interview as the second step in recruitment, verifying they met the selection criteria. Next, I sent emails to the proposed participants to obtain their informed consent for the interviews. As soon as I received consent, I sent another email to the faculty member to set up an interview appointment at their convenience. Most of the

participants were able to complete their interviews within 2 weeks. While I was conducting interviews with the available six participants, I planned for following up with prospective candidates to achieve a minimum number of eight or until I achieved data saturation.

I received no more replies from potential candidates after obtaining the sixth participant's consent. Therefore, I used snowball sampling, and two additional participants responded, whom I selected for interviews following the process used with the first six. I conducted eight semistructured interviews via Zoom, each lasting 50 to 60 minutes. I stopped recruiting candidates after the eighth participant while I determined whether I had obtained data saturation. Throughout the process, I was able to select participants directly, and in the order they responded to the invitation, ensuring that the criteria were met and that the institution did not know the names of those who agreed to interviews.

I began data collection on August 1, 2021, and completed it on August 29, 2021. All participants responded to the interview questions thoroughly and in a comfortable setting away from distractions. All interviews were audio recorded. At the beginning of each interview, I prepared the participant by asking introductory questions, which helped me establish a rapport, put them at ease, and prepare them for the interview. Next, I confirmed that the interview would begin, reminding them that their responses would be audio recorded and that they could refuse to answer any question or stop the interview at any time if they wished.

The majority of interviews were in the morning according to Indian Standard Time; however, it was evening the previous day at my location. Although I completed a maximum of two interviews a day, I normally conducted one interview each day in the first week. As I had previously informed each participant more than once that the interview would take 45–60 minutes, they were ready to participate for approximately 60 minutes without fatigue or interruption. I used a closed room to conduct the interviews to avoid distractions or disruptions. The interview questions were printed on standard paper with two questions per page. I kept a reflexive journal to write notes regarding the answers each participant provided during the interview and for remarks on each after its completion. I did not interview the next participant without having completed my journal writing regarding the previous interview. There was sufficient time to do this, even with two interviews a day.

I recorded all interviews using Zoom as well as a password-protected USB digital recorder as a backup device to reduce any risk of data loss. All participants were faculty members directly connected with twinning programs or twinning students concerning credit exchange or faculty exchange. Therefore, their perspectives provided rich, thick data for this research. I achieved data saturation with the eighth participant's interview. Audio recordings were transcribed using Otter.ai software and verified manually before sending them to the respective participants for feedback. I corrected a few words or phrases in each interview, which the software incorrectly transcribed, perhaps due to an Indian accent or general errors. I removed all the identifiable elements from the transcripts regarding the participants and institution to protect their privacy. I sent the

transcripts to each participant for further correction, additions, or removal of information they did not want to be included. Most responded in a timely manner and were satisfied with the texts, which were 99% correct according to the audio record. As agreed, I sent all participants an e-gift card worth $25.00 via email as a thank-you for participating, which they could redeem in Indian currency for approximately Rs. 1,500.00.

Data Analysis

After reading each transcript several times along with my short memos and journal, I began analyzing the interviews manually using Microsoft Word for numbering text lines, open coding with the comment option, and color-coding portions of the text. I followed the step-by-step guide to qualitative data coding by Adu (2019). I applied initial coding to each Word transcript file by using the comment option. Next, I opened a new table file for sorting codes with four columns, which I developed from the transcripts: (a) codes, (b) their descriptions, (c) coded text portions with line numbers, and (d) the initial answer to the research question associated with the code. Initially, I had 118 codes and sorted them by opening a new table file with five columns: (a) codes, (b) code frequency, (c) text line numbers, (d) case frequency, and (e) frequency of answer to research question.

Out of the 118 codes, I combined or eliminated several according to meaning, reducing them to 92; however, only nine reached code saturation. Based on the case and code frequencies, I set the saturation point. For example, a code I repeatedly found for all cases (No. 8) or in at least six cases, I considered to be saturated. To these nine saturated

codes, I distributed the rest of the 92 after considering the depth of their characteristics, making sure they aligned with the nine codes so solid themes could emerge.

While working on themes, I applied the recommendations of Adu (2019), Patton (2015), Rubin and Rubin (2012), and Saldaña (2021). Nine themes evolved from the data related to multiple codes. The themes appeared in the transcripts several times and were coded under a common name. These became themes, specifically, when I added further dimensions and deeper meaning from the relevant transcripts to the codes. Next, I opened a new Microsoft Word text file to compare and verify each theme with others under the separate nine themes by adding to each section all relevant texts from each transcript. This file served as a consolidated final document for all nine theme definitions, information referencing identification of the respective participant, transcript line numbers, and codes in the comment sections.

The themes I identified from the coding process included (a) faculty development through twinning programs, (b) well-aligned vision and mission fulfillment, (c) extensive institutional changes, (d) increased teamwork across departments, (e) top-to-bottom participatory approach to decision making, (f) curriculum adaptations to international perspectives, (g) systematized and programed social and outreach activities, (h) bottom-to-top problem-solving approach, and (i) faculty empowerment through a centralized system of an international office and an international cell. My codebook is included in the Appendix B. Table 2 shows the codes used to derive themes.

Table 2

Themes and Codes

Themes	Codes
Faculty development through twinning programs	Development, collaborative research, exposure, perspective shifts, relationship with twinning universities, training, best practices, international, networking, learning teaching, skill enhancement, leadership, mind-shift.
Well-aligned vision and mission fulfillment	Balancing, community service, excellent, aligned, open for change, selection process of twinning students, institution's collective action, service-learning programs.
Extensive institutional changes	Multidisciplinary university, collaboration with national institutions, infrastructure, paperwork and documentation, academic standards, national rating and ranking, number of twinning programs, number of twinning students, institutional changes, international collaborations, open environment, resources and infrastructure, safe environment, structural changes.
Increased teamwork across departments	Alumni interaction, working together, bond of oneness, teamwork and learning, team teaching, collaborative works, sharing, experiences with other departments, across faculties.
Top-to-bottom participatory approach to decision making	Brainstorming, collaborative, approval from the authority, decision-making opportunities, feedback, discussion, top-to-bottom approach, transparent process.
Curriculum adaptations to international perspectives	Service and learning, community integrated, critical thinking than spoon feeding, adaptations, community service, free choice-based, holistic, international perspectives, liberal arts.
Systematized and programed social and outreach activities	Community development outreach, cultural dialogue, village exposure, social activities, foreign students' village exposure, professionalism, safe environment, social service center, social and outreach activities, village education, waste management, collaboration with foreign universities, women's empowering programs.
Bottom-to-top problem-solving approach	Bottom-to-top approach, brainstorming discussions, democratic process, leadership meetings, open-door policy, problem-solving opportunities.
Faculty empowerment through a centralized system of international office and international cell	International exchanges, centralized office, clerical work-related role, faculty empowerment, documentation process, international office, international cell, management, for faculty support in international affairs, all departments, well-organized office.

All responses appeared to be consistent and relevant to the research question but reflected different levels of knowledge according to the participants' experience and roles they played at the institution. For example, Participant 2 had more background and experience with twinning programs and internationalization because of involvement in the beginning stage of the twinning program at the school. Participant 7 had a different viewpoint concerning social and outreach activities, which did not involve twinning programs due to continuous departmental involvement in these activities for decades. Despite differences in perspectives, I did not find a discrepant case in my data analysis.

Evidence of Trustworthiness

As a qualitative researcher, I tried to ensure the trustworthiness of the research findings through the principles addressed by Creswell and Poth (2016) and Patton (2015): credibility, transferability, dependability, and confirmability. Throughout the research process of this study, I met these four criteria. In the following sections, I discuss how I ensured trustworthiness for this study.

Credibility

As Shenton (2004) argued, credibility depends on the accuracy of the data representing the phenomenon under study. To ensure the credibility of the study, I used the following established methods of data collection and analysis: (a) transparent recruiting with informed consent for voluntary participants, (b) semistructured interviews with open-ended questions, (c) audio recording the interviews, (d) transcribing the interviews and sharing the transcriptions with the participants for review, (e) open coding of the data, (f) objective interpretation of the data, (g) examining the data for discrepant

cases, and (h) checking the accuracy of findings. In addition, the participants met the criteria of having a twinning background at an Indian university, familiarity with the context, and involvement in twinning programs or universities.

Before I began recruiting participants, I practiced my interview questions with friends and family members. Some were professors at a university other than the research site and familiar with twinning programs; however, they were not selected for this study. This helped increase my confidence and verify that the interview questions could bring the expected results. The first trial indicated a need for improvement in the open-ended questions, as the responses primarily concerned student experiences rather than faculty perspectives. The interview questions evolved through careful reviews by experts, academic advisors, and dissertation committee members, including my chair. After the first interview with a research participant, I transcribed responses immediately to verify with my dissertation committee chair if they provided the expected data. I made some minor additions and included subquestions to finalize the interview guide. While analyzing data, I compared the interview data with the short memos I created at the end of each interview and my reflexive journal to mitigate bias.

Transferability

According to Creswell and Poth (2016), transferability depends on the readers of the study who judge whether the findings can be transferred to another context. Although the reader is involved in this process, it is also dependent on rich, thick descriptions of the study's characteristics. I have provided detailed, in-depth descriptions of the participants, the study setting, and context so readers can determine if the findings are transferable to

other settings. I completed a detailed examination and comparison of each participant's responses and, when necessary, verified these with them to increase my understanding. These steps improved my analysis of the participants' perspectives of organizational learning that occurred at their institution as a result of participating in twinning programs.

Dependability

Dependability concerns the study's procedural details along with data reliability, allowing for replication (Creswell & Poth, 2016). To ensure dependability, I included a detailed description of the research design and data collection procedures as well as authentic reports, including my plan changes to use snow-ball sampling. Following Patton's (2015) guidelines, my audit trail, in the form of the hand-written notes taken after each interview, also ensured data stability and dependability by keeping the study authentic and traceable. The detailed process of reporting and the methods applied in this study reflect the consistency and dependability standards as recommended by Creswell and Poth (2016) and Patton. The data collected on the perspectives of Indian faculty regarding organizational learning as a result of participating in twinning programs at their institution corresponded to the research question throughout this study.

Confirmability

A qualitative researcher needs to take care to ensure that the findings do not represent their preferences or biases (Patton, 2015). To increase confirmability, I provided an accurate representation of the findings based on the participants' perceptions and experiences. For example, I read the interview transcripts several times after transcribing the recorded interviews, correcting and verifying them manually, and

sending them to each participant for review. All of the participants noted their transcripts accurate; however, one wanted to reorder and rephrase the text. While analyzing data, I also exercised my role as a qualitative researcher objectively to minimize biases, having no affiliation with the research setting, context, or phenomenon. To improve confirmability, I kept an audit trail throughout this study, an interpretation and reflection of how I moved from data collection to codes, categories, and themes. The reflexive journal included my thoughts on the research and interview processes, which also helped achieve the confirmability of this study.

Results

The data analysis conducted in this study resulted in nine themes, which I synthesized into five findings to answer the research question: How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution? Through this analysis of the participants' responses to the interview questions, I identified five different elements of organizational learning at their institution: individual, group, organizational, societal, and crossover or multiple elements. Individual and group elements include findings from the experiences of the faculty regarding their professional development opportunities and teamwork and collaboration in which they were involved as individuals and groups. The organizational and societal elements refer to their involvement in institution's goal fulfillment through administrative services and community development with social outreach activities. The fifth element of organizational learning, the crossover or multiple elements reveals that some of the participants' descriptions overlapped in more than one

element. The participants identified their diverse role fulfillment as their empowerment

by the institution. Examples include faculty empowerment opportunities utilized as

individuals and groups; curriculum adaptations that resulted from both group and

institutional involvements; and their vision and mission in fulfilling activities, which

focused on both the institution and society. Table 3 shows the five findings and the

themes that fall under each element of organizational learning identified from the

interview data.

Table 3

Five Findings Corresponding to Five Elements of Organizational Learning and Themes

Descriptions of organizational learning	Elements of organizational learning	Theme
First finding	Individual	Faculty development through twinning programs
Second finding	Group	Increased teamwork across departments
Third finding	Organizational	Extensive institutional changes Top-to-bottom participatory approach to decision making Bottom-to-top problem-solving approach
Fourth finding	Societal	Systematized and programed social and outreach activities
Fifth finding	Indicators of organizational learning that appear across elements	Faculty empowerment through a centralized system of international office and international cell Curriculum adaptations to international perspectives Well-aligned vision and mission fulfillment

My focus, while analyzing the data, was not to compare the levels of each

participant's experiences or knowledge but to identify emerging themes as well as

answers to the research question regarding elements of organizational learning that the

participants might have perceived at their institution as a result of participating in twinning programs. A brief discussion of the five findings synthesized with the nine themes follows.

Organizational Learning as Individual Elements: Faculty Development Through Twinning Programs

As a significant finding, the first element of organizational learning from my analysis of the faculty descriptions is individual learning or professional development. Most of the participants described increased opportunities at their institution for individual professional development due to participation in twinning programs through either faculty learning or improved administrative activities. The theme that emerged and aligned with the individual element was faculty development through twinning programs. In the following section, I describe this theme, which applies to the individual element of organizational learning.

I placed this theme in the individual element of organizational learning descriptions as the participants mainly discussed their professional development experiences as individuals. This finding signified organizational learning occurred through individual faculty development. This theme evolved from the greatest frequency of participant responses compared to all other themes. The eight participants shared faculty development aspects more than 100 times in total. Faculty members discussed their experiences with professional development through which they all were equally empowered due to twinning programs. Some expressed the need for further learning so

the institution could serve as a world class university, signifying that faculty learning is not sufficient and there is a need for quality mastery and professionalism.

Another observation was that there should be more collaborative research interest on the part of the faculty. The participants described increased opportunities for development, specifically when twinning programs began to flourish at their institution. Participant 2 stated,

We were looking at how we could provide an international exposure to students. It is slowly we realized that just by providing that exposure to students wouldn't be sufficient. We need to bring that to the faculty members as well.

The same participant explained the benefit of providing these opportunities for faculty: "[The] university is only looking at how newer ideas can come, . . . which benefits all stakeholders, or they and faculty are going to make a huge impact, because faculty are going to be with the university for a longer period."

While offering opportunities to each faculty member for individual professional development, the institution applies the concept of equity to encourage servant leadership, whether they are in leadership positions or not. By providing professional opportunities to the faculty, the institution expects them to take on more responsibilities to fulfill its goals, namely through faculty collective learning and sharing. Participant 2 emphasized this aspect in the interview:

Through the internationalization process, at least about five to six faculty members get to travel to foreign universities, be there for about a month, learn the best practices at that university, and then come back to the home university and

while we try to implement that. . . . If you have the potential to go, that's the only

criteria that the university is looking for. They do not look at whether you're a

dean of the faculty, you're an associate dean, whether you're a head of the

department, whether you're a coordinator, no. . . . Staff holding administrative

responsibilities are also sent on international exposure, [a] visit like this, to

understand how they could streamline their offices better and make it more

efficient. . . . Once a particular faculty member has gone abroad and come back,

they come back, and we immediately create [and] conduct the training session,

wherein they get to share their experience with the rest of them.

Participant 2 affirmed that the institution offered the opportunity for its nonteaching staff

to visit a partner university outside India and how that visit brought positive learning at

the institution:

So, I must say, with one of the visits that one of the administrative staff had to get

to visit a university outside, there was a huge change in the, in their interaction

with students, they were able. So, they came back the very next day, 1 week, they

conducted a training program for the staff on how to communicate, how to say a

"no" to students, how to say a "no" to faculty members, so those kinds of things.

Participant 1 also substantiated that the institution offers opportunities for faculty

to go to partner universities abroad and explore so development can occur in areas of

class handling and curriculum progression. Therefore, faculty development are achieved

through twinning programs and personal effort. Participant 1 also revealed how faculty

handle classroom tasks abroad and at their institution: "Classroom-based assignments

[need to be aligned with] a kind of mind map . . . here, we spoon feed them, and there, we need to make them think." Participant 3 observed that faculty have an opportunity to travel abroad for exposure, and their institution supports this. Participant 8 provided a similar sentiment, noting the faculty "have possibilities for exposure with the universities that we do twinning programs. A lot of best practices that we've been able to imbibe from the foreign universities, and, you know, bring that into our own practices."

Participant 1 asserted that faculty opportunities at the institution have contributed to personal development and confidence, specifically through "interaction with the foreign faculty, interaction with students, and interaction with other departments." There are also significant measures to motivate faculty, which the institution has taken to enrich their personal development and professionalism. Participant 1 provided examples: "I have seen any kind [all kinds] of research funding; they are started of [begin as] motivational. They're given [an] e-certificate for those self-coordinators who work well because we can put that up on our resume." Other participants also discussed the personal development opportunities for faculty through twinning programs. Participant 4 stated, "So this definitely would enhance our learning. This definitely would enhance our competencies and capabilities, I feel. . . . [The] exchange of ideas, exchange for teaching experience, you know, helps build faculty competencies in every aspect." According to Participant 3, twinning programs help faculty improve their professional development, specifically through personal networking:

> But when this international exchange program started, slowly, I started opening
> up, and I started talking to these international faculty [and] international students.

And definitely, there has been a professional development in terms of networking

with them, and, [you] know, talking to them and understanding how they work.

So, my professional development has taken place.

For Participant 6, faculty development was professional learning that occurred

through twinning programs as a personal effort: "I have learned a lot from the way they,

they talk [and] from the way they make presentations. Personally, for me, that is a

professional learning, . . . and I learned that you can be brief, and you can make sense."

Participant 8 shared that personal learning and research helped improve their professional

roles:

Before I had an official role, was to even understand how the twinning programs

work, the kind of structure that we follow. . . . How does one university even

consider another university? . . . Curriculum matching . . . curriculum mapping,

understanding how academia works itself. . . . One of the takeaways initially was

just the process of identifying and developing a twinning program, and what goes

behind the scenes in terms of identifying and partnering with a certain university.

. . . Professional development has happened in terms of handling the class

engagements or development of how do you view a curriculum in terms of

progression.

Participant 8 substantiated the idea of personal faculty development with an

example of how faculty members could respond to students or those in need even when

not prepared with ready-made answers, and to follow up:

Back in the day, when I started my academic career, I had no idea about how the international programs work. And I had no idea about international universities. And I found myself telling them, "Okay, you know, I'd really like to help you, but give me a couple of days. Let me talk to other people. You know, let me get some information or let me talk to whoever's in charge and come back to you."

For Participant 7, opportunities for interactions with international and internship communities enhanced personal professional development: "They interact with these students, that when they interact with the industry, so, that has been a big learning for us, which has helped us improve professionally." According to Participant 5, the process of professional development started for them after joining the international office at the institution. For example, this participant learned several skills through international activities, namely, how to make presentations at international conferences, how to act in certain situations by negotiating for better options, or how to say yes or no during meetings or discussions. Participant 5 expressed the concept of personal professional skill learning:

I felt the way they dress up, the way they speak, I felt a little bit of confidence. . . . I started dressing up better; I just started speaking more confidently, rehearsing my lines before I used to present to them whatever I had . . . I learnt about negotiation—how they used to be prepared. Suppose you're going for two parties or going for a meeting? I knew that we, it's if the question [was] asked, then it is very clear that [*sic*] who's going to answer. If we are four people going. So, everybody will not give an answer. So, it was very clear who is going to answer,

to what. What to say yes to, what to say no to. . . . Ah. diligence. This is also something I realized that they were very diligent in, and [I] suppose, if he was saying something, I would think, should I take it down? Should I just hear, but they would say, "wait a moment, let me take it down."

For Participant 4, collaborations with partner universities helped them to improve professionally. They noted there was a change in dealing "with our students, our curriculum, our assignments, or our research because of the collaborations we have with other universities." Participant 4 expanded on the importance of collaborative activities that help faculty's individual development:

So, definitely, these kinds of interactions [and] collaborations help build faculty capabilities, not only, you know, in teaching, in building curriculum, in research activities, but you know, to learn new methods of dissemination of information to students or assigning a task or even assessment for that matter. . . . So, I would say that there are many projects which has [*sic*] evolved. We have submitted project proposals as an outcome of this [*sic*] twinning associations, and these projects are ongoing. . . . Wherein we have faculty from the host university and home university doing a [*sic*] research or a collaborative activity.

Participant 8 noted that international interactions were motivational for faculty, specifically for each international cell coordinator.

These kinds of interactions with the visiting faculty, that has been, I think, the biggest push for our own learning, because with the twinning program, very often, it's the coordinator, right, the person in charge of enabling this. So, they would

have more interactions, but that would then remain at a purely personal level

unless there is a great insight that one has learned, which then one would take to

the faculty meetings.

Participant 4 spoke about how personal networking skills helped in research: "Networking discussion helped me to write a research article related to service learning. And I got constructive feedback from the faculty who came in to visit our universities." Participant 2 also recalled the challenges behind learning new things or building an international network, namely culture shock while visiting global communities:

Learning is, I must say, initially, it was a huge culture shock. With a varied fact

being that we may not have encountered such things earlier . . . I learned that I

should be able to adapt to whatever culture I'm exposed to. The fact that each of

us are our unique value system. . . . The second learning that I've had would be in

terms of how we network with people.

Participant 4 also mentioned faculty development opportunities as getting to know diverse cultures through twinning programs: "The teaching etiquette is how students are dealt [with] in a diverse culture. So, we get to know their teaching experience from their experience and their expertise in teaching a particular subject."

There were slightly different responses from two participants concerning collaborative research and faculty professional development. Participant 2, commenting from experience, noted that since the institution had begun providing a collaborative research atmosphere, faculty need to come forward for more participation: "I may have to say that not all of us [are] involved in it, but definitely, some of us who feel the need to

look at a collaborative work . . . a collaborative research atmosphere." Participant 5 identified the need for regular quality individual and collective learning on the part of faculty or personal updating and professional development at the institution. They recalled teaching and how the entire department was updated on their professional subjects: "We are not abreast with the new updates; we are still very backwards. New things that we need to learn will [help us] serve as [a] world class university. And if we are teaching something like entrepreneurship, we cannot have that course at our institution." Participant 5 further commented that more Indian higher education leaders should come forward to contribute to the field with their regular research findings: "We don't take pride in our own indigenous findings that we have. Suppose, small shops, from there, we find out so many things are within India, but that is not popularized."

While observing the professionalism faculty development could bring to the institution, Participant 5 expressed the need for more faculty learning, individually and collectively, which indicated faculty learning was not sufficient at the institution: "We are still very backward. New things that we need to learn will serve as a world-class university." To be a professional, for Participant 5, was to be competent in a subject so that outstanding contributions could be made in local society and abroad:

> But I don't see myself as a, for instance, as a professional. According to me, a
> professional development is if I am able to either go and teach in some other
> university and enhance my knowledge or I'm able to find out a teacher who can
> go there and teach or recommend the teacher to come here. That is best, but none

of that I see happening right now. Neither [do] I see it happening any times . . . [in my profession]. I don't.

The participants' responses provide a better understanding of the learning atmosphere faculty experienced at the institution. Their perceptions in this regard were the following: (a) teaching faculty and nonteaching staff were encouraged to utilize professional and personal development opportunities, (b) faculty development began growing when the twinning programs became active, and (c) faculty began to have international exposure as a result of twinning programs. These developmental steps motivated faculty to take on more responsibilities to fulfill the institution's goals through personal and collective learning and sharing. This international exposure and interaction substantially contributed to the faculty member's handling of their class and curriculum progression development. Personal faculty learning equipped them professionally to respond to students or those in need even when they did not have ready answers and to follow up through interaction with international and internship communities. Through twinning programs, collaborative faculty teaching evolved and grew over the years at the institution as a result of their expanded and emerging perspectives of the teaching profession.

Faculty developments were enhanced through visits to partner universities, which helped them understand cultural diversity due to twinning programs. These developments also highlighted the challenges behind faculty individual learning concerning new things or building an international network, namely culture shock while visiting global communities. Some of the faculty expressed the need for further learning so the

university could serve as a world-class institution by expressing the desire for more mastery and professionalism. There was also the suggestion from some participants that there should be more collaborative research interest from the faculty, which could lead to regular faculty learning and quality professional development.

Faculty professional development begins at the individual level to achieve professional competency. This finding demonstrates a significant element of organizational learning at the institution, which occurred through individual faculty development. Although the institution provided professional development opportunities, each faculty member needed to utilize them through personal effort. The purpose of these provisions for personal development was not to make faculty individualistic but to lead them to fulfill the common goal of the institution and be better faculty through collective learning and sharing. The participants described faculty development opportunities and activities, revealing individual elements of organizational learning, which I identified from the interview data.

Organizational Learning as Group Elements: Increased Teamwork Across Departments

As the second significant finding from the interview data, I found that the participants described their experiences across departments: the group elements of organizational learning. Most participants described increased opportunities at the institution for collective performance due to their twinning program involvement. The theme that emerged was increased teamwork across departments, which aligned with the

group element. The following section is a detailed description of this finding, which applies to the group elements of organizational learning.

Teamwork is a group activity that is elevated above the individual learning elements toward fulfillment of the common goal or vision of the institution. All faculty members shared that there was no teamwork or team learning experience across departments before twinning programs began at the institution. Most expressed the experience of significant change due to twinning programs. They shared that change came from student exchange and transfers, faculty research collaboration, team teaching, and guest and international faculty participation.

According to Participant 1, teamwork was not active before twinning programs began at the institution: "It was not an active. Or maybe other departments are not really bothered [by] what the other departments are doing." Participant 5 commented, "Before it was not. Nothing. There was [an] opportunity to do [teamwork] within the department. If I know my favorite colleague, we could work, but outside [the] department, I didn't know anyone." Participant 2 also stated that teamwork was very limited before twinning programs: "Yeah. So, teamwork earlier was, I must say, minimal. We were into our own comfort zones. And we were very happy with where we were."

Later, due to the development of twinning programs and an international department at the institution, teamwork and team learning became active. Participant 1 said, "But now . . . we have . . . very centralized . . . international department; everyone coming together. That's why I'm able to give you examples of other departments who are doing different works as these." Participant 1 also commented on the increased

collaboration at the institution: "So, in terms of advancement, we have seen that over the years a lot of collaborations happening with professional tie-up."

By participating in the general meetings of various departments at the institution, Participant 1 observed how other departments were involved in collaboration: "With other degrees, not with our department, I have heard because we have these monthly meetings. I've heard about other departments too. They have a lot of professional associations." Participant 2 said, "Today, I can easily collaborate with a person from another discipline within the university and outside the university." This participant identified various forms of collaborative work that helped the institution "in terms of collaborative research, collaborative teaching, and joint teaching." According to Participant 2, collaboration and groupwork brought improvement to the institution in "projects, which are interdisciplinary, multidisciplinarity—something that we have brought into the curriculum." Participant 2 also commented on the transition to increased teamwork at the institution: "Teamwork helped us to work in a team rather than looking at the silos. So, that sort of a teamwork would have not been possible if we wouldn't have looked at it from this perspective of multidisciplinarity."

Participant 4 acknowledged that teamwork and communication improved the institution due to twinning programs and other partnership forms, mentioning collaboration in research:

In fact, the university initially started with student exchange and transfer. But today we are looking at . . . research collaborations . . . team teaching . . . involving guest faculties for seminars or webinars for our workshop. And we also

had international faculty come and participate [in] our conference and be the

reviewer or chairing our sessions, panel discussions.

Participant 8 noted that the university has improved in collaboration and teamwork: "So

today, at a university level, we are much more collaborative; there's a lot more of that

teamwork that comes in across departments." According to Participant 3, twinning

programs helped the institution grow in teamwork and team learning both at student and

institutional levels:

We see that these students who are going abroad for the twinning program [and],

when they come back, we send them with, with this vision in their mind that when

you come back, you have to bring back the good things of the institution for your

peers, and you have to share it.

Participant 4 commented on personal efforts to become more involved in the group or

collective learning and teaching activities:

And when students come and share their experience, it also makes me feel that I

need to make an extra effort to bring that kind of global teaching and learning

atmosphere to my students. So, they have always shared that the assignments are

more practical oriented, I know, and more connected with industries.

Participant 4 further discussed various aspects of teamwork at the institution. For

example, organizing the case study competition, team teaching and coteaching, inviting

international speakers for classroom interaction and engagement, experience-sharing

sessions, and informal discussions with international faculty on a regular basis. Finally,

this participant commented on the faculty mind-shift they experienced due to twinning programs:

So, I think when faculties are exposed to such new initiatives, and learning, and collaborative learning and thinking, I think one thing that I've observed is earlier all those who are called the teaching faculties have now moved to, you know, not only teaching but research pursuing faculties. This is one advancement that I clearly see. A difference in the way the faculties have improved in, in, because of the twinning program and because of the exchange program.

According to Participant 5, the institution provides many opportunities for teamwork and team learning:

I would say that there cannot be any better word to say that at the institutional level, amazing opportunities every time they give us, I mean, I haven't seen any better way of working. So . . . they say that this department, with this department [they] can come down together [and] create an international or two departments. Two people can come down together.

Participant 5 provided an example for international level collaborative activities, specifically when international faculty from the partner university visited the institution: "So, during that time, there was a lot of interchange or an exchange of ideas between the faculty there in the U.S. and the faculty. . . . So, there was a direct learning which was happening."

By offering international opportunities for faculty, the institution promoted collaborative teaching as well as collaborative research from the faculty. According to

Participant 2, twinning programs improved faculty collaborative teaching over the years.

"So it is more like a collaborative teaching, a concept of what we use a [*sic*] joint

teaching. When we started the twinning program, our perspective was just restricted to

students." Collaborative teaching evolved through the process of collaborative learning

due to twinning programs. Participant 2 stated, "I can proudly say that we are focusing

more on research, collaborative work, a collaborative research atmosphere. So, there is a

lot of collaborative work that's happening in terms of research." According to Participant

2, each faculty broadened their perspectives due to improvement in individual and

collective learning: "Our learning has improved. In terms of our perspective, we have

been able to broaden our perspective." According to Participant 6, collaboration has

brought them together at the institution: "It's a great platform for us not just to build our

relationships with each other, but also to feel one. That's the only time that we all get

together, and we need to celebrate our being together as well." This participant also

commented on belonging and the importance of its awareness: "And there's an

appreciation that I have that we should be putting all of this together and that creating that

bond is very important."

Participant 7 pointed out the development of teamwork as the result of twinning

programs: "After the twinning programs started, it has increased [*sic*] many fruits [such

as] team teaching. Initially, team teaching, collaborative—work yourself with [and]

within universities or colleges at the institution. We never had; we had very limited

international tie-ups." The participant also expressed their appreciation for the institution:

"So, it was all thanks to the initiative twinning programs that we actually started looking

at this opportunity, that, you know, we can actually tie-up with, interact, and collaborate with faculties internationally for awarding twinning faculties." Participant 7 discussed the beginning of research collaboration opportunities at the institution: "We have opened up with our collaborative research, and research used to be very personal, you know, you don't want, you don't want the other person to know what you're doing." This participant added, "So, we have realized that that is a way forward, and you have to collaborate with respect [to] your teaching, with respect to research work." Participant 7 described how international collaborations have helped the institution with faculty learning processes: "So many inputs that we've been able to get over the years that have, you know, helped us in our approach to how we deal with the teaching, learning, [and] evaluation processes within our university."

Participant 8 elaborated on increased teamwork across the faculty and departments:

So, you have those interactions happening. Every department is observing how other departments are functioning . . . what are the best practices from across departments that we could take up and initiate. And I think that has been the biggest change that looking at how well twinning programs have worked in one department has given confidence to other departments.

Participant 8 also stated that the institution had progressed step by step over the years, and faculty members are confident in moving further: "The confidence emanating from success stories, transferring to other departments, and then, you know, culminating probably at an institutional level. That is something that I would say." Participant 8 spoke

more on increased collaboration: "So today, at a university level, we are much more collaborative. There's a lot more of that teamwork that comes in across departments. And that's been a major, major shift for us."

Expressing a different point of view, Participant 1 stated that one should work hard for better teamwork results: "We need to displace [*sic*] for each other's opinions, or every time we cannot agree or disagree, keep saying, 'Okay, just because they're my senior' or 'just because they may be junior, I need to have an inclusive participation.'" Participant 5 mentioned that twinning programs brought positive change to the institution's quality and that it could improve even further through better teamwork:

> I see twinning programs as a great brand builder. I feel that only with twinning programs we can achieve the name of a world class university. Unless we do a mass, a very big, very big effort, we cannot. So, I think if more staff, more people are put [on the collaborative tasks], and we do a lot of brand positioning about [the institution's name] in the foreign universities, a big marketing team, which takes care of the foreign front, that would help us. Now, once we build the brand, we get the best of faculty, international faculty, to the institution to teach. We will get the best of our people to go there and learn, come back, and give it here.

Analysis of the participants' responses demonstrates that the institution was active in teamwork with faculty to fulfill their duties. All faculty members observed increased collaboration and cooperation due to twinning programs. The faculty had no experience with teamwork or team learning across departments before twinning programs were initiated at the institution. They identified positive changes among faculty and across the

departments due to the development of twinning programs and the creation of an international department. This teamwork needed regular joint or group meetings with members of various departments regarding forms of collaborative works that improved the institutional projects, which were interdisciplinary and multidisciplinary of the curriculum. This development also allowed the institution to collaborate in research at the university level and across departments.

Teamwork at the institution also included team teaching and coteaching by involving international speakers in classroom interaction and engagement, experience-sharing sessions, and regular informal discussions with international faculty. Teamwork and team learning led to a mind-shift for collaboration among faculty members due to increased twinning programs. The faculty experienced a significant change, which brought them together through networking and partnerships and motivated them to celebrate that bond through increased interdepartmental and international tie-ups. The faculty members were confident in moving further with this increased collaboration for teamwork and team learning. However, some pointed out that they could improve even further so the institution would be recognized as a world class university through better teamwork.

Increased teamwork across departments was the result of improved twinning programs at the institution, which demonstrates faculty experienced significant learning by involving themselves in group activities. This impact on the institution indicates an element of organizational learning active in groups through teamwork across departments.

Organizational Learning as Organizational or Institutional Elements

As the third significant finding, the participants described their experiences at the institution indicating organizational or institutional elements of organizational learning. Most participants encountered increased opportunities at the university for collective contributions to institutional or administrative development through involvement in twinning programs. Three themes emerged from the interview data that I aligned with the organizational or institutional elements: (a) extensive institutional changes, (b) top-to-bottom participatory approach to decision making, and (c) bottom-to-top problem-solving approach.

Extensive Institutional Changes

As described by the participants, the positive and wide-ranging institutional changes reflected the impact of the faculty involvement in international twinning programs and their improved knowledge and professionalism, leading to the finding of the organizational or institutional elements of organizational learning. All eight participants provided perspectives of institutional change, which were extensive due to twinning programs. For example, Participant 1 discussed the change in departments and improvement of the institution's brand name: "With respect to the brand name . . . I have seen a lot of institutional changes within departments and institutions . . . it helps to increase their rating, the ranking, the overall rank value of the organization too."

According to Participant 1, the number of twinning programs has also increased at the institution over the years: "I will say the number of twinning programs happening have increased. Number. It is a huge number what I see. And long back we had just two

departments; the departments also have increased." All participants also mentioned the development of an international office as a result of increased twinning programs. Participant 1 said, "But now that we have and very centralized like I mentioned, an international department, everyone [is] coming together."

Concerning infrastructure development at the institution as a result of twinning programs, Participant 4 noted: "[The] institution has been instrumental in facilitating whether infrastructure, whether cost, whether time or any additional assistance that is required." Another aspect of the institutional changes is paperwork and documentation. Participant 7 explained, "So, as a university, we have become very, very shrewd in, in the paperwork, in the documentation part." Participant 7 commented that the university has become multidisciplinary due to changes associated with twinning programs: "And when we saw that model was working successfully, it gave the confidence to other departments also. We are a multidisciplinary university." Participant 1 focused on increased collaborations between faculties as a result of the growing twinning programs at the institution: "Collaborative learning teaching experience is happening in classrooms. . . . So, these are the collaborations that I see." According to Participant 2, the largest change at the institution was improved academic standards: "We have had a huge improvement in our academic standards. We are able to embrace internationalization, which is something [that] was definitely a turning point for us to look at internationalization."

Participant 1 responded to my interview question to identify any institutional changes connected to twinning programs with reference to the institution's accreditation developmental measures. These institutional adaptation steps are to address the demands

of the external authorities such as the UGC and National Assessment and Accreditation

Council as some of the requirements for partnership programs, including international

faculty or student exchanges. To introduce these organizations, Participant 1 said, "UGC .

. . is an institution which gives [a] rating to the university. We have NAAC. Like that, we

have different organizations. They have a lot of criteria, even [with] respect to how this

kind of international faculty or student exchanges happen." Participant 1 further

explained how these organizations help the institution: "I have seen a lot of institutional

changes within departments and institutions [be] even more active. Because such

organizations help to increase their rating. . . . It helps in bringing that kind of

recognition." This participant also commented that some institutional changes occurred

due to external pressure: "Institutional changes . . . when it comes as a pressure or when it

comes as a criterion from an external agency like NAAC . . . or even the government . . .

I have seen a lot of changes, which is more positive."

Participants 2 and 4 similarly responded and added to these institutional changes,

including improvement in credit systems and academic standards as well as a

collaborative research atmosphere. Participant 2 claimed, "We have had a huge

improvement in our academic standards. We are able to embrace internationalization. . . .

Today, we have courses which are 100% internationalized, meaning to say the entire

curriculum is from, [is] adapted from universities outside." Regarding the change in

credit system the institution adapted for twinning programs, Participant 4 shared:

> Thanks to the experiences of twinning! We have a new credit system, the GPA. It
>
> was like a training ground for us to help develop and integrate those credits, and I

mean, the way we look at it, the way we package it, and we call it outstanding, excellent, pass, fail. All of those are terminologies which Indians never knew earlier; we only have percentages first class, first division, second division.

According to Participants 1, 4, and 5, as a new development due to increased twinning programs, the institution established a centralized international department to help faculty who undertake tasks managing duties related to twinning programs other than teaching responsibilities. Participant 1 said, "So, over the years, what I've seen, more and more of exposure is happening . . . with respect to the institution-wise . . . departmentation also. Now we have a centralized system. So, we have something called as international office." Participant 4 claimed,

> We have an international office, which is so well organized; anytime we want any assistance, they will provide [it for] us. They help us do the entire documentation process, drafting the MOU [memorandum of understanding], getting it signed, doing the follow up.

According to Participant 5, this institutional change is systematic in terms of information exchange: "Perhaps [the] head of the department, dean of the faculty, and maybe one person extra, they were working, but now [that] it is [*sic*] grown, it has become very systematic." Participant 7 discussed the improved paperwork and the documentation process at the institution due to twinning programs: "We were initially not very particular about the minute details of all the MOUs and the documentations, which we learned from the international setup to write, put in black and white, all the points which could happen."

As the institution began to improve structurally, faculty members also witnessed an increase in enrollment of twinning students along with a rise in new MOUs as part of institutional changes. Participants 1, 3, 4, and 7 discussed these improvement aspects due to twinning programs. Participant 1 said, "The number of partnership programs and twinning programs increased over decades, and departments also have increased." Participant 3 claimed that student enrollment increased: "We had fewer students who used to apply. Now, when I say fewer, at that time also, it was like few years to be some 100-200. But now, over a period of time, it [*sic*] is coming in [the] thousands." Participant 4 noted that the number of MOUs for twinning programs with foreign universities increased to over 300. "Initially, I think we would have had about 100-150, but today, I think we have about 300 plus MOUs with further institutions." According to Participant 7, there has been a substantial difference at the institution due to twinning programs:

> I've joined towards the early stages of the twinning program. So, from that time, definitely . . . I'm able to see a massive difference . . . in the way the overall institution works . . . when we started with our twinning programs . . . only one department, which had the access to the twinning programs. And when we saw that that model was working successfully, it gave the confidence to other departments also. We are a multidisciplinary university.

Just as Participant 1 described the positive impact of the twinning programs on the institution in terms of ranking and recognition among other universities, Participant 4 expressed that the institution strives to be ranked among global universities: "So,

definitely [the] institution is looking at benchmarking itself under, you know, global universities, and it's open for change."

Institutional changes are also reflected in the positive physical appearance of the institution, which became essential as the number of twinning programs increased. According to Participant 4, there has been widespread change in this area due to twinning programs: "[The] institution has been instrumental in facilitating whether infrastructure, whether cost, whether time or any additional assistance that is required. I think institutional [sic] is open for all the recommendations and changes provided by the faculty members of the twinning universities." The comment made by Participant 6 depicts the present situation at the institution: "We have always been good at feeling we can beat even the European countries [and] that our infrastructure . . . [is] very impeccable with what we have on campus." According to Participant 4, the best practices the university has adopted have had a positive impact on campus policies: "We also had some of our faculties visit and understand the best practices and bring those changes in our procedures in our policies." Participant 8 claimed there had been extensive change due to adoption of international best practices at the institution:

> The structure itself of our university underwent a change recently, and this is because of our exposure to these international best practices, how discipline-wise, we've been restructured, and because we have multiple campuses now, and how the reporting has changed from a campus, you know, differentiation into a discipline-wise matrix organization. So, these are definitely—there's been a big change in the university.

To my question of whether all the changes mentioned occurred directly due to twinning programs, all but two participants responded affirmatively. Participant 7 claimed that it would be more indirect, something they "observed and absorbed into their program." Participant 8 was of the opinion that the change could be due to the influence of twinning programs directly, but there were also partnership programs that were not strictly called twinning programs in which the institution participates through MOUs: "I would be able to say that this is as part of the twinning program, but also other international collaborations that we would have, which are yet to reach the stage of a twinning program."

The institution has exhibited confidence in reaching out to partner universities, which was not the case in the early stage of the twinning programs. Participant 7 stated, "We were listening to what they used to say, but right now . . . we are reaching out . . . in tying up with universities in Asia, in South Asia, you know, in Thailand, Malaysia. So, we are at an equal level." However, Participant 5 perceived room for improvement although the institution has improved in many aspects: "I see a great change from where we were . . . but now it is [sic] grown, it has become very systematic, but yet we are [sic] a long, long way to [go]."

The participants' responses highlight how faculty witnessed extensive changes at their institution. Most described institutional changes due to twinning programs; however, a few participants perceived these changes were due to external pressure as a criterion from an external agency like NAAC's institution accreditation developmental measures or other forms of partnership programs not strictly called twinning programs.

Those who noted changes at the institution due to twinning programs witnessed an improvement in its brand name abroad as an increase in MOUs with more partner universities resulted in an increased number of twinning programs.

Another positive change was an increase in the institution's rating and overall global ranking by facilitating improved infrastructure due to twinning programs. Faculty also noticed positive changes, such as improved paperwork and documentation, enhanced academic standards and credit systems, and collaborative research. They witnessed the institution go through extensive institutional changes, such as becoming a multidisciplinary university with increased collaboration between faculty, having a centralized international department to help faculty in twinning and other international programs, creating a compatible infrastructure, building impeccable multiple campuses, and restructuring of disciplines.

Most of the faculty members believed these institutional changes occurred due to twinning programs, specifically by adopting best practices observed at partner universities abroad that were absorbed into their programs. Faculty contributed to most of these institutional changes through exposure to international best practices. While the faculty were confident in reaching out to other partner universities as a recent positive change not present in the early stage of the twinning programs, they looked forward to the institution being ranked highly among global universities. In this regard, the descriptions of faculty indicate room for institutional improvement despite the positive changes due to twinning programs at the institution. However, The extensive institutional changes resulted from a faculty learning process that contributed to the institution's

development. This organizational element of learning was effective throughout the institution.

Top-to-Bottom Participatory Approach to Decision Making

The decision-making process is administrative and institutional. Faculty participating in this process contributed to the institution professionally to fulfill its goals. This finding indicates their professional contribution was the result of organizational or institutional learning elements. All faculty members stated the decision process at their institution was a top-to-bottom approach. However, they were empowered to express their views in discussions and meetings before the authority's approval. They were also confident in saying these decisions reflected alignment with the vision and mission of the institution. I identified this attribute of the theme as decision making, which evolved from the participants' responses. For example, Participant 2 stated, "Decision making is predominantly from the top-to-bottom approach. But that does not restrict somebody at the lower level to stop to [*sic*] talk to someone at the higher level. We have an open-door policy." Participant 1 explained, "We just brainstorm and come up with a plan." Participant 8 noted, "And even after the decision is taken [made], if somebody is upset about it, or somebody doesn't really agree with the decision that's taken, we follow an open room, open-door policy with the institution." Participant 3 said, "The decisions are made in a very democratic manner at my institution. The head of the department and dean allocate the responsibility depending upon the interest of the faculty; we involve the student bodies in our decision making." Participant 4 affirmed, "I think the institution is known for collaborative decision making. So, I would say, right from the curriculum

development; it is going to be a collaborative, cooperative decision making, wherein every individual stakeholder is involved." Participant 8 asserted, "This is the way I've seen it happening: the views of stakeholders who would be impacted from that decision are definitely solicited; ideas are taken. Then, the ultimate decision is taken by a higher up in the organizational hierarchy."

All participants communicated that the institution follows a top-to-bottom approach in decision making. Most expressed this to be an effective method as the institution encourages faculty and stakeholders' discussions before decisions are announced by the higher authority. According to Participant 1, these discussions include brainstorming with different options and helping the authority make a final decision: "And also, with respect to taking a decision, ultimately, we just brainstorm and come up with a plan A, B, C, or D. And then it's the HOD [head of department] who takes it, that which is the best course of action." Although there is a discussion before making decisions, the final decision role is with the higher authority. Participant 1 stated, "But when it comes to decision, it's mainly the higher ups. Like I mentioned, we just give a plan of action of A, B, or C, and then we discussed the viability." The participant also explained that these decisions could be associated with the perspectives of a particular person if the decision comes from a single department head. "So, ultimately, it depends on how the person or other person, that is, maybe our head of the department; a higher management is taking up that particular perspective."

The aspect of hierarchy emerged from data provided by Participant 8: "[The] ultimate decision is taken by a small group of people. . . . These would be higher up in

the organizational hierarchy." According to Participant 3, the decision-making process at the institution involves discussions: "So, we try to talk, talk it out, discuss. They convince us or we convinced them. Whatever is best, and it is a participative decision-making process where everybody is heard." The participants in these discussions were representatives from departments, deans, faculty members, and students. Participant 4 provided clarity regarding decision making after local discussions: "The department heads will share those discussions to [*sic*] the staff . . . take our feedbacks and comments then . . . present it to the higher authorities . . . and then we would see a policy come or a guideline emerged [*sic*] from those discussions." Participant 4 clarified specific decisions involving discussions among other stakeholders: "If there is a curriculum change, we definitely take the feedback of the parents, the alumni students, the current batch [of] students, the teachers, the experts from the industry, and the other reviewers at the board of studies."

Participant 5 added that as faculty leaders, they provide suggestions or solution options to the university. This participant also differentiated between two types of decisions, including the nature of authority levels at the institution: "The advisory or what we call as [*sic*] the staff decisions or advisory decision making is done at organizational level. Whereas the real decision making on any project is majorly dependent on the head of the department and dean—administrative decisions." Concerning twinning programs and decision-making opportunities for faculty, Participant 7 provided the example of being an international cell coordinator: "We can recommend universities as a department level and as international cell coordinator. I have freedom of recommending universities

abroad to the international office . . . they will do the screening and if it matches . . . we can go ahead for MOUs." Approval of decisions comes from a higher authority at the institution. Participant 6 acknowledged this aspect of decision making by stating that "approval of decisions happens at a larger platform, which is the vice chancellor, the registrar, etcetera."

Most participants stated that the top-to-bottom approach to decision making at the institution was effective. Participant 1 expressed it this way: "And then it's the head of the department who takes it, that which is the best course of action." Participant 2 described it in more detail: "[The] leadership team provides [a decision] to faculty members to make sure that, you know . . . there is a second line [of] leaders developed . . . that is so not that I decide and you follow." Participant 2 highlighted the good of the institution and society while accepting such decisions: "Over a period of time, we realized that that could have been for the benefit of the society at large; it may not have been for one community . . . it could be to benefit them, all stakeholders involved." Participant 4 acknowledged the same aspect of decision making at the institution: "At every step, I feel that the university is definitely helping us. Nothing was forced on us. I feel it was a collective effort; collective decision making is always encouraged at the university. We never felt our decisions are imposed." Participant 8 concurred, "Every voice matters. Everybody. And it is a call for action to each one of us even after the decision is taken. If somebody . . . doesn't really agree with the decision . . . they will ensure that they listen to [the] grievance."

Though decisions or approval come from a higher authority at the institution, most participants disclosed that the decision-making process was democratic or collaborative. According to Participant 2, it was a process of being open to all through discussion. If anyone had a concern about decisions approved by the authority, they claimed: "We have an open-door policy, wherein anybody [who] wants to discuss anything regarding me, maybe even another colleague of yours, or maybe about students . . . you can take an appointment and meet." Participant 3 stated that the decision-making approach at the institution was democratic and included participation by relevant stakeholders in discussions: "Faculty will be in charge . . . we involve the student bodies in our decision making . . . it is a participative decision-making process where everybody is heard . . . [the] head of the department or the dean and then we have a collective meeting." Participant 4 noted that the decision-making process at the institution was collaborative: "Right from the curriculum development, it is going to be a collaborative, cooperative decision making, wherein every individual stakeholders are [*sic*] involved. . . . Staff, students, parents, or experts from the industries are welcomed."

For Participant 5, in the decision-making process, faculty have the role of disseminating information, identifying or voicing a problem, and providing possible solutions, such as reporting to the institution. However, there was a limitation to their actions: "That we can report, but at the department level. . . . So, we have, we cannot, you know, though we are empowered, we have to take the route through the head of the department." According to Participant 6, faculty involvement in decision making through discussions is vital at the institution: "Decisions are always discussed in [*sic*] the faculty

level; only then it is announced. Otherwise, they don't announce." Participant 8 expressed decision making in terms of a hierarchy: "That sense of hierarchy is more on paper than . . . in spirit. So, and that's been the phenomenal part about being associated with this institution, that we are truly empowered."

Regarding the approach to decision making at the institution, Participant 2 revealed that not all decisions have been pleasing: "Decision. But there are times when we may have not liked [*sic*] some things." However, the same participant expressed that these decisions have been good for society: "Over a period of time, we realized that that could have been for the benefit of the society at large. . . . We tend to look at it from that respect."

Participant 8 articulated the relevance of the top-to-bottom approach of decision making at the institution. The authorities who are aware of the institution's vision and mission need to be active in decision making: "That's where the vision is so strong for us. . . . That's why I believe that the institution selection processes [is] really good because it ensures that it's filtering out [and including] only those people who are inherently aligned with the vision and mission." Claiming they have a strong vision and mission, the same participant said, "So, at least in my experience, I've not seen anyone who is sitting there waiting for direction to come to them to take action. All of my colleagues are people; we truly feel empowered."

One participant noted that student and faculty roles in decision making were limited compared to others. Also, waiting for approval can take time and affect other faculty duties, including teaching. This particular view is evident from the response of

Participant 1: "Our role in taking decision is very limited. . . . We have to wait for the

higher ups to continue because we have to wait for approvals." The participant noted

limitations concerning students in twinning programs and the decision-making processes:

> There is no student decision involved. We appreciate the suggestions because they
>
> [students] are the ones going there and coming and telling us what can be done for
>
> the next batch. But when it comes to decision, so, ultimately, it depends on how
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> the person or other person that is maybe our head of the department, a higher
>
> management [*sic*], is taking up that particular perspective. So, with respect to
>
> student involvement, it's negligible.

While commenting on student involvement in decision making, the same participant

added that there is also a limitation concerning staff:

> With staff, also I would say, it is negligible. Because [in the] current scenario, we
>
> find that it is the higher level [authority], so they [make] more of a decision in
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> who's going to do what. So that sometimes [is] a limitation.

Analysis of the data demonstrated a top-to-bottom participatory approach to

decision making at the institution. Top-to-bottom decision making refers to the process of

how final decisions are made by the organizational hierarchy. This is an effective method

as the institution encourages faculty and stakeholders to join discussions before finalizing

decisions. The process of advisory or staff decisions occurred at the organizational level.

In contrast, project-related decisions depended on an administrative head or team,

including the dean and the head of the department. Faculty descriptions of decision

making revealed a hierarchy at the institution. However, they considered this hierarchy

more "on paper" than in spirit due to a sense of belonging and association with the institution. This collective attitude helped them own the institution because of an awareness that these choices have benefitted the institution and society. Every decision did not please the participants, but it reminded them of the institution's fulfillment of its vision and mission. The decision-making process, with its democratic, collaborative open-door policy and brainstorming techniques, allowed them the freedom to express their views in discussions and meetings before the authority announced decision approval. The decision process involved student bodies, every individual stakeholder at the institution, department heads, deans, and faculty members who discussed their views.

While faculty have various roles besides teaching, including disseminating information, identifying problems at the institutional level, finding possible solutions to problems, or reporting relevant matters, the faculty observed limitations to their actions. One limitation was associated with the roles of students and faculty, who are at the bottom level of the institution in decision making, as their participation is limited compared to others, such as department heads and leaders. Another limitation was the time spent waiting for approval of decisions. The extended time for a decision to be made by the authority could affect the faculty's execution of various duties, including teaching. Finally, the faculty observed that if the decision came from a single department head, the characteristics of those decisions could be associated with the perspectives of that particular person.

Though the decision-making approach was top-to-bottom, faculty participated in this process extensively, indicating an improved learning and professional experience in

contributing to the institution's good. This improved learning process resulting in the

organization's overall good indicates an institutional or organizational learning element.

Bottom-to-Top Problem-Solving Approach

Problem solving is another administrative or institutional activity involving the

faculty professionally, who contribute to improving institutional efficiency through

learning and experience by participating in problem solving. The learning they apply to

solve problems is the organizational or institutional element of learning. The following is

a discussion of how the faculty participated in the problem-solving process at the

institution and how this is related to organizational or institutional elements of

organizational learning. All participants spoke of problem-solving opportunities as

similar to decision making, but the code frequency for the data was the lowest compared

to codes corresponding to other themes.

Faculty members had problem-solving opportunities at their institution. Most

recognized the process as a bottom-to-top approach by discussing them at the faculty

level and leader level and then involving the authority for approval if needed. According

to Participant 1, problem solving is a process of "getting people's opinion about it, or

group, or like a group discussion, or like brainstorming." According to Participant 2, the

problem-solving approach at the institution is "always a bottom-to-top approach." The

participant illustrated how this process worked:

> The first level discussion happens within the faculty members, where we tend to
>
> discuss the crisis or the problem in hand, and we tend to come up with solutions
>
> that which is [*sic*] given to the chairperson. The chairperson will then discuss it

with the leadership team. And [the] final decision . . . is taken by the leadership

team.

Participant 3 shared that "we will have a lot of meetings and they will discuss, and

finally, they will come up with the decision, and it will be taken to our management, and

we will wait for the approval." Participant 4 said that it is a feedback process: "And then

we take into, you know, everybody's, you know, emotions into consideration."

Participant 5 explained further, "A meeting is called upon . . . [a] particular committee,

the higher ups, and the heads of the departments, they will ensure that the ones who have

had any past experience of handling problems are also called for that meeting." The

participant discussed the involvement of other departments in the meeting to help the

process: "It can be from other departments as well. First, we identify the problem, not the

symptom—dwell deep. Then, come up with opportunities, other ways to solve it and then

pick up the right decision depending on the majority, always."

According to Participant 6, typically, problem-solving requires those who have

caused the problem and those who can resolve it in the meeting: "People who are directly

involved, either in creating the problem or in solving the problem, they are always called

for advice, and that's how problem solving happens." Participant 7 noted,

We have a very open approach when it comes to solve [*sic*] a problem. At a

student level . . . if there is an issue, we have the class teacher involved, the

student community, student association involved, and if required, the parents.

When problems arise at the university level, the process of solving them is according to

the guidelines in the MOU between the partner universities. Participant 7 stated, "If you

have an issue with one of our partner universities abroad, then we stick to the guidelines of the MOU as to what the MOUs defines. That is how problems are solved. Individual student level and university level." Participant 8 also mentioned faculty involvement in problem solving: "There's a lot more involvement of, you can say, levels below in the hierarchy. Usually, if there is a problem to be solved, with a decision to be taken, it is usually given to people lower in the hierarchy." According to this participant, faculty involvement in problem-solving discussions is the same as for decision making but with more opportunities for faculty:

> Then, smaller teams would work on those problems, come up with solutions or possible solutions, and then that gets collated at an institutional level. And that then gets discussed and debated to see, okay. So . . . we are all given opportunities.

According to these descriptions, it is evident that the problem-solving approach at the institution is bottom-to-top. Although the approval is from the top authority, the institution ensures that the faculty participate in meetings and discussions as part of the problem-solving process. The faculty participated in problem-solving discussions at the faculty level, leader level, and then to the authority for approval if needed. Receiving feedback and opinions from group discussions, special meetings, or brainstorming were some of the main characteristics of this problem-solving approach. The faculty observed this process as an open method.

Those who participate in problem-solving meetings, for example, when there is an issue regarding a student, are those involved in the problem, the classroom teacher, the

student community, the student association affected, and the parents, if required. For problems at the university level or partner university level, problem-solving methods would be more dependent on the MOU guidelines between partner universities. Although the nature of the problem-solving discussions was the same as decision making, the faculty had more involvement in problem-solving opportunities. Still, approval for specific problems came from the top, which was the same as with the bottom-to-top approach.

The finding concerning faculty contributions to problem solving at the institution was that they exercised a learning process with organizational or institutional elements and experience to contribute to problem solving. These learning applications must be active at the institution as organizational learning elements, which are different from the individual or group elements of learning. Therefore, faculty's bottom-to-top problem-solving involvement demonstrates another aspect of organizational learning: organizational or institutional elements.

Organizational Learning as Societal Elements: Systematized and Programed Social and Outreach Activities

The societal element is the fourth finding I determined from analysis of the interview data. Faculty experiences with social and outreach activities indicated they used their learning and knowledge for a cause beyond their campus to make a better world and to be a more responsible person in society. In other words, organizational learning influenced the institution's social practices as illustrated by systematized and programed social and outreach activities. Therefore, their involvement in such activities indicates the

societal elements of organizational learning. The presence of social and outreach activities revealed that faculty members were proud of their institution due to its extended involvement in societal or community development. The theme that emerged and aligned with the societal element of organizational learning was the institution had systematized and programed social and outreach activities.

All faculty members were proud to share their social and outreach activities in which their institution had been involved for decades, even before twinning programs. This signified the institution's vision of community service. The introduction of twinning programs enhanced social outreach activities as systematized and programed through a center at the institution, which is also open to international students and faculty.

Most participants identified a center for social action at the institution and commented that it helps faculty and students at the institution as well as those from abroad engage in social activities. According to Participant 1, this center is systematized and programed: "So, from the perspective of the international thing itself, when these foreign faculty come, they have something called a center for social action." This participant also described activities for educational assistance with organization and contributions by each department: "So every class contributes an amount. And this amount goes towards the education." Participant 1 also explained what visiting faculty or students do to adhere to this social program: "They take care of education for children who are in [a] slum; they make sure that this is—we have something called as a student's small social program." Participant 4 described additional activities: "We have . . . child education, women empowerment; we have various sensitization program [*sic*] in the

communities that is [*sic*] already in place." This participant related these social activities

to twinning programs: "When faculties from this twinning program come, they really

appreciate—they get to experience . . . how Indian villages and cities are in. They get to

live even in the project areas, and we facilitate such kind of learning."

According to Participant 2, outreach service to society is crucial for the

institution: "Our university gives predominant importance to social service. That's

something that we have always kept in mind . . . since inception, I must say." According

to this participant, the social service center, now 30 years old, manages different village

adoption programs around the institution: "And we have our students' first classes going

and teaching them—maybe English, maybe math. It is like the sessions that our students

conduct for the children in that village." The participant described various projects

adopted for helping people in the village: "We have initiated, through the center, wherein

we have included women from those villages to be a part of these projects." According to

this participant, the projects included women from these villages to ensure their growth:

"So, we have the waste segregation project; we have the recycling paper project that we

have at the university. So, in all of this, we have tried to include the women from the

villages." Participant 6 also discussed the social outreach at the institution regarding

programs that uplift women:

> We could help share our resources to not just research but also to make the
>
> outreach more wholesome. So, if I'm giving a project on self-help groups for
>
> women in the rural areas, I want to see that women become sustainable in their
>
> premises, and they are running the entire system. . . . That concept has been

contributed to [*sic*] due to these exchanges. I am not specifically [referring] to any twinning program. But I'm saying overall, the international exchange.

Faculty members also have the opportunity to engage in social outreach. Participant 2 claimed, "We provide an opportunity for faculty members to travel to the villages, have an exposure of field visit. There is an orientation program that is conducted for faculty members who have inducted into the university newly." Another aspect of these activities is an international partnership. Participant 2 stated, "So, one such unit, one such initiative that we have thought of now is we are thinking of collaborating with [a] foreign university for a project on waste management."

According to Participant 3, one of the requirements for student twinning program enrollment is service: "And [the] service component . . . we have adopted [a] service component even in [the] twinning program also. Service could be any kind of service." For Participant 5, social outreach activities included making language clue cards for regional and international students during their visit to local Indian areas:

> I faced a few problems. Similarly, some other students who had come down, they were saying that "Ma'am, we are not able to understand what they are saying." So that's when an idea struck to [*sic*] me that, and that is when I was talking to some international students who were as clueless, more clueless than us. So, I started [to] design. I, with my team, we decided [on] designing cards.

Participant 6 commented that activities organized by the social service center have become systematic and professional due to increased partnership programs at the institution: "A lot of programs have been improved professionally in the social service

center—the way we teach children in our after-school program, the way we design nutritional incentives for them—all have been helped because of these interactions." According to Participant 6, social outreach is a unique avenue that is the same for anyone, whether they are an authority or not:

> So, [the] social service center, I would say, is one important tool for all at the
>
> institution irrespective of whatever position they are in [or] whether they are head
>
> of the department or they are a simple student in the department. That is a
>
> platform for us to realize that our purpose and His [God's] blessing of education
>
> has to reach out to many more people.

According to Participant 7, these social activities are part of faculty and students helping those who are in need: "We have a lot of initiative. Some of the initiatives are . . . Monday to Friday. Our students prepare free lunch for at least 2200 economically challenged students at the institution . . . an initiative by the students and the faculties."

For Participant 8, who described in detail the social outreach initiatives, systematized and programed activities were vital: "Whether it's in terms of education of the children, employment opportunities, [or] preparing them for employment, we also encourage entrepreneurship in these communities and support them with the required [materials]." The participant added,

> It could be a marketing effort . . . better packaging options that we're able to
>
> provide them or enable them to get into entrepreneurial activities, financial
>
> literacy . . . so many things that we do as an institution to support the communities
>
> around us.

Participant 8 described that their support reaches a broad area: "And not just within the local area of the university, but we've also moved out to other parts of India to help these clusters or communities develop." Participant 8 also mentioned that social upliftment programs are one of the institution's core values: "All stakeholders in the university—be it students, faculty members, be it staff—we all actively and very proudly participate in these initiatives. It's a core value. And we do take these initiatives to really lift them [the community] out."

These descriptions, specifically that of Participant 8, demonstrate that social service outreach is based on the institution's central values and not a result of twinning programs. The activities were systematized and programed through a center at the institution to allow foreign exchange program students:

The societal engagement . . . with us is a [*sic*]very professionally planned and executed. So, we see that we ensure that the foreign students coming in are also. Now, this is not a twinning from their side; this is more like a semester exchange from the foreign student perspective. But as a university, we've always ensured that they are taken to our project areas, and they get a firsthand taste of what we do as an institution. Right? So, for me, largely this aspect of our work as a university has been largely influenced by our own values, and our own ideologies, and our own drive to serve community. Not too much as a result of the twinning programs.

As demonstrated, faculty had extensive social and outreach opportunities to lift up the communities around their institution. The institution had been involved in social

activities for 30 years, even before twinning programs started, demonstrating its vision of community service. The impact of twinning programs on social activities enhanced access of outreach to the partner university students and faculty by systematizing and programing them into curricula through an established social service center. The activities managed by this center included village adoption programs and projects around the institution, such as (a) education for children in slums organized by and contributed to by each department, (b) programs that uplift women, (c) field visits, (d) orientation programs for newly inducted faculty members, (e) a project on waste management collaborating with foreign partner universities, and (f) arranging required twinning program service factors for students. As the partnership programs increased, the center for social service activities became more systematic, professional, and extensive. These activities improved how faculty and students taught children as a part of their after-school program and were responsible for the design of nutritional incentives. Faculty were in a unique position; everyone felt equal, whether they were in authority, a member of the institution, or a student. Each could participate in activities equally. These social activities facilitated faculty and students to help those in need throughout the adopted villages and to broadly reach out. All actively and proudly participated in social and outreach activities as this was a core value of the institution.

The faculty involvement in such activities suggests the societal elements of organizational learning. This finding of social and outreach activities of faculty as the societal elements of learning demonstrates a new learning process and experience. The faculty must have applied these learning elements to continue their societal contributions

while participating in social and outreach activities as responsible people in society.

Organizational learning influenced the institution's social practices as illustrated by

systematized and programed social and outreach activities.

Organizational Learning as Crossover or Multiple Elements

The crossover or multiple learning elements of organizational learning were the

fifth finding of this study, reflecting from faculty descriptions of faculty empowerment

indicating an overlap between individual and group elements, curriculum adaptations

between the group and organizational elements, and vision and mission between the

organizational and societal elements. There were three themes I determined crossover or

multiple elements of learning: (a) faculty empowerment through the centralized system of

international office and international cell (individual elements and group elements), (b)

curriculum adaptations to international perspectives (group elements and organizational

elements), and (c) well-aligned vision and mission fulfillment (organizational elements

and societal elements). The following section is a detailed discussion on these themes

within organizational learning across elements.

Individual and Group Elements Overlap: Faculty Empowerment Through Centralized
System of International Office and International Cell

Individual and group elements overlap, as illustrated with faculty empowerment

through the centralized system of international office and international cell, is the first

example within this section dealing with the elements that cross over. Moreover, the

faculty who utilized individual and group learning opportunities described that their

institution empowered them to perform even additional roles other than their professional

teaching roles, in an improved setup, specifically through the international office and international cell. This unique description by the participants suggests that their combined learning as individual and group brought a significant impact on their organization through faculty empowerment. For an example of the individual element, I considered that faculty members applied their learning and experience while individually discharging their duties as members of the international office or international cell. As an example of the group element, I found they utilized support for empowerment from the international office and international cell while applying their learning and experience to contribute to the goal of fulfilling the institution's mission and vision. The following paragraphs demonstrate how I considered these elements to overlap between individual and group and how the participants described their institution had empowered them to serve the institution better.

Regarding the first interview question, the faculty members spoke about their roles either as an international office coordinator, international cell coordinator, or facilitator as one of its members. Participant 1, while explaining the roles at the institution, introduced the international office: "Now, we have a centralized system. So, we have something called as international office. And we are now called international cell members. So, it's become more of a centralized . . . wherein there is one person coordinating for that particular aspect." Participant 1 clarified that international cell members are those who furnish the preparatory works concerning twinning students and their credit transfers to be reported to the international office so students or faculty can go abroad and visit partner universities. Every department has an international cell, and all

international cell members meet with the international office coordinator on a bimonthly basis. This meeting also helps each faculty member and department engage in collaborative activities, including research papers and cultural exchange programs. There are also departments that help children in psychological and sociological matters. According to Participant 1, the international office also helps children who are challenged by poverty, even with other international organizations: "There [*sic*] went into lots of other psychology-related [activities], helping children with sociology related things. We have seen a lot of collaboration with respect to [welfare] goals . . . the international office taking care of, like, poverty cell with . . . different countries."

Individual Elements. I determined the individual elements of organizational learning due to the activities faculty used as empowerment opportunities as individuals. They undertook these tasks along with their teaching duties and other responsibilities as faculty. They considered these assignments to be empowerment opportunities as individuals, which was a recent development. Participant 7 observed, "Up until now, we were as coordinators; we were very reactive in the sense . . . you just pass on the information. . . . But recently, we have been given the free hand of being a little more proactive." According to this participant, recently, faculty were further empowered in performing these duties at as individuals: "We have got the approval to approach other universities abroad on a personal level and look for collaborations with respect to . . . research work . . . project work. That's a very recent . . . empowerment, which has been given to us."

Participant 5 considered the use of empowerment opportunities as a personal achievement, for example, while taking part in international meetings: "Now, we have been given the powers to participate in the international university meetings." Participant 5 provided an example of how faculty should put effort into certain situations for the institution's sake: "So, there was a lot of negotiation happening about the credit transfers, negotiation about the fees. Fees was [*sic*] high; basically, the fees was [*sic*] high. So, I was a part of those negotiation sessions [for] entire transformation." Having experience with the role of the international office, Participant 2 remarked that it coordinates overall performance for students and the university. They discussed the personal effort of discharging these duties: "I've been now in charge of the international office . . . I've spent enough time to understand the role of . . . what we offer for students and to the university at large. . . . I have started off this entire process of internationalization." The emphasis on how the participant was personally or individually active in contributing to the institution was noticeable: "More than that, it is for me to interact with people outside the boundaries. So, when I look at interaction, my interaction was within the university but now I have friends all across the globe." This participant also explained their experiences with international partnerships due to personal involvement in the international office: "I was in charge of providing opportunities for students to [have] international exposure . . . a semester exchange or credit transfer, wherein students study 2 years at this university, transfer their credits to host university, and graduate from the host university." All participants who spoke about the international office stated it was a well-established and centralized system that also helps faculty individually in

international dealings. For example, Participant 4 said, "So with my academy

engagements, it does not look [like] a burden to me because my international office

always backs me up with this kind of support."

As noted, faculty utilized the opportunities through the international office and

international cell, which I determined was an individual level of empowerment. For

example, Participant 7 was empowered to approach universities abroad for department

collaborations or research work at the institution. There were similar opportunities where

other participants experienced empowerment at a personal level: (a) participating in the

international university meetings, (b) handling credit transfer issues, (c) negotiating high

fees as the person in charge of the international office, (d) spending time to understand

the role of offering for students and to the university at large, (e) the process of

internationalization, (f) interacting with people outside the boundaries, (g) being in

charge of providing opportunities for students to gain international exposure, and (f)

getting personal support from the international office to back them up.

Group Elements. I determined that the group elements organizational learning

with overlapping elements were due to faculty activities as empowerment opportunities

utilized in groups. According to Participant 8, there has been growth in activities the

international office offers for faculty and the university at large: "The international office

. . . plays a supporting role. . . . I've seen them also growing in . . . the kind of initiatives .

. . the kind of collaboration . . . for the benefit across the university." Participant 8

pointed out the group supporting aspect: "[The] central office, that plays a supporting role

for the different disciplines or departments in the university." Participant 4 mentioned

collective support the international office extends to faculty: "We have an international office, which is so well organized. Anytime we want any assistance, they will provide [it for] us."

Participant 4 described the role of the international office as a well-established system to help faculty regarding any international need: "There's a timely communication that is happening between the host university and the home university because of a very well-established international office." As faculty members, they had participated in group activities with this office, and there were several positive remarks. Participant 4 stated, "We can approach them for anything . . . whether we want to take up a project or we want to . . . have a sabbatical tour with the international universities. Definitely. Many faculties have obtained such opportunities to go and visit." Participant 5 is an international cell coordinator who has also often participated in a delegation for the university while international faculty and students visit the institution. This participant explained the involvement of every department in the international cell as a new development of group involvement: "Each department in our university has a small international cell which caters to the international faculty exchange as well as student exchange." This participant, who helped with international faculty exchange, remembered interactions and discussions when they visited the institution and throughout the state: They engaged in "discussions where we talk about constructing a program; maybe an exchange program for students, sometimes and, but by and large, for faculty development."

Although I did not find substantial differences in international office and international cell data shared by the participants, Participants 1 and 2 had separate experiences and used different expressions in their interviews compared to other participants. For example, only Participant 1 stated that the international office also engaged in socially related matters, specifically with a "poverty cell" intended for children's projects, and that international cell members also get input from the bimonthly meetings to involve them in the psychologically and socially related matters of the children. As the in-charge personnel of the international office, Participant 2 focused on "internationalization," "interaction," and "networking," with the faculty "beyond boundaries," which others did not discuss at length. However, all participants affirmed that the international office and international cell served as a centralized system to engage others internationally by helping faculty individually and collectively.

The data regarding group elements of organizational learning revealed faculty activities as empowerment opportunities used in groups. Examples included (a) the international office advanced support to the faculty as a group and the university at large, (b) a supporting role for the different disciplines or departments in the university, (c) providing faculty assistance at any time, (d) well-established and timely communication between the host university and the home university, (e) supporting for group activities, (f) taking up a project, and (g) having a sabbatical tour with the international universities. The international cell is another example in which faculty experienced group involvement. This included recent faculty empowerment activities among all department international cell coordinators or members as a group involvement and activities of

exchange, interaction, and discussion. The participants' responses applied to organizational learning that crosses different elements, facilitating faculty empowerment through the centralized system of an international office and international cell, which indicated that the faculty utilized the elements of organizational learning: both individual and group.

Group and Organizational Elements Overlap: Curriculum Adaptations to International Perspectives

Group and organizational or institutional elements overlap, as illustrated with curriculum adaptations to international perspectives, is the second example in this section of crossover or multiple elements. The answer to the research question for this study was dependent on faculty involvement both as the group and institutional. For example, I synthesized how the participants applied their learning and experiences to adapt the curricula through group efforts and determined the group elements of organizational learning. Similarly, I followed how faculty devoted their knowledge and effort to adapt curricula by encountering institutional elements.

It is worth noting why the institution adapted its curriculum to international perspectives. Faculty members realized the need for curriculum change once they joined twinning programs with international universities. All participants explained changes to the curriculum of the institution, and some provided the reason for its adaptation. For example, according to Participant 1, "Twinning programs helped the institution revise the curriculum . . . give an international perspective about the curriculum to incorporate what was missed out in our curriculum." Participant 1 also provided details regarding

international elements of the curricula, describing the importance of critical thinking on the part of the students, specifically in handling course assignments: "It's more of what is called the classroom-based assignments. [They] have to be very, very tricky, or it has to be very associated with the kind of mind map." The "kind of mind map" demonstrates the thinking patterns of students who go through this training to view things critically. This participant explained that the Indian curriculum needed change to involve both the students and teaching faculty in critical thinking instead of preparing students to pass exams: "Here, we spoon feed them. . . . There, we need to make them think."

Participant 2 identified the need for replacing most of the existing curricula at the institution with "skill enhancement" to make it compatible with international programs or twinning programs. Participant 7 spoke of the free choice-based curriculum that is common abroad: "It's more democratic in that sense. The students over there are so empowered with respect to the curricula they can choose with respect to their program. . . . We never had a practice of sharing the course plan with the students." Participant 6 discussed a combination of service and learning, which the institution undertook as part of the curriculum development, including community-integrated curriculum: "So, what they learned in the class they are going to apply in service of the field. And in most cases, they come back more learn [*sic*]; [they] learned from the field [more] than they did in the classroom." Participant 7 discussed how they look at different perspectives regarding courses and research compared with international curriculum, specifically between the "know-how of how things are done differently than in an international setting . . . and . . . how we have been doing it." Participant 7 discussed research, comparing the way the host

and home universities promote this: "So, their approach to research, our approach to research . . . how different . . . . how we could . . . what are our weaknesses . . . what are our strengths . . . it is more to do with work [*sic*] together." Participant 6 pointed out the relevance of international curriculum perspectives with an example affirming these adaptations are crucial for not only twinning program subjects but also for all subjects at the institution:

> If there was international politics influencing any of their subjects, we would have used that component to integrate it as a discussion in our local course paper or international business, which is very vital to the growth of not just that cohort of twinning students but also our own students who are doing a regular course.

Group Elements. Faculty adapted their curriculum to the several elements they found at the twinning universities with expert reviews by international faculty members, indicating involvement in groups. For example, as part of the new curricula adapted using international perspectives, the institution introduced courses in liberal arts. Participant 2 explained, "So today, we are proud to say that we have introduced a liberal arts program at the university, and [in] that program, we could envisage, due to one of our best practices, [a] visit to a foreign university." Emphasizing group effort on the part of faculty, Participant 2 said,

> Now, I must say the most important role towards this entire success of the concept or the process was the faculty and the staff. If we wouldn't have taken that extra pain to look at universities, try to look at what curriculum do [*sic*] they follow, try to look at why there will be [a] lack so we could incorporate them, so there will be

varied things that we had to do. . . . It is [*sic*] when we realized, these are not courses that actually add value for students. So, we started looking at how skill enhancement is an important aspect for students.

Participant 2 pointed out how collectively proud they were for adopting skill enhancement and liberal arts courses at the institution: "So we started looking at how skill enhancement is an important aspect for students. . . . So today, we are proud to say that we have introduced a liberal arts program at the university." Participant 2 shared their involvement in the group from experience designing new curricula at the institution: "We had to spend our time to—there are, there were situations, or rather there were courses that we had to 100% give off." Participant 3 observed that the curriculum adaptation process required thoughtful discussions and planning: "So now, we, we were thinking which program we can launch or which course which will, which is going to attract the international students."

Participant 4 pointed out how students can collectively contribute to curriculum adaptations: "Students understand [the] global situation, global problem, [and] global scenarios, and how to bring solutions to this problem." Participant 4 also mentioned the contributions of students who participate in twinning programs by visiting partner universities abroad: "When we had our students visiting the other universities or their faculties coming to our universities . . . the first thing that we thought is we have to take the expert reviews from the faculties who are at the host universities." The visitors and students who returned after visiting partner universities as part of twinning programs

played roles in helping the institution update its curricula make updated. Participant 4 stated,

> So, they make [a] review, [a] comment, and make our curriculum more relevant. So, we want to know whether [the] institution's curriculum can [be a] benchmark [for] international standards. So, we have got a [sic] valid and constructive inputs in our curriculum.

Participant 5 observed two areas of discussion regarding the curriculum adaptation process at the institution: one at the student level concerning discussions of student exchange programs, and the other a faculty exchange for subjects in which the institution required expertise. "So, I would say that at the student levels there have been discussions of ex-student exchange programs. . . . And if it is a faculty exchange, then what are the subjects on which we require their expertise here?" According to this participant, these group discussions helped them compare courses abroad and at home, so adaptations were possible in curricula.

The second example of crossover or multiple elements of organizational learning, specifically group and organizational or institutional elements overlap, was that faculty applied their learning processes and experience to curriculum adaptations with both group and institutional elements. The faculty first identified the need for global perspectives to be adapted to the curriculum with the increase in international twinning programs at the institution. Their contributions to curriculum adaptations with a group element included (a) visiting and finding best practices at the twinning universities; (b) accepting expert reviews by an international faculty member; (c) adapting liberal arts

programs; (d) group efforts by faculty; (e) thoughtful discussions, planning, reviews, and comments on curriculum by students after visiting partner universities as part of twinning programs; (f) and engaging in group discussions.

Institutional Elements. The faculty observed curriculum adapted to international perspectives indicating that the institution allowed them to apply their learning process with the organizational or institutional elements. Participant 4 appreciated the institution's open policy for adaptation and change:

So, [the] institution has been instrumental in facilitating . . . any additional assistance that is required. I think [the] institution is open for all the recommendations and changes provided by the faculty members of the twinning universities. So, our curriculum has undergone a major change. . . . The university's curriculum can [be a] benchmark [for] international standards.

Participant 1 also described adaptations using international perspectives at the institution that allowed them exposure abroad: "So, in learning, in terms of, not just me, or my colleagues, they're given an opportunity to go to that partner university, which you don't really see in an education scenario [that we are] given an opportunity to go abroad." Participant 2 also supported this international travel opportunity by the institution: "Because of our visit, we were able to look at [it this way]: Why don't we think of it . . . [this part of the curricula]?" Participant 1 mentioned that an international perspective could bring a global perspective:

We are given an opportunity to go to that particular place, explore that particular

place to know more about, like, how they, how the other staff comes over to our

country or to our university. They are also hosting us.

Some participants mentioned visits by foreign faculty, which assisted the

institution in revising the curriculum. For example, Participant 3 stated, "When we have

these faculties coming . . . and we discuss about our subjects and we, they also tell us

about their subjects. So, we incorporate, they incorporate, know our ideas, and we

incorporate their subject ideas in our curriculum." Participant 6 had an experience of

designing curriculum at the institution with the help of an international faculty who

visited the institution:

I've got a lot of help in designing my curriculum. Sometimes, when I offer

programs or courses, I get a lot of help. I have this year. I have offered a value-

added course for our students with a university professor, [a] retired professor

from [the] Netherlands.

Participant 2, who had been involved in curriculum adaptations at the institution,

commented with appreciation: "Today, I'm proud to say that the university syllabus is in .

. . a shape, is in a form . . . [where] . . . we can be at par with any other universities

outside—be [it] within India or meet [*sic*] outside." Participant 6 commented that the

institution had become a model for others because of faculty learning and the change and

adaptations that the institution has experienced:

So, that is a learning that, I know for sure, that has happened because of the

twinning, and it has become—ours has become a model for so many other

colleges and universities. There are a lot of other Indian colleges who come to us and take a training on how to design the outcome-based evaluation. How, what does [*sic*] four credits mean? What does [*sic*] three credits mean?

These examples of the institutional elements of organizational learning indicate that faculty applied their learning and experience to the curriculum adapted using international perspectives with institutional elements due to its open policy for adaption and change. For example, the institution allowed them to have exposure abroad; visits from foreign faculty helped them revise the curricula and design a new curriculum. The institutional elements of organizational learning was evident from the examples of pride the faculty expressed regarding the university syllabus, which they believed was equal to that of other universities within India or abroad and as a model for other institutions for faculty learning, change, and adaptation. The curriculum adaptations to international perspectives demonstrated the participants' descriptions indicating organizational learning crossed group and organizational or institutional elements.

Organizational Elements and Societal Elements Overlap: Well-Aligned Vision and Mission Fulfillment

The third example of overlap in organizational learning indicated in the descriptions by the participants concerned the well-aligned vision and mission fulfillment as organizational or institutional and societal elements. All faculty interviewed in this study were aware of the institution's vision and mission. They contributed to achieving this in any way they could, as individuals, in groups, and as institution, and as societal members.

Institutional Elements. According to all participants, the introduction of twinning programs evolved as part of their effort to achieve vision and mission fulfillment at the institution. A few faculty members shared ambitions concerning the institution. For example, they looked forward to seeing their university as one among the global institutions and enrolling more international students. Participant 1 noted there are more outgoing students and more incoming foreign faculty at the institution. They hoped to see their institution be a host university with more incoming foreign students. Participant 1 also spoke of the faculty's role in keeping the institution's vision and mission fulfilled: "And me, as a faculty, as an experience, I can make sure that had to be kept. So as an experience, it's in and out interaction with the students." Participant 1 witnessed collaborative learning and teaching at the institution as part of vision and mission fulfillment: "And in terms of faculty collaboration, apart from research, the learning, the learning-teaching experience, [the] collaborative learning-teaching experience happening in classrooms."

Other participants articulated that the institution has a strong vision and mission. For example, Participant 3 stated, "My institution's vision and mission is [*sic*] very interesting; we talk about this vision and mission." Participant 2 noted, "Our vision is moving towards [the specific term of their vision is removed for the institution's privacy], and we also have [vision] in our mission." Participant 2 explained their responsibility in relation to vision and mission: "So we tend to say that [vision] in terms of producing students who are responsible citizens, and faculty members and staff play a predominant role in that." According to Participant 3, the institution seeks a well-aligned vision and

mission fulfillment. This participant indicated that the selection process for the twinning students is aligned with the institution's vision:

> Many people approach us, but we have a screening system, and we select the best. So, excellence is exercised in that area also . . . we don't compromise over there. Whatever is best for our students, we select that. So, that is one thing, I think, we keep in mind our vision and mission.

According to Participant 8, the "experience of the selection process of twinning students or twinning university is part of fulfilling the vision and mission." Participant 4 claimed that the faculty process of twinning student selection fulfills the institution's mission:

> We need to shortlist the students who are really inclined, who have the necessary financial support, and their parents [are] concerned, who would also cater to the university's mission, keep the university's goal high, and represent [the] university high [*sic*] in other institutions.

The institution's vision includes providing a comprehensive education for students. For example, Participant 3 stated,

> We give a lot of importance to holistic education. In fact, we say that our universities are [a] nurturing ground, and we talk about holistic education in our mission. So, this holistic education, overall education, complete education, it is very much related to our graduate attributes also. So, I think this [*sic*] twinning programs are in line with our vision.

Participant 2 also discussed holistic education at the institution as a part of fulfilling its vision:

This is talking about a holistic perspective, a holistic development that's a part of our vision. This has helped us to develop a holistic vision of saying that a student is a management student who has to also know about what's happening in the political system. Because [the] political impact on the business is also there, he should know what is happening in the society.

According to Participant 5, the institution's mission fulfillment is in a process moving toward achievement: "In fact, the first step itself is to go forward to get the international students, and collaboration itself is a part of our mission." Participant 6 spoke of the quality of teaching: "We actually focus on giving that wholesome experience to these students because they represent our brand."

Along with an excellent education, service has grown at the institution. Service learning is a new development that goes through a process of institutionalization across departments. Participant 4 said,

And whatever suggestions and recommendations come, we are open for change. So definitely, our service aspects have grown. Now we are looking at institutionalization of service-learning across all departments at [the institution]. As of now, only six departments . . . are having this service-learning program.

Among ranked colleges and universities in India, the institution stands at the top but is not yet at the global level. Twinning programs have helped the institution improve standards according to its vision and mission. Proficient handling of international networking and collaboration is also a requirement set by the accreditation authority. Participant 4 discussed this in detail:

I think, [the] twinning program definitely in, you know, enables any institutions [*sic*] for that matter, not only to achieve their vision and mission. . . I would definitely say one of the requirements of all the accreditation bodies and the regulatory bodies is your international participation, international networking. I think so. We are moving in the right direction by entering into a memorandum of understanding and partnership with twinning universities. So definitely we wish to see in our [the institution], you know, named among, among the global universities, okay, in the year coming soon, etcetera on for various initiatives that we do. But in India, definitely, we stay for most of the courses; we are ranked one or two or three. So, we stand in a very good position in India because of, I think, this partnership and the twinning programs that we have. So definitely, I think way forward, we [will] look for more such opportunities for growth and for learning.

While describing the vision and mission of the institution, Participant 5 focused on service as an important aspect of the institution's vision. There is a motto of service in what the faculty do at the institution:

So, I have seen that at our university, when these faculty members come down . . . their students also, when they come, we don't look at the money aspect. What we look at is how we are going to serve them, the best possible, such as excellence in whatever we do.

This participant had previously asserted that "to get the international students and collaboration itself is a part of our mission."

According to Participant 5, there are further examples of vision and mission fulfillment by the faculty and students at the institution who collaborate and work across departments. One is the virtual case study competition, where faculty members organize their students to research Somalia for social uplift in a virtual global competition. Participant 5 stated,

> So, all of us had to sit together. We had to identify the students and select the best students and ensure that they were trained properly to participate in it without [*sic*] because they were coming [and] competing with many people. So, through that, obviously, we could show the pursuit of our excellence and our students also. It also that is, again, related to our mission and vision of the organization.

Finally, Participant 8 noted that the institution advances a well-aligned vision and mission fulfillment: "I think the institution is very clear, and [in] it's processes [and] in the activities that we do that everything needs to be aligned with the vision-mission and the core values of the institution." This participant also mentioned the collective responsibility of faculty members in fulfilling the institution's vision and mission:

> That, okay, these are the values, this is why we're here, this is the vision. And therefore, it guides all our activities in a very inherent way rather than coming as a result of any kind of partnership or collaboration that we would have. So, and we are, I can say that, yes, we are extremely cohesive in that way as faculty members in terms of ensuring that we are all on that same path with the same ideas of the vision-mission and the core values. I find that alignment to be extremely strong in the institution.

As the institutional elements, the overlapping element of organizational learning illustrated by a well-aligned vision and mission fulfillment indicated faculty learning applied with the institutional elements. The participants were aware of the vision and mission and contributed to their fulfillment at the institution, which resulted in international twinning programs. They kept as a high priority the vision of becoming a host university and enrolling more international students in the future, realizing their role in this as crucial. They kept the institution's vision and mission fulfilled by activities, which indicated that they applied their learning and experience with an institutional element. These included (a) increasing quality collaborative learning, teaching, and faculty networking; (b) fulfilling their obligation in educating students to be responsible citizens; (c) adhering to the selection process of twinning students as aligned with the institution's vision; (d) providing holistic and comprehensive education to the students; and (e) institutionalizing service learning across departments.

Societal Elements. In advancing vision and mission fulfillment, Participant 1 asserted: "We have advanced because we are not stuck to our country alone; we have broadened the horizons to different countries . . . but we are [sic] more of outgoing students and incoming faculties." In fulfilling the vision and mission, Participant 1 stated that the institution uses its platform to provide education in accomplishing these for society: "Our vision and mission . . . we look at giving education . . . education is a very important platform and making sure this education is being given to everybody." The participant clarified that they focus on excellent quality in service, even in community service or service-based projects: "We have seen that the inclination of, maybe one of

these, excellent, like I said, excellence in service, [the] community service that we're looking at."

According to some participants, internationalization at the institution was a new perspective concerning interactions and collaborations, and it is a development as a result of twinning programs as well as the institution's vision and mission fulfillment. Participant 2 commented:

Now we are looking at it from different perspectives. And all of that was [*sic*] happened, yes, because we looked at [vision and mission specific terms removed]. But we were looking at how what ways we could incorporate that into the entire ecosystem. So, there is where internationalization then helped us to look at it from a different perspective.

Participant 1 stated that students who are selected for twinning programs represent the institution's vision and mission abroad while they attend and complete their enrolled programs. Participant 1 shared an experience of a student who returned to the university after successful completion of the twinning program abroad:

Any faculty who came remembered the boy's name with this. So that's the kind of vibe or learning experience he had created over there in terms of learning. . . . The kind of ambassadorship that he had carried was very, very strong.

Participant 6 also considered twinning students as the institution's brand when they go abroad to attend partner universities. While responding to my first interview question to describe their experience with international twinning programs at the institution, Participant 6 commented: "I'm not saying that we deny to our students anything, but we

actually focus on giving that wholesome experience to these students because they represent our brand, the institution's brand to [the] department."

Participant 6 explained how faculty members considered the institution's vision and mission as their own by creating a balance between education and community service: "The institution's vision and mission . . . we have, and we don't compromise on either of them. . . . So, you have to balance both of these." According to Participant 6, the faculty members try to provide an excellent education at the institution while focusing on community service. As a part of the twinning program curriculum, it is mandatory for the students from abroad to explore authentic India, and they go and visit Indian villages adopted by the institution for community service projects, which further fulfills its vision and mission. Participant 6 explained,

> When they come here, that [*sic*] they want to see what actually India is, what is the, what is [the] community like. Everything is not what is there on the campus because campus students might behave very much like the students in a twinning partner university because they are very affluent or because they come from similar affordable families. But when you walk out into the community is when you realize that the university's mission is accomplished there. So, I would say that excellence in service, the balance, and the equilibrium that we bring to that concept is thanks to the twinning or the international exposure that we have.

Participant 7 had a different point of view concerning selecting the twinning universities as it concerned the institution's vision and mission fulfillment:

Because whenever our institute has gone for a tie-up, it has always ensured that the other institute has [a] similar or compatible mission and vision statement. So, it is one of, I think, the basic criteria of what our management has laid down before we even tie-up with other institutes. To give you an example, there are plenty of agencies who approached us to tie-up with other universities. You know, which, actually is, I would say, it's more like a money-making concept because they get a commission. The university there, give [*sic*] them a commission for getting, you know, our students for further higher education and knowledge, which we have never, you know, taken forward. So, it at the very basic level, you know, unless the person with the twinning university matches with our mission and vision, or at least they are compatible with our mission and vision, it's never taken forward.

Societal, the overlapping organizational learning element, which was illustrated by a well-aligned vision and mission fulfillment, indicated faculty learning as also applied with this element. The following demonstrates the societal elements of learning by faculty: (a) awareness they advanced vision and mission fulfillment by broadening their educational horizons to different countries through twinning programs; (b) providing education in accomplishing societal development, which included education for everybody, excellent quality in teaching, and service with community service or service-based projects; (c) internationalization with interactions and collaborations; (d) twinning programs that revealed the institution's vision and mission abroad; (e) selecting twinning students as representatives of the institution's brand abroad; (f) balancing

education and community service; (g) setting twinning program curriculum for foreign students to explore authentic India; and (h) selecting compatible twinning universities for the institution's collaborations to fulfill its vision and mission.

The participants' descriptions demonstrated a well-aligned vision and mission fulfillment by the faculty. They must have applied organizational learning that crossed between the organizational or institutional and societal elements. The finding of the crossover or multiple elements of organizational learning revealed faculty empowerment at the institution. The faculty, who engaged in individual, group, organizational or institutional, and societal learning elements or processes, demonstrated faculty capabilities for fulfilling multiple tasks other than their professional teaching roles. They described this process as faculty empowerment, leading them to better contribute to society and their organization.

Summary

Data collection and analysis of this basic qualitative study led to findings regarding how Indian higher education faculty who have participated in international twinning programs described their perspectives of organizational learning at their institution. The synthesis of the participants' descriptions regarding their experiences at the institution suggested organizational learning in five elements: the individual, group, organizational or institutional, societal, and crossover or multiple.

The participants described their professional development as individuals, signifying organizational learning through individual faculty development. The participants described how twinning programs at the institution became a solid platform

for their professional learning and development as faculty to better serve the institution and society. The faculty development they experienced after the introduction of twinning programs implied increased opportunities for personal and professional enhancement, irrespective of their teaching or nonteaching roles.

Faculty discussions of organizational learning in the group elements indicate faculty learning, specifically through teamwork across departments. This finding also shows opportunities for mastery to become professionals through teamwork and collaboration. The participants recognized that once the institution began twinning programs, they experienced mutual and collective sharing across departments. The participants recalled this mind-shift by faculty was possibly due to learning best practices at established organizations abroad, which had partnerships with the institution and successful histories of creating expected organizational outcomes. Increased involvement of faculty through enhanced teamwork fulfilled their teaching and nonteaching duties. Faculty members described collaboration and cooperation among faculty members and departments once the institution advanced in twinning programs.

The data concerning organizational learning in the organizational or institutional elements revealed that faculty identified positive institutional changes due to twinning programs. This finding concerning extensive institutional changes, top-to-bottom decision-making opportunities, and bottom-to-top problem-solving opportunities indicated new organizational learning elements different from the individual and group. The faculty witnessed extensive changes at their institution, most of which happened due to twinning programs. Although there was increased and improved involvement in the

institution's administration process from faculty, decision-making and problem-solving approaches were still dependent on the authority's approval in both the top-to-bottom and bottom-to-top approaches. However, the institution incorporated faculty and stakeholders in discussions before final decisions were made, which made them feel empowered and respected. They considered this process as faculty empowerment.

The faculty's description of systematized and programed social and outreach activities indicated another set of organizational learning elements: societal. Their observations of the impact of twinning programs on social activities revealed that the advancement of twinning programs at the institution enhanced the access of outreach to the partner university's students and faculty. The most prominent observations from the participants were that the influence of twinning programs helped to systematize and program these activities into curricula through a central social service center at the institution.

The fifth finding regarding types of organizational learning was that faculty learning appeared as spread across other elements, from the individual through group and organizational or institutional to the more comprehensive elements: societal. Faculty empowerment through the centralized system of the international office and international cell suggested that faculty applied the elements of organizational learning as individuals and groups. Faculty had to undertake several responsibilities and tasks aligned with international affairs of partnerships or twinning programs. They recalled that the institution had empowered them to utilize those opportunities with responsibility, confidence, and freedom. The curriculum adaptations to international perspectives

showed their applications of the group and organizational elements, combining group element with a new organizational learning element: organizational or institutional.

Faculty identified the significant impact of twinning programs on the institution's curricula, specifically revisions and adaptations by incorporating international perspectives they found at partner universities. The well-aligned vision and mission fulfillment showed another new element of organizational learning: societal, different from the individual, group, and organizational elements. The participants described a well-aligned vision and mission fulfillment at the institution, specifically in advancing twinning programs and social outreach activities. They contributed to the realization of the institution's vision and mission individually and collectively for well-aligned fulfillment indicating the organizational or institutional and societal elements applied for the development of society by being involved in community service activities and international universities. The finding of the crossover or multiple elements of organizational learning indicates that the faculty are empowered for multitask fulfillment at the institution suggesting as part of organizational learning.

The total synthesis of the data revealed that organizational learning process includes five elements: individual, group, organizational, societal, and crossover or multiple elements. The faculty, capable of multitasking fulfillment at the institution and society, demonstrated faculty empowerment at the institution. Data analysis in this basic qualitative study indicated how Indian higher education faculty who participated in international twinning programs described elements of organizational learning at their institution due to participation in international twinning programs.

In Chapter 5, I will describe how my findings contribute to the knowledge of Indian higher education by comparing them with earlier research in the peer-reviewed literature discussed in Chapter 2. I will also analyze and interpret the research findings within the conceptual framework of Senge's (1993) five learning organization disciplines. I will discuss the limitations of the study, followed by recommendations for further research and implications derived from the research analysis.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to understand the perspectives of faculty regarding the organizational learning that may occur at Indian higher education institutions that participate in international twinning programs. Despite the increase in the international twinning programs in Indian higher education, there is little understanding of institutional improvement due to these programs, specifically concerning faculty learning or organizational refinement. The research question for this study was: How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution? There were five key findings that answered the research question, and they were five elements of organizational learning, which I found in the literature. For example, the first three elements aligned with the three levels of organizational learning identified by Cangelosi and Dill (1965): individual, group, and institutional or organizational. The fourth finding was the societal element of organizational learning, applying the learning results to the external environment identified by Huber (1991). The fifth finding was a crossover or multiple elements of organizational learning, identified as multiple levels by Crossan et al. (1995). The significance of this fifth finding is the faculty empowerment, as described by my study's participants, where faculty demonstrated individual and group learning efforts resulting in improved organizational capacity. The descriptions of faculty empowerment revealed overlaps between individual and group elements, curriculum adaptations between the group and organizational elements, and vision and mission between the organizational and societal elements. Senge (1993) has described

empowerment as part of systems thinking as insights from dealing with the recurring personal or organizational structures. In my study, I did not seek to identify levels within organizational learning. Therefore, I do not refer to my findings as levels but elements and acknowledge that the other researchers have identified them as levels. Chapter 5 includes interpretation of the findings of this study, its limitations, recommendations, and implications.

Interpretation of the Findings

In this section, I describe how the five findings confirm or extend knowledge of organizational learning in higher education, specifically in one institution in India. I compare my findings with the relevant peer-reviewed literature presented in Chapter 2. Next, I analyze and interpret the findings within the context of the conceptual framework which was informed by Senge's (1993) five disciplines.

Interpretation and the Literature

There were few empirical research findings from studies that explored organizational learning, learning organization, or partnership programs directly related to Indian higher education. None of them highlighted any relationship between organizational learning and twinning programs in Indian higher education context. Several studies reported findings regarding organizational learning or the dimensions of learning organizations at Indian higher education institutions, pinpointing learning at three levels: individual, group, and organizational (Aminbeidokhti et al., 2016; Berzina-Pitcher et al., 2016; Hart et al., 2016; Neelam et al., 2019; Patky, 2020; Ponnuswamy & Manohar, 2016; Sandhu & McQuarrie, 2016; Vohra & Thomas, 2016, Xie, 2019). As

previously noted, these researchers have identified the three elements as levels. However, I will retain the term *elements* in the following sections.

Organizational Learning Elements: Individual

The first finding of the organizational learning elements reflected that the faculty utilized their professional development opportunities for individual learning. The finding of the individual learning elements of organizational learning is consistent with the results of previous studies (Berzina -Pitcher et al., 2016; Ponnuswamy & Manohar, 2016; Vohra & Thomas, 2016; Xie, 2019). Ponnuswamy and Manohar (2016) found there was a positive impact on learning organization culture in research and knowledge use by the individual, and they suggested that the institutions had not achieved learning organization status as the respondents reported only some characteristics of learning organization culture. Compared to Ponnuswamy and Manohar, my study suggests that faculty were able to describe organizational learning elements for individuals due to the international twinning programs at the institution. All participants discussed their professional development experiences at the institution that contributed to personal development and confidence when twinning programs began to flourish, specifically through their interactions with the foreign faculty. Six participants explicitly affirmed that twinning programs helped faculty improve their professional development individually through networking with international faculty.

Although not within the specific context of organizational learning, Berzina-Pitcher et al. (2016) reported a positive relationship between international partnerships and professional development in Indian higher education. Partnership arrangements could

enhance individual and mutual learning resulting in flexibility, openness to challenges

and work opportunities, independent thinking, and collaborative engagement with others

from different cultures, backgrounds, and traditions (Pitcher er al., 2016). My study's

findings also support Berzina-Pitcher et al. in that faculty developments enhanced by

twinning programs through visits to partner universities helped participants understand

cultural diversity, which helped them be flexible and open and face challenges associated

with faculty individual learning. For example, Participants 2 and 4 shared their

experiences of difficulty with culture shock while visiting global communities, the need

for acquaintances in the new institutional systems, and perseverance while building an

international network.

Xie (2019) found that a learning organization culture was apparent in the Indian

pharmaceutical sector as evidenced in behaviors. Xie focused on individual learning,

specifically personal reflections to clarify concepts and communicate perceptions for

shared understanding, which my study's findings also support. For example, Participant 8

reported personal faculty development due to twinning programs that equipped them

through individual effort to respond to students or those in need even when unprepared

with ready-made answers. However, my study's aim differed from that of Xie's study in

the relationship between organizational learning and twinning programs at Indian higher

education institutions.

My study's findings support Vohra and Thomas's (2016) research concerning an

Indian consultancy firm's managers and employees who had vital roles in quality

management and organizational learning. Their study showed that information

acquisition, one of the two involved knowledge processes, occurred between individuals and at an individual level, whereas information dissemination happened at the group level. My study demonstrated that individual learning prompted faculty to serve the organization better, including disseminating information. For example, Participant 4 emphasized that individual professional development was facilitated by twinning programs to build faculty capabilities in teaching, design curriculum, engage in research activities, learn new methods presenting information to students, and assign an assessment task. Although these findings support those of Vohra and Thomas, their study did not focus on Indian higher education institutions or twinning programs.

Organizational Learning Elements: Group

The elements of group learning process of organizational learning are the second finding, reflecting the faculty descriptions based on the teamwork across departments. Aminbeidokhti et al. (2016) found that organizational relationships and quality management facilitated by organizational learning occurred through improved staff relationships, specifically at a group level. Strategies for improvement were staff group activities, such as regular instructional staff meetings; up-to-date staff courses; new staff instructional services; and mutual acceptance of suggestions and criticisms (Aminbeidokhti et al., 2016). Findings in my study showed that all participants experienced increased teamwork and team learning as a group learning process due to twinning programs. This was explicitly characterized by frequent department or faculty meetings and sharing. For example, Participant 1 described how other departments and faculty members were involved in collaboration by participating in regular general

meetings held by different departments at the institution. Participant 4 also reported that teamwork and communication facilitated by twinning programs and other partnership forms enhanced institutional management through research collaboration. Although my study's findings align with those of Aminbeidokhti et al., the focus of their study was not on Indian higher education institutions or twinning programs.

Similarly, my study supports Vohra and Thomas's (2016) findings on quality management and organizational learning, again, demonstrating that information dissemination can occur across groups based on hierarchy, function, divisions, and age when the learning process was in groups. My study's participants also expressed that twinning programs helped them work in groups across departments, and they communicated with each department through group activities and teamwork, which indicated better dissemination of information. For example, according to Participant 4, twinning programs facilitated teamwork and communication that improved the institution through collaboration and teamwork. Although Vohra and Thomas's findings match my study's concerning the group elements of organizational learning, their study context does not correspond to Indian higher education institutions and twinning programs.

Organizational Learning Elements: Institutional or Organizational

The third finding is that of the organizational learning elements, as identified from the faculty descriptions of (a) extensive institutional changes, (b) top-to-bottom participatory approach to decision making, and (c) bottom-to-top problem-solving approach. These descriptions indicate that faculty, having gone through the individual and group learning processes, contributed to the organization better, specifically to the

improved and collective administrative activities. These continued efforts of the faculty

learning indicate organizational elements of learning. This finding supports research by

Neelam et al. (2019), who showed that organizational learning climate is a characteristic

of a learning organization. Neelam et al. found that organizational learning climate is

vital for continuous faculty learning, support of leadership for exchange of knowledge,

innovation, applied research environment, and vision communication. All eight

participants in this study provided perspectives of positive and extensive institutional

changes, which were indicators of the impact of organizational learning. For example,

according to Participant 7, the institution has improved into a multidisciplinary university

due to twinning programs, encouraging faculty to learn more and continuously.

Participant 1 described collaborative atmosphere at the institution that increased faculty

learning. Another example of the institution's learning climate was that of the

institution's improved academic standard, as described by Participant 2, which

encouraged faculty to engage in research and new learning. The institution's positive

change in the systematic exchange of information, reported by Participant 5, is another

example of the learning climate of the institution. Therefore, my study's findings support

Neelam et al.; however, their research did not focus on twinning program contexts in

India.

Sandhu and McQuarrie's (2016) study of collaborative activities at an Indian

higher education institution suggested that established organizational networks between

Canada and India improved learning at the organizational level. This was accomplished

through partnership agreements and enhanced strategies, such as knowing more about the

education systems, so they could be adopted at institutions. My study's findings support

Sandhu and McQuarrie's conclusion, although Sandhu and McQuarrie were not directly

associated with organizational learning or twinning programs. However, Sandhu and

McQuarrie found that partner universities needed to know the education systems of each

organization to be successful. They suggested systematic procedures with Indian

education background and differences compared to the Canadian education system for

those organizations that plan to start partnership programs abroad or in India. My

findings also revealed that extensive positive institutional changes were absorbed into

programs by adopting best practices observed at partner universities abroad, as described

by Participant 7. The faculty who visited the partner universities contributed to most of

these institutional changes, as most of the participants reported.

Hart et al. (2016), who studied three U.S.–India partnership projects in the

military medical training field, found partnership impact on organizations to improve or

adapt their medical area of research, such as transplantation, cancer, immunosuppression,

and genetics. My study supports Hart et al. regarding the organizational elements of

improvement due to partnerships. For example, the participants in my study, who noted

changes at the institution due to twinning programs, agreed that the organizational

improvement occurred due to twinning programs, specifically in the institution's brand

name as perceived abroad. Such organizational improvements indicate institutional or

organizational learning elements. As Participant 7 reported, faculty also observed various

positive changes at the organization, including improved paperwork and documentation,

better academic standards and credit systems, and a collaborative research atmosphere.

All participants reported that this organizational improvement positively affected the institution by increasing MOUs with partner universities, resulting in additional twinning programs, and enhancing the institution's rating and overall global ranking.

Vohra and Thomas's (2016) study found two knowledge processes: acquisition and distribution, which enhanced the free flow of information at the organizational level due to less centralized administrative approaches and shared responsibilities. Conversely, the centralized hierarchy structure leaders in the study did not reach out to all corporate members, resulting in reduced organizational learning possibilities (Vohra & Thomas, 2016). My study's findings concerning the top-to-bottom decision making and bottom-to-top problem-solving opportunities at the institution indicate that faculty utilized these opportunities to better serve the institution by helping fulfill its goal. For example, Participant 2 stated that servant leadership is being ready to learn and act for the institution's good. All except Participant 1 expressed that hierarchy at the institution was not a barrier to their learning; it was viewed as a facilitator as they had many options for open communication. This study aligns with Vohra and Thomas's (2016) research; however, their study did not examine Indian higher education institutions or twinning programs.

Organizational Learning Elements: Societal

The fourth finding was that organizational learning influenced the institution's social practices as illustrated by systematized and programed social and outreach activities. Society benefitted from organizational learning practiced by individuals and groups represented by organization. This finding indicates that faculty used their

understanding and knowledge to fulfill the institution's goals and vision as responsible

citizens who reached out beyond their campus to society for its improvement. Concerning

higher education institutions in India, the societal elements of organizational learning in

this study are distinctive from other elements: individual, group, and organizational.

Higher education institutions treat students and parents as vital stakeholders, representing

society and not as customers like for-profit organizations. Moreover, education

institutions cannot remain isolated from society, specifically in developing countries like

India. The participants identified that the institution strongly affirmed its responsibility to

the community as evident in its vision and mission statement. For example, all

participants reported that the institution established a center for social and outreach

services to surrounding communities in which students and faculty were involved. The

institution also demonstrated its societal responsibilities by incorporating social outreach

programs for every new faculty member as part of their induction program.

     Most of the research studies reviewed in Chapter 2 focused on organizational

learning or the dimensions of learning organizations concentrating on for-profit industrial

or traditional aspects of the individual, group, and organizational levels. For example,

Ponnuswamy and Manohar (2016) used the Dimensions of Learning Organizations

Questionnaire (DLOQ) with some adaptations to measure learning organization culture at

Indian higher education institutions without focusing on or finding relevant societal

elements of organizational learning. According to Patky (2020), researchers who have

studied organizational learning focused on primarily three levels: individual, group, and

organizational. My study indicates another dimension: the societal elements of

organizational learning identified from faculty descriptions of collective involvement in the institution's systematically programmed social and outreach activities. These elements allowed participants to share their acquired knowledge for the welfare of society.

According to Participant 2, the institution facilitated village adoption programs near the institution through the social service center, now 30 years old, to help these communities. Participants 2 and 6 described women's social development projects managed by the social service center. These descriptions indicate that faculty, having gone through the individual, group, and organizational learning processes, contributed to the local society, specifically to collective upliftment process of the communities.

Organizational Learning Elements: Crossover or Multiple

The crossover or multiple learning elements of organizational learning were the fifth finding of this study, identified from faculty descriptions of faculty empowerment indicating overlaps between individual and group elements, curriculum adaptations between the group and organizational elements, and vision and mission between the organizational and societal elements. The first four findings of the individual, group, organizational, and societal learning elements were associated with this study's discussed literature, conceptual framework, and the interview guide protocol. The fifth finding was not identified by any of the empirical literature reviewed for Chapter 2, but examples of this finding were described by faculty. They reported that their institution empowered them to perform even additional roles other than their professional teaching roles, in an improved setup, specifically through the international office and international cell. As an

example, Participant 7 affirmed that the institution recently had empowered faculty to proactively respond to the needs of the international partnership programs through the international office and international cell. This example shows that the faculty went through individual and group learning elements that crossed over each other to make further impacts on the organization. With these unique descriptions by the participants, my data suggest that combined learning as individuals and groups brought a significant impact on their organization through faculty empowerment. This impact on the organizational capacity reflects the institution's organizational learning process or elements through the contributions by faculty's individual and group learning.

The faculty applied group and organizational learning processes or elements to improve the organization through curriculum adaptations. They used organizational and societal learning elements to uplift the larger community through vision and mission fulfillment, making an extended impact on their local society. This fifth finding indicates the institution sufficiently promoted organizational learning opportunities and activities among the faculty, who then identified this process as faculty empowerment and responded by promoting the institution's vision and mission. All eight participants described the institution's development in the curriculum adaptations due to increased twinning programs. Those involved in this development pointed to their participation resulting in faculty empowerment. For example, Participants 4, 5, 7, and 8 considered these opportunities as faculty empowerment possibilities for a collective response fulfilling the institution's mission at large as a university. Some, including Participant 2, described this as equal opportunities for teaching faculty and non-teaching staff.

Similarly, all eight participants described the institution's involvement in its local society, specifically through the center for social action established after twinning programs became active. The participants expressed that the faculty's social and outreach activities were part of their empowering opportunities to serve society. My fifth finding supports Berzina-Pitcher et al.'s (2016) research that suggested faculty need to be flexible and open to challenges and opportunities facilitating them to master multiple learning levels of individual, group, and organizational (Berzina-Pitcher et al., 2016).

As described by Participants 2 and 3, the faculty enjoyed the collective confidence after curricula revision, which needed flexibility, openness, renewed professionalism, hard work, and more preparation from faculty. Identifying the group and organizational learning elements within the context of curriculum adaptation to international perspectives suggests that faculty were capable of multiple learning elements, and they applied this to fulfill the institution's goals. With the exception of Berzina-Pitcher et al. (2016), I found no other research studies that support the fifth finding. The fifth finding suggests that the institution's faculty demonstrated their capacity with crossover or multiple organizational learning elements, which facilitated them to contribute to the organization and the local society by combining the individual, group, organizational, and societal elements of organizational learning. This indication of the faculty capacity also strengthens the idea of faculty empowerment.

Interpretation and the Conceptual Framework

In this section, I analyze and interpret the five findings of my study in the context of the conceptual framework based on Senge's (1993) five disciplines: personal mastery,

mental models, shared vision, team learning, and systems thinking. I have slightly modified this order of Senge's five disciplines in this section to match the order of my findings. For example, Senge's fifth discipline, systems thinking, is not the last in my findings' order; it is the shared vision that focuses on the societal elements. The first finding, the individual elements of organizational learning align with Senge's discipline of personal mastery. The group elements correspond with Senge's team learning. The organizational/institutional elements support the mental models. Both decision making and problem solving align with systems thinking. The societal elements can be identified with shared vision. The fifth finding, crossover or multiple elements established by faculty descriptions of their empowerment corresponds with personal mastery, curriculum adaptations with mental models, and well-aligned vision and mission fulfillment. As Senge claimed, organizational members need to practice these five disciplines to bring their institutions to learning organization status.

Personal Mastery

Senge's (1993) discipline, personal mastery or self-mastery, involves a mutual commitment to the organization through self-dedicated activities and personal effort. In the first finding, the individual elements of organizational learning, faculty descriptions of their learning experiences support Senge's personal mastery, indicating that the institution selected as the research site aligns with one of the five disciplines to signify learning organization status. According to Participant 2 and 6, the institution provided professional opportunities for the faculty, expecting them to be masters or experts and to take on more responsibilities in serving the institution through collective learning and

sharing. The faculty were aware of their professional development, its strengths and weaknesses, and the impact of their improvement on others, including students and the organization.

The fifth finding of the crossover or multiple elements of organizational learning, namely at the individual and group elements, also supports Senge's (1993) discipline of personal mastery. Faculty empowerment activities occurred through the centralized international office and international cell. According to most of the participants, the faculty knew they were empowered to express what they learned individually and collectively. Professional opportunities for faculty helped them in both elements to become proficient in their fields and for teaching faculty to take on extra responsibilities. Aligning with Senge's (1993) organizational learning discipline, personal mastery, my study's findings suggest that the institution demonstrates learning organization status, as described by faculty.

Team Learning

Senge's (1993) team learning refers to individuals' readiness to engage in collective interests, supporting each other for participating in team and group activities. The second finding of my study, the group elements of organizational learning described by faculty, supports Senge's team learning as they experienced increased teamwork across departments. All faculty members shared increased teamwork and team learning due to twinning programs. Participants 1, 2, and 5 expressed that team development led to a change in the institution's atmosphere, and provided as example more collaborative research, collaborative teaching, and joint teaching. Aligning with Senge's organizational

learning discipline, team learning, the study's findings suggest that the institution

demonstrates learning organization status, as faculty described organizational learning

elements.

Mental Models

Senge's (1993) discipline, mental models, refers to how individuals think and act

based on their presumptions or prejudices, requiring them to understand the world's

mental images or beliefs and values. The third finding of this study, the organizational or

institutional elements, including extensive institutional changes, supports Senge's mental

models as the faculty described a mind-shift that brought positive change to the

institution. All eight participants reported institutional change. Participant 2 described

their institution as multidisciplinary. Participant 1 stated that positive changes occurred in

departments led to an improvement in the institution's reputation or brand name.

Participants 4 and 5 wished that their institution could become ranked among the global

universities.

The fifth finding, crossover or multiple learning elements, specifically the group

and organizational elements of organizational learning described by the participants,

aligns with Senge's (1993) mental models. For example, most of the faculty described

curriculum adaptations to align with the international perspectives they learned abroad.

The shift from the earlier curricula to that which contained an international perspective is

the best example of the positive impact of mental models on institutional change. The

curriculum adaptations resulting from the group and institutional involvement of the

faculty also support Senge's mental models. For example, Participants 1, 2, and 3 noted

that the curricula needed to include international perspectives. Aligning with Senge's (1993) organizational learning discipline, mental models, my study's findings suggest that the institution demonstrates learning organization status, as faculty described organizational learning elements.

Systems Thinking

Senge's (1993) fifth discipline, systems thinking, refers to organizational members' involvement in the organization's policies, management decisions, and related behaviors in the broader organizational setting. The third finding of this study, the organizational or institutional elements, which includes the top-to-bottom participatory approach to decision making and the bottom-to-top problem-solving approach, support Senge's systems thinking. The faculty had opportunities to participate in decision making, leading the institution to be a learning organization. Participants 2 and 8 stated that this top-to-bottom approach also had an open-door policy. All faculty were required to take part in discussions and clarifications, as brainstorming as described by Participant 1, which indicates systems thinking (see Senge, 1993). Their descriptions of disseminating information, identifying or voicing a problem, and providing possible solutions such as reporting to the institution, all of which denote systems thinking (see Senge, 1993).

When the decision-making approach was from the top-to-bottom, according to Participant 2, the problem-solving approach at the institution was always bottom-to-top, which signified more involvement and engagement by faculty. This approach requires increased systems thinking because of the need to present solutions to problems for

approval by a higher authority. The participants' examples of problem solving

demonstrate that faculty sufficiently exercised systems thinking, which spread all over

disciplines and affected their mental models, team learning, personal mastery, and shared

vision (see Senge, 1993). Senge (1993) asserted that the fifth discipline, systems thinking,

is important for identifying an organization as a learning organization because systems

thinking may overlap with each discipline. Although the study's findings of

organizational learning perceptions may imply systems thinking in crossover elements,

the fifth discipline best aligns with the organizational or institutional elements,

specifically, through the faculty's roles in decision making and problem solving. The

faculty's involvement in the organization's policies and management decisions

demonstrated systems thinking. As Senge has described these insights as empowering,

the faculty must have utilized insights from dealing with the recurring personal or

organizational structures. Aligning with Senge's (1993) fifth learning organization'

discipline, systems thinking, the study's findings suggest the institution demonstrates

learning organization status, as faculty described organizational learning elements.

Shared Vision

Senge's (1993) discipline, shared vision, refers to individuals' combined force or

power with their commitment to a common vision based on a collective consciousness

that they are the shared owners of their organization by fulfilling their roles. The fourth

finding regarding organizational learning perceptions, the societal elements, supports

Senge's shared vision. Faculty were a combined force or shared owners, participating in

social and outreach activities programmed by the institution. Most of the participants

explained that visiting faculty or students adhered to the institution's social program. Participants 1, 2, and 4 described social and outreach activities, such as child education and women's empowerment programs, which helped them be self-sufficient. Participants 6 and 7 stated social outreach was a unique platform for the faculty to engage in village exposures. This indicates faculty transmitted their shared vision of the institution. The institution therefore advanced as a learning organization, facilitating the beneficiaries with the faculty to become proud of the institution. They became a combined force and shared owners of their organization through shared vision of the institution and by fulfilling their roles with responsibility and commitment to society (see Senge, 1993).

The fifth finding, crossover elements described by the participants, included organizational and societal elements of organizational learning. This supports Senge's (1993) shared vision, as the faculty acted as a combined power or shared owners when they participated in fulfilling the institution's vision and mission. According to Participants 1, 3, and 8, the introduction of twinning programs at the institution evolved as part of vision and mission fulfillment at the institution, and the faculty's role was crucial in maintaining this vision. All faculty, specifically their leaders, were aware of the institution's vision and mission and kept it up-to-date, to benefit society.

The societal element was reflected within the comments of Participant 6, who stated that faculty considered the institution's vision and mission their own by creating a balance between education and community service without compromising either. Participants 2 and 7 reported that while selecting universities for twinning programs, the institution encouraged faculty to establish partnerships with institutions that aligned with

its vision and mission. Faculty development of a comprehensive view of the institution, indicates an advanced element of shared vision (see Senge, 1993). This advancement is a mature level of organizational learning, showing the institution progressed as a learning organization. The faculty's involvement in the organization's vision and mission fulfillment utilizing insights also demonstrated systems thinking that crosses over other disciplines, including shared vision. The faculty must have used insights from the frequent professional or organizational structural processes, leading to faculty empowerment, as Senge has described these insights as empowering.

Having aligned with Senge's (1993) five disciplines, I wanted to confirm my study's five findings with any earlier literature on organizational learning. My literature quest brought the following information. How organizations update to meet their needs depends on the individuals or groups representing the organization and how its leaders think and address issues (Senge et al., 2010). Senge et al.'s comments on individuals, groups, and organizations in terms of organizational learning reflect earlier findings. For example, Cangelosi and Dill (1965) identified that organizational learning occurs at the individual, group, and organizational levels. Further, Huber (1991) indicated that the organizational learning process involves the organization's external environment so that the organizations can produce results accordingly. When Huber used the term environment, I used society or societal elements in my study. According to Crossan et al. (1995), organizational learning can arise in multilevels: individual, group, and organizational. In my study, I found the crossover elements are not only between the individual, group, and organizational, but also societal. However, Senge et al.,

incorporating the above five elements of organizational learning, considered

organizational systems to fulfill the needs of society. An organization can become a

learning organization by reestablishing or reorganizing its systems of which individuals

collectively need to be aware, while leaders need to regularly reevaluate these systems to

fit the current needs of society (Senge, 1993; Senge et al., 2010).

Aligning with Senge's (1993) organizational learning discipline, shared vision,

the study's findings suggest that the institution demonstrates learning organization status,

as participants described organizational learning elements. Using Senge's five disciplines

as the conceptual framework, the findings indicate that the Indian higher education

institution in my study is already a learning organization. Faculty practiced the five

disciplines as the participants described their experiences indicating five elements of

organizational learning. My study's findings suggest that the institution demonstrated

learning organization status.

Limitations of the Study

I had initially planned to include faculty and staff in my research to have data

from multiple perspectives. Due to insufficient staff volunteers, I was only able to recruit

the teaching faculty for the interview. Most of the faculty who participated in this study

took on staff roles, namely at the institution's international office and international cell or

social service center. However, participation of the nonteaching staff might have brought

additional information or different perspectives. Another limitation of the study was the

exclusion of other stakeholders, including authority personnel, administrators, parents,

students, and representative faculty members from partner universities, which could have

added a different dimension to understand organizational learning at the institution better. My study focused on a single institution, the small number of participants, and the lack of diversity of roles would reduce transferability of the study's findings to other contexts.

Methodology limitations might have affected the data collection and analysis procedures. For example, the participants had no option to answer questions directly connected to organizational learning due to the complexity of the term. Those participants who were familiar with organizational learning might have had different responses if they had an option to answer questions that included this concept.

Recommendations

The primary recommendation of my study is that qualitative research on organizational learning and twinning programs by recruiting both teaching faculty and nonteaching staff would bring more data to have multiple perspectives. Another recommendation of the study is to have qualitative research by including other relevant stakeholders, including authority personnel, administrators, parents, students, and representative faculty members from partner universities, which could bring a different dimension better understand organizational learning at the institution. A further recommendation is that research focusing on multiple institutions would increase the transferability of this study's findings to other contexts. More research recruiting participants familiar with organizational learning could bring different or better responses if they had an option to answer questions that included this concept. Such studies can bring insights into a depth understanding of organizational learning in the context of

Indian higher education. That information can fill the gap in the literature and help Indian

higher education institutions that need change.

Another recommendation for further research is a quantitative study to determine

how many twinning universities in India identify the societal elements of organizational

learning. The findings from faculty descriptions of organizational learning at the

institution revealed elements of learning, the societal. This is in addition to the basic

learning processes of any learning organization—individual, group, and organizational

(see Odor, 2018). My findings also showed that the institution where the study took place

is a learning organization as it demonstrated these three basic types of learning. However,

I discovered further element of organizational learning at the institution. This societal

aspect of organizational learning could be a developing concept. According to Örtenblad

(2018), the social perspective of organizational learning is new and differs from the

traditional view of organizational learning. Marsick and Watkin's (2003, p. 139) DLOQ

can further demonstrate Indian higher education organizations could be assessed for their

societal level of organizational learning based on the following measures as adapted as

achieved, explicitly focusing on the fifth indicator (e) of the institution's environment: (a)

created continuous learning opportunities, (b) promoted inquiry and dialogue, (c)

encouraged collaboration and team learning, (d) empowered people toward a collective

vision, (e) connected the organization to its environment, (f) established systems to

capture and share learning, and (g) provided strategic leadership for learning. Another

alternative for measuring organizational learning societal elements can be Senge's (1993)

building shared vision in a healthy learning organization, illustrated as a pyramidal

structure. A further option for assessing the four findings (individual, group, organizational, and societal) of organizational learning could be Brandi and Thomassen's (2021) model that can help assess organizational learning and corporate entrepreneurship. Such studies would help determine whether faculty and staff at Indian higher education institutions perceive societal levels of organizational learning and whether these levels are developmental or progressive.

The literature review established there is limited research to determine how domestic twinning programs in partnership with national universities affect organizational learning in India. My recommendation is that studies in this area would bring new insight and methodologies to improve institutions that currently remain at individual, group, organizational, societal, and crossover or multilevels, by identifying faculty empowerment as part of organizational learning.

Implications

A significant implication of this study is that education organizations need to focus on societal demands for the community's welfare. My study's finding of the societal element of organizational learning is significant due to faculty application of learning as collective in the context of social outreach. In the Indian higher education context of this study, faculty involved in social and outreach activities helped the institution's surrounding communities in literacy and sharing fundamental entrepreneurial aspects for women to become self-confident and progress in their small business endeavors. Such practical implications suggest that educational institutions that have a positive impact on these specific social settings are unique compared to many for-profit

industrial organizations that may not consider the societal elements of organizational learning.

The combined effort of the faculty with commitment to a common vision helped them to become shared owners of their organization. They did this through organizational and societal effort originating from their perceptions of collective organizational ownership. Moreover, as a combined force of shared vision, they get empowered to bring impact on not only their organizations but also society. As Senge et al. (2010) illustrated, such organizations can sustain society, communities, and culture by contributing relevant services and information for future generations. The findings of my study also promote positive social change through Indian higher education institutions by extending the performances of the empowered faculty.

Recommendations for Practice

The primary recommendation from my findings is directed toward Indian higher education authorities, including the UGC and National Assessment and Accreditation Council or the Higher Education Commission of India, which promote and control partnership programs at Indian higher education institutions. These authorities can facilitate higher education institutions' improvement by designing and arranging organizational learning orientation or training programs. They could recognize those highly ranked and advanced higher education learning organizations, which have already improved surrounding communities with societal sustenance programs and services. Depending on the number of institutions assessed, the authorities can determine how many hold the status of complete and progressive learning organizations and how many

need change. If there are more in need of improvement, these authorities could acknowledge that Indian higher education needs more advanced learning organizations. Promoting partnerships with progressive organizations may help institutions in need of change learn to improve their roles in education, specifically through the learning process incorporating the five organizational learning elements. This establishment of learning networks within the country would enhance the overall quality of the higher education institutions in India.

A second recommendation is directed toward the administrative authorities of the Indian higher education institutions. Societal sustenance programs and services need to come from the collective commitment of faculty, staff, stakeholders, students, and parents, who can act as a combined force to improve communities and preserve Indian culture and uniqueness. The administrative authorities would need to periodically assess the faculty and staff empowerment opportunities if those offers contribute to the positive social change in the surrounding communities.

Recommendations for Future Research

The finding of the societal elements of organizational learning from faculty descriptions is important for Indian higher education institutions, specifically for identifying organizational learning status. However, most of the findings in the literature reviewed in this study did not reference descriptions of the societal elements of organizational learning. This finding demonstrates organizational learning in higher education is not yet sufficiently explored and there is a need to further study the progressive or developmental organizational learning process at Indian higher education

institutions. Researchers could focus on the societal aspects of organizational learning to determine whether the societal level is the highest level of organizational learning. Researchers could also further discover if organizational learning relates to faculty empowerment so that organizations can focus more on the factors that empower faculty and staff.

<div align="center">**Conclusion**</div>

According to Sharma et al. (2021), "Education is considered fundamental for building a sustainable society" (p. 251). My study was a response to suggestions and recommendations by researchers such as Husain et al. (2016), Ponnuswamy and Manohar (2016), and Sar (2016), who demonstrated that organizational learning could improve Indian higher education institutions. The five study findings answered the research question of how Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution. Findings demonstrate that faculty described the elements of organizational learning at their institution as the individual, group, organizational, societal, and crossover or multiple, which participants linked to empowerment in this study. The faculty demonstrated their empowered multiple roles to improve the capacity of the institution and society.

The study's findings aligned with the conceptual framework based on Senge's (1993) five disciplines of learning organization. Interpretation of the findings led to the determination that the institution in this study demonstrated learning organization status, making a significant impact on society. The international twinning programs assisted

faculty in participating in organizational learning through various individual and group learning opportunities that empowered them to make organizational and societal impacts. This new finding can bring additional insights into organizational learning in Indian higher education and could fill the gap in the research literature.

Nonprofit organizations such as educational institutions have a choice to extend to the societal learning elements compared to other elements that are traditional (individual, group, and organizational). Moreover, the finding of the crossover or multiple elements of organizational learning the participants described are significant regarding the faculty empowerment resulting from the combined individual and group learning elements; further research may demonstrate that this is a unique contribution to the study of organizational learning. Progressive educational learning organizations with empowered faculty and staff are in a position to build a sustainable society for generations.

Organizational learning is necessary for an educational institution to be a learning organization. The societal learning elements of organizational learning found in this study may not constitute social cognitive learning but a higher application of organizational learning, demonstrated through faculty empowerment. These applications reflect Senge's (1993) shared vision as a combined force or power of the organization's members, including the faculty. Society will benefit from fully developed educational learning organizations having empowered faculty.

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Appendix A: Interview Guide

IQ = Interview question. SQ = Subquestion; Concepts adapted from P. Senge, *The Fifth Discipline*, 1993. Copyright 1993 by Century Business.

Research Question

How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution?

Introduction to the Interview

The purpose of this study is to understand the perspectives of faculty members regarding the types of impact or changes that may occur at Indian higher education institutions participating in international twinning programs. Of course, we know that the programs are intended to support student learning, but the purpose here is to really focus on faculty, and the organization at large. So, as you think about the answers to the interview questions, please keep the organization and faculty in mind. This interview process will last not more than 60 minutes; it will be audio recorded, and I will take notes. Your participation is voluntary, and you may stop at any time. Reports coming out of this study will not share your identity. Details that might identify you, such as the location of the study, also will not be shared. Your personal information will be not used for any purpose outside of this research project. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. Do you have any questions regarding what has been said?

Interview Questions

IQ 1: Please describe your experiences working with international twinning programs at your institution, noting your roles and responsibilities over the years.

> **Probes or subquestions:**
>
> (If not their roles and particular programs were not mentioned in IQ 1).
>
> **SQ 1:** What role(s) have you played in whatever international twinning programs from the beginning of your involvement until now?
>
> **SQ 2:** (If not their particular activities and role(s) associated responsibilities were not mentioned in the answer to IQ 1).
> Please describe any of the activities connected to your role(s) and the associated responsibilities for the twinning programs.
>
> **SQ 3:** What experiences stand out most in your mind?
>
> **SQ 4:** What have you learned as a result of these experiences?

IQ 2: Now, I would like to hear about your experience with your institution. How would you compare the institution today with how it was when the twinning programs began?

> **Probes or subquestions:**
>
> **SQ 1:** Please identify any institutional changes that you believe are connected to the twinning programs and describe how that change came to be.
>
> **SQ 2:** How much of that change can be attributed to faculty learning?

IQ 3: I am also interested in faculty professional development. Would you please explain what opportunities you have had for your professional development?

Probes or subquestions:

SQ: Can you describe if any of these opportunities are a direct result of the

twinning programs, and if so, how.

IQ 4: In what ways does your institution work with the outside community?

Probes or subquestions:

SQ: Have you noticed any change in such community works or outreaches after

starting twinning programs? (Pause) If yes, please explain how proud you are

about the twinning programs and your institution.

(If not, proceed to IQ 5)

IQ 5: Now, let us discuss a bit on your institution's vision and mission. How would you

describe the ways in which the twinning programs have either advanced the

institution's vision and mission or had a negative impact on it?

Probes or subquestions:

SQ : Have you ever experienced shared activities within your institution?

(Pause) Can you describe any examples you observed of the twinning

programs taking the institution's collective action committed to achieving its

vision and mission?

IQ 6: Now, I would like to hear about your institution's support for collaborative

experiences. How would you describe any opportunity you might have had for

teamwork concerning twinning programs at your institution? Are there ways that

you would describe that as "team learning?"

Probes or subquestions:

SQ: How would you compare these experiences of teamwork and team learning

opportunities available before and after the twinning programs started?

IQ 7: Can you describe any processes or opportunities the institution provides that

encourages faculty, staff, and employees to take action, make decisions, problem-

solve, and explore broader perspectives to forward the institutional system?

Possible probes or subquestions:

SQ 1: Can you describe how faculty participation in these activities results in

individual learning or group learning?

SQ 2: How would you describe that learning?

IQ 8: Can you describe how decisions are made and who, among students, staff, faculty,

administrators, and the institution's community is included in decision making?

IQ 9: Please tell me what process your institution uses for problem solving. How

effective is that process?

IQ 10: Before we conclude this interview, is there anything else you would like to share

with me about the ways that the twinning programs have changed your

institution?

(Optional question if snowball sampling needed)

IQ 11: I have learned so much in our time together, I was hoping you could help me to

identify anyone else I might interview and invite to participate in this study? I

hope to identify additional individuals who are members of the faculty who have

been employed at this institution for the last 5 years and who are connected with the institution's twinning programs.

Concluding Words

Thank you so much for being a part in my study, specifically by sharing the perceptions of your institution's participation in the twinning programs. I value this contribution of your commitment and dedication. I hope to send you your interview transcript in a week. You have the choice to see the transcript and to clarify your views, but you are not required to approve the transcript. I assure you of your confidentiality for your participation in this study. Thank you for your kind cooperation and the time you have given to this research. I very much appreciate it.

Appendix B: Codebook

Research Question:

How do Indian higher education faculty who have participated in international twinning programs describe their perspectives of organizational learning at their institution?

Code	Definition of code	Examples from transcript
Alumni interaction	The faculty perceived that the institution was encouraged to offer interaction or feedback opportunities to alumni students.	If there is a curriculum change, we definitely take the feedback of the parents; we definitely take the feedback of the alumni students, the current batch students, the teachers, the experts from the industry, and the other reviewers at the board of studies.
Balancing between education and service	Faculty perceived that the institution's vision and mission (education and service) are in good alignment to bring excellence.	Excellence also should not come down; service also should not come down, and you don't create an imbalance that I am academically excellent. Yes, I will be the top scorer in (city's name) or in India, and you don't give a balance to service. Yeah, so, that is not acceptable.
Becoming multi-disciplinary university	Faculty perceived changes at the institution due to twinning programs or collaborations, affirming that collaborative works, research, teaching, and joint teaching helped their institution to become interdisciplinary and multidisciplinary.	So, now, we, we are able to do projects, which are interdisciplinary, multidisciplinary—something that we have brought into the curriculum. And when we saw that that model was working successfully, it gave the confidence to other departments also. We are a multidisciplinary university.
Bottom-to-top approach to problem solving	Faculty perceived at the institution a bottom-to-top problem-solving approach by being involved in group discussions and meetings and bringing solutions to the issues with the knowledge of top authority or for its approval.	Problem solving is always a bottom to top approach. So, where in the, if there is a particular problem, or if there is a situation or a crisis that we are following, the first level discussion happens within the faculty members, where we tend to discuss the crisis or the problem in hand, and we tend to come up with solutions that which is given to the chairperson. The chairperson will then discuss it with the leadership team. And [the] final decision, keeping in consideration the discussion has been taken, the decision is taken by the leadership team.

Code	Definition of code	Examples from transcript
Brainstorming discussions for problem solving	Faculty perceived the problem-solving process at the institution as brainstorming by being involved in group discussions and meetings and bringing options or plans for solutions to the top authority for approval.	I think brainstorming is the process that we use because nobody knows what the best solution is. So, getting people's opinion about it, or group, or like a group discussion, or like brainstorming, I will say.
Brainstorming for decision making	Faculty perceived that the decision-making process at the institution included brainstorming activities by being involved in group discussions and meetings before the approval of the decisions by the top authority.	And also, with respect to taking [*sic*] a decision, ultimately, we just brainstorm and come up with a plan A, B, C, or D. And then it's the HOD who takes it, that which is the best course of action.
International exchanges	Faculty observed that the institution supported the faculty and administration to cater to international faculty and student exchanges through a central international office and each department's international cell.	Each department in our university have [*sic*] a small international cell, which caters to the international faculty exchange as well as student exchange.
Centralized system for international affairs	Faculty perceived the international faculty and student exchanges' functions through a centralized system of an international office supported by each department's international cell.	Now, we have something called—before it was just faculty, let me, another faculty is taking care of this. Now we have a centralized system, so we have something called as international office.
Clerical work-related role	Faculty experienced that their role as an international cell coordinator is to help the international office in collecting data concerning the students and faculty who wish to go abroad.	It has been more like a clerical work, because all you have to do is, you know, get information from the international office.
Collaboration with national institutions	Faculty identified that the institution went through many positive changes due to twinning programs and became one of the model national institutions, bringing increased collaboration initiatives with other institutions in India.	Our institution has become a model for so many other colleges and universities. There are a lot of other Indian colleges who come to us and take a training on how to design the outcome-based evaluation.

Code	Definition of code	Examples from transcript
Collaborative decision-making approach	Faculty perceived that their institution has a collaborative decision-making approach by involving the relevant stakeholders, faculty, in the decision-making process.	I think our institution is known for collaborative decision making. So, I would say, definitely our university, you know, considers collaborative decision making wherein every individual, being [*sic*] staff, students, parents, or experts from the industries are welcomed. You know, and they definitely are consulted for decision making.
Service and learning	Faculty observed that their curriculum adaptations included combining service and learning as an impact of twinning programs that give importance to such combinations.	So, what they learned in the class they are going to apply in service of the field. And in most cases, they come back more learn [sic]; [they] learned from the field [more] than they did in the classroom. [They] learned from the field [more] than they did in the classroom. So, that combination of service and learning has happened.
Community development outreach	Faculty perceived that their institution continued offering opportunities and provisions for community development outreaches, but the outreach system became more efficient with a center for each department due to twinning programs.	So, everybody was called together. NGOs [nongovernment organizations] who did not get proper visibility, they were put up on the website so that donations can go directly for them. So . . . it happened over a period of six months. So that was one outreach, you know, [a] community development thing that was [something] I could relate to, and I was a part of.
Community integrated curriculum	Faculty observed that their curriculum needed to be community-oriented after comparison to the global curricula through twinning programs and perceived this fulfillment at their institution happened gradually.	I'm sure that is. That is the idea that twinning programs practice that we need to have community integrated into our curriculum. And that's something that we've seen.
Community service to accomplish university's vision and mission	The institution's faculty perceived gradual positive changes at their institution by initiating community services, which also accomplished the institution's vision and mission fulfillment.	The vision and mission of this institution was faith in God and upholding the core values. We have seen that the inclination of maybe one of these. Excellent, like I said. Excellence in service, community service that we're looking at.
Critical thinking than spoon feeding	Faculty identified the difference between the curricula of Indian and other universities abroad, and perceived that Indian	They do, like, in other words, here, we spoon feed them. . . . And there, we need to make them think.

Code	Definition of code	Examples from transcript
	universities needed curricula focused more on critical thinking.	
Cultural dialogue	Faculty perceived that when international faculty and students visit the institution in India, they are also required to take part in village exposure programs that help them to have cultural dialogue between Indian and foreign individuals.	We started doing other things such as showcasing them (city's name) culture, explaining to them the culture [and] helping them when need arises, and similarly listening to their culture. So, we started that type of informal [education], but as a teacher after 5 o'clock, 4 o'clock, you know, working that, that way.
Curriculum adaptations	Faculty perceived that international collaborations or twinning programs helped the home institution's faculty discover new global educational strategies, like revising curriculum to meet the needs of the time.	We take care of revising the curriculum and things which could give an international perspective about the curriculum to incorporate what was missed out in our curriculum and from an international perspective, which we feel as an advantage, because now we know that changes in [the] education system are becoming global.
Decision approval from the authority	Faculty perceived that the institution has a top-to-bottom decision-making approach involving discussions and meetings among the required stakeholders. In major cases, it is always approved by the top authority.	Approval of decisions happens at a larger platform, which is the vice chancellor, the registrar, [and] we also might have some consultants like that. But very often, it is seen that the vice chancellor calls for meetings of heads of departments, deans, and directors, [who] openly tells them that these are issues, these are solutions.
Decision making opportunities	Faculty perceived that the institution offered them opportunities to make decisions in a minor situation, but major decisions came from the higher authority, before or after common discussions.	So, in my department, the head of the department and dean, they allocate the responsibility depending upon the interest of the faculty. And one or two faculty will be in charge, and those faculty will be given a set of [a] few more faculties who will be along with them and with a lot of deliberation. And also, we involve the student bodies in our decision making.
Democratic process of problem solving	Faculty perceived at the institution that problems are solved through a feedback mechanism—a collaborative and democratic approach involving students, faculty, department heads, and higher authorities.	We get necessary advice from the ones who know how to solve a particular problem, that is, not just from our department. It can be from other departments as well. Then the problem is, first we identify the problem, not the symptom, dwell deep, [and] then come up with opportunities; come up with other ways to solve it, and then pick up the right decision depending on the majority, always.

Code	Definition of code	Examples from transcript
Departments working together	Faculty perceived twinning programs at the institution helped bring changes in departments to work together for teaching, learning, or other duties or activities.	Internationalization helped us to understand that "no," it is not different compartments. It's actually to bring all of us together. The collaborative work helped us in terms of collaborative research, collaborative teaching, in terms of joint teaching.
Excellent education opportunities	Faculty perceived the institution's vision and mission as well aligned and fulfilled by imparting excellent education opportunities and services.	Because our vision is excellence and service, especially for that excellence part where we're able to communicate that. Yes, there is an excellent educational opportunity that you get when you come into our institution that has been enabled by the twinning programs, for sure.
Faculty members aligned with same vision and mission	Faculty perceived that they are aware of the institution's vision and mission, and they are dedicated to fulfilling this goal as their own by imparting excellent education and service.	I think the institution is very clear, and its processes in the activities that we do that everything needs to be aligned with the vision-mission and the core values of the institution.
Professional development	Faculty perceived that the institution offered increased opportunities for faculty professional development once twinning programs flourished at the institution.	There are programs that's [*sic*] conducted that's based [on] professional development programs that are conducted. So, all of them basically are opportunities that the leadership team provides to faculty members to make sure that, you know, they, they are there is a second line [of] leaders developed.
Faculty bond of oneness in doing together	Faculty perceived experiences of significant change at their institution after the twinning programs were introduced. The bond of oneness in working together among faculty was one of remarkable change at the institution due to twinning programs.	It's a great, great platform for us not just to build our relationships with each other, but also to feel one. That's the only time that we all get together, and we need to celebrate our being together as well. And that is there's an appreciation that I have that we should be putting all of this together and that creating that bond is very important.
Collaborative research	Faculty received more opportunities for collaborative research as twinning programs increased.	It has definitely helped us in a collaborative research atmosphere, which has enhanced our, I must say, an experience that a faculty member has when they go to class, because now you do not have to depend on a textbook. Now you are sharing your experience.

Code	Definition of code	Examples from transcript
Faculty empowerment through international related roles	The faculty perceived their roles in the twinning programs either as an international office coordinator or international cell coordinator, which they undertook while performing their teaching duties and other tasks as faculty. They considered these roles as faculty empowerment activities.	Recently, we have been given the free hand of being a little more proactive. Wherein we have, we have got the approval to approach other universities abroad on a personal level and look for collaborations with respect to risk, you know, research work, collaborative research, with respect to exchange of learning, [and] project work. So, . . . there is a very recent, I would say, empowerment, which has been given to us, but that is very recent. So, we have just started on that process.
Exposure	Faculty perceived that international collaborations or twinning programs helped the home university grow with better faculty exposure opportunities.	We do provide the nonteaching staff, as well, opportunities to travel; to travel to understand what, what perspective they could look at to improvise on their office that they are currently holding. So, staff holding administrative responsibilities are also sent on [an] international exposure visit like this to understand how they could streamline their offices better and make it [*sic*] more efficient.
Faculty interaction with returned twinning students	The faculty perceived that the institution encouraged faculty and students to have interactions or sharing with the students who returned from abroad after completion of the twinning programs.	We see that these students who are going abroad for the twinning program. When they come back, we send them with, with this vision in their mind that when you come back, you have to bring back the good things of the institution for your peers, and you have to share it.
Perspective shifts	Faculty perceived a mind shift among themselves once twinning programs was established at the institution.	So, what started out as one twinning program, maybe, let's say in the accounting domain, could then become a twinning program, could be extended to a twinning program from the business domain, could be extended to a twinning program from one of the sciences, etc. So, at an institutional level, this has definitely played at least for these kinds of initiatives. We, I can see a mind shift change for sure from my experience.
Learning opportunities	Faculty perceived that international collaborations or twinning programs helped the home institution faculty utilize opportunities for faculty learning.	Attributed to faculty learning is definitely yes. Our learning has improved. In terms of our perspective, we have been able to broaden our perspective.

Code	Definition of code	Examples from transcript
Faculty learning through experiences	Faculty perceived that the institution offered opportunities of increased mutual learning experiences for faculty's professional development, which they were aware could be shared with other members of the faculty.	When I visit somewhere, I always have this on the top with my mind. If there is some event happening, can I write to them and will they be interested? And I think, I have learned a lot from the way they, they talk [and] from the way they make presentations. Personally, for me, that is a professional learning, because I am a person who talks too much, and I learned that you can be brief, and you can make sense.
Networking	Faculty perceived that their professional development was active with networking activities due to twinning programs at the institution.	[A] learning experience, I must say is like I was just mentioning about the networking. It is about the learning in terms of my perspective. How I was able to enlarge my perspective of understanding what the entire concept of internationalization was, which otherwise I was thinking is restricted only to looking at an Indian university—benchmarking its curriculum to an Indian university may be and looking at what more to do.
Open for change	Faculty perceived that some of those who visited foreign partner universities and understood the best practices brought changes in their procedures and policies, signifying the institution is open for change or be current and relevant in the services it discharges.	So, definitely [the] institution is looking at benchmarking itself under, you know, global universities, and it's open for change. And it wants to be current and relevant in whatever services it discharges to the students.
Relationship with the twinning universities	Faculty perceived that the institution has a good relationship with the partner universities because of networking and the association the faculty developed through twinning programs.	We host webinars, or in the past year it has been easier. You don't have to travel; you just try to do it offline. But even previously, also, when they go back from here, the relationship sustains. Or when I visit somewhere, I always have this on the top with my mind if there is some event happening, can I write to them and will they be interested?
Faculty research opportunities	Faculty perceived that the institution offered increased research opportunities for faculty's professional development once twinning programs flourished at the institution.	In terms of institutional support, we see of course, me being given the tools we have to carry forward. But not in terms of money, but in terms of the motivation and in terms of any particular research project taken [by] many faculties. The incentives, if it's [*sic*]

Code	Definition of code	Examples from transcript
		good, then there's very good incentives and progress or motivation to go forward.
Selection process of twinning students	Faculty perceived that the institution has a strong policy to keep its vision and mission as a top priority while selecting students to send to twinning programs abroad.	Many people approach us. We have a screening system, and we select the best. So, excellence is exercised in that area. Also, know, we don't compromise over there; whatever is best for our students, we select that. So, that is one thing. I think, we keep in mind our vision and mission.

I've seen from my own experience of the selection process and the other people who were with me on that journey. And therefore, I'm not sure if there is any influence of any outside party when it comes to us as an institution living out the values that we have. Because I think the institution's very clear. And its processes—in the activities that we do that everything needs to be aligned with the vision-mission and the core values of the institution. |
Teamwork and learning	Faculty perceived team learning at the institution when the twinning student batch is back at the institution for sharing their experiences with their peer group and faculty.	Our role used to [be to] schedule the, you know, training and orientation by the senior students who have finished their exchange or transfer. And thereby, you know, we make them as mentors for the next batch of students. . . . So, the entire process of communication and, you know, interaction is completely moderated by the teachers. And we make other smoother facilitation of communication either from the parents or from the students, or from the HOD to the dean. So that is our first role.
Faculty training by those who visited partner universities	Faculty perceived training opportunities at their institution by those who visited the partner universities once the faculty return to the institution to share their experiences and best practices they observed abroad.	Because not all of us may get a chance to [go abroad]. And there we organize training programs we have back to school. So, that basically [is] where we look at once; once a particular faculty member has gone abroad and come back, they come back and we immediately create [and] conduct the training session, wherein they get to share their experience with the rest of them.
Village exposure	Faculty experienced active involvement in social outreach services around the institution for village exposure activities, where international faculty and	We have students from [a] foreign university, our partners. When they visit us, we make sure that we take them to these places. We make sure that we give them an actual, you know, a field visit to, to things

Code	Definition of code	Examples from transcript
	students can also take part because the activities are systematically arranged, programmed, and managed by a center for each department drawing insights from twinning programs.	that they should be exposed to, to understand. And I think, slowly, that has changed his [*sic*] perspective about the country at large.
Feedback (mechanism in decision making)	The faculty identified one of the ways they addressed a problem was a feedback mechanism that involved students if they are part of the problem solving, as well as department heads, and faculty members for problem analysis and deliberations through meetings and discussions.	One of the ways that we address problem is a feedback mechanism. Feedbacks are collected from the students whenever students bring their concerns or there's some problems. Piece of feedback is then analyzed, and we take [*sic*] as a discussion at the departmental meetings.
Social activities	Faculty experienced foreign students' active involvement in social outreach services at the institution in village exposure activities. The activities are systematically arranged, programmed, and managed by a center for each department and draw insights from twinning programs.	This, the societal engagement part of their association with us is a very professionally planned and executed segment of their association. So, we see that we ensure that the foreign students coming in are also. Now, this is not a twinning from their side; this is more like a semester exchange from the foreign student perspective. But as a university, we've always ensured that they are taken to our project areas, and they get a firsthand taste of what we do as an institution.
Free choice-based curriculum	Faculty perceived the difference in Indian curriculum that is preprogramed and required of students, compared to a free choice-based curriculum abroad, which is also an insight for curriculum adaptations at the institution.	With respect to student empowerment, you know, we never had a practice of sharing the course plan with the students. It was, it was always with the faculty, and in fact, course plan is something which, which has, which is something which we learned from international affairs. I would say though, we might not admit it openly, that we have, we have taken it from getting international relations that we have.
Discussion (for decision making)	Faculty perceived group discussions, debates, and clarification meetings as a part of decision-making opportunities at their institution.	About faculty, I believe that decisions are always taken—always taken with the, with the discussion of faculty.

Code	Definition of code	Examples from transcript
Holistic	Faculty perceived that the institution encouraged faculty to offer holistic student learning opportunities by adding relevant elements to the curriculum.	We give a lot of importance to holistic education. In fact, we, we say that our universities are [a] nurturing ground and we talk about holistic, holistic education in our mission. So, so this holistic education, overall education, you know, complete education, it is a part, it is it is very much related to our graduate attributes also. So, so, I think this [*sic*] twinning programs are in line with our vision.
Best practices (observed at the partner university)	Faculty perceived that those who have visited partner universities abroad and observed the best practices have brought change to the departments and the institution as a part of their professional development.	The structure itself of our university underwent a change recently, and this is because of our exposure to these international best practices, how discipline wise, we've been restructured. And because we have multiple campuses now, and how the reporting has changed from a campus, you know, differentiation into a discipline-wise matrix organization. So, these are definitely—there's been a big change in the university.
Documentation	Faculty perceived a positive change in the process of communication and documentation at the institution through the international office and cell in each department due to twinning programs.	We have an international office, which is so well organized, anytime we want any assistance, they will provide [it for] us. In fact, they help us do the entire documentation process, you know, drafting the MOU, getting it signed, doing the follow up. So, the international office is so well established that we have definitely assistance given at every point of time.
Infrastructure	Faculty perceived a significant positive change and improvement in the institution's infrastructures as a result of twinning programs.	Institutional change always is observed through students and faculty and physical spaces. Physical spaces, we have always been good at feeling we can beat even the European countries [and] that our infrastructure, we, [is] very impeccable with what we have on campus.
Paperwork and documentation	Faculty perceived a positive impact on the administrative system, including paperwork and documentation due to twinning programs.	With respect to the paperwork, and the documentation thought, we were initially not very particular about the minute details of all the MOUs and the documentations, which . . . is something which we learned from the international setup. You know, to write, put in black and white, all the points which could happen.

Code	Definition of code	Examples from transcript
Professionalism in social service	Faculty experienced a positive change of professionalism pertaining to social outreach activities carried out by each department as a result of twinning programs.	A lot of programs have been improved professionally in the Center for Social Action—the way we teach children in our after-school program, the way we design nutritional incentives for them. All of that has been helped because of these interactions.
Academic standards	Faculty perceived improvement in academic standards at the institution and they considered twinning programs the reason for this improvement.	Changes I can look at it from—I will go [*sic*] naming them. First things first would be academic standards. We have had a huge improvement in our academic standards.
National rating and ranking	Faculty perceived that the institution improved in its national rating and ranking because of the increased twinning programs at the institution.	I have seen a lot of institutional changes within departments and institutions even more active. Because it helps to increase their rating, the ranking, it helps to increase the overall rank value of the organization too. It helps in bringing that kind of recognition.
Number of twinning programs	Faculty considered that the increase in twinning programs at their institution is because of its improved status and facilities.	The number. I will say the number of twinning programs happening have increased. Number. It is a huge number what I see.
Number of twinning students	Faculty perceived an increase in twinning student enrollment at their institution as a positive result of the twinning programs and the institution's improved status and facilities.	When the program initially started, the idea of going abroad was very new. So, we had fewer students who used to apply. Now, when I say fewer, at that time also it was like few years to be some 100-200. But now, over a period of time, it [*sic*] is coming in [the] thousands.
Safe environment (for student exposure through the CSA)	Faculty observed that the systematic social outreach programs arranged by the social service center helped the institution provide an improved safe environment for student exposure.	There is always a kind of a fear for students from outside our country to visit our country. And they cite security to be the main reason. They cite that the kind of news that they read about our country—something that is not so pleasing. And they are reluctant to come here. This CSA [center for social action] and this center that we have, has quite helped us to change this perspective of them.
Team teaching and collaborative works	Faculty perceived many positive changes in teaching, for example, team teaching	Today we are looking at, you know, research collaborations, we are looking at team teaching; we are looking at involving

Code	Definition of code	Examples from transcript
	and collaborative activities due to twinning programs at the institution.	guest faculties for seminars or webinars for our workshop.
Institution's collective action	Faculty were aware of the institution's vision and mission, and they collectively worked to bring the goals of the institution.	We have taken [*sic*] towards what we are today, starting off from just looking at a mere student moving to a foreign university. Now, we are looking at it from different perspectives. And all of that was [*sic*] happened, yes, because we looked at excellence and service. Both sides—incoming students and outgoing students—they collectively make this [a] much stronger vision and mission that we have.
Institutional changes	The faculty members perceived what is related to overall changes at their institution as a result of twinning programs.	I have seen a lot of institutional changes within departments and [the] institution [is] even more active. Because it helps to increase their rating the ranking, it helps to increase the overall rank value of the organization too.
Service-learning programs (based on vision)	Faculty perceived the initiation and institutionalization of service learning as the institution's vision and mission fulfillment.	Now we are looking at institutionalization of service learning across all departments at our institution. As of now, only six departments are having this [*sic*] service-learning programs.
International collaborations	Faculty also perceived other forms of international collaborations at the institution. For example, exchange or semester programs other than twinning programs have also brought changes to the institution.	I would be able to say that this is as part of the twinning program, but also other international collaborations that we would have, which are yet to reach the stage of a twinning program.
Collaborative research	Faculty perceived more international opportunities or faculty for collaborative research as a part of their professional development.	I definitely would want to sum up all of this together into research. It has definitely helped us in a collaborative research atmosphere, which has enhanced our, I must say, an experience that a faculty member has when they go to class. Because now you do not have to depend on a textbook. Now you are sharing your experience.
International exposure	Faculty perceived that not only teaching faculty but also nonteaching staff had	We do provide the nonteaching staff, as well, opportunities to travel—to travel to understand what, what perspective they

Code	Definition of code	Examples from transcript
	opportunities for international exposure at the partner universities due to twinning programs.	could look at, to improvise on their office that they are currently holding. So, staff holding administrative responsibilities are also sent on [an] international exposure visit like this to understand how they could streamline their offices better and make it [*sic*] more efficient.
International exchange	Faculty perceived more international opportunities for faculty exchange as a part of their professional development.	When this international exchange program started, slowly, I started opening up, and I started talking to these international faculty [and] international students. And definitely there has been a professional development in terms of networking with them, and know [*sic*], talking to them and understanding how they work. So, my professional development has taken place.
Social actions	Faculty perceived improved international participation in social outreach programs arranged by the institution due to twinning programs.	From the perspective of the international thing itself, when these foreign faculty come, they have something called as [*sic*] center for social action. They take care of education for children who are in [a] slum. They make sure that this is—we have something called as a student's small social program.
International office and international cell management	Faculty members perceived their roles in the twinning programs either as an international office coordinator or international cell coordinator, which they undertook while performing their teaching duties and other tasks as faculty. They considered these roles as faculty empowerment activities. The international office is a centralized system for twinning programs to support students and faculty in international needs. International cell members are faculty who meet regularly to share from all departments, complete clerical work, and help students and the international office by preparing student IDs, screening, and documents to	So, we [international cell members or coordinators] act as a link from the department to the students and to the international office at the institution. So, this has been our major role.

Code	Definition of code	Examples from transcript
	submit to the international office. Then, the international office completes further steps to move the twinning students to the partnering country.	
International perspectives	Faculty members realized the need for curriculum change once they joined twinning programs with international universities. They adapted their curriculum using international perspectives they found at the twinning universities, after expert reviews by respective international faculty members.	Two years back, we had a faculty such as who are [*sic*] expertise in business law, and wings [members], who are also part of our board of studies, that is, which takes care of revising the curriculum and things [*sic*], who could give an international perspective about the curriculum to incorporate what was missed out in our curriculum, and from an international perspective, which we feel as an advantage. Because now we know that changes in [the] education system are becoming global.
Inter-nationalization and networking	Faculty perceived improved opportunities for internalization and networking due to twinning programs at the institution, enhancing their professional development.	Through this internationalization process, at least about five to six faculty members get to travel to foreign universities, be there for about a month, learn the best practices at that university, and then come back to the home university and while we try to implement that.
Learning teaching	Faculty perceived internalization opportunities for learning teaching due to twinning programs at the institution, as a part of their professional development.	And in terms of faculty collaboration, apart from research, the learning, the learning teaching experience, collaborative learning teaching experience, [is] happening in classrooms.
Social service center	Faculty perceived other departments' involvement in social outreach was better, compared to their own department, but the positive change of social involvement was due to twinning programs at the institution.	Center for Social Action is here only because of the visits that happened from partner universities. It's not about financial support that we get; it's also about their willingness to go that extra mile and tell us that we could develop an innovative project here.
Leadership meetings (for problem solving)	Faculty perceived faculty leaders' involvement in problem solving through meetings and discussions.	Problem solving is always a bottom-to-top approach. So, where in the, if there is a particular problem, or if there is a situation or a crisis that we are following, the first level discussion happens within [*sic*] the faculty members, where we tend to discuss the crisis or the problem in hand, and we tend to come up with solutions that which is

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		[*sic*] given to the chairperson. The chairperson will then discuss it with the leadership team. And [the] final decision keeping in consideration the discussion has been taken. The decision is taken by the leadership team.
Liberal arts (courses)	Faculty perceived the relevance and need of curricula adaptations as twinning programs increased at the institution. For example, one recent curriculum adaptation included liberal arts courses.	We have introduced a liberal arts program at the university and that program, we could envisage due to one of our best practices visit to a foreign university.
Collective actions (for vision and mission)	Faculty perceived a need for more collective activities among the faculty so better fulfillment of the institution's vision and mission is possible.	I see twinning programs as a great brand builder. I feel that only with twinning programs we can achieve the name of a world class university. Unless we do a mass, a very big, very big effort, we cannot. So, I think if more staff, more, people are put [on collaborative tasks], and we do a lot of brand positioning about [university's name] in the foreign universities, a big marketing team, which takes care of the foreign front, that would help us.
Open environment (for student and faculty exposure through twinning programs)	Faculty perceived at the institution an open and welcoming environment for students and faculty as a positive institutional change after twinning programs began.	So, [the] institution has been instrumental in facilitating whether infrastructure, whether cost, whether time, or any additional assistance that is required. I think institutional [*sic*] is open for all the recommendations and changes provided by the faculty members of the twinning universities.
Open door policy (of problem solving)	Faculty perceived a problem-solving process at their institution, which included discussions at various levels: students, faculty, leaders, and then to the authority for approval if needed.	We have a very open approach when it comes to solve [*sic*] a problem, solving a problem at a student level, the, the main stakeholder. If there is an issue, it is a very open forum.
Problem-solving opportunities	Faculty perceived opportunities for problem solving at the institution by being involved in group discussions and meetings and bringing solutions to problems	So, definitely, we look at a collaborative approach there also for problem solving. And in case there is something that needs to be corrected, definitely faculties would be called, and they would be advised as to their approach in dealing with students or

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	with the knowledge of top authority.	engaging an online class. So, again, it's a very consultative a way of doing it, where nobody's feeling [*sic*] is hurt. And then we take into, you know, everybody's, you know, emotions into consideration.
Safe environment (for student exposure)	Faculty perceived the institution's environment became safe for student exposure in the Indian context, signifying one of the institutional changes after introducing twinning programs at the institution.	We give to students coming to our university. So, we have students from foreign university [*sic*], our partners. When they visit us, we make sure that we take them to these places. We make sure that we give them an actual, you know, a field visit to, to things that they should be exposed to, to understand. And I think slowly that has changed his [*sic*] perspective about the country at large.
Sharing (assignment experiences with other departments)	Faculty perceived sharing insights amongst themselves on their duty assignments helped them function better.	When students come and share their experience, it also makes me feel that I need to make an extra effort to bring that kind of global teaching and learning atmosphere to my students. So, they have always shared that the assignments are more practical oriented, I know, and more connected with industries.
Skill enhancement	Faculty perceived opportunities at the institution for professional development by taking a personal interest in developing various skills, such as research and presentation.	So, I was also able to improve on the networking skill, I would say for the university at large as well as for myself.
Social and outreach activities	The faculty members were proud to share their social and outreach activities in which their institution has been involved for decades, even before twinning programs, signifying the institution's vision of community service. However, introduction of twinning programs enhanced social outreach activities as systematized and programmed through the Center for Social Action department, which is open to international students and faculty.	Our university gives predominant importance to social service. That's something that we have always kept in mind since inception, I must say. It is like the sessions that our students conduct for the children in that village. We provide an opportunity for faculty members to travel to the villages, have an exposure of [a] field visit. There is an orientation program that is conducted for faculty members, who are inducted into the university newly.

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Structural changes (at the university)	The faculty members perceived what is related to overall changes at their institution as a result of twinning programs.	The structure itself of our university underwent a change recently, and this is because of our exposure to these international best practices, how, discipline-wise, we've been restructured. And because we have multiple campuses now, and how the reporting has changed from a campus, you know, differentiation into a discipline-wise matrix organization. So, these are definitely—there's been a big change in the university.
Support in international affairs for all departments	Faculty perceived an active central office at the institution for helping faculty in the administration of international affairs concerning students and faculty.	And I've seen that the international cell, which is a central office, that plays a supporting role for the different disciplines or departments in the university. I've seen them also growing in, since growing in the kind of initiatives that they take—the kind of collaboration so they are able to drive for the benefit across the university. So, from a central perspective, that has definitely helped.
Teamwork	Faculty perceived increased teamwork among the faculty members and across departments as a gradual result of twinning programs at the institution.	I see a lot of teamwork from our HOD and [those] who initiate, "okay, let's involve everybody." And we all know as teamwork is important, we need to displace for each other's opinions, or every time we cannot agree or disagree, keep saying okay, just because they're my senior or just because they may be junior, I need to have an inclusive participation.
Top-to-bottom decision making	Faculty perceived the decision-making approach at the institution as top-to-bottom, involving all faculty in the process through discussions, but with decision approval from the top authority.	Decision making is predominantly, yes, from the top-to-bottom [and this] approach is what we follow. But that does not restrict somebody at the vendor level or somebody at the lower level to stop to talk to someone at the higher level.
Transparent process of decision making	Faculty perceived that their institution's decision-making process is transparent, and all faculty know or become part of the decision process through discussions and meetings.	So, it's fairly a very transparent leadership process in the student body. We try to talk, talk it out, discuss. They convince us or we convinced them. Whatever is best, and it is it is a participative decision-making process where everybody is heard. And finally, we

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		write down everything for, everything we document, you know, for every process, every meeting, we have a document, and then we present it to the HOD or the dean, and then we have a collective meeting.
Village education activities	Faculty experienced active involvement in social outreach services around the institution for village education activities by students guided by faculty.	So, we look at how we could adapt an entire village, entire community. And we have our students' first classes going and teaching them—maybe English, maybe math. It is like the sessions that our students conduct for the children in that village.
Vision and mission	All the faculty members were aware of the institution's vision and mission, and they have been contributing to achieve it in whatever way they could, both individually and collectively. The introduction of the twinning programs evolved as a part of striving for fulfillment of the vision and mission.	As faculty members, in terms of ensuring that we are all on that same path with the same ideas of the vision-mission and the core values, I find that alignment to be extremely strong in the institution.
Waste management collaboration with foreign universities	Faculty experienced active involvement in social services at the institution while initiating community activities and collaborating with a foreign university for a project on waste management.	Now, alongside with that is where they give us opportunities to research on areas which are of social importance, and that we collaborate with universities outside. So, one such unit, one such initiative that we have thought of now is we are thinking of collaborating with [a] foreign university for a project on waste management.
Well-organized office	Faculty perceived the international office as a centralized and well-organized system for twinning programs to support the students and faculty in international affairs.	We have an international office, which is so well organized; anytime we want any assistance, they will provide [it for] us.
Women's empowering programs	Faculty perceived social outreach activities like women's empowerment programs regularly managed by and around the institution.	We also have projects that we have initiated through the Center, wherein we have included women from those villages to be a part of these projects.