

2019-01-01

Innovation in Higher Education: Three Sites in Haiti

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INNOVATION IN HIGHER EDUCATION:
THREE SITES IN HAITI

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2019

INNOVATION IN HIGHER EDUCATION:
THREE SITES IN HAITI

by

LUCAS ENDICOTT, M.A., M.DIV.

DISSERTATION

Presented to the Faculty of the Graduate School of
The University of Texas at El Paso
in Partial Fulfillment
of the Requirements
for the Degree of

DOCTOR OF EDUCATION

Department of Educational Leadership and Foundations

THE UNIVERSITY OF TEXAS AT EL PASO

December 2019

ACKNOWLEDGEMENTS

It is certain that I will not be able to sum up and thank all of those who have helped my educational journey to this point—that said, here is my attempt. I am the fortunate recipient of an education that has been marked with opportunity, support, mentors, family, and friends all along the way. I am acutely aware of this unmerited privilege, all the more so after completing this project.

First, I would like to thank those who have helped shape my academic journey. Thank you to professors who assigned voluminous reading, offered sharp criticism, and demonstrated that they cared that I not only know *what* to think but *how* to think. Dr. Sarah Williams, Dr. Bruce Hindmarsh, Dr. Kenneth Rowe, Fred Day, Dr. Richard Heitzenrater, Dr. John Wigger, and Dr. Rodolfo Rincones demonstrated this *par excellence*. Likewise, I have been fortunate to study alongside fast pace-setting peers: Dr. Ben Edsall and Dr. Jeremy Kidwell consistently provided shape and challenge to a budding academic life, Elizabeth Chun Hye-Lee proved to me I have little chance to keep up with the truly brilliant, Amy Caswell and her good and careful work encouraged me to be deliberate, Dr. Johann Roduit bravely jumped into brackish waters of interdisciplinary work as I continued to play it safe, Dr. Vivek Mathew meted out grace as I worked to better understand epistemologies and philosophy, and Dr. James Coviello proved a friend and colleague comfortable in wearing his intelligence and wit. It is, I believe, wise to surround yourself with people smarter than you and I have received many gifts by doing so.

Second, I would like to thank those who have helped shape me professionally—these friends and colleagues have contributed to the thoughts that follow. Dr. Roger Drake has provided me not only endless narrative entertainment but thoughtful vocational insight. Dr. Daryl Jeffries, Dr. Kevin Carnahan, Dr. Annette Brown, and Dr. Kavita Hatwalkar showed me

how to instruct students while cultivating one's own professorial identity and life. Dr. Rita Gulstad provided me the space to try that out. My valiant colleagues at CFS, Connor Kenaston, Tiffania Willets, Julie Martin, and Kharissa Allman, were enthusiastic co-creators on new models for student engagement. Suzanne Field Rabb, Glenn Rowley, Rev. Yvi Martin, Bishop Robert Schnase, Rev. Kim Jenne, Rev. Nate Berneking, Rev. Spencer Smith, Rev. Jacob Schneider and Bishop Robert Farr have all helped me explore how thoughts of development and humanitarianism connect with worldviews and, often, religious motivation.

Third, my colleagues in Latin America, Haiti in particular, have sharpened the insights here. Carlos Rodriguez, Edgar Avitia, Carmen Ana Perez, Alex Gerena, Dr. Glorymar Rivera, Bishop Hector Ortiz, Brulan St. Jean, Rodney Chanteur, Greguy Alexandre and so many more have helped me better understand the region. I also want to thank all those who volunteered to be a part of this study and supported it along the way. Most importantly thank you to my good friend Jean Claude Louis—a person of incredible intelligence, commitment, and drive; this work would not have been possible without his support all the way through.

Fourth, I would like to thank my family. My mother, Bonnie, has suffered editing yet another academic work produced by her son. Thank you for your tireless support. My father, Larry, has likewise encouraged me again and again as I have sought yet another academic degree trusting that each may serve as another “tool in the toolbox.” I remain both an oddity and constant source of amusement to my brother Todd, my sister-in-law Angie, and my nephews Crosby and Eli. Of course, I have to thank my young son, Owen. He was only five when this project began and we drove to the mountains on the border with Mexico so his dad could pursue a terminal degree. Thank you for your support, Owen, and remember to burn the candle on both ends.

Over the course of my doctoral program more unmerited favor came my way when I met Elisa Diaz. As we married and began life together her constant support has helped see this project through to its completion—thank you for providing me the space and encouragement to complete this work. My mother-in-law Rosie and my aunt Esther have not only provided memories and conversation but endless support and love as I continued to plod along as a student at UTEP. Armando, Cindy, Mondo, Tony, Sylvia, Pete, Irma, Cerrisa, Ciara, Harper, Lincoln and, of course, Arlow, ensure that our hearts remain tethered to El Paso.

Finally, thank you to my doctoral committee. Dr. Jesus Cisneros raised the quality of the work that follows with kind, but firm, insights into its shortcomings. Dr. Lucía Dura’s work on positive deviance as well as asset-based design not only in expanded my knowledge but sharpened this project. Dr. Penelope Espinoza’s encouragement to insert more of myself in terms of positionality gave me courage in an area in which I was uncomfortable. Finally, Dr. Rodolfo Rincones deserves much praise for seeing yet another wayward student through this process. My path to UTEP began with a call to him as he served as department chair. I was hoping to find out if UTEP might be a good place for me. Many hours of conversation, shared meals, and cups of coffee later there is no doubt it was. Dr. Rincones has proven a professor, a friend, a mentor, and a conversation partner along the journey—thank you.

ABSTRACT

Recent decades have brought seismic changes to global higher education. Educational leaders labor to sharpen administration, funding, teaching and learning practices in response to an increasingly globalized and technological world. The possibilities that this changing landscape may provide are perhaps most exciting for those currently economically disadvantaged and historically underserved by higher education. The advent of a knowledge economy and the need to train hundreds and thousands of new students paired with technological developments may help correct inequalities in access and excellence in education. This study asks the question: What, however, is the lived reality on the ground? Are university faculty and administrators in historically underserved communities finding new and exciting paths forward? Or, are these educational leaders feeling entrenched and forced to well-worn paths of disempowerment? This study leverages cross-disciplinary conversations with innovation research to critically analyze these, and other, questions. Deploying a multi-site case study in the Caribbean nation of Haiti, this study gathers evidence from documents and semi-structured interviews with nine leaders in higher education across three institutions. The findings of this study indicate that innovation can take and is taking place in higher education systems in the developing world. Though structural inequalities remain, educational leaders in Haiti are working to realize perceived opportunities to define the “good” of education both privately and publicly; leverage international support; encourage students (and graduates) to stay in country; increase student support services; and secure validity while relying on local expertise. These findings help detail a picture of global higher education and a historically marginalized community.

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CHAPTER ONE: INTRODUCTION

1.1 Background

There have been seismic changes in global education in recent years. The need to sharpen educational practices involving administration, funding, teaching and learning has intensified in an increasingly globalized and technological world (Bloom, 2007; Spring, 2014). Scholars have echoed phrases similar to Wagner (2014) when he says, “in today’s highly competitive ‘knowledge economy,’ all students need new skills for college, career and community” (p. ii). The growing “knowledge economy” compels change as economies transition from labor and commodity-intensive to knowledge-intensive. “The main drivers of globalization,” Tierney and Langford (2016) assert, “have changed dramatically since the 2008 financial crisis. Today, knowledge-intensive services are indispensable to workforce development. In a knowledge-based economy, workers not only need to cultivate specialized skills, but they must be creative, work in teams, and adapt to rapidly-evolving technologies and innovations” (p. 5). This rapid change provides relief for Wagner’s (2014) claim that “Schools have not changed; the world has. And so, our schools are not ‘failing;’ rather, they are obsolete” (p. ii).

Many higher education practitioners and scholars continue to benefit from an expanding multi-disciplinary body of innovation research. Though originating as a pejorative term in medieval Britain, today the word “innovation” is effuse (Edward VI, “Death”). *Innovation* is used not only in connection with broad areas like technology, the economy, and science, but in specific disciplines ranging from architecture to zoology (Bronikowski, 1989; Walsh, 1996). Several scholars are indeed alarmed by this ubiquity. In his analysis, Ackerman (2010) demonstrated that across various print sources, the use of the word “innovation” rose from 1980 to 2010 by 132.62% (p. ii). Berkun (2010) has likewise cautioned the overuse of the term and

suggests people find more meaningful descriptions. The buzzword, in Berkun's estimation, "is a chameleon-like word [used] to hide a lack of substance" (Kwoh, 2012, p. 23). Others argue that researchers are likely cashing in on the current "pro-innovation bias in society" where only one of every 1,000 articles discuss negative or unintended consequences of innovation (Sveiby, Gripenberg, & Segercrantz, 2012, p. 1).

There is little doubt, however, that "innovation" will continue to be an important part of social and academic discourse in the years to come. Indeed, innovation studies may provide researchers exciting space in which to work. Its wide-ranging, positive attribution allows for interesting cross-disciplinary and cross-cultural conversation. As Tierney and Langford (2016) state, "the current popularity of innovation may be attributable to its transferability and reconceptualization across different disciplinary areas, time periods, and cultures" (p. 2). This transferability suggests that educational researchers may use the concept and term to engage in disciplinary border-crossing conversations. As I will demonstrate in this study, this wider conversation allows educational researchers to learn from the growing body of innovation research and find points of contact with their own practices.

Methods developed in innovation studies have the potential to map the changing global landscape of higher education. Celebrating its 40th year in 2008, the Organization for Economic Co-operation and Development (OECD) Center for Educational Research and Innovation (CERI) is commissioned to bring "innovation awareness" to educators globally around the central issues of learning, the knowledge economy, and internationalization (Bengtsson, 2008, p. 2). Philip Altbach (2016) of Boston College has confessed that while he "predicted neither globalization nor the global knowledge economy when [he] began researching" some fifty years ago, he now believes "there is no doubt that global realities and the accompanying internationalization in

higher education will continue to be a central part of the academic life for the coming decades” (p. xi). Simply stated, global education is changing—these changes will require new approaches, considerations, and undoubtedly innovation.

1.2 Statement of the Problem

Educational changes that will be obliged in global education in the coming decades are exciting to many. Perhaps, “cities and countries [might] nurture innovative researchers and developers [and] serve as recognized educational hubs stimulating the development of innovative clusters like Silicon Valley in California and Oxbridge in the United Kingdom” (Tierney, & Langford, 2016, p. 5). Richard Florida (2014) has argued that thoughtful development of the knowledge economy will “unleash incredible energies pointing the way toward new paths for unprecedented growth and prosperity” (p. xiii).

The possibilities may be most exciting for those currently economically disadvantaged and historically underserved by higher education. Philip Altbach (1981, 2016) has long argued that a complex relationship exists between the “centers” and “peripheries” within higher education and has reported in recent years that there is “growing tension around the center-periphery dynamic” (Altbach, Reisberg, & Rumbley, 2009, p. v). In this tension, educational institutions traditionally relegated to the “periphery” are working to raise their perceived value in the global community. Many citizens of traditionally geographically isolated and underserved communities are able to engage in an economic world historically out of reach with innovations in technology and an increasingly connected workforce (Tchamyou, 2017). There is hope that the changes in education and global economies will lead to avenues to begin to correct generational inequity.

Education has long been associated with social uplift and mobility (Dearden, Meghir, & Sianesi, 1999; McMahon, 2009; Rumbley, Helms, Peterson, & Altbach 2014). In recent years, more scholars have argued that higher education is critical to sustained economic development in developing countries and underserved communities (Bloom, Canning, Chan, & Luca, 2014; McMahon, 2009; Gose, 2014; Pinheiro, & Pillay, 2016). The combination of the possibility related to higher education and rapidly expanding world markets has put a “premium on the creation, manipulation and transmission of knowledge as well as innovation” (Pinheiro, & Pillay, 2016, p. 1).

The perceived opportunity in the tension between centers and peripheries noted by Knight (2006), Altbach (2004), Bhalla (2005) and others, however, may not be as straightforward as it appears at first glance. There is a very real chance, Altbach (2016) argues, that disparities in education will not only continue but perhaps accelerate. Those with resources are able to leverage governmental policies, support technological advances and “encourage the best talent to come, stay, and contribute to those countries’ higher education and technological development” (Altbach, 2016, p. xi). English is continually reinforced as the *lingua franca* of scholarship (Smit, 2010), most academic journals are published in the global West (Lillis, & Curry, 2013), and many technological innovations—like Massive Open Online Courses (MOOCs)—are being funded by American companies and elite universities (Altbach, 2017). Rather than correcting current disparities, the knowledge economy might deepen them.

Conjecture may be found on all sides. For some, the advent of a knowledge economy and the need to train hundreds and thousands of new students is a fantastic opportunity to bring “shared and sustainable prosperity that improves human well-being and restores happiness and meaning to life” (Florida, 2014, p. xiv). Others worry that economic inequality will endure as

evidence indicates that income gaps continue to widen on a global scale even as educational attainment has increased (Fuentes-Nieva, & Galasso, 2014).

What, however, is the lived reality on the ground? In this current moment of economic and educational turmoil, are university faculty and administrators in historically underserved communities finding new and exciting paths forward? Or, are these educational leaders feeling entrenched and forced to well-worn paths of disempowerment? Has this moment created space for innovation?

Detail and more research are necessary to answer these and other questions. Methodological decisions prove critical to mapping the terrain. Lustig, Lopez-Calva, Ortiz-Juarez, and Monga (2016), for example, identified a positive connection between education and economic outcome in recent work on poverty reduction in Latin America for the World Bank. The researchers found that “available evidence suggests that it is the skill premium—or, more precisely, the returns to primary, secondary, and tertiary education vs. no schooling or incomplete primary schooling—that drives the decline in hourly labor income inequality” (Lustig, Lopez-Calva, Ortiz-Juarez, & Monga, 2016, p. 212). The World Bank report, however, divided these gains by nation state units because “disentangling the principal determinants of the decline in inequality in Latin America... is not a straightforward task” (Lustig, Lopez-Calva, Ortiz-Juarez, & Monga, 2016, p. 217). Investigation in the area of higher education, innovation, and long-term social gains quickly demonstrate the complexity of the work. Governmental policies, ease of migration, trade deals, regional blocs, private investment, and more contribute to the complex matrix educational consumers face in the attempt to gain higher education.

Given this complex matrix, isolating one particular nation state provides the best approach to more carefully elucidate higher education in context and identify these larger global

trends. Can evidence of a changing world economy and higher education be seen in the lived reality? Are members of a generationally underserved community able to find new and exciting paths for skill attainment and professional success? In its effort to answer these and other questions, this study will focus on the Caribbean region in Latin America and Haiti in particular to elucidate local realities.

Didacus, Miller, and Armstrong (2000) have described the particularly challenging issues facing those in the Caribbean region, saying:

their primarily small population (21 million) and land area; ... limited natural resources; a high level of dependency on international forces; economic vulnerability; and frequent natural disasters...translate *inter alia* into strong external influences on policy formulation, fairly restrictive opportunities for economic growth, limited markets, difficulties in achieving economies of scale, and considerable resource constraints—human and financial. (p. i)

Haiti statistically remains the most underserved community by higher education in Latin America and the Caribbean (Downie, 2012; Dumay, 2012). Haiti is politically fragile (Fischer, & Levy, 2011), linguistically unique (Taylor, 2008), geographically isolated (Sheller, 2013), environmentally degraded (Girard, 2015), and historically impoverished (Oliver-Smith, 2010). Bearing the unfortunate distinction of being the poorest country in the Western hemisphere, Haiti also suffers from the highest high-skilled migration in the region (Docquier, Lowell, & Marfouk, 2009). Optimism surrounding increased opportunity for those on the periphery through innovation in higher education must face realities like those seen in Haiti. Though other locations face similar challenges, Haiti will serve effectively as a location in which to look for increased higher educational opportunity.

1.3 Purpose of the Study

My purpose in this study is to provide an analysis of innovation in higher education in one unique context, Haiti. Haiti, as I will detail throughout the study, is a particularly vulnerable

community in Latin America that has been both historically poor and underserved educationally. Yet, educational practitioners labor to deliver high-quality higher education in this unique context. Careful analysis of innovation of higher education in this place will provide a more careful description of the opportunities and challenges facing higher educational practitioners. The findings of this research will contribute to a small but important body of research that is focused on the advances found in educational practice in higher education in the developing world. This analysis will also provide relief to larger conversations regarding disparities in higher education and innovations in vulnerable contexts.

1.4 Principal Research Questions

The principal research questions of this study are:

1. How is innovation demonstrated in ideas, methods, or devices in higher education in Haiti?
2. What innovations in higher education evidenced in Haiti address opportunities found in underserved communities?

1.5 Significance of the Study

If the optimistic researchers are correct, the world stands to gain greatly from the unleashing of creative capacity and provide better economic outcomes for all. If, however, this proves a time where disparities are intensified, there is a chance that the knowledge economy will further exploit the most vulnerable. Though the outcome is uncertain, if greater participation in the knowledge economy is going to come from places like Haiti, innovations in educational delivery and support must occur.

Educational attainment in Latin America remains below global levels with an individual receiving an average of 8.26 years of total schooling (Barro, & Lee, 2013, p. 191). The picture

in Haiti is even more dire where “only 2 percent of the total population has a professional or technical education” (Rameau, Louime, & Behar-Horenstein, 2007, p. 106). Educational plans in Haiti must “take into account... facts about the country” where a reported 70 percent of the population lives in poverty, eighty percent of the population is illiterate, and the gross national product per capita is \$410 (Rameau, Louime, & Behar-Horenstein, 2007, p. 106). If the promises of education and a shifting economy are to be realized, they must do so in the face of these realities.

Researchers have also demonstrated, however, that there is tremendous human capital in Haiti (Gedro, & Hartman, 2016). Haitians who migrate to the United States have statistically demonstrated greater gains in higher education attainment than other immigrant groups; 81.73% of second-generation Haitians attain some college (Feliciano, 2005, p. 850). This educational attainment outpaces their neighbors in Latin America where second-generation immigrants attain higher education at the following rates: Dominican Republic (58.24%); Mexico (43.98%); and Puerto Rico (44.11%) (Feliciano, 2005, p. 850). Haitian immigrants are also less likely to live in poverty in the United States than other immigrant groups (Terrazas, 2010, p. 5). Haitian families receive the highest remittance rates in the world from family members living abroad, yet educational attainment in country remains persistently low (Lopez, Fajnzylber, & Acosta, 2007). Remittances may help alleviate some of the financial burden on families across the economic spectrum in the highly privatized educational market in Haiti, particularly for females ages 10-15 (Bredi, 2011). However, several scholars have pointed out that there are other ancillary costs surrounding the loss of role models and in-country productivity that may prove more costly than the remittances received (Beine, Docquier, & Rapoport, 2008; Bredi, 2011).

Students and faculty in Haiti are part of the larger global educational market. Researchers claim that in the increasingly crowded world of higher education there are apparent “winners” and “losers” (Marginson, 2006; Wilkins, Balakrishnan, & Huisman, 2012; Yang, 2003). Universities across the globe are laboring to increase their perceived value and meet certain metrics to assure their longevity and ability to attract the perceived best and brightest (Ressler & Abratt, 2009). Global rankings are seen by many to be important to a university’s reputation and student choice (Kehm, 2014; Yudkevich, Altbach, & Rumbley, 2016). Unfortunately, however, this globalized race for students often contributes to high-skilled migration affecting places in the Latin America region and Haiti with particular force (Beine, Docquier & Rapaport, 2012; Hazelkorn, 2015; Wildavsky, 2012). Indeed, in Haiti, findings show that 83% of skilled workers choose to migrate (Docquier, Lowell, & Marfouk, 2009, p. 313).

Some institutions are turning to innovation to disrupt narratives surrounding higher education while others seek to strengthen their international profile through global rankings (Forster, 2018). Institutions in Latin America may see the current demographic and technological changes as an opportunity not to mirror their North American rivals in educational development but develop new methods with which to educate (Alcorta & Peres, 1998). Historically, institutions in North America benefitted from student talent across Latin America and the Caribbean where “between 1993 and 2002, the number of Latin American postsecondary students in the United States increased by 50 percent” but now comprehensive educational investment across the region is challenging these trends as students find quality educational choices much closer to home (De Wit, Jaramillo, Knight, & Gacel-Ávila, 2005, p. 39; Altbach, 2016; Holm-Nielsen, Thorn, Brunner, & Balán, 2005). Deeper analyses on the current trends and trajectories of higher education in Latin America is necessary to develop a more complete

picture of the direction of higher education in these communities; this study will contribute to that work.

1.6 Overview of the Dissertation

The goal of this study is to examine three sites of innovation in higher education in Haiti to get a better picture of innovation in higher education in vulnerable communities. The need for this work has been identified in this introductory chapter. Chapter Two examines the literature of innovation research, innovation in higher education, higher education and the developing world, and higher education in Haiti. Chapter Three describes the method used in this study, includes a justification for this method of investigation, and details the research design and data collection methods. Chapter Four identifies the major findings from the research. Chapter Five provides conclusions as well as considerations for future research.

1.7 Definitions Used in the Study

Innovation: I will provide a literature review of the term “innovation” in Chapter Two. However, throughout this dissertation I will rely on the definition developed by Baregheh, Rowley, and Sambrook (2009) following their multi-disciplinary analysis. Innovation is “the multi-stage process whereby organizations transform ideas into new/improved products, service or processes, in order to advance, compete and differentiate themselves successfully in their marketplace” (Baregheh, Rowley, & Sambrook, 2009, p. 1334). As I describe in Chapter Two, innovation offers the opportunity to find points of intersectionality and multi-disciplinary conversation. It is important at the outset, however, to indicate that it is a word often intertwined with capitalist and colonialist notions of progression and advancement. Indeed, findings in Chapter Four indicate how this term is tied with neocolonialism. I will offer a more careful

analysis in the chapters that follow but the opportunities as well the potential pitfalls must be noted here.

Developing Countries: In this dissertation I will rely on definitions provided by the *World Economic Situation and Prospects* data set used by the United Nations. Gross national product, gross national income, per capita gross national income and more are considered when, “for analytical purposes, WESP (World Economic Situation and Prospects of the United Nations) classifies all countries of the world into one of three broad categories: developed economies, economies in transition and developing economies” (“Country Classification,” 2014, p. 143). Though twenty-four Latin American countries are defined as “developing” only Haiti is included in the list of forty-nine “least developed countries (LCDs)” (“Country Classification,” 2014, p. 144). This makes Haiti the most economically vulnerable community in Latin America.

Latin America: Latin America is defined by the United Nations as being comprised of 40 nation states bounded by Mexico in the north and Chile in the South (UNESCO, 2018). Since 1984, the United Nations definition of “Latin America” includes countries contained in the Caribbean region. Yet, this region plays host to many different languages, unique cultures, historical memories and current economic development. As Ronaldo Munck has described, Latin America is a region historically shaped by cultural contributions from European immigration, indigenous populations and African slaves (Munck, 2016). This unique cultural milieu has made Latin America a “hybrid society...characterized by mixed temporalities” (Munck, 2016, p. 235).

Caribbean: The Caribbean region is defined geo-politically by member-state involvement in the “Caribbean Community and Common Market”—CARICOM. There are twenty member states that are geographically bounded by the Bahama Islands in the north,

Guyana and Suriname to the south, Belize in the west and Barbados to the east (CARICOM, n.d.).

Higher education: Higher education here will involve not only “college” and “university” as it has been historically defined among liberal arts institutions in North America, it will also include the wider definition of “tertiary education.” Tertiary education refers to “all post-secondary education, including both public and private universities, colleges, technical training institutes, and vocational schools” (World Bank, n.d.). Though the sites examined in this dissertation all involve traditional universities in Latin America, this broader view of third-level, or post-secondary education will be integrated throughout the study.

1.8 Positionality

It is important at the outset of this study to detail my positionality as a researcher. As this project developed over the course of several years I have lived and moved between several “locations” including the higher educational system of the United States where “elite” universities are privileged, the city of El Paso, Texas, and the Caribbean nation of Haiti. In my own educational formation, I was trained explicitly and implicitly that schools with higher global rankings were ultimately superior. In my academic career, I have been privileged to study at some well-supported universities with highly-skilled professors and peers. Following my master’s studies, I began working at a small liberal arts university and instead of continuing the march toward a terminal degree from a prestigious university, I became increasingly interested in questions about access to higher education. That is, how do people from areas and groups historically underrepresented in universities access higher levels of education? I soon recognized that some approaches to this question could simply accelerate high-skilled migration. That is, it seemed the traditional model suggested that for a person to realize her human capacity she would

often need to “leave” her respective home. This leaving could occur culturally, linguistically, geographically, or more. Instead of leaving, it seemed to me that the ideal would be that she had access to a strong university system without requiring these disruptions and cultural loss. I was, however, unsure how these kinds of systems would map on the landscape of higher education in which I and so many others had been shaped. As a student with many questions and few answers I entered The University of Texas at El Paso (UTEP) as a doctoral student.

The University of Texas at El Paso afforded to me, in many ways, a necessary anthropological element to help me better understand systemic issues within higher education. I knew UTEP’s statistics before matriculating: that it was one of the nation’s leading Hispanic Serving Institutions (HSIs) working “in one of the most economically challenged and undereducated communities in the nation” hundreds of miles away from the next research university (Ekal, Hurley, & Padilla, 2011, p. 138; Rivera, 2019). However, while living and working in El Paso I was privileged to better understand the reality behind many of the statistics created from external taxonomies with their own research biases. Yes, nearly half of UTEP undergraduate students came from families earning less than \$20,000, but they often leveraged family and relational support that came in the form of housing, meals and more—services often delegated to the university at the students’ expense at other universities (Mathew, 2013). Yes, only approximately 30% of UTEP undergraduates graduate within the often lauded 4-year time to degree but when they receive their degrees, though again nearly half come from families earning less than \$20,000 a year, they owe fewer dollars in student loan obligations than the national average (Rathmanner, 2019). The statistics look different for students who did not, to borrow a metaphor from Dr. Natalicio, the long-serving president of UTEP, jump on the small “express train” offered at so-called elite universities but embarked on a much more diverse

“commuter train” that arrived with more people who were in need of transportation (Natalicio, 2018). Which metrics are best for determining a university’s ranking?

Personally, I was often humbled as a scholar and researcher to see how easily my colleagues could access their linguistic strength as they effortlessly moved in and out of two (or more) languages. Likewise, I was encouraged by the way the cultural composition, obliged by the geographical location on the US/Mexico border, created “borderlanders”—individuals impressively capable of accessing the cultural strengths afforded to them from both sides of the US/Mexico border. The location as much as the formal education helped me better understand higher education in a geographically, linguistically, and culturally unique location—and this served to confirm my suspicions that what is not needed are better pathways into elite institutions but a recognition of the deep value of cultural contributions and development of unique higher educational systems around the world.

Finally, while a student at UTEP I have been professionally engaged in Haiti. I first traveled to Haiti in 2012 to work with a school in Gressier, west of Port Au Prince. In that initial trip I led a group of university students and faculty as I directed a civic engagement program at a US university. Over the next three years, I led four more university trips to Haiti each with a focus on working with local K-12 schools. Beginning in 2015, I began traveling to Haiti more regularly as I accepted a position to assist in international humanitarian project implementation and management with the United Methodist Church. The Eglise Méthodiste D'Haiti (Methodist Church of Haiti) was founded in 1817 and operates 10 medical clinics and 105 K-12 schools making it one of the largest healthcare and educational providers in Haiti (Bloom, 2012). The Eglise Méthodiste D'Haiti also funds projects focused on agricultural development, community banking, clean water, sanitation and much more. Following the 2010 earthquake \$46 million

USD poured into Haiti through the Eglise Méthodiste D'Haiti (Bloom, 2012). Working on a variety of projects and several locations, I spent on average five to six weeks a year working across the nation of Haiti from 2015 to 2019.

As I engaged in this role I was fortunate to have the opportunity to experience the cultural richness and unique identity of this Caribbean nation. My Haitian colleagues, I soon learned, were also uniquely skilled at border crossing with incredible linguistic and communication abilities. The complex history of Haiti with its colonial vestiges left many from the outside, myself included, woefully unprepared to navigate the cultural milieu that is unique to Haiti. However, I saw time and again where contracts for more highly skilled work or consultancies were awarded to North American or European-based agencies instead of local Haitian leaders. Traditional models designed in an attempt to ensure quality too often kept many Haitian leaders from accessing these nationally important and professionally lucrative opportunities. As this occurred, I began speaking with academics at Haitian universities about their experiences in the global higher education marketplace. Many of the issues we were experiencing at UTEP were also being experienced at Haitian universities: unique student population needs, unhelpful metrics, and a challenge to gain credibility in the global higher education system.

The pages that follow are part of my attempt to make sense of these three “locations.” I have integrated innovation studies to provide as wide an aperture as possible but “innovation” must be disentangled from solely positivistic definitions. An innovation or change may fail in terms of producing the intended result; there is, however, deep value in its attempt (Townsend, 2010). Likewise, as a researcher I run the risk of two major biases—researcher bias and design bias. As a researcher, I have been trained to value deductive methods where I use tested instruments (Dura, Felt, & Singhal; 2014, p. 98). This has the potential to cause me to privilege

an etic perspective where I jump from “deductive point[s] of departure, ... to efficiently focus on established indicators and gather relevant data for answering pre-ordained questions” (Dura, Felt, & Singhal; 2014, p. 100). That, however, would likely to cause me to miss important perspectives that fit outside a tight methodological focus.

In terms of research design, I run the risk of deploying an interview method that “limits full participation and circumscribes participants’ range and depth of self-expression” (Dura, Felt, & Singhal; 2014, p. 99). These are significant risks and I will address these and other concerns in Chapter Three. It is simply important to note here that this is a complex study. My experiences at the University of Texas at El Paso, however, have taught me not to shy away from complexity. Indeed, in an increasingly globalized world I am convinced that the greatest insights might, in fact, be found in these brackish, borderlander spaces.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this dissertation I aim to identify how innovation in higher education is evidenced in historically underserved areas. A specific location for case study analysis has been selected, the Caribbean nation of Haiti, in an effort to provide a more careful description of the opportunities and challenges facing higher educational practitioners. As a result, in this chapter I will review current literature in four major areas necessary to understand innovation in higher education in this particular underserved area: innovation research, innovation in higher education, higher education in the developing world, and higher education in Haiti.

First, I will begin by reviewing literature related to the various definitions of innovation and how innovation is understood both as a process and a product. Second, I will review the literature as it discusses changes in process and product in higher education generally; that innovation is evidenced in new pedagogical methods, technological devices, ideas, and more. Third, I then turn to a review of higher education in the developing world pointing out that, though many have called for education to help alleviate poverty globally, investment in higher education has been historically undervalued. That said, evidence indicates that higher education proves an important part of investment in education and political and monetary shifts toward tertiary education are increasingly underway. Fourth and finally, I review the literature of higher education in one particular location—Haiti. This literature review is necessary to consider if the shifts happening in the developing world are evidenced in Haiti and ask what innovations have been necessary to disrupt statistical trends and deploy higher education in this historically underserved community.

2.2 Innovation Research

“Innovation,” as already discussed, is a difficult word to succinctly define. It occupies a space related to but distinct from other words with unique meaning; words like creativity, novelty, improvement, invention, and imitation to name a few. Scholars like Berkun (2010) see this complexity as helpful because “ideas never stand alone” (p. 7). Rather, Berkun (2010) argues “innovation” should be stripped of its almost mythic status and more realistically placed in a network of novel, creative, and inventive actions that are dependent on conversation with others and realized through hard work. In their work Birkinshaw, Bouquet, and Barsoux (2011) likewise caution against “myths of innovation,” one of which is the myth of a eureka moment. Instead innovation, they argue, is most often dependent on “a chain of linked activities” (p. 2). Rather than “sudden flash of insight — think Archimedes in his bath or Newton below the apple tree,” innovation is dependent upon a longer, more tedious process where, according to their research, most of the challenges come near the end in implementation (Birkinshaw, Bouquet, & Barsoux, 2011, p. 2). Innovation is best understood as part of a much larger process.

The foundational definition I will use in this dissertation, already introduced, was developed by Baregheh, Rowley, and Sambrook (2009). Developing their definition was not simple work as “definitions of innovation abound” (Crossan, & Apaydin, 2010, p. 1155). These researchers began by examining definitions used in the past ranging from Thompson’s (1965) uncomplicated definition: “Innovation is the generation, acceptance and implementation of new ideas, processes, products or services” to Du Plessis’ (2007) much more complex:

Innovation [is] the creation of new knowledge and ideas to facilitate new business outcomes, aimed at improving internal business processes and structures and to create market driven products and services. Innovation encompasses both radical and incremental innovation. (p. 21)

In addition to these, Baregheh, Rowley, and Sambrook (2009) reviewed fifty-eight other definitions of innovation in business and management, economics, organizational studies, entrepreneurship, technology, science and engineering, knowledge management, and marketing. From this complex web they searched for word frequencies and common attributes to develop their integrated definition: “Innovation is the multi-stage process whereby organizations transform ideas into new/improved products, services or processes, in order to advance, compete and differentiate themselves successfully in their marketplace” (Baregheh, Rowley, & Sambrook, 2009, p. 1334). This definition coalesces many of the main arguments in innovation research, namely: innovation is a multi-stage process, it involves the transformation of ideas, and there are several ways in which innovation is realized including novelty, efficiency, and differentiation. It also implies that, as Crossan and Apaydin (2010) more succinctly state, innovation “is both a process and an outcome” (p. 1155).

In this study, I am interested in innovation as it relates to higher education development; particularly higher education development in vulnerable communities. As a result, exploration into innovation will be limited to examining the literature for important themes and features in general. After a review of much of the research across disciplines, for the purposes of this study, two main insights into innovation prove helpful: insights into the *process* of innovation and the *product* of innovation. The process of innovation is multi-stage, multi-dimensional, and involves the transformation of ideas. This process produces products that have proven innovative in terms of novelty, efficiency, or differentiation.

2.2.1 The Process of Innovation: Multi-Stage

In their “Overview of Innovation,” Kline and Rosenberg (1986) clarify, “innovations have no obvious or uniform dimensionality” (p. 282). Indeed, they contend, if there is “one

central dimension of innovation, it is uncertainty” (Kline & Rosenberg, 1986, p. 294). Yet, in the midst of this uncertainty, many researchers labor to demonstrate the need for ideas and innovations to move through several iterations before a concept is fully realized. That is that innovation requires multi-stage processes. Business researcher Jansen (2000) suggests that innovation requires three stages with thresholds in each: creation, incubation, and activation. Klein and Sorra (1996) contend that innovation involves identification, selection, adoption, implementation and routinization. While balancing local and global concerns, and internal and external pressures, Van de Ven, Angle, and Poole (2000) assert that there are three “key junctures on the innovation journey;” initiation, development, implementation/termination (p. 692). Wisdom, Chor, Hoagwood, and Horwitz (2014) have persuasively argued that thinking and research on innovation can be grouped into two main categories: adoption and implementation.

Whatever the terminology, researchers agree that innovation does not simply emerge *ex nihilo*, rather it is always dependent on multiple stages and processes to emerge from idea to implementation. Attempts to truncate the process lead to incomplete understandings of the necessarily complex work around innovation.

2.2.2 The Process of Innovation: Multi-Dimensional

Researchers of innovation also describe innovation as multi-dimensional (Anderson, Potočnik, & Zhou, 2014; Crossan, & Apaydin, 2010; Yigitcanlar, 2016). That is, innovation “is influenced by factors within several dimensions including environmental or contextual factors, characteristics of the individuals and organizations that adopt the innovation, and characteristics and attributes of the innovation itself” (Damanpour, & Schneider, 2006, p. 216). Factors like employee motivations (Hammond, Neff, Farr, Schwall, & Zhao, 2011), management strategies

(Basyuk, Anisimov, Prokhorova, Kolomyts, & Shutilov, 2016), information sharing, and teambuilding (Rehm, Goel, & Junglas, 2016) and the shared sense of larger organizational investment (De Medeiros, Ribeiro, & Cortimiglia, 2014) all prove important.

In their narrative synthesis of the process of adoption, Wisdom, Chor, Hoagwood, and Horwitz (2014) created a prospective map for innovation that involves external “contexts” including the individual, the organization, and external systems, that are then processed through certain “mechanisms” like the organizational absorptive capacity, the relative advantage of the possible innovation, and more to finally produce improved possibility for pre-adoption or adoption (p. 485). Collectively, these researchers give shape to the complex lived experience that innovation is both process and product.

As with the multi-stage reality of innovation, the multi-dimensional network is likewise difficult to narrowly define. Rather, researchers have increasingly painted a complex mural of contributing factors that influence the nature, speed, and possibilities of implementation. Collectively, the multi-stage and multi-dimensional realities of innovation caution narrow understandings. Innovation is complex and individuated though similar influences may be recognized across experience.

2.2.3 The Process of Innovation: Transforms Ideas

In his early definitions, economist Joseph Schumpeter (1939) did not primarily conceptualize innovation as invention or new technologies but rather claimed “innovation combines factors in a new way” (p. 84). Brozen (1954) and others expanded on this work asserting that “invention (change in technologies) may occur without innovation (change in the productive methods of technological leaders)” (p. 239). These tidy delineations of invention and innovation would not, however, prove robust enough to encompass understandings of innovation

in the coming century. Ultimately, these definitions overly mechanized the creative function of innovation and did not take into account “[how] new knowledge is created, and what the feedback relationships between search, discovery, experimentation, and adoption of new possibilities look like, and the respective motivations” (Scherer, 1986, p. 15). They did, however, prove to be some of the earliest steps to unseating old-world Newtonian notions of equilibrium with more novel Darwinian understandings of progression (Scherer, 1986; Iwai, 1984).

Innovation is more than just the alteration of process—it involves the transformation of ideas. Creation is a necessary component for innovation (Legrenzi, 2005). Princetonian Johnson-Laird (1998), suggests that creation results in outcomes with the following properties:

1. They are novel for the individual who creates them.
2. They reflect the individual’s freedom of choice and accordingly are not constructed by rote or calculation, but by nondeterministic processes.
3. The choice is made from among options that are specified by criteria (p. 218)

Choosing among options most closely involves the work of innovation. Schroeder, et al., (2000) elucidate “the process of innovation centers on the temporal sequence of activities that occur over time in developing and implementing new ideas from concept to concrete reality” (p. 108). Creativity and invention are central to more modern definitions of innovation where “irrespective of the type of innovation, the starting point is an innovation idea starting with a new insight” (Björk, & Magnusson, 2009, p. 663).

2.2.4 The Product of Innovation: Novelty, Efficiency, and Differentiation

There is, as we have seen, significant research on the process of innovation. For simplicity, I have claimed that insight into the process of innovation may be divided into three main claims: innovation is multi-stage, multi-dimensional, and transformative. But what of the product of innovation? Researchers have labored to carefully consider the outcomes of

innovation. They have claimed, among other things, that innovation may be evidenced in the development of a new process, a new portion of a product, or a new way of positioning (Berkun, 2010; Birkinshaw, Bouquet, & Barsoux, 2011; Crossan, & Apaydin, 2010; Du Plessis, 2007; Thompson, 1965). It is helpful here to use the analysis of Baregheh, Rowley, and Sambrook (2009) and explore the three main categories identified as the outcomes of innovation: novelty, efficiency, or differentiation.

New products or processes are closely tied to the concept of innovation. Johannessen, Olsen, and Lumpkin (2001) contend, “Innovation implies newness” and delineate six ways in which novelty and innovation may occur: “new products, new services, new methods of production, opening new markets, new sources of supply, and new ways of organizing” (p. 20). New markets and new products are central in Christensen, Raynor, and McDonald’s (2015) work on disruptive innovation. Indeed, in their examination of word frequency, Baregheh, Rowley, and Sambrook (2009) found that the word “new” was the most often used word in definitions of innovation: used 76 times (p. 1332). The next closest was “product” at 40 occurrences (p. 1332). Novelty is central to definitions of innovation.

Efficiency in process or product has also been defined as innovation. Innovation may be realized by an adjustment in process in efficiency that allows for market advantage (Crossan, & Apaydin, 2010). Most researchers involve the concept of efficiency when the type of innovation is one of process (Baregheh, Rowley, & Sambrook, 2009; Crossan, & Apaydin, 2010; Johannessen, Olsen, & Lumpkin, 2001). But, as Haustein, Maier, and Lhlmann (1981) identify, innovation also requires efficiency. That is, if a new product or process is conceptualized it must find some level of efficiency of production or deployment within an organization. Several researchers have called the ability to balance innovation with efficiency “ambidextrous strategy”

(Van Looy, Martens, & Debackere, 2005; Wang, & Rafiq, 2014; Sarkees, & Hulland, 2009). As a result, efficiency is seen both as a type of innovation and central to nurtured implementation of innovation.

Finally, innovation may be differentiation. In crowded markets, differentiation from competitors may prove life-saving in and of itself (Weerawardena, & Mort, 2012; Gupta, & Loulou, 1998). This is especially true of service and social industries where there are fewer product innovations (Gallouj, 2002; Lettice, & Parekh, 2010). As with efficiency, differentiation is also a byproduct or aim of innovations in product or process (Baregheh, Rowley, & Sambrook, 2009). As a result, differentiation may also be an innovation in and of itself or a byproduct of another innovation.

2.2.5 Definition of Innovation: Conclusions

There are many components to a robust definition of innovation. Scholars from many disciplines for several decades have given shape to this shared concept. As a result, any literature review will only scratch the surface on the thousands of academic lectures, papers, and books available on the subject. The goal here, rather, has been to bring clarity and provide more concise definitions with which to better understand innovation. Expanding upon one multi-disciplinary definition, we have been able to identify central components to most definitions of innovation.

Definitions of innovation are multi-disciplinary and multi-national. In service to the research questions of this study, however, it is helpful to note how Sider and Jean-Marie (2014) approached innovation as it relates to education in their recent work on Haiti. They implored that educational researchers and practitioners must “consider the rebuilding of the educational sector in Haiti from the lens of ability and not just from the perspective of being disadvantaged”

(Sider & Jean-Marie, 2014, p. 279). Central to their understanding of innovation in Haiti is that, despite statistical challenges, there are “beacons of innovation” and “points of educational creativity and effectiveness” across Haiti (Sider & Jean-Marie, 2014, p. 280). As a result, researchers must consider “not just the deficits but the points of strength” when looking for how education works in Haiti (Sider & Jean-Marie, 2014, p. 280). This asset-based approach is critical not only to education in Haiti but understanding innovation in the Caribbean context. Asset-based understandings of innovation prove particularly important in multi-cultural and under-resourced communities (Brown & Conrad, 2007; Jennings, 2001). In Haiti, as Sider and Jean-Marie (2014) have identified such a view has catalyzed “creating and accessing locally developed leadership resources [that are] ... organic and reflective of the local, regional, and national context” (p. 280). An asset-based view of innovation is central to this study and provides a necessary foundation for considering innovation in higher education and innovation as it is evidenced in higher education in the Caribbean.

2.3 Innovation in Higher Education

Higher education has paradoxically been both dependent on innovation and reluctant to change (White, & Glickman, 2007; Wildavsky, Kelly, & Carey, 2010). Rising from uncertain medieval beginnings, universities integrated distinct worldviews, developed models for instruction and credentialing, created residence and support services, and much more as leaders sought to meet the needs of faculty and students over several centuries (De Ridder-Symoens, 2003; Rudolph, 1962). As innovations gave way to institutionalism, universities often developed an organizational identity and reputation that they were less open to change even as administrators continued to believe they were at “*the critical juncture*” in the life of their institution (Thelin, 2011, p. ix). As time went on there was increasing organizational motivation

for isomorphism as universities were compelled to look like their peers to increase their ranking, secure funding, and communicate value to their stakeholders (Altbach, Reisberg, & Rumbley, 2009; van Vught, 1996).

Present day universities face pressing, though not necessarily novel, issues. Funding structures, pedagogical techniques, and university aims are perennial issues though they often develop modern concerns. The massification of education has oriented many universities to tuition-driven funding models and contributed to an ever-growing need for students (Altbach, Reisberg, & Rumbley, 2010; Geiger & Heller, 2011; Pitman, 2016). University structures, some have argued, increasingly privilege private gain over public good (Hazelkorn, 2015; Labaree, 1997; Williams, 2016). There are questions over how to integrate technology in meaningful pedagogy (Altbach, 2014; Beetham & Sharpe, 2013) and much more. Universities continue to chart their course in relationship to internal and external pressures. Universities, however, remain central to the development of human capacity and community (Heitor, Horta, & Mendonça, 2014). As Florida (2006) states, “colleges and universities are talent machines” (p. 26).

Innovation in higher education occurs as it does across industry: “colleges and universities are innovative when (a) an individual’s creativity is stimulated through interaction; (b) novel products and processes can be created; and (c) a creative product or process may be implemented” (Tierney, & Lanford, 2016, p. 14). White and Glickman (2007) similarly claim that in higher education “innovation can refer simply to some new way of doing things, or a change that improves administrative or scholarly performance, or a transformational experience based on a new way of thinking” (p. 97). Innovation in higher education involves new ideas, methods, or devices.

2.4 Higher Education in the Developing World

Higher education opportunities are on the rise in the developing world (Hazelkorn, 2015; Haigh, 2008; Lozano, et al., 2015; Task Force on Higher Education, & Society 2000).

Investment in higher education in the developing world has been catalyzed by research that has connected education to social uplift and mobility in many different contexts and disciplines (Blundell, Dearden, Meghir, & Sianesi, 1999; McMahon, 2009; Rumbley, Helms, Peterson, & Altbach, 2014). There is an impressive and ever-growing body of scholarship tying social mobility to higher education in historically marginalized communities; this work has ranged from historical studies on the important role of Historically Black Colleges and Universities (HBCUs) in the United States (Gasman & Hilton, 2012; Shaun, 2012), to an examination of the increase of gross national product (GNP) in developed countries in the Organization for Economic Cooperation and Development (McMahon, 2009), to the socio-economic effects of an institution on the border with Mexico awarding an increasing number of degrees to a statistically underserved community (Gose, 2014). Sadovnik, Cookson, Semel, and Coughlan (2017) have outlined how sociologists of education ranging from Émile Durkheim, Karl Marx, Max Weber, and RH Tawney have long mapped relationships between social inequalities, struggle, and the role of education and developed theories related to their convictions.

Though this research is expanding, international research and funding on education in the developing world has primarily focused on providing education for children of primary school age. Programs aimed at students in the earliest years of their formal education have received the most attention. In 2004 the World Bank released a 28-page justification for privileging investments in primary schooling in particular (Boissiere, 2004; Cammack, 2004). The document rooted this justification in everything from historical evidence, to current macro and

micro economic theories, to human rights and social cohesion (Boissiere, 2004). The commitment to ensure all school-age children receive an education gained political support as leaders from nations around the globe began to support things like the Jomtein Commitment arising from the World Conference on Education in 1990 led by UNESCO, UNICEF, World Bank, UN Development Program and UN Population Fund and the Millennium Development Goals of the United Nations (Bruns & Rakotomalala, 2003, p. 1). Indeed, the World Bank (2004) asserted, “While tertiary and secondary education have an essential role to play, the most cost-effective way of raising the average education level of low-income countries is to expand primary education as rapidly as possible” (Boissiere, 2004, p. 27). More recent research, however, has cautioned this early and perhaps unhelpfully myopic enthusiasm.

Although tertiary education in the developing world has historically received far less political and monetary support, beginning around the year 2000, “new attitudes” began to develop around the role of higher education (MacGregor, 2015, para. 4). That shift has slowly led to a “policy u-turn on the importance of the sector” (MacGregor, 2015, para. 4). Reporting to the World Bank in 2006, Bloom, Canning and Chan delivered data on recent economic effects resulting from investments in higher education in the developing world. The researchers argued that their findings demonstrated the need for increased investment in tertiary education in developing countries. Challenging notions that post-secondary education is an expensive and inefficient way to alleviate poverty in the developing world, Bloom, Canning and Chan (2006) demonstrated that a balanced approach that involves significant investment in tertiary education is necessary not only for the education of the populace but the development of long-term human capital with which to alleviate suffering and promote the social good. More specifically, these researchers suggested that investment in tertiary education is correlative to both production

potential and raising national gross domestic product (GDP)—key components to lasting societal change (Bloom, Canning & Chan, 2006, p. iv). The World Bank and others are now recognizing the need to reconsider their investment strategies in education with this change in sentiment and in the literature (Mundy, & Verger, 2015, p. 14; Pinheiro, & Pillay, 2016).

Scholars in transnational education continue to detail a picture of higher education where more people have access to post-secondary instruction than ever before (Gruber & Kosack, 2014; MacGregor, 2015). Opportunities for higher education have notably and dramatically expanded in Brazil, China, India and Russia (Altbach, 2016). Research on the impacts of internationalization in parts of the developing world also continues to expand (Arocena & Sutz, 2005; Donn & Al Manthri, 2010; Wangenge-Ouma, 2008). MOOCs, satellite campuses, international partnerships, online delivery methods, and more are being used to challenge traditional and more static forms of higher education. This has created a new global community and market for institutions of higher education (Hazelkorn, 2015; Hemsley-Brown & Olplatka, 2006; Newman, Couturier, & Scurry, 2010). This research has helped document the march of higher education into historically underserved communities.

2.4.1 Higher Education and Haiti

Against this backdrop of growing opportunity in the developing world, Haiti continues to struggle to develop robust higher education options. Located approximately 600 miles from Florida, Haiti has been long affected by US involvement (Dash, 2016; Plummer, 1992; Renda, 2001). The United States has contributed to what Braziel (2006) has called “postcolonial problematics of sovereignty” (p. 127). The United States, France, Germany and other countries have played critical roles in the development of education in Haiti contributing to a confusing mixture of pedagogies, languages, and certifications in the highly privatized educational market

(Thelot, 2017). Haiti has the second highest rate of private schooling in the world with 82% of children in secondary school attending private schools (Salmi, 2000, p. 163). What is perhaps even more concerning, “Haiti’s distinct and paradoxical situation, . . . raises the question of the fairness of a system in which, in most cases, the quality of the education children receive is directly related to where they live and to the level of tuition their families can afford to pay” (Salmi, 2000, p. 164). Dominated by heterodox approaches, Haiti has been left with a highly confusing educational system. French is the dominant language for state testing, though 95% of the population speaks Haitian Creole (Hebblethwaite, 2012, p. 256). And international funding agencies have continually destabilized the process as they have “failed to build . . . strategic principles” of stakeholder involvement within Haiti (Prou, 2009, p. 30).

The state of higher education is even more precarious than K-12 training in Haiti. Less than one percent of Haitians have obtained a post-secondary degree (Downie, 2012). Of those students fortunate enough to be in this one percent, if they make it to university in Haiti, they will most likely be instructed by someone without a terminal degree. Roughly one in ten Haitian professors only have a post-graduate degree and the majority of professors teach part-time at a rate of roughly \$12 an hour (Downie, 2012). In 2012 there were over 180 higher educational institutions on the island but these universities are underfunded, understaffed, and lack comprehensive plans to address academic deficiencies (Dumay, 2012). Governmental investment in higher education is miniscule compared to other western nations with the government contributing “on average, 0.33% of gross domestic product, and 1.17% of the state budget” to the nation’s public university system (Jacob, 2018). Furthermore, as public institutions are compelled to educate more students in relationship with the country’s changing demographics there is less money available per student for instruction (Jacob, 2018).

The number of higher education institutions is increasing in Haiti with 20 reported in 1986, to roughly 60 in 1997, to over 170 in 2007 (Jacob & Mathurin, 2018, p. 215). Indeed, between 1990 and 2014 the number of HEIs in Haiti increased by 568% (Jacob & Mathurin, 2018, p. 285). In 2014, the number of HEIs in Haiti rose to 187 as seen in Table 2.1 with the largest number of institutions being non-recognized by the Département de l'Enseignement Supérieur et de la Recherche Scientifique (DESRS) (DESRS, 2014; Jacob & Mathurin, 2018, p. 288).

Table 2.1 Number of HEIs in Haiti in 2014

Type of Institution	# of Institutions	%	# of Students	%
Public HEI	13	6.95%	35,453	35.5%
State Recognized Private HEI	59	31.55%	39,404	39.5%
Non-Recognized Private HEI	115	61.45%	25,000	25%
Total	187	100%	99,857	100%

With approximately 35,000 students graduating from secondary school each year, private institutions have increased to meet the growing demands for higher education in Haiti (Jacob & Mathurin, 2018). Comparing secondary school graduation rates with higher education enrollment, Jacob and Mathurin (2018) suggest “only 53% of demand has, to some extent, found satisfaction in state-recognized local HEIs” (p. 292). As a result of this nearly 50% shortfall, many students look elsewhere for higher education. In 2014, approximately 20,500 students pursued higher education in the neighboring Dominican Republic taking with them an estimated \$220 million USD annually (Saint Pre, 2015).

For students who stay in Haiti for higher education, their opportunities are concentrated in the nation's capital of Port Au Prince. Eighty-six percent of HEIs are in the capital area of Port Au Prince, though the vast majority of the students receiving secondary school diplomas are in the provinces beyond the capital (IHESI, 2008). The concentration of institutions in Port Au Prince compels students to leave the countryside and assume additional costs related to housing, food, and transportation and more.

The concentration of schools, however, has not contributed to a central library system or centralized research facilities. The main state system of l'Université d'État d'Haïti (UEH) does not have a comprehensive university library anywhere among its faculties; rather there are small libraries divided among the 11 faculties (Voltaire, 2013; Destin, 2011). Quisqueya University, largely considered one of Haiti's elite private universities, has a library available to its students but the facility and holdings were largely destroyed in the 2010 earthquake (Destin, 2011). All of the libraries in the state system of l'Université d'État d'Haïti, excepting the law library, were likewise destroyed (Destin, 2011). Finally, while conducting a survey in 2016, the library association of Haiti found that among librarians few standards were practiced and 83% of respondents were unaware of copyright restrictions (Honore, Astrel, & Borgella, 2016). In short, the university library system in Haiti is underdeveloped and contributes to a lack of resources available to students.

The lack of quality higher educational options inside the country has contributed to Haiti bearing the worst high-skill migration (so-called "brain drain") by percentage in the world (Beine, Docquier & Rapaport, 2012). Furthermore, evidence suggests the problem is worsening (Beine, et al., 2012). In 2000, 83.4% of the nation's highly-skilled workforce (those who have obtained an undergraduate degree) emigrated from Haiti (Beine, et al., 2012). The next closest

nation, Sierra Leone, lost only 49.2% of its skilled work force. A combination of the depressed economy and unstable higher education system has lost Haiti many of its best potential leaders.

2.5 Conclusion

If the promises of innovation in education are going to expand opportunity for the world's historically under-resourced, Haiti stands to benefit. Leaders of higher education institutions in Haiti have inherited a confused pedagogical system that has been shaped by several colonial structures and languages. They are nominally supported by the country's weak political structure that, though it has identified a desire to provide education to its citizens, has proven ill-equipped to help realize those aims. Finally, nearly every level of higher education in Haiti is defined by its financial vulnerability. Schools and students remain under-resourced in their effort to access and excel in higher education. Given these realities, Haitian leaders have motivation to disrupt current trends in higher education.

CHAPTER THREE: METHOD

3.1 Introduction

Educational opportunity involves a complex matrix of factors. As researchers seek to find evidence of changes in the world economy and higher education, careful methodological approaches are needed to clarify the lived reality. Innovation in higher education in the developing world may help offer access and excellence to interested students but researchers must find ways to isolate and analyze innovation in historically marginalized communities.

In this chapter, I will discuss the research design and method I deployed in this study in service to this larger work. I begin by clarifying the research questions that dictate the research design. I then proceed with a discussion of research design, including my rationale for choosing a qualitative case study method. Following this rationale, I discuss the site and participant selection process. Next, I discuss my method for data collection and approach for data analysis. I end the chapter with a discussion of reliability.

3.2 Research Questions

The central effort of this study is to bring clarity to larger questions about expanding higher educational opportunity particularly to historically underserved communities. My interest in this has arisen from years of interacting with educational researchers located both in well-funded, often elite, Western universities and practitioners working in developing locations where resources are often scarce and the promises of globalized education remain esoteric. Many in well-funded universities speak with a cautious optimism about seismic shifts in global higher education. Educational researchers are cautious, in part, because of the ways in which higher educational systems reinforce themselves. There is a recognition that in a global market organizational isomorphism continues to prove powerful (Meyer, Ramirez, Frank, & Schofer,

2007; Vaira, 2004). Yet, they are optimistic because an expansion in global education would help satiate a deeply-held Western belief that education is crucial for social uplift. Likewise, in an age where the world is increasingly connected and global wealth continues to climb, the persistence of economic “winners” and “losers” has become untenable for many. Humanization of the other, as Paulo Freire long advocated, “den[ies] that man is abstract, isolated, independent and unattached to the world” (Freire, 1996, p. 69). Freire (1996) also believed that the classroom, focused on praxis, could serve as the dynamic place of co-creation where humanization could flourish. Henry Giroux (2009) encouraged that people must “engage in radical forms of border crossing” to realize some of Freire’s aims and possibilities of globalization. Sentiment about the possibilities and challenges of higher education are easy to find among educational researchers. I outlined the current state of the conversation in Chapter Two, though given global data, some questions remain.

The challenge, it seemed to me while approaching this study, was to identify whether or not these ideas were working their way to action. That is, for all of the discussion of the possibilities, what is actually happening on the ground? Even more so, what is happening on the ground in places where few researchers are at work? Much of the research on higher education in the developing world has focused on Brazil, Russia, India and China—the so-called “BRICs” (Carnoy, Loyalka, Dobryakova, Dossani, Kuhns, & Wang, 2013; Schwartzman, Pinheiro, & Pillay, 2015). Africa has also received increasing scholarly attention (Hazelkorn, 2015; Teferra, & Altbach, 2004). But what about Latin America, and the Caribbean region in particular? So heavily marked by a recent colonial history and on the doorstep of North America’s massive higher educational system, can the promise of a higher education opportunity that unlocks human capacity be seen here?

As a result, I aimed to narrow the scope of my research. Specifically, I determined to analyze higher education in the under-researched island nation of Haiti. Distinct in history, culture and language, how are promises of innovations by way of new ideas, methods, or devices in higher education evidenced in this geographically, politically and linguistically isolated location? My research design sought to answer the following principle research questions:

1. How is innovation demonstrated in ideas, methods, or devices in higher education in Haiti?
2. What innovations in higher education evidenced in Haiti address opportunities found in underserved communities?

3.3 Research Design

Gaining insight into the lived experience on the ground in an under-researched community is particularly challenging. Below, I describe my research design by beginning with a rationale for my methodology.

3.3.1 Rationale for Using a Qualitative Method

The educational researcher Robert Yin (2018) began his influential work in case study research by suggesting that qualitative design is necessary when the researcher's questions focus on "how" rather than "what" (Yin, 2018, p. 10). Creswell (2015) agrees, arguing that whereas quantitative approaches are suitable for identifying how variables relate to each other, qualitative research methods are appropriate when "you do not know the variables you need to explore" (Creswell, 2015, p. 16). Paradigmatically, I also had to recognize that my own biases as a researcher tend toward constructivism. I do not gravitate toward positivist approaches with objectivist ontologies of "real," but rather I tend to privilege relativistic approaches of social

constructions (Guba & Lincoln, 1994, p. 109). Qualitative methods take seriously the embeddedness of phenomena and as a result work more easily with my ontological convictions.

I also chose to deploy a qualitative method because of my particular research questions. As I identified in Chapter Two, there are complex social phenomena at work in the world of innovation in comparative higher education. Institutional structure, regions, governmental policies, languages and more might prove significant in the search for innovations in higher education. I did not know which of these variables would prove most significant to my research questions. As a result, the method I used needed to balance the need to examine complex social phenomena while “retain[ing] a holistic and real-world approach” (Yin, 2018, p. 5). I needed to find a method that was both “in depth” and open at the same time. There was simply not the opportunity, given the embeddedness of the variables, to extract one or more variables to examine with quantitative techniques and answer my research questions.

With the particular focus on innovation, it became clear that a close examination of individual sites would offer the chance to, on the one hand, examine a subject within a bounded field, and on the other, look for points of intersection beyond one case.

3.3.2 Rationale for a Case Study Method

In the social sciences, case study methods have been used to examine places of connection while privileging attention to the particular. Different disciplines including sociology, education, medicine, politics and law have uniquely utilized and valued case study as a method (Thomas, 2011, p. 512). The educational researcher Helen Simmons (2009) has argued, however, that no matter the discipline this method ultimately aims to evaluate the complex in specific situations (p. 13). Or as Merriam and Tisdell (2015) have stated, “a case study is an in-depth description and analysis of a bounded system” (p. 37). As a result, the

researcher straddles the open world of concept and phenomena with the real world of experience and verifiable practice—a goal given my particular research aims.

Case study has the methodological aperture necessary to avoid narrow delineation. As the researcher Bent Flyvbjerg (2006) strained to justify the often messy but necessary in-depth description of case studies he suggests, “The opposite of summing up and 'closing,' a case study is to keep it open” (p. 22). A successful case study, in Flyvbjerg’s estimation, cuts across academic specialization and avoids compartmentalization so that the reader may draw their own conclusions and be invited into the complexity of the world as it truly exists.

Flyvbjerg (2006) makes another interesting epistemological argument with case-study and the social sciences. Extending the work of Bourdieu (1977), Flyvbjerg (2006) argues that phenomenological research suggests that there is a leap in the learning process between “the rule-governed use of analytical rationality in beginners” and the “fluid performance of tacit skills” (p. 5). That is, there is a distinctly different set of skills involved in playing a violin (rule-governed use of analytical rationality) and being a virtuoso violin performer that constantly pushes the norms of musical theory (fluid performance) (Flyvbjerg, 2006, p. 4). Case study, Flyvbjerg argues, “produces the type of context-dependent knowledge which research on learning shows to be necessary to allow people to develop from rule-based beginners to virtuoso experts” (p. 4). Methodologically, case study researchers adopt methods that will help them move beyond unhelpfully small units of investigation and be willing to trust that knowledge is a messy-making business that involves the researcher and reader. This approach provides the opportunity to challenge simple categorization.

Yin (2018) has noted the increased use of case study research in various disciplines in recent years. Indeed, Yin (2018) highlighted that in a survey of word frequency in scholarly

journals from 1980 to 2008, the term “case study research” follows a consistent and upward trend whereas, “survey research,” “experimental design,” and “random assignment” are all decreasing in frequency (p. xv). Furthermore, Yin’s (2018) own work on case study research is the second most cited “methodology book in the social sciences” according to Google analytics (xvi). Popularity does not in and of itself justify case study research, but these trends indicate that case studies are increasingly used by scholars of various disciplines to make sense of the complex.

After it became clear that a case study method would best serve my research pursuit, I had to determine what form of case study I would use. Citing Maslow (1973), Edwards (1998) delineated two phases in the research process into which case studies typically fall; either the “‘pioneering, scouting, originating,’ [phase] or the ‘validating, checking, verifying’ [phase]” (Edwards, 1998, p. 41). Most researchers, Edwards contends, focus their efforts on verifying previously held hypotheses with the result that “there has been a loss of respect for the context of discovery” (Edwards, 1998, p. 41). Yet, case study may be used in the discovery phase (descriptive phase), theory development phase (theoretical-heuristic phase), and the testing phase (theory-testing phase) (Edwards, 1998). Yin (2018), likewise contends that case study methods may be deployed at any stage in the research process. In the case of my research questions, given the lack of scholarly work on innovation of higher education in Haiti, I aimed my efforts at the descriptive phase with a hope for theoretical-heuristic conclusions.

The real contribution of case study research is the combination of an openness to whatever variables prove significant and the boundedness of the unit of analysis. Beyond that, there are several methodological options a researcher may take in service to the research aims. One possible approach is to examine the case in a single site. This allows for an in-depth

analysis of a single site diachronically or synchronically (Gerring, 2004). In relation to my research, perhaps one bounded school or one funding model would prove a rich study in and of itself. This would be what Stake (1995) has identified as an *intrinsic* study because there would be enough intrinsic value to the researcher to study a single site.

Beyond single unit investigation, researchers often examine two or more sites in relation to the phenomena or case under examination. Given my particular interest to see if innovation in higher education is evidenced in several places, a case study with multiple sites proved necessary. Gerring (2004) demonstrated that examining a phenomenon through a case study over several units allows researchers to analyze relationships both across and within units (p. 343). As a result, covariate relationships may more easily emerge in service to the purpose of “understanding a larger class of similar units” (Gerring, 2004, p. 342). Stake (2006) agrees. In Stake’s (2006) typology, this methodology creates an *instrumental* study because each site proves instrumental in learning about a larger phenomenon; in my case, innovation in higher education. As Stake (2006) describes, “the individual case is of interest because it belongs to a particular collection of cases...cases in the collection are somehow bound to each other” (Stake, 2006, p. 6). In my study, the sites I selected were bound by time and location (Stake, 2006; Merriam & Tisdell, 2015). The collective “target” (or quintain, as Stake describes) is the phenomena of innovation in higher education (Stake, 2006, p. 7).

As a result, the study I conducted was an instrumental case study where I examined innovation in higher education (the quintain or phenomenon) at three sites in a specific geographical, cultural and linguistic location, Haiti (the common characteristic). My cases were bounded by time and location. The specific sites, or units of measurement (Merriam & Tisdell, 2015), will now be described.

3.4 Site and Participant Selection

Stake (2006) explains, “a case is a noun, a thing, an entity” (p. 1). To develop a case study of innovation in higher education in Haiti, I sought to explore the case—innovation—across three unique institutions related to higher education. The decision to study three institutions will be described in more detail but it was clear that I needed to be able to balance the in-depth research necessary to analyze each case and look for the larger instrumental target of innovation. Thomas (2011) clarifies that case study must not only have an object, innovation in this case, but a subject that is held together by “parameters of particularity” (p. 512). These “parameters of particularity” may be “spatial, temporal, personal, organizational, or other factors” (p. 512). The nation of Haiti with its unique historical, political and linguistic identity remained the bounded location of my case study. Each site is intrinsically bounded and, as a result, a finite unit of analysis (Merriam & Tisdell, 2015).

3.5 Participant Selection Criteria

In my effort to identify where innovation is occurring in higher education in Haiti, I aimed to select sites that held the promise of results. That is, the selection of my sites was intentional rather than random. I engaged in what has been identified as *purposeful* sampling of information rich sites (Merriam & Tisdell, 2015; Patton 2015). Purposeful sampling requires careful consideration of selection criteria.

Practical constraints compelled me to recognize that I would only be able to study few sites in depth because I needed to collect and analyze data from each case selected. Likewise, my main research questions centered on innovative developments involving higher education. Multiple sites would be required, but only a small number of sites could be analyzed in depth. I wanted to be careful to not focus my entire time on one case or privilege a lead case that others

support. Rather, following Merriam and Tisdell's (2015) admonition, I determined to examine each case as its own finite unit of analysis. Given the length of my proposed project and the complexity of institutions related to higher education in Haiti, three cases seemed the most reasonable.

Next, I needed to determine selection criteria. That is, what would be the criteria that must be demonstrated in all of the selected cases? Given my research aims, the first criterion I selected was that each case had to have demonstrably successful outcomes in terms of student persistence, research output, funding—whatever proved important to institutional health and student success. Institutions with demonstrated success, I theorized, were likely to have innovated to disrupt statistical trends in Haiti. That is, in search of innovation, I was looking for outliers in higher education—outliers in that they do not statistically match the larger data on higher education in Haiti. These are what Lijphart (1971) called “deviant cases” and Thomas (2011) called subject outlier cases (p. 514). Second, I was interested in finding institutions that are committed to contributing to a more robust higher education system in Haiti. I was not, for example, interested in private institutions that seek to recruit talent from Haiti or simply seek to develop transactional, financial relationships with students. Finally, I aimed to find cases that engaged in different places and with different approaches to higher education in Haiti. That is, rather than looking for three similar but separate universities, I aimed to identify organizations that approach higher educational challenges uniquely in Haiti. Proven success, Haiti focused, and unique in contribution were my central criteria in site selection.

I then needed to screen potential sites (Yin, 2018). Learning about sites in an under-researched and isolated community, however, is not a simple process. As a result, I engaged in a snowball, chain, or networking approach to purposeful sampling. As Merriam and Tisdell

(2015) relate: “This strategy involves locating a few key participants who easily meet the criteria you have established for participation in the study. As you interview these early key participants, you ask each one to refer you to other participants... the snowball gets bigger and bigger as you accumulate new information-rich cases” (p. 98).

I began by contacting educational professionals currently working in Haiti. The first educators I contacted were those with whom I had developed a level of professional relationship over the years of working in Haiti and they helped direct me to other leaders. As I described my project to these educators and asked if there were other leaders I should contact to determine site selection, several more leaders were suggested. Using this snowball approach, I was able to receive site suggestions from fourteen educational leaders at various points in the academic careers, serving five different institutions. All were located in Port Au Prince and had worked in some capacity in the Haitian higher education system. All were Haitian nationals excepting one who was Swiss. The group mainly consisted of current and former university faculty (6), but also included four university administrators, one high school administrator, two governmental officials, and one university president. I informed each of my selection criteria and asked for connections with other organizations.

In total, fourteen potential cases were identified by these higher educational professionals. When an organization was mentioned more than once, I made note of the duplication and prioritized cases mentioned by multiple people. Most of the suggestions were institutions of higher education but one non-profit funding organization was mentioned by eleven of the respondents—second only to the private university analyzed in this study. From the list provided through conversation with these professionals, I contacted three organizations to determine their interest in participating in this study. At every organization, administrators and

faculty agreed to participate. I secured permission to interview at each of the three institutions and found three individuals at each of the institutions to agree to participate in my study. At each institution I had one primary contact person, who was an administrator, and then asked that individual for the name of two colleagues they thought might be willing to be interviewed. This method likely caused me to have more administrators, as an administrator suggested the other interviewees, than if I had adopted a different approach. Every faculty and administrator I asked agreed to be a part of the study. I did not have a previous relationship with any of the interviewees at any of the sites. This helped, I believe, to ensure consistency across the interviews. The sites included a large, state-run university, a prestigious small private college, and a scholarship organization focused on financially supporting students at several institutions. They are described in detail in Chapter Four. I used pseudonyms for the research participants in order to protect their anonymity.

3.6 Data Collection Methods

To properly address my research questions, I adopted a qualitative research method by deploying case study techniques (Yin, 2018; Creswell, 2007; Stake, 2006; Merriam & Tisdell, 2015). I took Creswell's (2007) lead and examined "multiple-bounded systems (cases) over time, through detailed, in-depth data collection, involving multiple sources of information (e.g. observations, interviews, audio-visual material, documents, and reports)" (p. 72). Yin (2018) suggests analyzing many of the same sources: documents, archival records, interviews, direct observations, participant observation, and physical artifacts. The more sources of evidence a researcher uses while engaging in case study help triangulate and demonstrate the reliability of her or his research (Yin, 2018). Developing an increasingly complex picture, the researcher will be able to identify "case description[s] and case-based themes" (Creswell, 2007, p. 72).

The core of my data came from semi-structured interviews and participant observation. Observations and notes from these interactions were examined against available secondary materials, archival records, and news documents. Given the scant scholarly material on Haiti, few administrative documents, and the loss of many archival documents in the 2010 earthquake, it soon became clear that the most valuable sources of information would be practitioners themselves.

After the institutions were selected from the purposeful sampling approach, I conducted an initial review of each. I looked for secondary and online materials regarding institutional history, student statistics, financial information, and more, and compared notes from my early survey of educational practitioners and searched leadership structures in each institution to determine who to approach. I then set up 45-minute interviews with the participants at each institution. I elected to have short, focused interviews in an attempt to mitigate reflexivity, “a methodological threat created by the conversational nature of the interview...that can lead to a mutual and subtle influence” between the interviewer and interviewee (Yin, 2017, p. 120). I had three interviews at each institution for a total of nine interviews.

Each of the semi-structured interviews were conducted in person, in English with a translator present in case of complication. I used the same interview protocol and asked the same interview questions in each interview though follow up questions were formed in response to interviewees’ responses. I took notes and recorded each interview in audio form for later review. As themes developed, I marked them in my notes for later consideration.

The semi-structured interviews proved particularly helpful in response to my research questions. For example, while in interviews, educational practitioners mentioned not only what worked, but what did not. I asked general questions like:

- What is the focus of your institution/organization?
- What metrics define success for your institution/organization?
- What, in your opinion, are the main opportunities facing higher education in Haiti?
- Have any technologies been helpful in meeting faculty or student needs?

A full list of the questions I asked may be found in Appendix A.

As trust was built, the participants likewise shared what they yet hope to try and why they thought that strategy might prove particularly important. As I will describe in more detail in Chapter Four, individual passion proved particularly important. Likewise, “opportunity” proved a more helpful term than “innovation.” I explore this in more detail in the findings as well as the conclusion. This method allowed interviewees to explain things further when I was initially confused or missing the point. This became particularly important as I labored to understand the complex history of the Haitian educational system as well as certain cultural complexities. Collectively, these sources helped develop a detailed picture of each case while remaining fluid enough to identify the orientation and direction of each institution.

I took field notes of my observations while at each institution (Merriam & Tisdell, 2015). Informal conversations with administrative assistants, students, even security guards proved informative. The physical space of the respective institutions likewise served to communicate information. Following the interviews, I was able to follow up with faculty and administrators I interviewed via email to clarify particular points, but this was largely not needed. In total, these interactions proved instrumental and the data I received in the semi-structured interviews provide the backbone of my findings.

The ethical issues presented in these interviews were addressed both before and during the study. I obtained informed consent via email before conducting the interviews and ensured that all participants were aware of my audio recordings which were later transcribed. I likewise informed the interviewee that they have the right to exit the interview at any time.

3.7 Data Analysis

The analysis of interview data took place in three phases. In the first phase, I listened to each of the recorded interviews and transcribed each (Maxwell, 2013, p. 105). In this transcription, I engaged in a “written style” where I added emphasis at important points in the interview rather than producing a merely verbatim text (Kvale, 2008). This allowed me to “already start the analysis” while highlighting particularly important points on which the interview turned (Kvale, 2008, p. 95). Likewise, as Cresswell and Cresswell (2017) suggest, I engaged in “simultaneous procedures” of writing memos, checking them against the notes I took while in the interview, and began to think through organizing structures (p. 192). Collectively, this initial phase left me with full versions of interview transcripts with notes that emphasized important points.

I then turned to the second phase of analysis—coding. The coding process involved two cycles. As Saldaña (2013) reminds, “qualitative inquiry is an emergent process of investigation” (p. 141). As a result, in the first cycle I ascribed codes to sections of the transcript using the subcoding or “nested coding” technique described by Saldaña (2013, p. 77). That is, I ascribed a “parent code” to a section of the text and then assigned a “sibling code” to indicate a more descriptive meaning (Saldaña, 2013, p. 77). For example, I might label a section “funding” as the parent code and add “scholarships” as a sibling—collectively, “funding-scholarships.” Following this I grouped the data into general categories (Saldaña, 2013, p. 79). At the end of

my first cycle of coding, I engaged in code landscaping where, using font size and indentation, I worked to indicate frequency (Saldaña, 2013, p. 201).

In the second cycle of coding, I examined the nested codes ascribed in the first phase and assembled them according to pattern codes. Rather than looking for descriptive labels, which is more the focus of the subcode strategy in the first cycle, in the second cycle I used pattern codes to labor to identify major themes, theoretical constructs, and networks of relationships in an attempt to “not only organize the corpus but attempt to attribute meaning to that organization” (Saldaña, 2013, p. 209). Adopting this technique allowed me to move to higher levels of analysis while also providing me the opportunity to drop codes or ideas from the first cycle that proved “marginal or redundant” (Saldaña, 2013, p. 207).

In the final phase of analysis, I considered all of the data in its totality looking for inconsistencies, missed materials, or unhelpfully categorized evidence. Recognizing the challenges identified by Yin (2018) that interviewees are “subject to the common problems of bias, poor recall, and poor or inaccurate articulation,” I reviewed interview data alongside other data collection sources I gathered (p. 121). I reviewed my observational notes, personal documents such as emails, public documents related to a respective institution, and organizational documents to which I was granted access during my study (Cresswell & Cresswell, 2017, p. 189). In what follows, I examined all of the relevant materials and wrote each narrative as a bounded, information-rich site (Merriam & Tisdell, 2015). I then analyzed these sites and highlighted theme related to the research questions I defined at the outset of my study. In all of this work I paid attention to maintaining a “chain of evidence” (Yin, 2017, p. 135).

3.8 Trustworthiness

Reliability in qualitative research has been discussed by many (Yin, 2017; Cresswell & Cresswell, 2017; Merriam & Tisdell, 2015; Lincoln, Lynham & Guba, 2011). How does a researcher ensure both internal trustworthiness that causal relationships are correctly identified and external assurance that the findings may be generalized to some degree to provide phenomenological insight (Yin, 2017, p. 42)? In my case, I employed multiple reliability procedures, namely: triangulation, member checking, and providing in-depth description for reliability (Cresswell & Cresswell, 2017, p. 200).

First, as I mentioned in the data analysis section, I triangulated all interviews with multiple sources. As I coded, I triangulated the data collected across the interviews in search of corroboration or correction, observation notes I gathered along the way, and the other internal and public documents I collected (Baxter & Jack, 2008). Second, I engaged in member checking throughout the study. The member checking in which I engaged was realized in two ways: 1) By asking probing or corroborating questions during interviews, and 2) By asking questions of clarification in the limited email correspondence I had with interviewees on questions of clarification following our initial discussion. As suggested by Carlson (2010), I informed interviewees of these two forms of member checking at the outset of our interview. This provided a space where participants in the study were invited to sharpen evidence, challenge perceptions, or demonstrate where I needed additional data while not creating extra work for the participants or developing methodological complications (Hays, 2004, p. 243). Finally, I labored to provide an in-depth description of each of the cases making connections to the evidence clear throughout (Cresswell & Cresswell, 2017). I have made “as many procedures as explicit as possible” to increase confidence in the reliability of my findings, (Yin, 2017, p. 46). That is, I

have worked to draw straight lines from my research questions, to my findings, and finally to my conclusions—maintaining an important chain of evidence. Likewise, by making my procedures explicit, I hope to enable other researchers to see research decisions I made with the chance that they might choose an alternate path.

3.9 Conclusion

My research questions compelled a qualitative approach. Case study methodology provided me a bounded structure within which to work while offering the flexibility to follow where the evidence led. Multiple sites provided the opportunity to locate the phenomena of innovation across several points of intersectionality. These intersections were evidenced in the analysis of collected materials and I labored as a researcher to provide assurance of both internal and external reliability of my findings; findings to which I now turn.

CHAPTER FOUR: FINDINGS

4.1 Introduction

The purpose of this chapter is to establish the contextual background of each of the sites and present the results of my analysis of the data provided by the semi-structured interviews and other materials. First, I will present a description of each site and identify its unique role in higher education in Haiti. Then, I will organize points of intersectionality by identifying opportunities and strategies identified across institutions to develop a more comprehensive view of the case under review. Finally, I will present findings that emerged in response to my research questions.

4.2 Site Descriptions

The three institutions selected for this study were Université Quisqueya (UniQ), Université d'État d'Haïti (UEH), and the Haitian Education & Leadership Program (HELP). All of these organizations are based in Port Au Prince and all met the criterion established for my study. Likewise, each institution, as evidenced later in this chapter, played a slightly different role within the higher education system in Haiti. Quisqueya University has a reputation of being one of the most prestigious private universities in Haiti. The Université d'État d'Haïti is important as the largest higher education provider in Haiti and it has the longest history as a higher education institution. The Haitian Education & Leadership Program is not a university at all, but rather serves as a supportive organization for students pursuing higher education in Haiti. Each have established reputations for contributing to the success of higher education in Haiti.

Table 4.1

Institution Information: UniQ, UEH, HELP

Institution	Date Founded	# of Students	Private/Public	Campus Location
Université d'État d'Haïti	1820	20,000	Public	Multiple
Université Quisqueya	1988	3,500	Private	Port Au Prince
HELP	1998	165	Private	Port Au Prince

Whereas the institutions are named in this study in an attempt to help further research on higher education in Haiti, the interviewees' identity have been kept confidential and respondents are simply referred to as "the interviewee" or "an administrator," for example. Though each interviewee had a unique personality and perspective, as I will discuss later, I wanted respondents to feel comfortable with their participation in this study and I was interested in their insights into their institution. Identifying interviewees by name had the potential to mitigate this goal. The goal of this study was to identify strengths and learning edges at each of the respective institutions and the participants were informed of this intention.

In total, nine people were interviewed for this study. Three at the Université d'État d'Haïti, three at the Haitian Education Leadership Program, and three at Quisqueya University. The interviews, excepting two which were conducted at another location in Port Au Prince, were conducted at each institution giving me an opportunity to experience each physical location as well. The nine participants of this study came from diverse backgrounds (see Table 4.2). Three interviewees at UEH were all Haitian nationals at varying points in their academic careers. One had been on faculty between 1-5 years, and of two administrators, one had served between 6-10 years and the other for more than 20. At Quisqueya, one faculty member was again in his first 1-

5 years while another had served 11-15 years. The final Quisqueya interviewee was an administrator who had also served between 11-15 years. All were Haitian. Finally, at HELP three administrators were interviewed, two Haitians and one US American. One had served from 1-5 years while the other two had served from 11-15 years. As a result, eight out of the nine interviewees were Haitian, six were administrators and three were faculty. It is important to note that many of the administrators also held faculty posts and had a teaching load on top of their administrative work. Most had studied outside of Haiti though many had obtained their first degree in Haiti. These respondents represented their respective institutions and were careful to identify their own positionality while responding to questions.

Table 4.2

Interviewee Demographics and Experience

Gender	7 Male; 2 Female
Nationality	8 Haitian; 1 US American
1-5 Years at the Institution	3
6-10 Years at the Institution	1
11-15 Years at the Institution	4
20+ Years at the Institution	1
Role	3 Faculty, 6 Administrators

4.2.1 Université Quisqueya

Université Quisqueya (UniQ), or Quisqueya University in English, is widely considered one of the top private universities in Haiti. “Quisqueya” is the Taíno, the indigenous inhabitants of the island during the first European contact, word for the island of Hispaniola (Duany, 2008, p. 30). Founded in 1988, Quisqueya’s motto is ““Hominis beneficio cognoscere et agree;” or "Knowledge and action at the service of mankind." Jacques Édouard Alexis, one of the founders of the university, its first rector, and later Haitian prime minister, has argued that to “penser

l'Etat, penser l'Université”—to think about the state, one must think about the university (Lafont & Pariat, 2011, p. 160-166). Thinking about university, required Haiti to not only consider its important public university but the creation of private schools to help meet the needs of students and society, Alexis contended. Quisqueya’s current rector, Jacky Lumarque, has identified the challenge of taking students from “any of the two official languages of the country, [often] unable to articulate coherent logical reasoning, having never been trained to learn by himself and having not been accustomed to problem-solving practices, ignorant of the culture and history of his country and never even placed in a position to learn to love his country” and “train in four or five years, sometimes less, [to be] a citizen educated, competent, honest, united and able to contribute validly to the transformation” of society (Lumarque, 2015). Yet, this is one of the things for which Quisqueya has earned international notoriety.

The seventy-five acre campus sits on the rising hills in between the ocean, the lower portions of Port Au Prince, and the more affluent neighborhoods of Petionville. The university is designed in such a way that once visitors arrive, pass through security and make their way past the parking lot near the bottom of the property, they find themselves in a pedestrian only campus center. There are outdoor areas for students to relax, common spaces where food is available, and sidewalks to and from various administrative offices, classrooms, and conference facilities. The grounds for the university were once the residence of a former Haitian president (Maguire, 2010). The pastoral space is marked by a large library near the middle of campus whose reconstruction after the earthquake in 2010 was funded in part by the Stiller Foundation (“Université Quisqueya, stronger five years later,” 2015).

Quisqueya was, in fact, deeply affected by the 2010 earthquake. Having just completed building projects funded by \$1.5 USD million in private bank loans, the loss was nearly total. As

Rector Lumarque reported in the hours following the quake, “All the buildings were destroyed, including the Museum which was hosting an exhibition dedicated to the famous Haitian-born painter, Jean-Michel Basquiat, as well as three apartments for visiting lecturers at Quisqueya;” he continued, “We will have to start from scratch” (Maquire, 2010). In 2019, the physical space demonstrates the resolve and resourcefulness not only of Lumarque and his leadership, but the entire Quisqueya community. Soon after the tragedy, faculty and students returned to continue their important work of building an academy in Haiti.

As I toured the campus of Quisqueya, I was also compelled to recognize something else important to this university—the number of external partnerships the university has been able to cultivate. Time and again as faculty and staff toured me between the respective buildings a mention of a partnership with a university in France, or a non-governmental agency based in the United States, or a burgeoning relationship with a governmental project were mentioned. Quisqueya, for example, just signed an agreement with three partners, including Heilongjiang International University in China, to establish the first Confucius Classroom in the Caribbean (Hongbao, 2019). There are signs of international cooperation across the campus.

Finally, I was struck by the number of students engaged on campus. There were students in the classrooms with windows opened to the outside. Students were eating in between their respective daily duties. Students were studying together on benches and in shady places; students were just generally hanging out. Though this may seem trite for a study on universities, this is, in fact, something not evidenced at all schools. I had the opportunity on an earlier trip to Haiti to attend a conference at Quisqueya on journalistic integrity in Haiti; students comprised a large portion of the audience and asked some of the most engaging questions. All of that to say, this activity suggests a vibrant student-life Quisqueya.

Université Quisqueya has six faculties: Education Sciences—Faculté des Sciences de l’Education (FSED), Health Sciences—Faculté des Sciences de la Sante (FSSA), Economic and Administrative Sciences—Faculté des Sciences Economiques et Administratives (FSEA), Agricultural Sciences and the Environment—Faculté des Sciences de l’Environnement et d’Agriculture (FSEAG), Science, Engineering and Architecture—Faculté des Sciences, de Génie, et d’Agriculture (FSGA), and Law and Political Science—Faculté des Sciences Juridiques et Politiques (FSJP).

Within these faculties, students may choose from several paths. Certificate programs are offered in Education Sciences, Economic and Administrative Sciences, and the faculty of Science, Engineering and Architecture. Licensing programs are offered in every faculty excepting the faculty of Health Sciences which offers the sole doctorate (see Table 4.3).

Table 4.3

Université Quisqueya Programs

Faculty	Certificate Programs	License Programs	Bachelor’s	Doctorate
Education	Y	Y	Y	N
Health	N	N	N	Y
Econ and Admin	Y	Y	Y	N
Ag and Environ	N	Y	Y	N
Sc, Eng, Arch	Y	Y	Y	N
Law and Pol	N	Y	Y	N

Master's degrees are offered among some of the faculty and often, as in the case of the education department, in conjunction with another university (Dumay, 2009, p. 95). I will describe a model among the education faculty with a shared degree program later in this chapter.

In the fall of 2018, there were 3086 undergraduate students and 114 master's students enrolled at the school (Cesar, 2018). Of these students, approximately 150 receive scholarships from the university and another 100 receive financial support from outside organizations (Cesar, 2018). As of 2009, Quisqueya had "50 full and part-time and 220 adjunct faculty members" and that only "30% [held] a doctorate" (Dumay, 2009, p. 95). Though updated numbers remain elusive, based on my interviews for this study the number of professors holding terminal degrees has increased. It seems the university is still mostly dependent on adjunct faculty members.

4.2.2 Université d'État d'Haïti

The Université d'État d'Haïti (UEH), or in English the State University of Haiti, is the flagship higher education institution in Haiti. The faculties that now comprise UEH began to form in the 1810s ("Historique," n.d.). The development of the Université d'État d'Haïti mirrored ancient universities though the name suggests a land-grant institution like those seen in Canada and the United States. That is, faculties developed as they gained students, those students would seek assistance from other faculties, and the makings of the university grew as these connections increased. This model was what gave rise to universities like Oxford University and Cambridge University in England and the University of Paris in France. For over a century, this model of higher education served the elite in Haiti. Indeed, it was really the only university in Haiti, public or private, until the 1980s. As Dumay has said, "talking about higher education [for many years] was equivalent to describing the UEH" (Dumay, 2009, p. 58).

The university was formally formed by a governmental decree in 1945 with the merging of several faculties to create the Université d'État d'Haïti (“Historique,” n.d.). This was influenced by a transition from French educational models to US American models that accompanied the US occupation of Haiti (Jacob, 2009, p. 82). Tracing the long history of Haiti, the university again went through changes following its takeover by the Duvalier regime in the 1960s and its eventual untethering from the government in 1983 in an attempt to free it from state control. However, maintaining vestiges of its old and complicated relationship with the government, UEH continues to demonstrate many bureaucratic systems.

Much like other old universities, UEH grew with the city around it. It makes one wonder while in Port Au Prince where, exactly, the university is. Buildings are scattered throughout the city often with non-university buildings right next door. As stated on the UEH website: “The metropolitan area is the headquarters of the central administration and 11 teaching and research units. Cap-Haitien [another city in the north of Haiti] is home to the only faculty of UEH in the province while six other cities have a law school. During the 2006-2007 academic year, more than half of the UEH student population was enrolled in these provincial schools...” (“UEH in numbers,” n.d.). Indeed, the largest campus center is just east of Cap Hatien in Limonade. The campus was opened in 2012 housing seventy-two classrooms in four buildings. Perhaps most interestingly, the \$30 million USD project was funded by the government of the Dominican Republic in the days following the 2010 earthquake (“Haiti Officially,” 2012).

I visited two of the UEH campuses, both in Port Au Prince. The feeling of both were a bit different than Quisqueya with more security at both locations, less of an emphasis on the external campus environment but more physical space for classrooms and offices. The offices in which I conducted interviews were well-appointed. UEH has more students than the other

universities combined, however, on the days of my visit students were few and far between in part because of a prolonged student strike that followed a teacher strike. Strikes unfortunately have occurred as faculty have not received paychecks and students have not received instruction. This is a challenge for the Université d'État d'Haïti system.

UEH continues to hold the place of privilege in the Haitian higher education system. Admission is awarded to students based on a UEH entrance examination and those offered a place within the university are told that their “Education is free and [will] last from four to six years” (“UEH in numbers,” n.d.). This sounds like an ideal system for access to the nation’s best and brightest. However, there are complicating factors such as the exam is conducted in French, free tuition does not cover ancillary student costs and lost revenue, and most notably only a small portion of the State’s budget is allotted to higher education. As I will further detail later in this chapter only 1.17% of the state budget is dedicated for higher education. This represents only .3% of the nation’s Gross Domestic Product (Jacob & Mathurin, 2018, p. 300). What is worse, as the number of students has grown in the UEH system the government support per student shrunk from \$575 USD per student in 2006 to \$273 USD per student in 2010 (Jacob & Mathurin, 2018, p. 300).

In addition to financial challenges created by a State model designed to provide tuition-free access to students while not addressing that enormous financial cost, UEH also struggles living with the identity it maintained for over 150 years and the changing roles and expectations of higher education in society. The faculty remain the locus of the university that operates in many ways like a classical, medieval university. As Dumay (2009) describes:

[T]he facultés of the UEH have traditionally been quite independent of one another. They are physically dispersed throughout the city of Port-au-Prince. They

admit their own students who identify themselves primarily as matriculated in the faculté and less as a student of the UEH. Students and faculty members from one unit do not normally come into contact with those of a different unit. Although all facultés teach some common courses in the first year such as mathematics and writing, those courses are developed separately and offered to students from the unit only (p. 59-60).

This model, it should be noted, however, continues to work well at many of the world's elite universities. It has the potential, as well, to develop strong student-faculty relationships that could potentially propel graduate study.

The university has eight faculties and three institutes. Dumay (2009) provides the best description of these faculties and their respective histories, basic faculty compositions, and concentration offerings (p. 79-88). Rather than recreating his important and impressive academic work, it is here sufficient to say that given that for many years the Université d'État d'Haïti was the university of Haiti. As the university of Haiti it was able to develop the most robust faculties in Haiti in the major academic disciplines. However, as seen in other places in Haiti and described later in this chapter, even the state university has suffered from a lack of resources where academic faculty and staff are often stretched thin.

During my visit I saw the opportunity the Université d'État d'Haïti has likely always held in the country's imagination. The design of a state-sponsored, faculty-led university where the nation's best and brightest could receive formal and informal training from the nation's elite has helped propel many universities to global prominence. Likewise, the medieval underpinnings of this model suggest that current interpreters look for similarity with French rather than American models. Undoubtedly, at times this great potential has been realized. However, as the Université

d'État d'Haïti has been obliged to participate in the changing landscape of higher education where massification is increasing, global intellectual flows often pull academics away from Haiti, and governmental desires for education for the common good rather than just the elite all play a role. Nevertheless, with the support of the state and as the largest higher educational provider, the opportunity, it must be said, remains for this university.

4.2.3 The Haitian Education and Leadership Program

The Haitian Education and Leadership Program (HELP) is an institution related to higher education in Haiti. That is, unlike the universities I have already described, HELP is not a degree-granting institution; not a college, nor a university. Rather HELP is an organization that supports Haitian students as they pursue higher education at various institutions in Haiti. HELP students may be found at the Université d'État d'Haïti and Université Quisqueya as well as a few other universities. Indeed, the goal of HELP extends beyond the university as they aim to “create, through merit and needs based scholarships, a community of young professionals and leaders who will promote a more just society in Haiti” (“Mission and Vision,” 2019). Supporting these leaders as they enter and progress through their undergraduate education is the way in which HELP seeks to realize this goal.

HELP was founded in 1996 by American Conor Bohan. At the time, Bohan had recently graduated with a degree in history from Brown University in Rhode Island and was teaching in a Catholic high school in Port Au Prince. While teaching at the school he encouraged one of his most promising students, Isemonde Joseph, to pursue her dream of attending university and eventually becoming a medical doctor. Joseph, however, was from Cité Soleil, a neighborhood regarded by many as the nation’s most disadvantaged community. With his \$200 a month salary and help from friends and family back in the United States, Bohan was able to provide the \$1000

a year necessary for Joseph's tuition ("Conor," n.d.). Dr. Joseph completed her medical degree in 2005 and earned \$14,500 USD a year as a physician in Port Au Prince ("Our Story," n.d.).

Bohan recognized that Isemonde's story was all too common. There were exceptional students from across the country who were not able to realize their personal and professional capacity due to a variety of issues. As a result, he began to raise more money and form a committee in Haiti to award scholarships to contribute, as HELP outlines, to "a Haiti where every Haitian has access to quality education, the opportunity to live up to his or her potential, and the ability to contribute to a just and prosperous society" (Institute for Development Impact, 2017, p. v). As of 2018, they have helped 161 of the nation's top students graduate. These graduates earn about seventeen times more annual salary than their peers on average. The average annual income of a Haitian collegiate graduate is \$820 USD and the HELP graduate average is \$14,900 USD ("Fact Sheet," 2018). In addition to contributing to the development of the professional class with more financial means, 80% of HELP graduates are working in Haiti. The national average for Haitian university graduates living and working in Haiti stands at 16% ("Fact Sheet," 2018). The statistics and stories indicate that HELP has found an important place in which to support higher education in Haiti.

A student's relationship with HELP, however, is not purely financial. Rather, once a student is supported by HELP they receive access to services that will help them succeed as university students. These services include housing, tutoring, access to a HELP library, textbooks, internship connections, English classes and computer instruction. Students are also, as part of their scholarship, required to participate in the "Citizen and Leadership Program." This is a program through which students develop soft skills as they serve a few hours a week in local, non-profit work. This became a mandatory component of the scholarship program in 2011

and involves 1.5 hours a week of leadership curriculum taught at the HELP student services center and 10 hours a month in community service. The program takes a student through two phases: “leadership inside” in years one and two and “leadership outside” in years three and four (Institute for Development Impact, 2017, p. 3). Through it all students are challenged to identify what it means to be “an engaged citizen” (Institute for Development Impact, 2017, p. 3).

In total, HELP students receive considerable support with four years of:

- University tuition at local universities recognized by l’Agence Universitaire de la Francophonie (University Agency of the Francophone—AUF)
- Lodging in communal dormitories
- Monthly living stipend
- English Language Program (4 years)
- Information Technology Program (2 years)
- Citizenship and Leadership Program (4 years)
- Social and Academic Counseling
- Career and Alumni services, including support in securing internships and employment
- Study Abroad Program (Institute for Development Impact, 2017, p. 2)

As will be described later in this chapter, in my interviews with HELP it became clear that many of these services were offered as the students and staff identified needs not met by universities in Port Au Prince. The Université d’État d’Haïti provides, for example, free or low-cost tuition but what about monthly living expenses? Where is a student from the rural departments of Haiti supposed to live? These questions gain force as, in the case of Dr. Joseph, many students come to university from monetarily challenging places. Beyond this support, however, HELP has recognized the power of co-learning and has built systems where students

contribute to the organization's strength. This happens as students spend their first two years serving within the organization of HELP itself, but it is perhaps most remarkable as students graduate from the program.

In 2010, HELP developed a new program called KOREM to help sustain the organization. KOREM is an acronym for a Kreyol expression--Kontribyson Regilye pou Edikasyon ka Miltiplye, which translates to "regular contributions for the multiplication of education" ("First KOREM Payment," 2015). HELP held a competition for the name of the program and Cassandra Pierre, class of '18, offered this winning suggestion. KOREM provides a way for students to assist the organization once they have realized the benefits of the program. With KOREM students may "pledge to contribute 15% of their income for the first nine years of their careers after graduation" ("First KOREM Payment," 2015). From 2015 to 2018, alumni gave back over \$42,000 USD to HELP through this program.

Whereas the Université d'État d'Haïti draws from historic, French roots, HELP feels decidedly more American. The HELP Center, located near several Université d'État d'Haïti buildings in Port Au Prince, feels like a student think-tank or an organizational start up. Like Quisqueya, one gets the sense that this space is for the students. During my interviews, students were enjoying the outdoor spaces studying on their own or with others. There were students meeting as groups in the area used for larger group meetings. Students were accessing the HELP library. Also, with the Citizen and Leadership Program, students were not only there preparing for their coursework; many were working at front desks, filing, helping with upcoming plans, meetings and more. This looked very much like universities across North America where students often have work-study or other studentships across the university offices. And all of it contributed to the feeling of collegiality at HELP.

There were also HELP facilities offsite that I did not tour. HELP administrators learned early on that one of the challenges for students, particularly those coming from departments outside of Port Au Prince, is finding safe and adequate housing. To help with this problem, HELP offers rooms in communal houses owned by HELP to students receiving their support package.

4.3 Motivation Behind Innovation

The sites described above are important to this study. Institutional history, current political will and even proxemic communication are all important to understanding the life of higher education in Haiti. An analysis of the sites, however, would be incomplete without some consideration of the leaders who participated in this study. As I explained in Chapter Three, I assured interviewees that their responses would remain confidential. This was done to encourage their participation in this study. I have provided general demographic information on the respondents. Detailed information regarding the interviewees would not greatly advance this project, however, their perspectives have been central to the findings. Most notably, the ways in which interviewees demonstrated their personal willingness to transform ideas as they sought to realize perceived opportunities shaped the results. These leaders transformed ideas into methods, devices, practices and ways of seeing situations that were innovative. The interviewees demonstrated that as educational practitioners, they are leveraging their abilities to provide excellence in education.

During the interviews, I consistently found that breakthroughs in identifying how these practitioners were innovating often involved their respective passions. Often this came just before the halfway point of the interview, as trust had developed. Identifying the leader's passions proved the most insightful as to why these practitioners did what they did. Most of the

time these educators took on additional responsibilities or projects because they believed it would work with little assurance of financial reward, greater job security or other external rewards.

Scholars have long worked to understand motivation. Abraham Maslow proposed a hierarchy of needs where higher levels of self-actualization are only realized after most physiological needs are attended (Maslow & Lewis, 1987). Douglas McGregor (1960) argued that managers could view motivation in work either from an “X” mindset whereby they assume workers do not wish to work, avoid responsibility, and value security or they could view it from “Y” perspective where managers believed that workers received satisfaction from work, would apply creativity, and could be entrusted with self-direction (McGregor, 1960). David McClelland examined intrinsic motivation in high achieving individuals and BF Skinner looked for signs in individuals’ responses to causes and effects in his theory of operant conditioning (McClelland, 1965; Skinner, 1971). Research in motivation theory has been extended by researchers working in the developing world where Opara (2014) notes that it is “necessary to study the traditional Nigerian worker very closely to be able to identify his preferences, instead of relying on speculations which are western in orientation and philosophy” (p. 102). In this context, Opara has demonstrated that “beliefs, norms, rituals, traditions and sagas of the Nigerian worker determine what motivates him at work” (Opara, 2014, p. 102).

In a mixed methods study on worker satisfaction in Haiti, researchers found that the two main factors in employee satisfaction were: “1) *Feeling valued*: feeling valued by colleagues, management (in terms of providing job security), and, most important, by program beneficiaries; and 2) *Confidence and enjoyment of work*: confidence in one’s abilities, enjoyment of work, and ability to make a positive contribution” (Menon, Mbuya, Habicht, Pelto, Loechl, & Ruel, 2008,

p. 636). Feeling valued and enjoyment of work ranked higher than satisfaction with salary, the fourth factor. Likewise, several scholars have identified direct links between compassion and quality vocational public service (Walumbwa, Christensen, & Hailey, 2011). As research in “authentic leadership” continues to grow, the message is clear, leaders and their motivation are essential for realizing organizational and structural change (Lloyd-Walker & Walker, 2011; Valsania, León, Alonso, & Cantisano, 2012).

Authentic leadership proved important to the results of this study. As a result, this chapter would be incomplete without some overview of this element of the leaders’ responses. Balancing both the confidentiality of the interviewees and the opportunity to demonstrate how these passions helped sharpen insights into innovation, I offer three representative examples below. These narratives are consistent with research that contends that both internal and external motivations are necessary for educators in Haiti. Likewise, there is strong evidence of compassion and the belief that they are making a positive contribution that is well-received by others.

At HELP one interviewee’s passion was palpable. Herself a graduate of the program, she said:

I do this because I really feel fulfilled by HELP. I remember when I finished [with my degree] I thought if I didn’t have HELP I would not have gone to the state university.

That wouldn’t have been easy for me and my family for one thing. But second, I think HELP has given me so much more than just a university education. It is worth so much more.

She went on to say:

Also, I feel like there are so many people like me in Haiti, so many people. When we do the processing, it is heartbreaking. I hate it. If I could just take all of them. Because there are so many people with amazing stories, and then you see yourself in the eyes of these young people. And sometimes you cannot even find a good reason to tell them no. What HELP is doing in Haiti is what Haiti needs.

As she strained to share her passion, she found an example:

There is so much to do in this country. And for me it is so easy to do things in Haiti because nothing is being done. So, if you focus on an idea you can make an impact. I feel like our youth are not exposed to how they could change their life. I am very passionate about that.

Her service at HELP connects with the passion she identified—assist the country by exposing youth to new possibilities.

During my interview with a faculty at UEH, he shared something about which he was passionate—helping Haitians become connected to their culture and community. He said:

I grew up in a village that did not have TV and radio. It was in the 70s and 80s. There was no internet and no electricity. School was in French; lessons were in French—no one in my family spoke French. So, I had to recite French all alone.

In Haiti there were four seasons [or so we were told]... We heard about winter, autumn, spring, summer... But this was confusing to me. So I asked a teacher what does this mean? –what does winter, autumn, mean? When I asked the teacher he couldn't answer and so he whipped me. The teacher was uncomfortable because he was from that village, too. He did not know what it meant either. But we were trained with rote memory. You

said it because it was there. ... When you are educated in this context, the risk to be disconnected from your immediate environment is high. You remember what Plato and Socrates about education? Education is the thing; it is the actualization of individuals to become autonomous. This is why they are confused about the real and the apparent in the cave. Do you remember this? Yes, this is a key point about education.

He went on to say:

I have a PhD [in the social sciences]. I have done my studies in health inequalities. I have done international health research for [an American Ivy League institution]. Taught at [a well-known Swiss university]. I came back to Haiti to do my part. Now I am working in the state university.

As he works at the state university, he brings the convictions formed in his youth to his scholarship and interactions with students. His professional work is focused on how students may connect with herself or himself, the community, Haiti and the wider world of scholarship.

A Quisqueya professor has devoted the majority of his professional effort to addressing systemic and structural issues within higher education in Haiti. When asked about his passion, he said:

You know if we try to mix together everything that has been said around the table here today, we should understand that we need to go over the curricula and make sure that we are producing another kind of man in touch with the territories, another kind of man with another mindset, a man with the mindset of not to take a job but to make a job, and then connect entrepreneurship with profile, it is a bit complicated but simple in our mind because it is possible. And as we said one moment ago, that they are prepared for abroad,

overseas and for here. That we have to connect them to a program. We need to reconnect them with the appropriate mindsets.

Searching for the place where he could most impact this vision he said:

But transactional operations with scholars like us [like adjunct work or teaching loads directly related to compensation] then it is not a win/win situation. As I have responsibility over the country I give a part of my time to that. We need to create a new higher education system, a system that is more complex than what we see here. When you ask me to supervise post-graduate student research and you pay me exactly the amount of time I spend in class, you kind of deal with me in a way that is not profitable for me. So, it is more profitable for me to take my time and write a book that is going to be making money and knowledge for eternity. Providing knowledge for the rest of the world. So university roles here that have teaching, research, service to the community and accompanying students were not often [seen] in the last century. The university today here is very far from this mission.

Innovations from this leader have come in the form of books, articles, collecting data and providing some of the best research on higher education in Haiti available. Though lucrative financial streams are not readily apparent with this work, this research could help change the trajectory of higher education in Haiti.

In the end, almost all of the respondents spoke in some way shape or form about helping capture unrealized potential in Haiti and in higher education. Likewise, this motivation almost always came from some deep civic and communal conviction. As another faculty member said, “The train for humanity is to have better expectancy of life, to have better income, have better technology to improve our life quality. So, we need to develop an educational model taking into

consideration—it is not a question of money, it is a question of vision.” This vision was shared by most of the educational practitioners—improving the quality of life in terms of connection and possibility.

4.4 A Framework to Identify Innovation

In the previous section, I provided a broad overview of the contexts of each of the three institutions where I conducted interviews and gave some insight into the interviewees themselves. In this section, I address how I organized the themes that developed during the coding process. As I mentioned earlier in this dissertation, my first research sub-question is “How is innovation demonstrated in ideas, methods, or devices in higher education in Haiti?” This is, by design, a wide research question. Likewise, as I examined the materials collected during my research, I found many points of intersectionality along the way.

As I mentioned in Chapter Two, the process of coding the transcribed interviews involved two cycles. In the first cycle I ascribed codes to sections of the transcript using the subcoding or “nested coding” technique where I ascribed a “parent code” to a section of the text and then assigned a “sibling code” to indicate a more descriptive meaning (Saldaña, 2013, p. 77). This helped identify frequency across interviews and institutions. In the second cycle, I assembled these nested codes according to pattern codes. Rather than looking for descriptive labels, which is more the focus of the subcode strategy in the first cycle, in the second cycle I used pattern codes to identify major themes, theoretical constructs, and networks of relationships in an attempt to “not only organize the corpus but attempt to attribute meaning to that organization” (Saldaña, 2013, p. 209). It was also at this stage where I was able to drop codes that proved to be less important across the whole.

When moving from the first and second cycle of coding, I was assisted by the research design established by Louise Michelle Vital in her own doctoral work on Haitian educational leadership (Vital, 2015). In her effort to organize her research findings, Dr. Vital first named challenges facing educational leaders and then identified strategies they used to overcome those challenges. As I experimented with various organizing pattern codes, I increasingly appreciated her approach of locating focused strategies as they related to larger themes. I am indebted to Dr. Vital's insights both in terms of results and approach. I did not, however, find as much utility in setting strategies alongside perceived challenges. For one thing, being a non-Haitian, my perception of what is "challenging" might not prove to be so. Take for example the poly-linguistic culture. Not being fluent in either language, I am not certain how challenging it is for students to move from Haitian Kreyol to French. I might miss the mark by either outsizing the challenge or explaining it away too easily. Secondly, I labored to integrate an asset-based approach in my interview questions. It seemed to me that challenge began with the deficit in view. That is, when one is focused on challenges, the focus is on the hurdles one must jump in order to provide high quality higher education. Whereas there are many who would justifiably explain the situation this way, including many of my interviewees, I wanted to hold the possibility that by approaching it from an asset view this might allow the interviews to move more quickly to what the interviewee found exciting or interesting. Indeed, my second research question used the language of "opportunity" and often proved to help unlock key themes in several interviews.

Throughout this study I have labored to describe the potential utility of the word *innovation* as it has a wide aperture capable of catching all of the unique and creative approaches educators, and particularly educators in the developing world, demonstrate on a daily basis. It is

a term well-received in the global North and West where *innovation* harmonizes with optimistic visions of advancing educational pursuit. Yet, in this study, the word did not prove as helpful in conversations in Haiti. That is, when I deployed the word in interviews, it did not seem to be the best to illicit response. It was not that the interviewees did not understand the word; it seemed rather that it was too enigmatic and unhelpful. Perhaps, as I will explain further in Chapter Five, difficulty lies in Darwinist colonial freight the word still carries. The word *opportunity*, however, proved much more helpful.

As a result, I developed a model similar to Dr. Vital's while holding onto the concept of opportunity and expanding it beyond the interview questions to be an organizing principle. This proved the pattern code that was the most useful to organize the nested codes. With those opportunities in view, I then described the focused strategies educators were deploying to realize the hope they held.

Focusing on opportunities greatly assisted my research project. In the interviews, that posture often allowed me to press beyond usual discussions of the difficulties of working in Haiti. Methodologically, it sometimes meant that I arrived at an organizing theme after a focused strategy was identified. Take, for example, a comment I commonly heard at UEH noting that there is a need for better facilities like a centralized library or scientific laboratories. When I pressed further to ask why an interviewee identified those things, the conversation at times elevated to discussions of raising Haiti's profile in the international academic world. That is, the desire for facilities by educators was not simply to overcome a challenge of older buildings or to replace what was lost in the earthquake; the real desire behind these comments was propelling Haitian academics. Likewise, these opportunities were identified by the

interviewee. The organization that follows in this chapter follows this approach—opportunities and strategies.

In total, I identified five opportunities described by the interviewees across the institutions reviewed. Leaders at these institutions are working to define the “good” of education both privately and publicly, leverage international support, encourage students (and graduates) to stay in Haiti, increase student support service, and secure validity while relying on local expertise. In the chapter that follows, I identify each of these opportunities and then describe the strategies leaders and institutions are deploying to realize the aim.

4.5 Opportunity One: Define the Good Personally and Communally

Educators wrestled with the tension between the public goals of higher education and the personal aspirations of the student in each of the interviews. Whereas this is a well-known tension in universities across the world, it has a unique accent in Haiti. Many Haitians leave the island to find better educational and employment opportunities for themselves or their children. In these circumstances the promise of private good is alluring as individuals seek to realize better incomes, living conditions, or the opportunity to stretch personal capacity. Conversely, and at times paradoxically, many choose to stay in Haiti or move to the country because they are committed to the communal good and see the value in staying and investing locally. Sometimes these are people who have left for a period of time but, for a variety of reasons, returned to Haiti. Many times these individuals will speak of “doing their part” for the good of the country. Though many researchers speak of the tension between public and private good, it seems to have more force in Haiti because the possibility of having both seems less likely. Yet, in the interviews I conducted, many faculty and administrators see an opportunity to realize both private *and* public good and strain to convey this opportunity to others.

It must be noted that neoliberalism continues to play an important role behind conversations of public and private good. Neoliberalism rose to prominence in the 1980s as a reaction to post-war Keynesian economics (Dean, 2008). In this understanding of the world, economies do best with free markets and limited governmental interaction or oversight (McCarthy & Prudem, 2004; Palley, 2005). Neoliberal thinking believes that growth is most possible with the least restrictions and quantifiable in Gross Domestic Product, stock prices, and the increase of personal wealth. As Susan Santone (2017) notes:

Another tenet [of neoliberalism] is individualism. In neoliberal thinking, individual effort pays off and that those who are *successful* have worked the hardest. Likewise, those who are *unsuccessful* deserve it due to character deficits such as a weak work ethic. This is deficit thinking, a way of understanding the world that recasts social problems (such as inequality) on defects and failures of individuals (p. 64).

Sanstone goes on to identify two outcomes in the world of education caused by neoliberalism; what she calls the “domination mindset” and a form of educational social Darwinism (Santone, 2017, p. 65).

These neoliberal approaches, and the individualism they support, have had the effect of privileging the private good over the public good. Several scholars have warned that this move will weaken academics (Naidoo & Williams, 2011), erode critical analysis, moral judgments, and social responsibility (Giroux, 2010) and create a counter-egalitarian academic community where those historically underserved remain relegated to the sidelines (Dardar, 2012). The need to reinsert strong notions of the public good in university life is all the more pressing. Botman (2012), a professor at Stellenbosch University in South Africa argues, “in societies characterized by gross inequality, there is a great need for human development” (p. xiv). Botman continues,

Emphasizing the public good is a choice for the marginalized, for the poor, for struggling communities. If universities choose to follow this route, their influence starts growing because they are no longer just impacting on the terrain of policy but concretely contributing to the remaking of the world (p. xiv).

Neoliberalism's role both in society and university continues to have influence. However, as Botman (2012) and others argue universities have a critical opportunity to emphasize the public good for marginalized communities.

4.5.1.1 Dismantling neoliberal notions of university.

Leaders interviewed in this study demonstrate a willingness to dismantle liberal and neoliberal notions of university. Indeed, as they continue to wrestle with the impacts from the onslaught of foreign involvement after the earthquake, these leaders live daily with societal discontent that has led to protests, riots, and an unstable political situation. In the midst of these strategies they are working to develop strategies, outlined below, to realize both aims of private success and public gains concurrently. This appreciation of both the private and public good of education has taken time to develop in Haiti. As one of the respondents in administration at the state university said:

You know there is something very specific I think we should never forget about the function of higher education. The main function of higher education is to produce the elite to lead the world.... Because the international elite should be able to connect with each other no matter where they come from.

Because the process is that they are in a place where they can share and collaborate with each other and do what they have to do. Because it is up to you coming from Haiti to know what you are going to do to keep your country moving up.

That doesn't mean you have to disassociate yourself from where you come from. And you know that you have the obligation to move all of them with you because, of course, your position.

Indeed, this seemed to be an issue with which faculty and administrators at UEH wrestled often. Another faculty at the state university said, "The education system [of UEH] is designed for an academic system for elite; not adapted in to life in Haiti." This is demonstrated in the structure of the university. Students are provided instruction that is nearly tuition free. Graduate studies are largely self-directed and the university awards the work of scholars, able to produce their research and writing with funds from beyond the university, with advanced degrees. The vestiges of the medieval models continue to inform the university both in terms of structure and curricula. This role, however, began to shift eighty years ago.

The same leader who identified the traditional role of the University of Haiti as to train the elite went on to say:

What happened in Haiti and as I said the situation has evolved since the US occupation of the country in 1915. And this question introduced into the country a new understanding of the old world. Also, a new approach of the country....

So, with that there was a clash in the building of the education system in Haiti. The education system in Haiti was quite built on the elite aspect. But after the occupation we were trying to get a broad understanding of the real need of the people. Because with the occupation we really focused on the need of the countryside.

So there is based on that a new dynamic in the education system. But the education system was in a difficult situation to integrate that. We were not fine with the occupation

and what the education brought it was quite difficult for the people in power to integrate that.

As a result, the government developed a two-tier system with elite higher education being delivered at the traditional campus in Port Au Prince and new, regional institutions that provided for more access to education. Yet the question of private or public good very much remains unanswered at UEH, with one administrator saying: “Is it [education] a private or a public good? ... it is what we ponder.”

4.5.1.2 Private good that leads to the public good.

HELP is likewise aware of this tension but approaches it in a different way. Much of the material from HELP discusses how an individual student, once a graduate of HELP, is likely to make many more times the salary of their university peers. Individual stories are told and the number of students benefitting from the program is often highlighted in materials. This seems very much an appreciation for the private good afforded by the program. Yet, leaders within HELP readily talk about their work as directly contributing to communal and national public good. One leader said:

[One of the reasons] why I love HELP, [is because] these are the people that will have the engagement and the energy. They are the ones who will know how to make things work in the community. And certainly anyone who studies progress, democratic progress, social progress, it comes from the middle-class.

We are always like “I hope it [Haiti] will get better” but you know what is the reason for my hope? ...I just really believe that investing in human resources is the true development of a nation.

HELP boasts that over 80% of their graduates remain and work in Haiti. In speaking about HELP's role in Haiti a leader at HELP commented:

[O]bviously 50 students accepted a year is just a drop in the bucket, so scale is the main thing. The other thing is creating positive network effects with our alumni especially. We know how powerful these are, this is how you can get things done, this is how you develop lasting relationships, create businesses that actually work. It is one thing to create a group of individuals who are becoming middle class and doing okay for themselves, but how do we connect them together? We now have 220 graduates, with over 23 years of functioning, so connecting all of these together is another big opportunity.

Students who come out of HELP share the same ethical vision and have been trained to think that it doesn't have to work a particular way.

The strategy of HELP is to cultivate both the private and public good of higher education.

4.5.1.2 Nation building beyond neoliberalism.

Quisqueya, as one faculty member shared, started with vision for both the nation and the individual student, saying:

It (Quisqueya) started because there were a lot of students here going to the Dominican Republic. It was thinking "well, if we do have all of these human resources here so how can we let our students go to the Dominican Republic?" So it was a partnership with some people in this country that had money. So they invested.

The rector of Quisqueya, Jacky Lumarque explained some of the ways the university maintained its commitment to both personal and public good twenty-five years after its founding, saying:

We have certainly believed in numbers, diversified our programs and research laboratories; introduced several institutional innovations; strengthened our partnerships with businesses; increased international cooperation but also with Haitian institutions (Lumarque, 2015).

And the numbers have been impressive. The university developed in 2011 a Center for Entrepreneurship and Innovation that by 2015 had “trained a thousand young academics in business plans, helped formalize nearly 200 companies” (Lumarque, 2015). The university had developed several new doctoral programs, created publishing platforms for academics, built a new library with a focus on technology—all done within five years of being nearly destroyed by the earthquake.

Near the end of his address, however, Rector Lumarque moved beyond the university’s strivings and accomplishments to detail why this work began, saying:

Material misery is unworthy of the human condition. Our training and research and extension programs should aim to increase our capacity to create wealth, not to reduce, but to eliminate material misery.

But even more serious is the moral and intellectual misery. This form of misery is unworthy of the condition of Haitian, given our undeniable contribution to the history of humanity.

Are we revolutionaries? No. This is not our favorite job, as an academic.

But we can prepare a much bigger and more radical revolution, if we act at the level of ideas, at the level of knowledge. Here we are in our role (Lumarque, 2015).

By focusing on access to excellent education, Quisqueya is laboring to change the course of Haiti. The balance between private and public good is readily apparent.

In Haiti, as in the US, the question over who receives the benefit of higher education continues, appropriately, to move somewhere between the two extremes. Opportunity lies, however, in elevating both. Haiti's colonial past also shapes the present. The historic French models tended more toward public good with its valuation of free university and the cultivation of the country's elite. American models, shaped by more recent trends in liberalism and neoliberalism, tend more toward the private good where participants should also then be expected to financially contribute to their education. With the opportunity of realizing both the private and public good of education, Haitian institutions are innovating strategies.

4.5.1 Strategy #1: UEH, Extend Access Beyond Port Au Prince

The most obvious way the state system has attempted to move past its historical focus on only the elite has been to develop campuses beyond Port Au Prince. Provincial schools in Haiti connected to UEH have been developed across the country much like land-grant institutions in the United States that have lived alongside and vied for the prestige of historic universities. Many universities founded on medieval principles similar to UEH have not been as compelled to participate in this more difficult work but rather the University of Paris, Oxford, Cambridge, and more have kept systems very much like that designed at UEH's inception. This opportunity is complex and necessarily rooted in the unique location of Haiti.

The university has developed eight law faculties across the island: Jacmel, Les Cayes, Fort Liberte, Gonaives, Cap Hatien, Port-de-Paix, Hinche, and Limonade. Campus Henri Christophe de Limonade is the most robust of the extension campuses hosting nine faculties. As previously mentioned, the campus was built with the financial help of the government of the Dominican Republic, and it has possibilities unavailable in Port Au Prince. As one administrator said:

They have a big piece of land [in Limonade]. Some dream to have all of the faculties there in one place... When we analyze our strategic plan for 2020 we think we have to make many things like a central library for all faculties; canteen for students; health insurance for students. This is harder to do in Port Au Prince than in Limonade.

The catalyst for developing schools in the departments grew out of the desire to respond to the population both inside and outside of the nation's urban areas. As one UEH leader described:

[T]here was a clash in the building of the education system in Haiti. The education system in Haiti was quite built on the elite aspect. But after the [US] occupation we were trying to get a broad understanding of the real need of the people.

As a result:

The system was divided—the rural had one way and the city had another.

Two ministries were governing the system—the rural one [was run by] the ministry of agriculture; and the department of instruction was governing the cities. And from 1931 to 1978 there were these two departments running the separate sections in Haiti. [Now] you have a kind of mosaic which is the state university of Haiti with 24 entities inside of it—with faculties in PAP, Limonade, and other provinces.

The creation of higher education options for those outside of Port Au Prince resulted from the desire to move beyond classical models of only training the elite. Integrating these faculties into the existing network, however, has proved challenging. Yet, it is clear based on these interviews that several administrators and faculty have hope that with extensions in places like Limonade, the University of Haiti might be able to build more services that have proven difficult to realize in Port Au Prince.

4.5.2 Strategy #2: HELP, Positive Network Effects

HELP is convinced that developing “positive network effects” helps not only HELP students but the country as a whole. Describing employers, one HELP leader said:

[There is a] paradox in the labor market. Take unemployment, what is the rate of unemployment [in Haiti] like 90% or something? But the thing is that with the big industries, they are actually importing talent. And we are not even talking about director-level talent, we are talking about middle-management level. You go to the grocery store; you go to the resorts you are seeing people from the Philippines that are coming here for middle-management positions.

That is a travesty and it doesn't make sense for businesses. So that is why we pull businesses in so that they can see this also. And that is why people donate to HELP.

Because if you can replace some of these foreign workers, they can save a lot of money.

HELP has worked to engage the business community as early as the application process. HELP is likewise working to develop more internship opportunities with the government. One of HELP's goals is to engage this community in the higher education process to increase networked connections and get students engaged with employers before graduation.

The positive network effect also relates to HELP's own students. Through leadership courses, communal living, and shared experience, HELP students are learning to work together and develop personal and professional relationships that will extend beyond graduation. The power of this networked community was described by one HELP leader when she said:

One of our former colleagues said, “we need to stop thinking about HELP as an organization and instead as a social movement.” I really think that that is powerful because, yes, we are a part of it but we are leaving leadership to students.

Leveraging professional relationships both between students and the wider professional and governmental world of Haiti, in HELP's estimation, will increase private and public good.

4.5.3 Strategy #3: HELP, Citizen and Leadership Program

Students receiving support from HELP are required to participate in the Citizen and Leadership Program. Mentioned during the description of HELP earlier in this chapter, the program is designed to train a student using a "leadership inside" to "leadership outside" model that takes place over the students' academic career. The program was launched in 2010 in an attempt to develop "soft skills" necessary for leadership with the goals of developing the following:

- self-awareness (identifying with socio-economic and cultural background as a source of pride, rather than shame)
- enhanced critical thinking skills and communication skills
- stronger community engagement / community organizing skills
- heightened awareness of the importance of diversity, and the ability to engage in controversy with civility
- a more developed sense of leadership identity and self-identification as change-maker.

(Institute for Development Impact, 2017, p. 2).

Students volunteer in the community 10 hours a month and work with a Leadership Program Manager to track their service.

One interviewee, a graduate of the program, said:

[HELP] partner[s] with organizations like YMCA, YWCA. We also have a project with my social enterprise. Students can go to different projects. They do tutoring for high

school students where they can be teaching them English. Like for myself I started a literacy program with children.

Engaging with volunteerism while studying helps shape the ethos developed during a students' participation in the HELP program. This volunteerism also ensures that the student remains connected to the wider Haitian community while in school.

4.5.4 Strategy #4: UniQ, Quality Instruction in Haiti

Quisqueya's contribution to this opportunity has been to labor to create a quality institution in-country. From its founding on the conviction that students should not have to leave Haiti to receive access to a high-quality education, UQ has labored to build a university worthy of its opportunity. One of the primary opportunities for the university, according to Rector Lumarque is to challenge "the seeds of a new national and international order that tends to infantilize Haiti and keep it wrapped up in a fallacious circle of development projects. Development aid that does not lead to development..." (Lumarque, 2015). Rather, students and faculty at Quisqueya are challenged to "weld together as a university solidarity community and [be] committed to the ongoing foundation of a Haitian society..." Warning that "we are under the threat of a new form of slavery more subtle, more sophisticated, more modern. Our battlefield, as an academic, is that of knowledge, of ideas. In this sense, we are engaged in an endless struggle" (Lumarque, 2015).

The cultivation of a robust institution, therefore, has been the strategy of UniQ to realize this opportunity. The number of graduates, schools, awards and external partnerships all speak to their success in realizing these aims. Quality has been a focus of the university from the beginning as one faculty indicated:

Quisqueya is the kind of university that respects itself. So, it is a rare institution where you can find full-time professors. Most of them, I would guess 60 or 70% are PhD—So that is the kind of thing that universities in France or Canada like to see.

That emphasis on quality has likewise contributed to its reputation with another faculty reporting:

Let's say you are living in America and a student just asks you to support them. Let's say they say they are going to study at the University of Port Au Prince, for instance, if you know the reality here you might say no, because you have no idea of the deal that can be made between this university and you so I am going to direct you to Quisqueya instead. Because Quisqueya is not going to make a bad deal for students. So the institution has integrity.

The reputation of Quisqueya is one of its greatest strengths and it should be seen as a strategy to realize this opportunity. Building a high-quality institution of higher education to provide access for students in Haiti is certainly helping realize both the public and private good in Haiti.

4.6 Opportunity Two: Leverage International Support

The relationship between Caribbean nations, Haiti in particular, and the international community is complicated. Marked by a recent colonial past and often divided by language and currency, the small economies of the Caribbean are vulnerable in an increasingly globalized world. Trade blocs came to define the Americas and Europe in the 1990s: NAFTA combined the US, Canada and Mexico in 1994; the European Single Market was created in 1993; Bolivia, Columbia, Ecuador, and Venezuela created a free trade zone in 1993. The Caribbean Single Market Economy (CSME) was formally launched in 2006 and aimed to create space for the

“freedom of movement of goods, services, capital, business enterprise and skilled labour within an area bounded by a customs union” (Girvan, 2006, p. 6). Largely, though, these aims have not been realized. Haiti has likewise had a tumultuous relationship with CARICOM (Jules, 2012). Functionally this has meant that many small, Caribbean nations have been forced to live in a world of large economic blocs where they have little power.

As Jules (2012) describes the predicament for small nation states in the Caribbean in this environment:

- the security of small states is especially at risk in the face of outside interference and criminal activity at the international level;
- control of trade terms are minimal;
- small states do not determine global interest rates and therefore they are at the mercy of debt servicing international knowledge banks;
- small states are dependent upon technological knowledge from outside;
- small states can become dependent upon external sources in all areas, and;
- small states are at the whims and fancies of industrialized countries in that they can snatch up the skilled and experienced peoples in the region (p. 180).

The relationship with the international community is complicated.

The Caribbean has also been affected by foreign “aid.” The US has been particularly involved in the region. In Haiti’s case, though the US did not recognize the country as a sovereign nation until 1862, over 50 years after it won its independence as the result of a revolution from its European colonizers in 1804, the US invaded Haiti in 1915. The US military remained in Haiti until 1934 concerned about its large debt to its France, and growing German economic interests in Haiti (Renda, 2001). The Caribbean became important again to the US

during the Cold War but “after the collapse of the Soviet Union in 1991, American aid began to fall sharply to the point where the Caribbean began to feel ignored” (Palmer, 2008, p. 140). Since then, foreign aid has come to Caribbean nations as they have faced tragedy, as in the 2010 earthquake in Haiti, or in tourism, or apparent benevolence. But this has led one researcher to ask if foreign involvement that has contributed to economic and political instability is the result of “misguided directions, mismanaged models, or missed paths?” (Conway, 1998, p. 29). Whatever the case, this is the complex world in which Haitian administrators and educators work.

Many institutions across Haiti have worked with the international community to strengthen educational options in country. In every interview I conducted, there was some mention of an international partner. Discussion about international support in education in Haiti ranged from financial support given to individual students and schools to more sophisticated partnerships at the university level. As will be described in the fifth opportunity, the relationship with international collaborators is often complicated but it is certain that the international community provides access to support. Indeed, given the size and geo-political influence of Haiti, higher education in Haiti compels international cooperation. Each of the organizations reviewed here utilized international partnerships. Furthermore, each looked to these partnerships in at least two ways: financial support and student opportunity.

4.6.1.1 Maximizing minimal investment.

That said, it is clear that foreign investment and benevolence in Haiti is not often directed toward higher education. As one UEH interviewee noted:

[A]t the end of the day, from the rest of the world, you see what I am talking about, between 2010 and 2015 \$578 million USD has been disbursed in Haiti in education

between 14 and 20 donors and “technical partners”—I don’t like the word. Two-point-two million [USD] has been diverted to higher education. Which means that we are alone and we have to finance higher education.

That is, in the days following the earthquake when the international community invested in Haitian education, higher education received, according to this interviewee, .003% of those funds. International funding partnership, therefore, often comes in the form of buildings at university campuses, individual student scholarships, and projects with fixed timelines. There remains opportunity for those relationships to expand and each of the Haitian institutions interviewed demonstrated interest in expanding those networks. Another method for leveraging this opportunity is to use international support to expand professional and scholarly networks. An administrator at UEH hinted at this saying:

[What we] have to do is to really understand the new, not the new model, but the new standards of the university in the 21st century. And trying to understand that and organize ourselves in light of that. Because you need to produce leaders not only for this country but leaders that can respond and understand the other leaders in the world.

To get the result there is a need that we collaborate with worldwide bodies that know how to define universities. Their approach should be integrated. We need to be in touch with other universities to know the standards.

Keep in mind in that what we are proposing is in a long line of tremendous effort. We have worked very hard.

The international community holds some opportunity for institutions in Haiti. These are few of their most interesting strategies to leverage this opportunity.

4.6.1 Strategy #1: HELP, Donor Dollars for Student Tuition

Approximately 90% of HELP's funding comes from international partners, donors primarily in the United States. Donors are asked to contribute to the program at various levels of support: they may give \$120 a year to cover school supplies, \$1,200 a year to cover a student's room and board, or \$10,000 a year to provide a full scholarship for one student and more. As one leader explained:

What HELP is really doing is something that changes the trajectory of these kids and their families permanently. It is a very sustainable intervention. It is expensive because it is university and it is one person that you are investing tens of thousands of dollars in, but afterwards they are going to be able to send their own kids to school. And if we can help train them to address the needs of Haiti, this is a huge win for the society.

At HELP, it takes approximately \$10K USD per year to support one student. Three-thousand dollars to four-thousand dollars USD goes to the university. One interviewee outlined the other costs:

The scholarship covers tuition, dorms, monthly stipends, advising, carrier services, internship/job placements, professional training and our HELP courses. And all of the advantages because we have a lot of people who come here to give conferences, the tutoring program. It is the whole package.

This money helps provide significant tuition revenue. In HELP's case, it means with the 160 students currently enrolled, with an average of \$3,500 per student in tuition, over \$550K USD tuition dollars are funneled into Haitian universities every year. In the case of Quisqueya's education department, for example, of 6% to 7% of the students are financed by organizations like HELP. Another administrator confirmed this assertion estimating that, of the 3,002 students

studying at Quisqueya, approximately 225 students were receiving support from NGOs. One hundred of those students are from HELP making it, by one leader's estimation, "the highest single payer at Quisqueya." As a comparison, the university itself offers 150 students scholarships. However, these scholarships operate as a cost reduction rather than endowed scholarships. In sum, the money represented by HELP's attraction and disbursement of international funds not only assists HELP but much of it directly flows to Haitian universities.

4.6.2 Strategy #2: UEH, UniQ, Funding for Facilities

In each location where I interviewed, respondents could point to physical structures provided by international donors. At Quisqueya, it was reported that the library was built with contributions from the Stiller Foundation. The university has also leveraged other governments with a faculty pointing at a classroom building and saying, "Okay, for instance if you look at that big building, it was funded by the Kellogg Foundation and then from the ministry of education from France." UniQ was very aggressive in harnessing the power of international donors for buildings as well as learning initiatives mentioning in addition to those above, the Taiwanese government, the German firm IPC, the Smithsonian, US NGO Amurt, the City University of New York, and Cornell University. There are undoubtedly more; these were simply the ones that emerged during interviews.

UEH, has likewise benefitted from international partnership to help with facility construction. The campus of Limonade, already mentioned, relied on a \$30 million gift from the Dominican Republic (Downie, 2012). As P. Yves Voltaire describes:

Le don du peuple dominicain, orchestré par le président Leonel Fernandez Reyna, de l'Université du Roi Henry Christophe à Limonade, tout en montrant ce que peuvent faire la volonté politique et la solidarité internationale dans le domaine, met le doigt sur les

plaies de l'enseignement supérieur haïtien et offre une opportunité d'y trouver des remèdes au moins dans la région du Nord (2013, p. 50).

A gift of the people of the Dominican Republic and orchestrated by President Leonel Fernandez Reyna, Voltaire says the gift not only shows the importance of international policy and solidarity, it also provides hopeful opportunities for remedies in the North.

In 2018 the new School of Optometry & Vision Sciences at the Faculty of Medicine and Pharmacy of l'Université d'État d'Haïti in Port Au Prince opened with the help of international donors that included Vision Source, Charity Vision, l'Université de Montréal, and Essilor Canada. In total, the physical spaces for education have been something for which Haitian universities have been able to integrate international donors.

4.6.3 Strategy #3: UniQ, UEH, HELP Expand Opportunities for Scholars

Another way leaders in higher education in Haiti have utilized the international community has been by expanding opportunities for their scholars. This occurs in three main ways: student mobility, degree sharing programs, and research opportunities for faculty. In terms of student mobility, HELP best represents these efforts. Though only 23 years old, HELP has already produced four Fulbright scholars. One interviewee who graduated from the program was able to study for six months at Dartmouth. She said, "I had the chance to live abroad for six months. I went to Dartmouth." She later mentioned that connection again saying it led to many professional relationships.

In terms of degree sharing programs, a faculty at Quisqueya talked about a program with the University of Paris saying:

[We have] a master's in education program in partnership with l'université Paris-Est Créteil (UPEC) in France. How this works is they come to Haiti and they teach 50% of

the courses. And then Quisqueya teaches the other 50%. It was supposed to be a mutual degree but, in this case, it is not because we do not have a load that allows us to do it here. So, the students at the end get two degrees, one from l'université Paris-Est Créteil and one from Quisqueya. So, it is like two separate degrees. So they can choose to say I have been studying at Quisqueya University or the university in France.

Quisqueya has likewise had exchange programs with the City University of New York (CUNY) and Cornell.

UEH and Quisqueya both have labored to leverage the international support for faculty. While meeting with a UEH faculty he mentioned: "I have been contacted this week by a French program. The French program for land security. They finance programs, and for Haiti they have financed a program, and yesterday they contacted me to do a consultation for a new program." Many of the faculty have studied abroad and connection with peers in Canada, France, Taiwan, Senegal, Switzerland, Cuba, Mexico, and the United States were all mentioned over the course of these interviews. Internationalism, it is clear, has an important impact on higher education in Haiti.

4.7 Opportunity Three: Encourage Students (and Graduates) to Stay in Haiti

Marginson (2002) connected the rise of Australia's university system to many of its present-day successes. He notes:

In 1955 with a national population of nine million people there were only 30,792 higher education students. Most doctoral students were enrolled in the UK or the USA on the other side of the world. The eight universities were small and weak, overshadowed by their stronger British forebears. The nation spent 0.25 per cent of GNP on higher education. By 1989 the situation was completely different. There were 441,074 students

and enrolments were growing rapidly. The rate of participation was in the top third of the OECD region, and similar to North American levels (p. 409).

Australia was able to build this system in the heyday of Keynesian economics and leverage more governmental resources where eventually the public share of the cost of education was 94.4 percent (Marginson, 2002, p. 410).

Similar research into the role of universities in nation-state building has occurred in places as disparate as African countries (Bendix, 2017), Malaysia (Amhat, 1980), Romania (Livezeanu, 1995), the United Arab Emirates (Kirk, & Napier, 2009), and more. The goals of these projects are often consistent: encourage the best and brightest to stay and contribute in their country of origin, benefit from global migration scholarly flows, and leverage research capabilities to solve local issues. These are lofty goals but they all begin with recruiting and retaining talent.

Researchers have examined student loyalty in contexts like Chile where in the 1990s, 74% of students who entered university did not persist (Rojas-Méndez, Vasquez-Parraga, Kara, & Cerda-Urrutia, 2009). At the state university in Haiti, persistence rates are much lower. Retaining students and graduates in Haiti is one of the most important opportunities for higher education in Haiti. Yet, many think actions they do can directly affect persistence. That is, with their innovative strategies the Haitian story can look more like Australia where instead of leaving for higher education and employment, students will be compelled to stay. One leader at HELP identified the opportunity:

[One of the reasons] why I love HELP, these are the people that will have the engagement and the energy. They are the ones who will know how to make things work in the community. And certainly anyone who studies progress, democratic progress,

social progress, it comes from the middle class. It comes from someone who understands that perspective. Someone who understands what it takes for his family to survive and understands what it takes to bring people where he is.

A faculty at Quisqueya, when speaking about this point, remembered the founding of his institution saying:

[Quisqueya] started because there were a lot of students here going to the Dominican Republic. It was thinking, “Well, if we do have all of these human resources here so how can we let our students go to the Dominican Republic?” So, it was a partnership with some people in this country that had money. So they invested. This is what gives Quisqueya a very special characteristic. It is a non-for profit university. Which means Quisqueya does not have an owner. So every single little penny from the students is invested back in the university.

Since its founding, Quisqueya has worked to realize these aims. Another faculty reported:

In general, the strategy of Quisqueya University is first of all that of reinforcing the institutional and academic credibility that inspires the confidence of employers in the quality of the students it puts on the market... The idea is to be able to offer a standard training that can among other things retain a clientele that is very attracted by Dominican universities.

A leader at UEH talked about the importance of keeping students in Haiti from a broader economic perspective.

Now we have 20,500 Haitian students in the Dominican Republic. They are spending \$1,000 USD a month over ten months, which comes to \$120 million USD or 3% of [Haiti’s] gross domestic product each year. At the end of the day, the question is, are

these people investing in an asset? Could they work here? Over there? In the US? We need to address these questions...

What is the truth behind that? Number one: The Haitian family is dispersing more money in the Dominican higher education system than the state bodies in the state education here. It is a lot of money. Number two: We don't know how much money families are disbursing in international higher education in other places. We just don't know.

This leader was referencing the federal disbursement per student offered free tuition at the state university of Haiti. For a time, the disbursement was increased to \$575 USD per student per year but that number has dropped to \$273 USD per student per year. In other words, Haitian families are willing to spend more on tuition than the government currently gives per student.

The demand for university is also growing. The same leader outlined:

In 1972 there were approximately 500,000 students in primary school, today it is 2.6 million. ... And the number on the demand side [for higher education from graduating Haitians] is growing by 8% a year.

HELP feels the burden of these statistics. One leader said:

We have over 400 applicants a year with a straight "A" average and this year we were able to accept 50. What a loss for society for these other 350 very bright, very capable people who will not go to university. The majority of them will not go to university and if they do, the majority of them will not finish. These are taxpayers. These are the people who could be the social security for their parents. These are the people who could be a support for their community and we just wasted it.

If HELP is correct in asserting that the country's greatest resource is, as one leader said, "the raw material of really smart kids," everyone should be, and is, interested in attracting, training, and retaining that talent.

4.7.1 Strategy #1: HELP, Student Recruitment Model

In several locations around the HELP center are maps of Haiti with stickers that indicate the hometowns of every student who has entered the program. The geographical spread is impressive. Haiti is not an easy country for travel and yet HELP has found a way to spread the word about their program, solicit the proper application materials, and then recruit some of the top students to Port Au Prince. Logistically, this is an incredible accomplishment.

When I asked how HELP was able to attract students from very remote places in Haiti, one leader responded:

The students do it. We organize a major campaign every year and it is led by student leaders. A group of kids from an area volunteer, they get a per diem for food, and they spend a week in the area they are from talking to schools.

Leaning in on their strategy of harnessing student leadership, HELP has found it most helpful to rely on them to recruit students from across the country. One reason for this, two leaders identified, is to cultivate trust. Another said:

[Th]e students present it [the HELP program]. They say, 'I am so and so and I am from this place, I was in this school but I didn't believe in this program [HELP] when I first heard about it'—because remember, people distrust. They think 'what is this scam?'—so we try to go as often as possible and then the students talk about the program.

The model, it appears, is low-cost and it is working. The same leader reported that since implementing this student-run model:

We have [built] a database of about 3,000 schools across Haiti. We know the number of students [at these schools]. We have the contact for the school directors. We now use that database to reach out for more information. We generally visit 1000 high schools a year.

HELP has also identified that there is a need to intervene at this point in the educational process. When speaking about his own motivation for working with higher education in Haiti, one leader discussed the need for helping students negotiate what is often a confusing system—all the more so if a student has no family or friends to look to for a guide:

I worked for a boarding school with young kids. But what surprised me was that these people didn't know anything about university. When one of them starting talking about studying at university we realized that there was a big gap there. I went to university, but maybe I was lucky because it was easy for me. But I couldn't understand why these people couldn't have access to university. And we started discovering that this is a big issue for people to get to into university.

Later in the interview the leader explained some places where others could specifically help potential university students, saying:

There is a lot of potential. There are lots of intelligent and bright students and only for money they cannot access university, also they are a bit distrusting by the fact that they don't trust the system. They need someone to help them get there. Now we let them know that if they are confident in themselves, they can do it.

These capable and bright students often need, according to the estimation of this leader, assistance in three places: finances, trust, and the mechanics of how to negotiate the higher education system. HELP as an organization is designed to support students financially.

Utilizing students from their home regions across Haiti assists in developing trust and the mechanics of how to negotiate the system.

This year HELP received eight applications for every one spot they had to fill—400 applications for 50 spots. In 2018, they received 450 and were only able to accept 28 or 6% of applicants to the program—this acceptance rate is lower than many elite institutions in the United States. Likewise, it is worth noting that to even apply for a HELP scholarship, the student must demonstrate the equivalent of a perfect 4.0 grade point average. As one leader detailed, “because it is an excellence-based scholarship, to receive our application you have to show on your transcript that you have received straight A’s.”

The student recruitment model HELP has designed is inexpensive, flexible, meeting the perceived needs of prospective students, and successful in soliciting more than enough qualified applicants. Beginning before a student even enters HELP, this strategy is helping attract the best students to Haitian universities.

4.7.2 Strategy #2: HELP, Workforce Integration

HELP has found it profitable to provide interventions elsewhere along a student’s educational journey. This not only assists the student while studying, it provides some ready-made connections with the workforce post-graduation. As a result, some interventions at this point in the educational journey have important implications for combatting national brain drain. As one leader identified: “One of the most important [strategies we have] is the connection with the private sector, connecting with local organizations; making sure that students have practical experience.”

HELP is committed to, as one leader said, “making this connection between education and work afterward as an entrepreneur or an employee. That is one intervention that I think is

essential. Because why do people leave Haiti? Often it is because they think there are no opportunities here.”

HELP accomplishes this by providing internships, placements, and leadership development to students and alumni. There is an emphasis throughout the program on developing “soft skills”:

After 20 years some of our graduates are working and people can see the difference.

Because as I said, it is a Haitian Leadership Program. So, some people say it is a leadership program with a scholarship because we put so much focus on leadership. ...

And then, what we have seen, and also there was a report about it as well. When they graduate, they are different from any other student at the university because they have these soft skills: English, computer, but through the leadership activities with which they have been involved they are very outgoing people, taking the lead.

A graduate of the program explained it this way:

For me, I feel like my degree did not get me into any job. They have never actually asked me for it anywhere. But giving me English was like the greatest tool ever. I don't think I ever would have worked at [a Caribbean-based NGO] if I didn't have English skills. Because [in that position] I worked mostly with a Jamaican. My second job was with a Dutch NGO and no one really spoke Kreyol but English proved an asset there as well.

Beyond soft skills, HELP is working to develop two other important things: a professional mindset/expectation, and positive networking connections.

One of the interviewees discussed that many times HELP students do not understand the expectations of working in a professional level position. Just as they are the first in their family to attend college, they are likely also the first in their family to work in a professional capacity.

If all they have ever seen is someone sitting at a bank or working at the front desk of an office, they don't know how to negotiate the professional world. Being first generation working in a formal sector explaining what are the expectations in the working world.

And this is something that we struggle with.

Leadership classes discuss these more informal but important lessons. The objective is to prepare these students, to the best of HELP's ability, for the workforce.

HELP has also worked to leverage its network for current students:

[One of our goals is] creating positive network effects, with our alumni especially. We know how powerful these are, this is how you can get things done, this is how you develop lasting relationships, create businesses that actually work. It is one thing to create a group of individuals who are becoming middle class and doing okay for themselves, but how do we connect them together. We now have 220 graduates, with over 23 years of functioning so connecting all of these together is another big opportunity.

Alumni are always invited to drop by the HELP campus, are encouraged to conduct meetings there, and meet with current students. They are also invited to participate in the application review process, help instruct leadership courses, or provide internship placements for current students. Leveraging these relationships represents yet another way HELP is privileging workforce integration throughout a student's time with the program.

4.7.3 Strategy #3: UniQ, Community Service and Career Connections

Quisqueya has a similar strategy focused on community and career connections, an annual event where Haitian employers speak to students about possible career opportunities and community service projects. The challenge of connecting students to work beyond university was identified in interviews at UniQ and UEH as well. One leader at Quisqueya said, “We need to reconnect them [students] with the appropriate mindsets.” These mindsets should be focused on employability, according to this leader, and leadership both within Haiti and abroad:

We need to go over the curricula and make sure that we are producing another kind of man in touch with the territories, another kind of man with another mindset, a man with the mindset of not to take a job but to make a job, and then connect entrepreneurship with profile.

A leader at UEH echoed the same:

The train for humanity is to better have expectancy of life, to have better income, have better technology to improve our life quality. So we need to develop an educational model taking into consideration—it is not a question of money, it is a question of vision. In Haiti we need to develop this vision of well-being.

Quisqueya has developed an annual job and internship fair as one leader describes:

At the Quisqueya University level, one of the strategies adopted is the organization of an annual meeting with all the most important companies on the markets with students, all disciplines combined. This allows students to discover employment and business creation opportunities. In spite of the fact that these kinds of meetings are popular in foreign universities, it is found that in Haiti, Quisqueya University is the only one, to date, to

have introduced this practice. This gives it another dimension, to the point of the students of other universities participate regularly.

This creates the connection with current students and potential employers. Though, as the interviewee explains, this is common in other university systems, it is a unique contribution in Haiti so much so that students from other universities are participating in this event.

Like HELP, UniQ has also identified the advantage of having students make professional connections and learn professional habits while students. Community service projects are designed to do just that. As a UniQ faculty explained:

[S]tudents are strongly involved in so-called community service projects, which allow them to be in touch with the social environment of their university learning. One of the most recent projects on this subject is a project called "Neighbor Project," which consisted of a survey of the reports of the border communes of Haiti with their Dominican neighbor.

Quisqueya is increasingly working to provide student services beyond the classroom with the hope that they will help connect the student to Haiti and future employment.

4.8 Opportunity Four: Increase Student Support Services

In each of the discussions a theme emerged that does not directly involve the in-classroom experience. Indeed, it is often a question of universities as to what the obligation of higher education institutions is to meet perceived needs. The theme that emerged would be called in the United States, "student services": the ancillary programs offered and managed by an institution to accommodate student needs beyond the classroom. This could include food, housing, healthcare, transportation, exercise facilities, access to counselors, career services, and much more. Though in the United States these services are often considered part of the

university, this is not always the case in other countries including in Canada and Mexico. In Haiti, however, where many students face large financial obstacles, the ancillary costs of university are something each institution is compelled to consider.

Researchers in the United States have long noted that non-academic support is disproportionately important to economically disadvantaged, first generation, and students of color (Chaney, Muraskin, Cahalan, & Goodwin, 1998; Strayhorn, 2018; Berg, 2016). Universities have found that inadequate food services have led to student learning difficulties (Broton & Goldrick-Rab, 2016; Goldrick-Rab, Richardson, & Hernandez, 2017). Housing has likewise proved a significant factor for student success and helps increase persistence to degree (Silva, M., Kleinert, W., Sheppard, A., Cantrell, K., Freeman-Coppadge, D., Tsoy, E., Roberts, T. & Pearrow, 2017; LaNasa, Olson, & Alleman, 2007). This research has been extended and confirmed in several studies in the developing world as well. Nimako and Bondinuba (2013) examined the use of student accommodation providers working alongside government policy in Ghana. Writing from Nigeria and Malaysia respectively, Ghani and Sulieman (2016) said that “enrollment in higher education institutions has been precipitously exceeding the limited institutions’ student housing” (p. 163). They likewise identified that though “[housing] has profound influence on their personal development and academic pursuit... provision of adequate and good-quality student housing in HEIs still remains one of the intractable challenges facing HEIs and student development” (Ghani and Sulieman, 2016, p. 166).

Student access to capital is likewise important. Writing from Kyambogo Univeristy in Uganda, Bunoti (2012) posits that both students and staff at universities could benefit from loan programs particularly in the private sector—a sector that has rapidly expanded since the government allowed providers beyond the University of Uganda in 1987. Albrechth and

Ziderman (1991) provided an excellent overview of student loan programs offered including countries in the developing world. They examined various types of support, providers, and loan repayment models. Collectively, their work demonstrated the creativity with which governments, schools, and private providers addressed issues of providing access to education for low income students.

Student support services proved a recurring theme across my interviews in Haiti. The lack of student support services in Haiti produces two unhelpful effects for scholars: 1) Need for Resources; and 2) Disconnection.

4.8.1.1 Resources.

The first and most apparent need is for resources for full-time students. When speaking to a faculty member at UEH, he said: “There are three main problems for students: 1) Food; 2) Lodging; and 3) Transportation.” An administrator at UEH echoed the same saying that though there is a Director of Student Life at the university, he is constrained because of finances: “But [we] don’t offer students much. Like a dormitory, canteen, gymnasium. And health insurance we don’t; we can’t, because of money.”

At the state university, student tuition is mostly, often completely, covered. Yet many students, often very far from home, struggle to cover the additional costs. As an administrator explained:

We know they [the students] need somewhere but we do not have dormitories.

Dormitory is an important problem for us because 90% of students come from the provinces. And they have problems. Sometimes I receive students here who have a problem paying their rent.

Other interviewees discussed the challenge of finding safe and affordable housing for students in the country's most populous city.

The state university, in particular, also experiences challenges around transportation for its students. The school is spread across several different buildings in the city and students are compelled to find their own transportation solutions to negotiate the city. This is often unsafe.

The same UEH administrator said:

We don't have transport. We are working on a project like that with the government but we do not know if we will get the money. We would like to have some buses and give the students some bus fees, bus passes, and have fixed places that pick them up and takes them to the faculty.

Finally, securing food proves difficult for many students studying at university. As a student is often far from home and unable to work given the demands of full-time study, money and options for food are scarce. The state, seeing this problem, provided \$20 million gourdes (approximately \$200,000 USD) in 2008 to give university students a meal each day at various university buildings but soon the project faced financial problems and "the government did not continue with the project."

4.8.1.2 Disconnection

The second and often less apparent difficulty that comes from a lack of student support services is the disconnection of the student. A UEH administrator spoke about this more pernicious problem at length:

What is the problem of the university? It is a problem of facilities. That is a huge problem. As you have students coming from the provinces, there is a period of transition from the life of the countryside to the life of the academy, of its particular milieu. And

this is a place where the university should be able to provide him or her the resources necessary to live in this new world.

So, these institutions don't have the means or the way to be organized to receive those students and to make sure they are capable and feeling well where they are. So, we need to get to the point where our institution should be able to say the same as other schools, 'How does this guy coming from the province contribute to the development of the local place? To believe and behave as a leader in this country.'

Our institutions are providing none of this, neither the quality that we need and at the end of the day there is no reference, no ownership, where the student feels a common sense of how we can use it to better our community.

The lack of student support, ancillary activities, and shared space leave many students feeling that their relationship with the university is transactional. And when times get difficult and disruptions occur along the way, students are more prone to leave. One interviewee mentioned some recent research that found that only 10% of those students who start at the state university leave with a degree. This statistic corroborates Voltaire's assertion (2013, p. 52).

The challenge of disconnection is perhaps even the greater of the two for lasting change both in the life of the individual and the community. As an interviewee said:

So, at the end of the day, often when a student comes to this institution they come from nowhere; they don't have any sense of belonging or ownership. They are like strangers.

Sometimes they can just leave the place because they have no sense of attachment.

Attaching the student to the opportunity to thrive as a trained professional in country is an opportunity facing higher education institutions in Haiti, and leaders have developed strategies for success.

4.8.1 Strategy #1: HELP, Housing

Housing is central to HELP's strategy. Indeed, even if students come from Port Au Prince, living in one of HELP's residential facilities is mandatory until graduation. Currently, 160 HELP students live in the three facilities located in the neighborhoods around HELP's central offices. The need for housing came as a response to student needs:

Every single service HELP has added has been out of necessity. I think the dorms are a great example of that. It is a necessity, if we want to have someone from Jean-Rabel or Miragoane, go to university; the universities are here in Port Au Prince so we have to offer that.

The houses are run with minimal administrative staff; one paid staff person to ensure the facilities have supplies and then student leaders elected by their peers.

Beyond providing safe, free housing for HELP students, leaders have noticed three other benefits—expanded student networks, opportunities for leadership, and dedicated space. First, students benefit from meeting other HELP scholars:

[W]hat has been interesting is all of the positive outcomes of having that kind of intervention. We are having all of these exchanges, because if you are studying agronomy, you are usually just with other agronomy students and that is just what you study, and that is it. Whereas we are getting a lot of synergy between studies; we are getting a lot of academic collaboration.

Much like residence halls at US universities or colleges in UK settings, students receive the advantage of meeting other students who are not in their discipline. This can contribute also to later professional networks that extend beyond their own departments and schools.

The residential facilities have also provided space for student leadership. As one leader described:

It is also a space, it was not intended that way, but it is a space of professional development too because the students are the ones who manage the dorms. And because [Haitian culture] is so hierarchical, whether it is the family structure where if you are a kid you know your place in line, and it is the same in the schools for the most part—repeat what I say, don't question me, don't challenge me, so you are always dealing with power, and now you are living in the dorms where everybody is equal. So how do you work together; how do you influence each other? How do you create community?

These soft skills and relational abilities, HELP administrators assert, lead to the student's development.

Finally, the residential facilities provide the students a space that is their own. As a leader explained:

Another thing that we have come to realize is that just the space is an intervention itself. We give them space to work together, and space in Port AU Prince and Haiti is challenging. And so this space, even though it is very simple, it is open to all of our alumni and all of our students to have meetings, organize events, to have conferences. They are doing so many things and we are just providing them the space to do it. They have so many clubs; there is a debate club, and English club, a cultural club, a music club. Even just allowing the space is really positive.

The motivation for creating the residential facilities was born out of a practical need—to provide safe and secure housing for students coming from across the nation to Port Au Prince. The advantages, however, extended far beyond this original aim, so much so that all students are

required to participate in these houses throughout their academic career. Reflecting on housing's importance, one HELP administrator summed it up, "This is an intervention that is really valuable."

4.8.2 Strategy #2: UEH, UniQ, Language Extension

Faculty at UEH discussed another way in which they are attempting to address another need among students at Haitian universities—disconnection. One faculty at UEH discussed the challenge and then began to present a solution:

When you are educated, you do not feel good in this country. Because the model of education they give you is not good in this country.

For example, a child will go to a tree. Kids here like to climb in the trees to get mangoes but you won't find this in books.

When the education produces these models, these models are not connected with the social, natural, and physical environment. The student will project himself somewhere else. We are educated for somewhere else.

He continued:

Lenin asks this question—what to do? This is a key point of Marx, *que faire?*

We must take on this impoverished appreciation of our culture and identity. We need to invest in these things.

One of the primary ways one faculty sees to take on the disconnection felt by many in Haitian higher education is to address language. Language is complicated in Haiti. Most people speak Kreyol, while formal education is offered in French. One UEH faculty conjectured:

It is not normal, this problem of languages. I think we have to introduce English and Spanish in the curriculum. Because this isolation caused by language is a great problem

for Haitians. Even other places that speak Kreyol, it is not the same as Haitian Kreyol.

You cannot build something solid with this small group. We need to adapt ourselves and we are strong.

I think we could be like Switzerland—they speak German, French, Italian, English, etc.

When you are educated in Switzerland you are necessarily poly-linguistic. I think we can do this in Haiti.

Indeed, faculty are integrating this model in the classroom. One faculty at Quisqueya described his efforts:

I start with the formula that the whole is bigger than the sum of the parts. If I am teaching a social science class in three hours and an English class in three hours, if now I choose to teach this social science class in English—when I do this, it is like I can reduce the time for school. I have been doing research in this field for 6 years. I have received support from the university in this.

A UEH administrator talked about the importance of language support by identifying the university's assistance in helping students gain scholarly mastery.

We have some courses of remediation. Like French, sometimes they come, and they are not dominant in the language. Like they speak French but can't write French. And [at] many of our faculties it costs to maintain the level in French. Sometimes we make a course for mathematics as well. And in a few cases about English and Spanish. Because we don't have many English language speakers at our university. We have applied linguistics where we have a section for English.

Language is clearly an emphasis within these institutions to help connect the student with Haiti and also with the world beyond the linguistic boundary of Kreyol.

4.8.3 Strategy #3: HELP, Ancillary Services

HELP has determined that, in addition to housing, there are other opportunities that help students progress to graduation. This has come in the form of expanded ancillary services for students. At the HELP center, the organization offers space to use computers, study spaces, and a library. One interviewee described:

In the past we used to buy books for students, but we find out that when they finished, most of the kids don't need the book anymore. So, we put in a renting/borrowing system in place. So, we have a library in here and we have a program that is an open source system so they can go and check if a book is available, they can borrow it for the semester, then they can bring it back. And I think students are allowed to keep one preferred book after each semester.

Many faculty at the schools decried the lack of proper library resources for students. HELP is providing a small response to the larger issue.

Other services for students are offered as part of the HELP leadership program. Two have proven particularly significant—technology courses and English instruction:

And another thing, we pay for the courses at the university, because we are not the university, but here at HELP we offer other help. For example, we offer English classes, and you can see we have a meeting place. We give English classes for four years, leadership classes for four years, and IT, computer, for two years.

These services give graduates from HELP added skills sought by employers.

Students are also offered support through their studies. One interesting intervention HELP recently began is providing students a coach, of sorts, through the final year thesis project required in most Haitian programs. The thesis has been identified by many as one of the

challenges to the Haitian structure of education, particularly at the state university. Voltaire (2013) described the final year thesis as a “major stumbling block many students cannot overcome” where, having completed their technical training in the first four years the student is then “abandoned to himself, spend at least a fifth year trying to support his memoir out of this difficult situation” (p. 51). HELP is seeking to help these students in this potentially unmooring situation. An interviewee explained the program:

This question of thesis is a huge problem. For example, we had a high achieving student who started to work before completing. She thought, and of course our kids are smart and dynamic, and she thought, I will finish that thesis after I start working. And soon she realized how faulty that thinking was. And we had several students from early on who did not finish their degree because they followed this path. So, one of the things we have added is that we have advisors and we have a specific advisor just for thesis now. And it is not even that methodological, but it is more like a task master. We give you 6 months and we want you to finish it. We want you to have your topic, and we drive you, ‘Have you met with your advisor at the university?’ We drive you through to finish that so you can have your degree.

Finally, HELP students are offered what is often called in the US “career services.” This comes in the form of “internships, placement” and since many students are, as one interviewee said, the “first generation working in a formal sector [the program involves] explaining what are the expectations in the working world.”

From the first days when a student arrives in Port Au Prince, often very far from home, to the days following university with degree in hand, HELP has created interventions to accompany students all along the way. These interventions come in the form of housing, library access,

additional tutoring, career services, leadership development, and more. As one HELP administrator reflected, she described how much students benefit from support even after they clear what is often a massive hurdle of entering higher education in Haiti:

[T]his goes back to the 10% [that is, the reported 10% of students who enter UEH and eventually graduate]. If you don't have the support, if you are not incredibly driven or have some kind of support internally or a connection, you just don't finish your degree.

Then on top of it, the political situation with the state university, and it is very hard.

Whether it is UEH, UniQ, or another Haitian university, the support services like those offered at HELP are critical for student success.

4.9 Opportunity Five: Secure Validity and Utilize Local Expertise

The international community represents an opportunity for higher education in Haiti. It also, however, represents one of its threats. As outlined in the first chapter of this dissertation, Haiti suffers from high skilled migration in part because global rankings indicate that the best schools are outside of Haiti. As a result, many students and scholars feel they must leave for the best opportunities. This was evident even among those I interviewed, of which all but two held at least one degree from a university outside of Haiti.

These issues are not unique to Haitian scholars. There is little doubt that “The broad contours of the higher education sector in the global south, both historically and recently, have been shaped by the dominance of a hegemonic global north” (Robertson & Komljenovi, 2016, p. 3). Global rankings, the establishment of English as the *lingua franca* of the academy, and the location of research centers and academic conferences have reinforced the global north's dominance in higher education. Furthermore:

the wide embrace of ‘knowledge economy’ policies in many countries—with knowledge now regarded as a crucial pillar of human development worldwide...together with pressures to acquire symbolic capital in the form of an education in a ‘western’ institution to power social mobility, all injected new momentum into the already existing uneven relationship between and within the global north and global south (Robertson & Komljenovi, 2016, p. 4).

That is, the embrace of the belief that education is necessary for economic and social development, coupled with value placed on educational systems and institutions in the global north, have propelled many scholars in the global south.

Deploying a coloniality lens, Shahjahan and Morgan (2016), have asserted that “global higher education is trapped in a competition fetish” (p. 92). This fetish finds its roots in the colonial legacy of the global north and west and reinforces notions of non-being, and that true civility and success are found somewhere else. This coloniality continues in institutional form as organizations continue to dominate and exploit, while promising progress as they reinforce old psychological forms. The researchers clarify: “the seduction of achieving worthiness and belonging in the global community belies the importance of centering psychoanalytic perspectives on why and how HEIs [higher education institutions], nation-states, faculty, and students, particularly from zones of non-being, willingly join (Shahjahan & Morgan, 2016. p. 94). The foundations of colonialism continue to shape higher education in Haiti.

4.9.1.1 Import/exp[er]t

There is no doubt that the relationship with the international community is delicate and often tenuous in Haiti. On the one hand, higher education in Haiti must be connected with the international community to provide education that allows students and graduates to participate in

global conversations. At the same time, the international community also holds a potentially unhelpful place within the understanding of education in Haiti. That is, as one of my interviewees from the state university of Haiti described, it reinforces models and curricula that “are not connected with the social, natural, and physical environment” of Haiti. He explained:

So, if you have a master from Haiti you can be a good guy, a brilliant guy. But if you have a master from France or US, when they come back, and this guy who has his master from Haiti, it is clear they will have a job 10 times before him. Because they have their degree from somewhere else.

Another faculty at Quisqueya said:

One issue is with the young doctors that come from abroad. We call them small doctors. So, they return to Haiti with their doctorate and think they should run everything. But the university has always been managed by those with licenses and masters. So, there is a shock for those who come back with their doctorate that they should not be in charge.

Another, more subtle, challenge was discussed in relationship to the international community. In particular, it emerged as scholars sought to gain validity for their academic work while in Haiti. Another UEH administrator said:

Sometimes the government goes somewhere else to take experts, because we have those experts here—sometimes we pay for a lot of money to import experts we have here in Haiti.

I remember once meeting a friend. He scheduled a meeting with an expert. She was a friend of mine from school. And when we were in school, I received better marks! But, according to his perception, because she was working at an international school, she was now the sought-after expert.

This problem reveals itself in scholarship but also in awarding lucrative international and government research contracts. Importing experts was mentioned at each of the institutions. An interviewee at HELP said: “[W]ith the big industries, they are actually importing talent... That is a travesty and it doesn’t make sense for businesses.”

Though Haiti is compelled to work with the international community, it does represent a threat, both in terms of taking students from Haiti, and then also in having an outsized role in non-governmental and governmental contracts that rely on technical expertise. In short, Haiti’s higher education institutions have an opportunity to strengthen their standing in the international community.

4.9.1 Strategy #1: UEH, UniQ, Library Technology

When speaking with one of the interviewees, he mentioned his personal desire for stronger library services. “This is the only thing I miss from being in France, Switzerland, and the United States—a real library. I saw what it meant to be in the Harvard library.” Maintaining robust libraries has always been a challenge in Haiti but with the destruction of many facilities in the 2010 earthquake, library facilities were further compromised. As an interviewee at UniQ described:

[T]he whole of the university [was destroyed in the earthquake]. Let’s say that when we got this piece of land it was one year before the earthquake. And the rector has been to the banks and asked them to lend us money. We finished the building in December of the year 2009. And then the earthquake came in January. So, we just got tents and we tried to teach our courses. It was despair everywhere with owing money from the banks. So, it was like we started over from zero.

At Quisqueya a new library has been built with the help of the Stiller Foundation. That said, documents were lost, books destroyed, and the fragile national library infrastructure damaged.

UEH has made the development of a centralized library in Port Au Prince one of its goals. An administrator described:

[W]hen we analyze our strategic plan for 2020 we think we have to make many things like a central library for all faculties; canteen for students; like health insurance for students like other campuses do.

A centralized library is easier to envision at the new campus in Limonade but with the majority of faculties and students in Port Au Prince there is a need in the capital city.

It is worth noting that this strategy has not yet found success. Innovation, as noted earlier in the dissertation, does not always come cleanly or easily and that has been true of developing a strong, centralized library system among Haitian universities. Emerging technologies might offer Haitian universities ways to quickly accelerate their support for students. That is, in an increasingly digital academic world, barriers to access materials continue to decrease. When discussing this possibility with a UEH administrator, he asserted that they have great hope in the possibility of emerging technologies, concluding with, “It [technology] may help. It may help a lot.”

4.9.2 Strategy #2: HELP, Exchanges and Fellowships

Students and scholars in higher education in Haiti may help bring respect to Haitian higher education by participating in the wider academic world. Producing quality research, leveraging faculty expertise, and engaging in academic discourse does much to elevate Haitian higher education. HELP has been working hard to do exactly this.

At HELP this has taken place in two ways: exchanges concurrent with undergraduate student programs and post-graduation fellowships. In terms of exchanges with concurrent undergraduate programs, many students are able to study abroad through HELP connections. As already mentioned, one interviewee, herself a graduate of the program, had the opportunity to spend six months at Dartmouth College. This experience helped her sharpen her English acumen, allowed her access to some of the best academic resources in North America and provided professional relationships that have extended into later years. As the interviewee described it:

I [organize] the biggest tech summit in the Caribbean. We have done it for two years and it has been great for all involved... [W]hen I am thinking of how I got connected with that, I went to Dartmouth, I met one of the directors, and we stayed in touch. And when she wanted to do something in Haiti, we talked about it and came up with the Haiti Tech Summit.

Of course, this was a wonderful opportunity for the interviewee but it should also be recognized as the same for the individual from Dartmouth. The interviewee provided the expertise, local knowledge, linguistic ability, and more to establish this summit in Haiti. Without the interviewee, it is unlikely that the individual from Dartmouth would have been able to realize any of this on her own. The exchange has benefited both.

Beyond these important student exchanges, HELP has also engaged post-graduate fellowships. Most notably, HELP has already produced four Fulbright scholars. One leader reflected:

I always tell people I work in the most hopeful place in Haiti because it is the students. You know, we have four Fulbright scholars from this program already. You know they are winning competitions and starting organizations; they are very dynamic.

As students engage the international academic community and bring those experiences back to Haiti, not only will they strengthen the academic community in country, they will likewise bring strategies they have seen elsewhere.

4.9.3 Strategy #3: UEH, UniQ, Research and Research Facilities

In the quest to strengthen the research capacity of Haiti, in addition to a centralized library system, the addition of research facilities like scientific laboratories, enhanced technology both inside and outside of the classroom, and wider university support for research were all identified in the interviews as places to capitalize on this opportunity. One UEH administrator said:

[We have a challenge of being a] university in the university world. That is one of our big challenges. Because how we are structured, the higher education studies, is not usually conformed to what is the higher education institution, regarding teaching, regarding how we treat the academic body and how they treat the student body. So, there is a big, big challenge. [We] cannot expect to be a university, as it is these days, without that.

So, what we have to do is to really understand the new, not the new model, but the new standards of the university in the 21st century. And trying to understand that and organize ourselves in light of that. Because you need to produce leaders not only for this country but leaders that can respond and understand the other leaders in the world.

This will require, the administrator continued:

that we collaborate with worldwide bodies that know how to define universities. Their approach should be integrated. We need to be in touch with other universities to know the standards.

Another UEH administrator discussed the desire to build laboratory facilities available to scholars at UEH and those wanting to study in the unique biodiversity in Haiti:

At the state university of Haiti, we have had many laboratories of research. One is accredited and sometimes we receive one or two doctorate [students] working on some kind of subject on Haiti and we accomplish [this] at this laboratory.... After the earthquake the infrastructure was destroyed. It was not economical for us to build those faculties, because of financial problems but in spite of all, we have international connections [across] almost all faculties. We need to increase the bandwidth.

There have been some interesting partnerships emerge. The Massachusetts Institute of Technology (MIT), for example, has partnered with UEH to “develop digital-learning resources which start paying due attention to linguistic diversity” (Degraff, 2013, p. 5). The intention is to extend MIT’s, moodle-based platform of MITx. Through the MIT-Haiti partnership, MIT hopes to “be able to realistically envisage a world where quality education is truly available to all regardless of accidents of birth, history or geography” (Degraff, 2013, p. 5). Though “accidents of birth” seems unhelpful language, the chance to bring enhanced technology into the classroom might help students and faculty at UEH.

Another opportunity for universities in Haiti involves making efforts to increase the opportunities for faculty research. Quisqueya is attempting to do just this. One faculty, talking about his own research project, said:

I have been doing research in this field for 6 years. I have received support from the university in this; since you are doing this as a full-time professor here you can take three days to do your research, to do your work, in the name of the university. So, when the research comes, even though I don't receive money from them, when the research comes, it is for the university. So, we don't have the money to conduct the research but we get time.

Raising the valuation of Haitian academics represents another important opportunity for institutions of higher education in Haiti. Even though this faculty member did not receive the financial support for research enjoyed by many of his global colleagues, Quisqueya has found a way to provide him course release for his scholarly work.

4.10 Conclusion

In this chapter, I provided background information on the three sites selected for this case study, gave snapshots to better understand the motivation behind leader innovation, and deployed a framework to detail information collected during my research. Across the institutions, I found several instances of educational leaders who were working to realize opportunities within Haitian higher education. In total, I identified five opportunities described by the interviewees across the institutions reviewed. Leaders across these institutions are working to define the “good” of education both privately and publicly; leverage international support; encourage students (and graduates) to stay in Haiti; increase student support services; and secure validity while relying on local expertise. In the final chapter of this dissertation, I will consider the major findings, limitations of my investigation and possibilities for future research.

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

5.1 Introduction

In the first chapter of this study, I outlined my principal research questions: How is innovation demonstrated in ideas, methods, or devices in higher education in Haiti? What innovations in higher education evidenced in Haiti address opportunities found in underserved communities?

In Chapter 4, I presented findings from site visits, documentary evidence, and interviews with educational practitioners in an attempt to answer these questions organized by my theoretical framework. In so doing, I attempted to avoid an unhelpful etic, deductive perspective by leveraging innovation research and allowing interviewees to establish the direction of the conversation. The information shared by the interviewees provided themes that helped provide answers to these questions. These themes indicate that leaders in higher education in Haiti are developing many strategies to capitalize on perceived opportunities.

This study is significant for several reasons. Fundamentally, Haitian higher education remains understudied. This is unquestionably a loss for the global academic community; however, this also creates a more pressing challenge for practitioners in Haiti who would benefit from scholarly insight. As demonstrated in this study, high school graduation rates in Haiti continue to rise, educational strategies are continually deployed, and educators labor daily with scant assistance from the scholarly world. Additionally, as was the case between 2010-2015 when an estimated \$248 million USD poured into the country by international collaborators, more academic research will help provide insight on where funds might best be sent. The needs outpace this international support but there remains the risk of continued colonialism as donors often direct funds using metrics they have created far from Haiti. Increasing the quantity and

quality of scholarship on higher education in Haiti will not only assist in these conversations but will produce academic benefits for the global community and provide important insights for educators working in Haiti.

Furthermore, insights gained in Haiti have the potential to translate to other underserved communities. As Haiti proved the case for this study, many of the opportunities educators are striving to realize are the same in other locations where there are unique student population needs, unhelpful or undeveloped metrics, and where there is also a challenge to gain credibility in the global higher education system. These findings from Haiti may prove helpful for educators in other contexts.

In this chapter I will discuss the main research findings of this study as they relate to innovation in higher education in Haiti. I will then present implications for research in other underserved communities as well as future research in Haiti. Finally, I will describe the limitations of this study and end with some closing comments.

5.2 Major Findings

In Chapter Two, I positioned the insights of Steve Sider and Gaetane Jean-Marie (2014) to serve as the foundation for establishing an asset-based approach to higher education in Haiti. Themselves educational researchers, they implored that researchers consider “the educational sector in Haiti from the lens of ability and not just from the perspective of being disadvantaged” (Sider & Jean-Marie, 2014, p. 279). In so doing, they promised, researchers would find “beacons of innovation” and “points of educational creativity and effectiveness” across Haiti (Sider & Jean-Marie, 2014, p. 280). The major findings of this study support their claims.

5.2.1 Evidence of Innovation

Fundamentally, my research confirmed that educators in Haiti are deploying innovative strategies in response to perceived opportunities. Once the interviews were transcribed and coded it became clear that many of the opportunities proved to be points of intersectionality across the institutions. Though they shared a vision of what could be, for example in attracting and retaining student talent in Haiti, these educators deployed a wide variety of creative strategies to realize these aims. There were indeed many “beacons of innovation” and “points of educational creativity and effectiveness” (Sider & Jean-Marie, 2014, p. 280).

The main opportunities identified in this study were for leaders in institutions of higher education to define the good of higher education both as a private good and as a public good; develop strong relationships with international collaborators; encourage students and graduates to stay in Haiti; increase support services; and strengthen international validity while leveraging local expertise. This study also demonstrated the myriad of ways in which educators are laboring to realize these opportunities.

Innovation research has proven a helpful tool and provided the space for these findings. Developing and deploying an innovation lens might well serve in other educational studies particularly where there is little academic research from which to draw. The intent was to find an approach that allowed for an open aperture and wide exposure to research responses. Grounding this study in innovation research has likewise allowed me as a researcher to see these efforts surrounding opportunities and strategies as dynamic. Innovation is, after all, both the process and product. In Chapter Two, I asserted that the process of innovation may be understood in three main ways: multi-stage, multi-dimensional, and involve the transformation

of ideas. These assertions were confirmed in this study and allowed for the complexity of work in higher education.

5.2.2 Innovation as Process in Haitian Higher Education

First, the evidence indicates that innovation in Haitian higher education is multi-stage. In Chapter Two I asserted that innovation is always dependent on multiple stages and processes as ideas move from emergence to implementation. Often, leaders spoke of strategies they had in mind that were not, for various reasons, yet fully realized. This was the case, for example, of UEH seeking to restore mid-day food services to students. Other times, strategies had just been launched and it was unsure whether or not it would meet the aims for which it had been designed. This was the case in Quisqueya's career expo; a first step that will likely identify other places to connect students with employers. Finally, some innovations were working so well the issue became not whether it would meet the aims but rather how to scale it. Such is the case with HELP's scholarship model. There was no doubt that to realize innovation, these strategies involved multiple stages.

This study also confirmed that innovation in Haiti is multi-dimensional. That it "is influenced by factors within several dimensions including environmental or contextual factors, characteristics of the individuals and organizations that adopt the innovation, and characteristics and attributes of the innovation itself" (Damanpour, & Schneider, 2006, p. 216). As I met with educational practitioners, these factors emerged again and again. The scholarship program designed at HELP particularly aimed to serve financially challenged students who were often far from home. The need for safe and secure housing soon followed. At Quisqueya, the effort to establish a university capable of providing education as good or better than regional counterparts came at the right time and from the right political players; the first rector eventually served as

prime minister of the country. At UEH, the construction of the largest campus came as the result of the goodwill of Haiti's closest neighbor in the days following the devastating 2010 earthquake. Innovation is embedded and it is multi-dimensional.

Third, the process of innovation in Haiti involved the transformation of ideas. In Chapter Two, I quoted Johnson-Laird (1998) who said that innovation, "reflect[s] the individual's freedom of choice and accordingly are not constructed by rote or calculation, but by nondeterministic processes" (p. 218). Time and again this was evidenced throughout this study. The faculty at UEH laboring to connect students with a robust understanding of scholarly Haitian identity is doing so out of deep conviction. The founders of HELP began with individual students and continually sharpened their methods to where now, over 20 years later, a fully developed organization exists. The researcher at Quisqueya is looking to new practices inside the classroom to give his students a leg up both in the course material and their English-language acquisition.

The leaders in this study were fully immersed in the complex world of innovation. Many proved capable leaders of negotiating the multiple stages and different dimensions of the innovation process. That is not to say that they were able to implement and realize all of their strategies. Rather as some strategies might not ever be realized, leaders worked to take their ideas through these respective processes. Fundamentally, however, this work relied on their conviction to transform an idea in the first place. This was where the motivation for the leaders emerged—as they discussed what strategy they championed or were championing and why. It often took their leadership to push projects through when there was no assurance of external catalysts like funding or professional mobility. As a result, though in this study I found evidence

of competencies in each of these levels, I would assert that the most important proved to be the leader's commitment to the transformation of ideas.

5.2.3 Innovation as Product in Haiti in Haitian Higher Education

In Chapter Two I argued that, in addition to process, innovation was likewise product. The three main categories I identified as the outcomes of innovation were novelty, efficiency, and differentiation. My research provided evidence of each of these. HELP, for example, developed a novel housing model for students participating in their program. Furthermore, within the new initiative of providing student housing, HELP was able to design other novel innovations: safe physical/mental space in busy Port Au Prince, more opportunity for cross-disciplinary collegiality, and new ways to live out student leadership. It is also worth noting that the student recruitment model HELP developed was both new and very successful.

Quisqueya deployed innovative strategies focused on efficiency. For one, they developed a complex, cross-institution master's in education. This degree now provides a student both a degree from Université Quisqueya but also l'université Paris-Est Créteil. The program began wholly international with everything occurring in Paris—this is a new efficiency. For another, I reported on a course taught by a faculty in English so that a student had both the opportunity to learn the course material but to work on English concurrently. This is likewise an efficiency innovation.

UEH demonstrated ways in which their innovation differentiates. They are expanding campus networks in a way other universities in Haiti are unable to realize. They are laboring to put in place more library and research facilities. The hopes of developing transportation systems, safe housing, exercise and meal options are in UEH administration's view.

In total, each of the institutions showed signs of all of the ways innovation appears as product. Collectively, as process and product, my findings indicate that Haitian educators are participating in the innovation of higher education. As scholars of higher education continue to assert that universities are central to the development of human capacity and community, they must not forget innovations from places like Haiti (Heitor, Horta, & Mendonça, 2014). The evidence from this study also corroborates Florida's (2006) assertion that "colleges and universities are talent machines" (p. 26). Educators in Haiti are working to demonstrate exactly that.

The evidence from this study is clear—educational work in Haiti meets metrics of innovation detailed in the growing body of innovation research. This study also indicates, however, that innovation did not prove the most helpful word with educational leaders in these interview settings. It seemed, rather, that innovation was too detached from the language used by these educators. These leaders identified opportunities but shied from large, sweeping structural claims. Belief in the necessary advance of education and excitement around new technologies or approaches is strained in Haiti. Such triumphalism is perceived as unhelpfully, and perhaps naively, optimistic. It appeared that the neoliberal and capitalistic underpinnings of innovation did not aid conversation. Perhaps this finding will prove isolated to this study but it is worth noting the challenge and contribute to larger conversations about suitable and helpful language.

5.2.4 Higher Education in Haiti and the Developing World

This study indicates that innovation can take and is taking place in higher education systems in the developing world. Though international aid for educational projects continues to be focused on the earliest years of education, many leaders believe that true development will

come through the cultivation of national talent. As one leader from HELP asserted, “investing in human resources is the true development of a nation. It’s not through all of these projects, it is not through international invention except for investing in human resources.” Or conversely, the continual intrusion of outside interests that do nothing to empower the local leadership, as Lumarque of UniQ rightly states, “tends to infantilize Haiti and keep it wrapped up in a fallacious circle of development projects. Development aid that does not lead to development...” (Lumarque, 2015).

In Chapter Two, I shared that several scholars have reported that beginning around the year 2000, “new attitudes” began to develop around the role of higher education (MacGregor, 2015, para. 4). That shift has slowly led to a “policy u-turn on the importance of the sector” (MacGregor, 2015, para. 4). Reporting to the World Bank in 2006, Bloom, Canning, and Chan delivered data on recent economic effects resulting from investments in higher education in the developing world. As a result of their findings, the researchers argued for increased investment in tertiary education in developing countries. Challenging notions that post-secondary education is an expensive and inefficient way to alleviate poverty in the developing world, Bloom, Canning and Chan (2006) demonstrated that a balanced approach that involves significant investment in tertiary education is necessary, not only for the education of the populace, but for the development of long-term human capital with which to alleviate suffering and promote the social good.

Whereas the findings of this study certainly support the assertion that investment in higher education is important to the development of long-term capital, the optimism shared by these researchers was largely not evidenced in Haiti. That is, statistically, investment in education from both the national government and international sources continue to privilege the

earliest years of education in Haiti. Haiti has not seen the policy “u-turn” mentioned by others, though they are facing many of the same challenges faced by the African countries Bloom, Canning, and Chan researched. In fact, one interviewee from UEH said that in education Haiti is not unlike “some African countries. [Where] they compete with their former colonizers [for students] and then they have the tax payers still paying but the tax payers don’t have enough money.” Indeed, the price per student afforded to the state university system through tax revenue has dropped in recent years (Jacob & Mathurin, (2018). There are few indications that governmental policy will soon change.

Several scholars have also detailed a picture of higher education where more people have access to post-secondary instruction than ever before in the developing world (Gruber & Kosack, 2014; MacGregor, 2015). MOOCs, satellite campuses, international partnerships, online delivery methods, and more are seen as a way to extend access to higher education and move past traditional and more static forms of higher education. Many have argued that this has the potential to create a new global community and market for institutions of higher education (Hazelkorn, 2015; Hemsley-Brown & Olplatka, 2006; Newman, Couturier, & Scurry, 2010).

These opportunities, based on the research findings of this study, appear to continue to largely pass by students and scholars in Haiti. I did find, and reported in Chapter Four, the extension of MIT’s MOOC courses taught in connection with Quisqueya, but technology needs appear to be an important limiting factor. Technology and access to the internet is expensive in Haiti. Furthermore, service is often disrupted by power outages and fuel for generators is in short supply. Though many are able to purchase data for cell phone use, these platforms do not host full web supported services often needed for online instruction. Beyond these technological barriers, prospective students face additional challenges to access these courses. The students

may not speak the language of the course provider, they may not be able to locate the respective course supporting material, and perhaps most of all, they may not know where to go to access this content and know how to organize it into a course progression that leads to learning or some form of certification.

This study also complicates reductionistic assertions that access to higher education is the largest educational need. Many students in Haiti are provided free access to the state university system and yet it appears that only 10% of those students graduate. Certainly, several of the reasons why students do not progress are related to the university itself with student and faculty strikes, political instability, and course offerings. Yet, it seems that the larger needs for students surround the ancillary support needed to progress in university. Safe housing, transportation, access to research facilities, money for living expenses, and more are necessary for a student to succeed. Simply said, it takes more to educate a student than only delivering course content. Perhaps this is even more true in the developing world.

With these clarifications expressed, I must also say that though some of the hopes shared by scholars were not here evidenced, this study revealed ways in which higher education in the developing world is working. Access is increasing as leaders both inside and outside of higher education talk about the public and private good of higher education. Developing the right kind of international relationships has served to support in-country instruction by supporting students and scholars in Haiti and stopping unhelpful talent migration. Investments in student services pay big dividends for student completion and, at least in Haiti, proved one of the most unmet needs. Though not as exciting as technologically enhanced MOOCs, sometimes safe housing and reliable transportation can mean the difference in a student's success or failure in degree completion. Finally, the wider scholarly world must work more to value and support research

and work coming from developing nations. The hope for higher education in the developing world will require effort in these more sustainable paths. Technology may prove additive and more money directed to higher education will help. There are, however, incremental and important steps along the way.

5.3 Implications for Future Study

Further research is necessary in at least three directions. First, this study can contribute to the academic work on higher education in Haiti. The lines of inquiry started here could be extended to more individuals at the institutions I examined, other institutions, or at different points in the educational process. More case studies would sharpen and strengthen the findings here. Likewise, it would be profitable to focus on one or two of the themes identified in this study to help focus on specific interventions and opportunities. For example, much more work could be done on examining student services. Which services prove the most beneficial? What are some of the best delivery methods for these services? Interviews could extend to students, parents and other participants in the educational process.

The findings here could likewise inform much-needed quantitative work on higher education in Haiti. Having identified some of the major themes as they relate to innovation in Haiti, research could focus on specific points for more analysis. Surveys could be deployed to graduating university students related to course progression. Financial analysis of government funding could better identify investment in higher education in Haiti. Statistical analyses of Haitian nationals studying abroad would all help fill out the picture of Haitian higher education. The findings of this project can help guide researchers as they design tools to better understand higher education in Haiti.

Secondly, the findings of this study can serve to inform wider conversations of higher education in the developing world. Haiti proved the case study for the larger questions of how educational practitioners in historically underserved, linguistically unique, and regionally isolated locations deliver high quality higher education. Conducting further case studies in other locations may serve to confirm the themes identified in these interviews or they may show important departures. Whatever the case, this scholarly conversation could produce important insights for practitioners. Perhaps, for example, another location has integrated MOOC technology more seamlessly. Perhaps another national government has developed a student loan program that has opened higher education for many. Replicating this study in other locations could produce valuable information

Finally, applying the methodological lens of innovation has important potential. In this study, leveraging innovation helped avoid many deficiency-based, historical, or deterministic pitfalls. The value of beginning with an asset-based approach that fundamentally values local leadership and metrics can prove particularly important in historically marginalized groups. Though innovation is still often tied with Western and neoliberal notions of progress, the multi-disciplinary and multi-national work in this area provides reason to hope for increasingly robust research strategies. Educational researchers stand to particularly benefit from this as educational research is likewise many times necessarily multi-disciplinary. This study demonstrated the value of intersectionality as the delivery of higher education overlaps larger issues like economics, politics, even housing and urban development. Asset-based, non-deterministic, and multi-disciplinary—this method might find greater utility in future research particularly in the developing world.

5.4 Implications for Policy and Practice

Current educational leaders and policy makers can benefit from this study when making strategic decisions about higher education policy and practice in Haiti. The case study presented here identifies how practitioners, the experts at deploying education in Haiti, are navigating the complex world of opportunities facing institutions of higher education with particular, focused strategies. The sites of this case study also demonstrate that, though leaders often aim at the same opportunity, they find different ways to realize the aims. This indicates that these leaders continue to innovate and these innovations can serve to inform both policy and practice.

5.4.1 Policy

Findings from this study may inform policy in at least two ways. First, findings here can serve to inform the Haitian national government. The Haitian national government has asserted both in policy and in language that it desires to offer a higher educational system available through public offerings for the people of Haiti. This began with a model that privileged few students and trained them to be national leaders as well as international representatives. In the early 20th century, the government sought to expand this vision to include more of the people of Haiti and connect them with positions both as scholars and trained professionals. Though these ambitions remain, government funding has been unable to keep pace with the need. Findings here might help propel arguments for increasing government support for higher education in general. These findings may also help elucidate which budget expenditures might prove the most rewarding. The University of Haiti with its government backing is best positioned, for example, to develop a centralized library system in Port Au Prince that would not only support its own students but other students and, potentially, the population at large. Many politicians and

leaders are interested in maximizing the government's investment and the data collected here may serve to inform those discussions.

Second, findings here can serve to inform international collaborators seeking to support Haiti. Fundamentally, this project demonstrates that educational leaders in Haiti are innovating in the myriad of complex ways innovation studies seeks to understand. Leaders are developing multi-phase, multi-dimensional interventions to develop strategies to realize opportunities. Furthermore, they are driven by passion and steeped in the long history and unique cultural milieu that is Haiti. Likewise, this study demonstrated that collaborators can and must find ways to listen to these leaders from an asset, rather than deficiency-based approach. These leaders are working in complex situations often with scarce support. As Verret (2017) reports: "Ultimately, school leaders are the ones dealing with, and facing, the implications and effects of such [national/political] crisis, as their schools are often questioned, then criticized when achievement is not reached" (p. 280). As Verret also found, "while educational leaders (ELs) in Haitian schools share similar ideas about student learning and achievement (SL/A), the ways in which they translate their understandings/interpretations into leadership practices vary depending on the various contexts or fields within which they work, encompassing Haitian society, education, and school (private, public, religious) fields, among others" (p. 284). Verret's point: educational leaders in Haiti draw from their unique skill-sets to translate their interpretations of how to realize opportunities in unique ways. International collaborators must recognize the importance of this local leadership and empower local leaders to identify, design, and lead interventions.

5.4.2 Practice

The implications for this study for educational leaders also move in two directions. First, those working within Haiti may gain from the insights of their colleagues. Conversations across

institutions is always difficult, though the issue is seemingly heightened in Haiti with fewer academic conferences than many of their European and North American colleagues enjoy. Finding here unique approaches, identifying shared convictions, and celebrating mutual success will help continue to build the vibrant network of educational leaders in Haiti. There may also be a chance to work here collaboratively, to share best practices in the unique location of Haiti. Perhaps, as Quisqueya has done with its career fair, it will be possible to extend some of the benefits realized in some places to students and faculty in other institutions. Likewise, educational leaders might through these findings identify more ways to collaborate. For example, leaders from UEH and HELP could use data both have collected to petition the government for increased access to student loans. The data collected may serve to inform new and important innovations.

Secondly, the findings from this study may translate to other educational leaders in the developing world. The opportunities presented here have the potential to transverse nation-state borders, and educational leaders in other locations likely identify common aims. The strategies may prove even more helpful as leaders everywhere are the ones seeking to enact change. There are transferrable lessons to be learned in terms of higher education's relationship with the state, how one group of leaders is trying to reverse extreme rates of high-skilled migration, and what student services other institutions find particularly important to help students progress to graduation. Likewise, there may be solidarity found here in what has not proven as helpful in actual practice—international relationships that have proven hopeful but ultimately challenging and potentially frustrating, implementation challenges with the promise of technological interventions, and facing seemingly chronic financial constraints while one sees money from

families continue to flow to higher educational options in other countries. Educational leaders, rather, can celebrate the successes and learn from the strategies deployed in Haiti.

5.5 Limitations

This study was a multi-site, qualitative study of higher education in Haiti. All of the institutions reviewed and leaders interviewed were located in Port Au Prince. Most of the leaders were Haitian, and each differed in terms of their background, motivation, preparation, and experiences. The institutions within which they worked also varied by size, demographic composition, funding models, aims and locations. As a result, the findings here are unique to these leaders and their locations; qualitative studies must not be generalized too far. Other interviewees and institutions would identify other opportunities, define different strategies, and produce a different data set. The findings of this study, therefore, are limited by the research design.

Likewise, as I have identified throughout this study, academic research on Haiti is scant. Documentary challenges were intensified following the 2010 earthquake. As a result, though I have done my best to triangulate data and integrate quantitative and qualitative research, better quality and quantity of documents would have strengthened this project.

In Chapter One, I labored to share my positionality as a researcher. This was all the more important because as a researcher in a qualitative study, I became part of the research itself (Creswell, 2012; Merriam, 2009). I had contact with the interviewees, I interpreted the documentary evidence, and I visited the locations of these institutions with my unique perspective, assumptions, and biases involved all along the way. In this study I had the additional challenges of being an outsider in terms of culture and primary language with most of

my participants. I have, however, attempted to name these biases and practice a “reflexive” research model. According to Creswell (2012):

This means that you reflect on your own biases, values, and assumptions and actively write them into the research. This may also involve discussing personal experiences and identifying how you collaborated with participants during phases of the project. You may also discuss how your experiences and cultural backgrounds (e.g., Asian American perspectives) affect the interpretations and conclusions drawn in the study. (p. 18)

It is certain that my own perspective of Haiti, shaped over many years of traveling to and working in the country, played a role in this research. Based on experiences developed in those years, I came to this study knowing some of the challenges that face those working to deliver quality in country education. Though professionally I had little interaction with universities in Haiti, I had met many educators over the years. I also came to this actively questioning whether Haitian scholars were benefiting from global education structures. It seemed, based on my earlier experiences, that Haiti continues to lose more resources and talent than it gained in global academic flows.

Likewise, in this study I privileged the voices of higher educational practitioners, namely, administrators and faculty. There are many other individuals involved with higher education in Haiti: government officials, parents, current students, potential students, and students who began university but were unable to finish. Replicating this study with any of these groups would produce interesting and insightful data. My focus on the educators themselves, both in the classroom and as they led organizations, was due to my exploration on innovation. More specifically, I felt the educators themselves would be best able to articulate both the opportunities and the strategies of all the available groups given their unique location in the

educational ecosystem. Educators, after all, are engaged in both the direct action of educating students but also in the structural elements of higher education. A student might only know her unique situation and a governmental official would lack the in-class perspective. In sum, focusing on educators was a strategic decision but one that privileged certain perspectives.

Future studies in Haitian higher education might examine other groups to identify opportunity and innovation in educational practice. Had time permitted, I would have particularly been interested to replicate the questions with groups of university students; both those currently enrolled and those who had left universities. Mapping data produced in those interviews alongside the educators interviewed here might help identify new opportunities and strategies for structural change. Likewise, replicating the study outside of Port Au Prince at regional higher education institutions would likely prove insightful. Time was a limitation in this study.

Finally, this study focused on one geopolitical location. More sites in other global locations would need to be examined to solidify findings. That is, in the quest to better understand higher education in the developing world, applying the same research design and method would help increase the reliability of the findings. For this project there was simply not the time or resources to expand the case study in this way.

5.5 Closing Comments

The connection between education and a sustainably better life is supported by many (Dearden, Meghir, & Sianesi, 1999; McMahon, 2009; Rumbley, Helms, Peterson, & Altbach 2014). Academics reinforce this notion, governments focus money and energy to realize this hope, and individuals sacrifice in an attempt to realize education's lofty promises. Indeed, the common practice in many Haitian families is to use resources to first secure food and second

education. However, one would be naïve to believe that power and politics do not also play a role in educational systems. In the case of Haiti, we see how the promise of the fruit of education has also contributed to high-skilled migration, a feeling of detachment for learners and researchers, and arguably a weakening of the nation-state as Haiti continues to try to operate in an educational and geo-political world where they have little purchase.

Higher education systems in the developing world face additional struggles as they try to find a place in a larger higher educational ecosystem. Many of the systems in place favor established, largely North American and European institutions where English serves as the *lingua franca* of scholarship, global rankings value metrics greatly affected by financial resources including research output, time to degree, professor to student ratio, and more, and capital flows and lending strategies are leveraged. Universities in developing countries are often offered exchanges and partnerships, invitations to conferences, and technological advances, but these might simply serve to extend the reach of those currently in power.

In this study, however, I have labored to demonstrate that innovative work by practitioners is one of the best ways to identify opportunities for higher education in places historically underserved. Identifying how leaders on the ground, with their unique skillsets, are laboring to re-write stories through multi-stage and multi-faceted innovative strategies not only proves hopeful for realizing a different future, it places the power with the participants laboring to realize education's promises. Researchers have used needs-based lenses, post-colonial lenses, neoliberal lenses, and more in attempts to bring clarity to higher education in the developing world. Innovation research begins, however, with a wider aperture and positive position. History, epistemology, and resources continue to be important to education; however, beginning

with the question of what innovations are present in a particular educational setting proves enlightening.

Personally, I came to the research aims of this paper with questions after years of working in Haiti and other developing contexts. The need has appeared again and again for not only more scholarly research and reporting but better methodological frameworks with which to understand these unique and deeply embedded contexts. The temptation remains strong to, using Freire's concept, create sub-oppressive systems where models established by colonizers are again adopted and extended. Four hundred years of colonial reinforcement is, as in the case of the Caribbean, hard to overcome. Yet, as Freire contends, engaging in humanizing projects where participants engage "in acts of cognition, not transferrals of information" holds much hope (p. 60). Approaching educational opportunities with the positivity afforded innovation provides a path for such an approach.

In this kind of work, researchers will find more examples of what Freire envisioned, no matter how they are practically meted out in the classroom, examples of techniques that "den[y] that man is abstract, isolated, independent and unattached to the world" and rather privilege consciousness as the essential ingredient needed for learning (p. 62). This is education as that serves as an act of humanization and restores dignity, worth, and engagement to all learners. Such an education is focused on praxis, and the classroom space becomes a dynamic place of co-creation (p. 65). Freire's claims continue to be challenging and countercultural. Yet, evidence from this dissertation suggests that not only are such re-orientations possible; they are, in fact, occurring.

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APPENDIX A

Interview Protocol

Principal Investigator: Lucas Endicott
University of Texas at El Paso – Department of Educational Leadership and Foundations
Interview Date/Time: _____

Question Guide:

- 1) Personal introduction
- 2) Description of study and request permission to record
- 3) Institution/Organization background
 - a) How old is your institution/organization?
 - b) What is the focus of your institution/organization?
 - c) How do others describe your institution/organization?
 - d) What metrics define success for your institution/organization?
 - e) What would you like to see happen next at your institution?
- 4) Personal background
 - a) Could you tell me a bit about yourself/background?
 - b) What brought you to this institution/organization?
 - c) How long have you been at this institution/organization?
 - d) What has made you want to work in higher education in Haiti?
 - e) What, in your opinion, are the main opportunities facing higher education in Haiti?
- 5) Common areas of innovation in higher education
 - a) Funding
 - i) How have you structured funding models in your university/organization?

ii) Have you tried anything new or different with funding?

(1) Probe Questions

(a) Can you provide any particular statistics?

(b) Do you have an example of a successful change?

(c) Do you have an example of an unsuccessful change?

b) Course Sequencing/Program

i) How does a student progress through your program?

ii) Have you tried anything new or different with progression?

(1) Probe Questions

(a) Can you provide any particular statistics?

(b) Do you have an example of a successful change?

(c) Do you have an example of an unsuccessful change?

c) Student Support

i) Have you found any particular support for students essential at your institution?

(1) Probe Questions

(a) Can you provide any particular statistics?

(b) Do you have an example of a successful change?

(c) Do you have an example of an unsuccessful change?

ii) Have any technologies been helpful in meeting faculty or student needs?

6) Final Questions

a) Have I missed any area that you have found particularly important to your institutional success?

b) Have you made any other alterations/innovations to help students succeed?

c) Have I missed anything or anything else you would like to say?

Thank you for your time and for the information you have shared.

APPENDIX B

Lucas Endicott
Doctoral Candidate
University of Texas at El Paso, College of Education
500 W University Ave
El Paso, TX, USA, 79902

Dear _____,

My name is Lucas Endicott and I am completing a doctoral degree in Higher Education and Administration at the University of Texas at El Paso. My dissertation is focused on how innovation is evidenced in higher education in Haiti. The purpose of this study is to provide an analysis of innovation in higher education in Haiti. Careful analysis of innovation of higher education in this place will provide a more careful description of the opportunities and challenges facing higher educational practitioners in Haiti. It is my hope to interview three faculty or administrators at three institutions in Haiti to learn more about practice in institutions across Haiti.

I am writing in the hopes that you will agree to participate in this study. If you agree to participate, I will interview you for 45 minutes using a protocol developed for this study and applied in each interview. This interview will take place at the location of your choosing on campus or at your office. Your participation is completely voluntary throughout the study and you may stop at any time should you decide not to participate.

I will record our conversation with an audio recording device. I will keep the recordings and written data stored on two external hard drives. During transcription, I will assign a pseudonym for you and I will take care to obfuscate your position, title and any other individual identifying elements in the writing of my findings.

If you agree to participate in this study, I will contact you to set up a time and place for the interview. Upon the successful defense of my dissertation I will share the study with you in electronic form so you may potentially benefit from its findings.

Would you be willing to participate in this study? Please let me know by emailing me at lendicott@miners.utep.edu. If you have any other questions you may contact me or my advisor Dr. Rodolfo Rincones at rrincones@utep.edu.

If you have questions or concerns about your participation as a research subject, please contact the UTEP Institutional Review Board (IRB) at (915-747-7693) or irb.orsp@utep.edu.

Thank you for considering participating in this study. I would greatly benefit from your expertise.

Sincerely,
Lucas Endicott

APPENDIX C

IRB Approval



Institutional Review Board

Office of the Vice President for Research and Sponsored Projects
The University of Texas at El Paso IRB
FWA No: 00001224
El Paso, Texas 79968-0587
P: 915-747-7693 E: irb.orsp@utep.edu

Date: May 22, 2019

To: Lucas Endicott

From: University of Texas at El Paso IRB

Study Title: [1434812-1] Innovation in Higher Education: Three Sites in Haiti

IRB Reference #: College of Education

Submission Type: New Project

Action: EXEMPT

Review Type: Exempt Review

Approval Date: May 22, 2019

Expiration Date: May 21, 2021

The application for the above referenced study has been reviewed. This study qualifies as exempt from review under the following federal guidelines: **[45 CFR 46.104(d)(2)]**.

If Institutional data (secondary or other) will be used for this research project please verify with the applicable department that such data may be used. Additional institutional clearances and approvals may be required. Accordingly, the project should not begin until all required approvals have been obtained.

Exempt protocols do not need be renewed. Please note that it is the Principal Investigator's responsibility to resubmit the proposal for review if there are any modifications made to the originally submitted proposal. This review is required in order to determine if "Exemption" status remains.

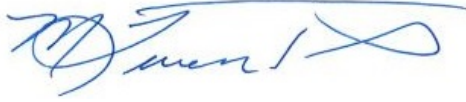
This exemption does not relieve the investigators of any responsibilities relating to the research subjects. Research should be conducted in accordance with the ethical principles as outlined in the Belmont Report.

You should retain a copy of this letter and any associated approved study documents for your records.

We will put a copy of this correspondence on file in our office.

If you have any questions, please contact the IRB Office at irb.orsp@utep.edu or Christina Ramirez at (915) 747-7693 or by email at cramirez22@utep.edu. Please include your study title and reference number in all correspondence with this office.

Sincerely,

A handwritten signature in blue ink, appearing to read "L. Torres", with a long horizontal flourish extending to the right.

Dr. Lorraine Torres, Ed.D, MT(ASCP)
IRB Chair



VITA

Lucas Endicott was raised in the Midwest and graduated high school from Greenfield-Central High School in Greenfield, Indiana. He enrolled in Missouri State University following high school and earned a Bachelor of Science in Communications in 2003 graduating *summa cum laude*. In 2006, Lucas enrolled at Regent College at the University of British Columbia in Vancouver, British Columbia and was awarded an MCS with a history concentration, *magna cum laude*, in 2008. In the summer of 2008, Lucas was invited to be a fellow at the Wesley Summer Seminar at Duke University in Durham, North Carolina. Lucas moved to Princeton, New Jersey and entered Princeton Theological Seminary in fall of 2008 and graduated with an MDiv in the spring of 2010, *summa cum laude*. His thesis was selected as best in his class and he was awarded the Senior Fellowship in History. Lucas was offered a Huggins Fellowship at the University of Missouri following his graduation at Princeton and he began a PhD in History at the University of Missouri in the fall of 2010. At the same time, he was asked to direct the Center for Faith and Service at Central Methodist University in Fayette, Missouri. Eventually deciding to focus his energies at CMU, Lucas taught in the History and Religion departments while overseeing a scholarship program that awarded scholarships to students for their work in volunteerism and civic engagement. Seeking to complete his terminal degree, Lucas entered the Education and Leadership Foundations program at the University of Texas at El Paso in the summer of 2015. Lucas assisted in an evaluation grant awarded by the Andrew W. Mellon Foundation with his advisor, Dr. Rodolfo Rincones in 2017. At the University of Texas at El Paso Lucas served as a Research Associate for the Dean of the Graduate School and the Education and Leadership Foundations program.