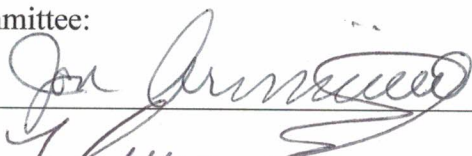
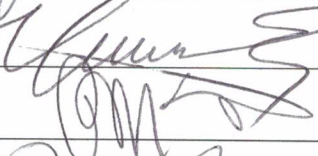
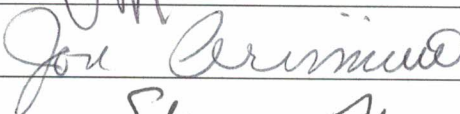


INTERNATIONALIZATION OF THE U.S. COLLEGE CURRICULUM: AN  
INTERDISCIPLINARY INQUIRY OF FACULTY AWARENESS OF THEIR ROLES  
AND RESPONSIBILITIES

by

Marilyn K. Sharif  
A Dissertation  
Submitted to the  
Graduate Faculty  
of  
George Mason University  
in Partial Fulfillment of  
The Requirements for the Degree  
of  
Doctor of Arts  
Community College Education

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Spring Semester 2018  
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Internationalization of the U.S. College Curriculum: An Interdisciplinary Inquiry of  
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## **Dedication**

This is dedicated to the late William (Billy) F. Graham (1918-2018), ambassador of the Lord Jesus Christ who taught us the importance of reconciliation to God and loving our neighbors as ourselves; to my alma mater, the American University of Beirut, Lebanon, where I experienced a transformative international education; to my wonderful loving husband Faysal Y. Sharif who encouraged and supported all my career and educational pursuits; to my dear loving children, Ramsey, Karim, Nabeel, and Leila, through whom I learned the dedication, patience, and perseverance I needed to complete the doctoral degree process; and to my loving parents, the late Robert H. and Irene M. Lewis who taught me many valuable life lessons, as well as encouraged and supported me as a first generation college student.

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## Table of Contents

	Page
List of Tables .....	ix
List of Figures .....	xii
List of Abbreviations .....	xiii
Abstract .....	xv
Chapter One – Research Problem .....	1
Faculty Awareness of Internationalization of the College Curriculum.....	2
Higher Education, Internationalization, and an Interdisciplinary Approach .....	3
Internationalization of U.S. Higher Education.....	8
Internationalization of the U.S. College Curriculum .....	10
Summary .....	16
Chapter Two – Literature Review.....	18
Literature on Faculty Awareness of IoC and Identification of Relevant Disciplines ...	18
Integration and Analysis of Disciplinary Insights from the Literature Search .....	22
General findings. ....	23
Common ground findings.....	26
Awareness. ....	26
Internationalizing the Curriculum.....	28
Global student learning. ....	30
Faculty engagement in IoC. ....	30
Organizational level findings.....	33
Institution level. ....	33
Discipline or department level. ....	37
Faculty level.....	41
Course level. ....	45
Reflections on the Literature Analysis .....	53
Chapter Three – Methods.....	57

The Research Questions Framed by an Interdisciplinary Research Approach .....	57
Research Methodology and Methods .....	58
Case selection. ....	64
Case study participants and methods.....	70
Faculty survey.....	71
Survey participants.....	71
Survey instrument. ....	73
Survey data analysis.....	75
Faculty interviews. ....	77
Interview participants.....	77
Interview questions. ....	79
Interview analysis. ....	80
Document analysis of course syllabi.....	81
Overall case study analysis.....	82
Implications and Limitations.....	84
Summary .....	86
Chapter Four – General Findings and Analysis.....	87
Findings and Analysis of Quantitative and Qualitative Data.....	87
Survey findings and statistical analysis. ....	87
Faculty characteristics.....	89
Faculty awareness of and support for IE and IoC at TCSU.....	95
Faculty engagement in IoC. ....	108
Summary of survey findings.....	120
Interview findings and reflective analysis. ....	125
Faculty characteristics.....	126
Faculty awareness of and support for IE and IoC at TCSU.....	128
Faculty engagement in IoC. ....	143
Summary of interview findings. ....	151
Document findings and analysis.....	153
Syllabi findings and document analysis.....	153
Summary of syllabi findings and analysis. ....	164
Document analysis of the TCSU Strategic Plan, and ACE Comprehensive Internationalization (CI).....	166

TCSU Strategic Plan. ....	166
ACE Comprehensive Internationalization (CI) .....	168
Summary .....	170
Chapter Five – Interdisciplinary Integrated Analysis .....	172
Integrated Findings and Analysis .....	172
Integration and contextualization. ....	174
Integration and conceptualization.....	181
Question #1 .....	182
Faculty definitions and awareness of IE and IoC. ....	182
Faculty definitions and awareness of roles and responsibilities for IoC. ....	187
Question #2 .....	194
IoC content in TCSU courses. ....	195
Faculty IoC engagement in TCSU courses.....	198
Integration and problem-centering. ....	203
Faculty voices on internationalization of the curriculum (IoC).....	204
Faculty voices on globalization. ....	207
Faculty voices on diversity. ....	211
Faculty voices on IoC capital.....	215
Faculty voices on holistic system or comprehensive internationalization (CI). .	218
Faculty voices on IoC course content. ....	223
Faculty voices on IoC resources and support for engagement. ....	226
Generalization of the results and faculty roles and responsibilities. ....	230
Summary .....	232
CIGE Model for Comprehensive Internationalization (CI) .....	233
Chapter Six – Conclusions and Recommendations .....	239
Conclusions .....	241
Key observation one. ....	241
Key observation two.....	243
Key observation three.....	244
Key observation four. ....	247
Additional Observations.....	249
Recommendations .....	250



Recommendations for IoC at TCSU.....	251
Recommendations for further research.....	253
Reflections on the Broad Model of Interdisciplinary Research (BMIR) .....	255
Appendices.....	258
Appendix A.....	259
Appendix B.....	271
Appendix C.....	273
Appendix D.....	287
Appendix E.....	296
References.....	305
Biography.....	327

## List of Tables

Table	Page
Table 4.1 <i>My gender is</i> .....	90
Table 4.2 <i>Type of discipline of highest degree earned</i> .....	91
Table 4.3 <i>Primary employment status at TCSU during spring 2015</i> .....	92
Table 4.4 <i>My total number of years teaching at TCSU is</i> .....	93
Table 4.5 <i>Overall, I rate my awareness of international education at TCSU as</i> .....	98
Table 4.6 <i>In general, I support the emphasis on international education at TCSU</i> .....	98
Table 4.7.1 <i>I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan</i> .....	99
Table 4.7.2 <i>I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan, by primary employment status at TCSU in spring 2015</i> .....	100
Table 4.7.3 <i>I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan, by total number of years teaching at TCSU</i> .....	102
Table 4.8.1. <i>In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan</i> .....	103
Table 4.8.2 <i>In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan, by gender</i> .....	104
Table 4.8.3 <i>In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan, by number of years teaching at TCSU</i> .....	105

Table 4.9 <i>Summary of survey findings for significant (<math>p \leq 0.05</math> level) relationships of faculty awareness and support of IE and Strategic Plan goals for IoC at TCSU, by gender, discipline of highest degree earned, primary employment status, and number of years teaching experience at TCSU</i>	107
Table 4.10.1 <i>In general, I support internationalization of the curriculum in my discipline or field of study</i>	110
Table 4.10.2 <i>In general, I support internationalization of the curriculum in my discipline or field of study, by gender</i>	111
Table 4.11.1 <i>I am actively engaged in internationalizing the curriculum in my discipline or field of study</i>	112
Table 4.11.2 <i>I am actively engaged in internationalizing the curriculum in my discipline or field of study, by primary employment status</i>	113
Table 4.12.1. <i>In general, I feel encouraged and supported to internationalize my courses at TCSU</i>	114
Table 4.12.2. <i>In general, I feel encouraged and supported to internationalize my courses at TCSU, by total number of years teaching at TCSU</i>	115
Table 4.13.1. <i>Compared to other U.S. institutions of higher education like TCSU, international/global programming at TCSU is</i>	116
Table 4.13.2 <i>Compared to other U.S. institutions of higher education like TCSU, international/global programming at TCSU is, by total number of years teaching at TCSU</i>	117
Table 4.14 <i>Summary of survey findings for significant likely relationships of faculty IoC engagement questions at the course, discipline, department and institutional levels, by gender, discipline of highest degree earned, primary employment status and number of years teaching experience at TCSU</i>	119
Table 4.15 <i>Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by discipline codes and course levels of syllabi, and analyzed for international, global, diversity references</i>	156
Table 4.16 <i>Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by gender of faculty and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references</i>	158

Table 4.17 <i>Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by employment status of faculty at TCSU and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references</i> .....	160
Table 4.18 <i>Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by faculty number of years teaching at TCSU and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references</i> .....	162
Table 4.19 <i>Document analysis: TCSU Strategic Plan – summary of common descriptors and concepts related to IoC</i> .....	167
Table 5 <i>Summary of survey participants, interviewees, syllabi submitters, and analyzed course syllabi, by various faculty characteristics</i> .....	175

## List of Figures

Figure	Page
Figure B1. <i>Integration of disciplines most relevant to the problem* - Internationalization of the curriculum (IoC)</i> .....	271
Figure B2. <i>Internationalization of curriculum (IoC): Integration of disciplinary literature review* on faculty awareness and response</i> .....	272

## List of Abbreviations

Adjunct faculty employment status.....	ADJ
Administrative-Professional (Admin-Prof) employment status.....	AP
All but dissertation.....	ABD
American Association of Colleges and Universities.....	AAC&U
American Council on Education.....	ACE
American Historical Association.....	AHA
American Political Science Association.....	APSA
American Psychological Association.....	APA
Anthropology/cultural analysis (literature code).....	A/CA
Applied discipline category (HA&SA).....	A
Association of American Geographers.....	AAG
Association of Public and Land-Grant Universities (formerly NASULGC).....	APLU
Broad Model of Interdisciplinary Research.....	BMIR
Center for Internationalization and Global Engagement.....	CIGE
Comprehensive internationalization.....	CI
Continuing professional learning.....	CPL
Council on International Educational Exchange.....	CIEE
Education/pedagogy (literature code).....	ED/P
Education/pedagogy and anthropology/cultural analysis (literature code set)...	ED/P/A/CA
English as a second language.....	ESL
Global Perspective Inventory.....	GPI
Graduate course level.....	GRAD
Graduate teaching assistant.....	GTA
Hard discipline category (HP&HA).....	H
Hard-applied (code for applied academic disciplines such as medicine, engineering, technologies).....	HA
Hard-pure (code for pure academic disciplines such as pure sciences, and mathematics).....	HP
Higher Education.....	HED
Identification number (interview file code).....	ID
Institute of International Education.....	IIE
Institution(s) of higher education.....	IHE
Intercultural Development Inventory.....	IDI
International Association of Universities.....	IAU
International education.....	IE
International program(s).....	IP

Internationalization at home.....	IaH
Internationalization of the curriculum.....	IoC
Lower-level undergraduate course level.....	LL or LLUG
Missouri Southern State University.....	MSSU
NAFSA: Association of International Educators.....	NAFSA
National Association of State Universities and Land-Grant Colleges.....	NASULGC
Post-Doctoral employment status.....	Post-Doc
Pure discipline category (HP&SP).....	P
Quantitative-Qualitative-Integrative (a methodology of mixed methods used for interdisciplinary research in this case study).....	QQI
Roles and responsibilities.....	RR
Sociology/systems analysis (literature code).....	S/SA
Sociology/systems analysis and anthropology/cultural analysis (literature code set).....	S/SA/A/CA
Sociology/systems analysis and education/pedagogy (literature code set).....	S/SA/ED/P
Soft discipline category (SP&SA).....	S
Soft-applied (code for applied academic disciplines such as business, education, nursing, social work).....	SA
Soft-pure (code for academic disciplines such as economics, humanities, social sciences).....	SP
Statistical Package for the Social Sciences.....	SPSS
Teaching and learning.....	T&L
Tenure/Tenure-Track faculty employment status.....	T/TT
Term faculty employment status .....	TRM
Twenty-first Century State University.....	TCSU
United Kingdom.....	U.K.
United States of America.....	U.S.
Upper-level undergraduate course level.....	UL or ULUG

## **Abstract**

### **INTERNATIONALIZATION OF THE U.S. COLLEGE CURRICULUM: AN INTERDISCIPLINARY INQUIRY OF FACULTY AWARENESS OF THEIR ROLES AND RESPONSIBILITIES**

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George Mason University, 2018

Dissertation Director: Dr. Jan Arminio

Although institutions of higher education are responding to global changes in the 21<sup>st</sup> century by internationalizing (or globalizing) their campuses and programs, recent literature indicates little is known about faculty awareness of their roles and responsibilities for the process of internationalizing their curriculum (IoC). This dissertation presents findings from a case study conducted in 2015 at one large public research university in the United States of America that engages in comprehensive internationalization (CI). Using Repko, Szostak, and Buchberger's (2014) Broad Model of Interdisciplinary Research and mixed methods, the study addressed two questions: What is faculty awareness of their roles and responsibilities for internationalizing the U.S. college curriculum? How does their course content reflect this awareness? The goals of this study were to (a) add new understanding of IoC from the faculty perspective on this topic by applying the Repko et al. interdisciplinary research approach to a complex



problem in international higher education, and (b) raise questions for further research. Findings included “faculty voice” on IoC, challenges they perceived, and suggestions made for faculty engagement in IoC.

*Keywords:* awareness, case study, college curriculum, diverse, cultural diversity, faculty, global, globalization, higher education, interdisciplinarity, interdisciplinary research, integration, mixed-methods, international, internationalization, perspectives, roles and responsibilities

## **Chapter One – Research Problem**

In response to expanding global changes over the past several decades, institutions of higher education (IHE) are making efforts to internationalize (by adding global perspectives to) their campuses and curriculum (American Council on Education (ACE), 2012; American Association of Colleges and Universities (AAC&U), 2012; Altbach, 2006; Association of Public and Land-Grant Universities (APLU), 2004; Green & Olson, 2008; Hobson, 2007; Knight, 2006; Lattuca, 2006; Mestenhauser & Ellingboe, 1998; Noddings, 2005; Stearns, 2009). Although there have been examples of success in defining and implementing internationalization of the curriculum (IoC) in colleges and universities in the United States of America (U.S.), literature on IoC indicates that accomplishments have been disconnected, sporadic, sometimes resisted by faculty, and not always supported by the higher education community, due partly to a lack of consensus on the meaning of internationalization and partly to the complexity of the internationalization process itself (APLU, 2004; Association of International Educators (NAFSA), 2013; Childress, 2010; Coryell, Durodoye, Wright, Pate & Nguyen, 2012; Dewey & Duff, 2009; Green & Olson, 2008; Hudzik, 2011; McCrickerd, 2012; Mestenhauser, 2011).

Also, although literature discusses the importance of faculty participation in the IoC process, including efforts to internationalize disciplines and pedagogy (Agnew, 2012;

Childress, 2010; Dewey & Duff, 2009; Green & Shoenberg, 2006; Lattuca, 2006; Leask, 2013a and 2013b; Stohl, 2007), little is known about the roles and responsibilities of faculty and how to strategically engage them in the internationalization process (Childress, 2009; Dewey & Duff, 2009; Ray & Solem, 2009; Sanderson, 2008). This paper adds to the literature on faculty curricular response to the internationalization of U.S. institutions of higher education, specifically as it relates to faculty awareness of IoC.

### **Faculty Awareness of Internationalization of the College Curriculum**

Because faculty are considered responsible for changes in and implementation of their curricula, it is imperative that they are aware of their roles and responsibilities in the IoC process (AAC&U, 2012; Council on International Educational Exchange (CIEE), 2010-2012; Hudzik, 2011; Ray & Solem, 2009; Stohl, 2007). Recent literature provides some insight into the issue of faculty engagement in IoC, however there appears to be little published about faculty awareness of their roles and responsibilities in the process (Childress, 2010; Dewey & Duff, 2009, Sanderson, 2008). Also, because faculty awareness is considered a first step in curriculum development and revision, it is important to understand this aspect of IoC, as well as to hear the perspectives of faculty on the meaning and process of IoC (Childress, 2010; Edwards, Crosling, Petrovic-Lazarovic, & O'Neill, 2003; Hudzik, 2011; Lattuca & Stark, 2009; Leask, 2012, 2013a; Sanderson, 2008; Stohl, 2007).

This paper explored the gap in understanding college faculty awareness and perceptions of and participation in IoC at their university. The following two questions guided the research: What is faculty awareness of their roles and responsibilities for

internationalizing the U.S college curriculum? How does their course content reflect this awareness?

This research is important because:

- Efforts to internationalize higher education in the U.S. are increasing due to globalization (American Council on Education (ACE), 2012; D'Angelo, 2012; Forest & Altbach, 2006; Green & Olson, 2008; Hudzik, 2011; Institute of International Education (IIE), 2014; Knight, 2006; NAFSA, 2012; Stearns, 2009);
- Internationalization efforts and their assessments in higher education have not been systematic or coordinated because there is no discipline knowledge base for internationalization (Dewey & Duff, 2009; Mestenhauser, 2011);
- Internationalization of the curriculum (IoC) is a key factor in the complex process of internationalizing higher education (ACE, 2012; Green & Olson, 2008; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998); and
- Action on a U.S. college or university campus does not always align with its vision and mission statements (Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998; Pope & LePeau, 2012).

The following approach was applied to address the two research questions.

### **Higher Education, Internationalization, and an Interdisciplinary Approach**

Generally, the system of higher education in the U.S. is multilevel, decentralized, and complex, impacted throughout by multiple stakeholders, such as administrators, faculty, staff, students, parents, accreditation agencies, disciplines and their related

organizations, departments, governing boards, agencies, governments, and businesses (Hudzik, 2011; Knight, 2004; Mestenhauser, 2011; Sanderson, 2008). Because there are multiple perspectives from this complex system, and because internationalization itself is frequently described as complex, a review of IoC related literature from an interdisciplinary and integrative approach was selected to increase knowledge about the IoC process, and provide a foundation for further inquiry (Mestenhauser, 2011; Repko et al., 2014). According to Repko et al. (2014),

the approach to interdisciplinary research is to study a topic or question that is inherently complex and whose parts are the focus of two or more disciplines, integrate their insights and construct a more comprehensive understanding of the topic or question. (p. 199)

The authors identified a series of basic steps that they defined as the “Broad Model of Interdisciplinary Research” (BMIR), a process that involves:

- defining a complex problem or research question,
- justifying an interdisciplinary approach,
- identifying the disciplines most relevant to the problem,
- conducting a literature search,
- integrating disciplinary insights of the problem and analyzing them critically for sources of conflict and common ground, and
- reflecting on how this process has expanded the researcher’s understanding of the problem.

According to its authors, BMIR potentially frees the research from disciplinary bias or jargon, provides an interdisciplinary lens that helps analyze and integrate both the literature and research data, and through reflection provides a more comprehensive understanding of the problem and guidance for subsequent research (Szostak, 2012).

Repko et al. (2014) discussed several theories of interdisciplinary studies that support data and research of complex issues by providing justification for an interdisciplinary approach and informing the interdisciplinary process. The first theory is complexity theory. According to Repko et al., interdisciplinary complexity theory is necessary for a comprehensive understanding of multifaceted phenomena that function as a system. They stated that the various disciplines were developed to study individual facets or sub-systems of complex systems, while interdisciplinary studies were developed to study complex systems and phenomena by drawing on multiple disciplinary insights and integrating them. Because U.S. IHE are multilevel, decentralized systems with multiple stakeholders, this complexity impacts IoC. The second theory is perspective taking theory. According to Repko et al. perspective taking reduces the tendency of humans to view others in a stereotypical manner, leads to developing a clear understanding of differences between disciplinary insights, facilitates assembling of new sets of potential solutions, and heightens awareness of the researcher's own tendencies towards bias through role taking.

A third theory is common ground theory. Based on cognitive psychology's theories of common ground, Repko et al. (2014) cited a definition of common ground by Herbert Clark (1996), a noted cognitive psychologist, as applicable to interdisciplinary

research. According to Clark, in the use of language “two people’s common ground is, in effect, the sum of their mutual common or joint knowledge, beliefs and suppositions” (p. 93). Repko et al. (2014) stated “Clark’s theory means that the interdisciplinarian has to *create* [emphasis added] the common assumption, concept, theory, value or principle that can provide the basis for integration” (p. 130). For this study, common ground refers to similar patterns and overlaps that are found in the literature review and research data. Looking for common ground is used to modify or reinterpret disciplinary insights. The fourth theory discussed by Repko et al. that frames interdisciplinary research is integration theory by which conflicting perspectives from the disciplines can be overcome by looking for common concepts, assumptions, theories, and methods to produce a more comprehensive understanding of the complex problem.

An interdisciplinary approach for studying complex problems and issues has been valued by other scholars. For example, McMurtry (2013) identified key features of integrating disciplinary knowledge to develop new disciplinary areas: diverse perspectives, constructing common ground, negotiating conflicts and synthesis. According to McMurtry, diverse perspectives provide the “raw materials” (p. 80) used by interdisciplinarian researchers to look for and construct common ground by identifying compatible understandings and overlap in theories, concepts or assumptions. Conflicts are negotiated and synthesis is attained through integration which often suggests an overarching result, such as a new concept or theme. Also, Newell (2013) posited a theory of interdisciplinary studies as a distinct approach, or process that transcends disciplines to study issues, questions or problems that are complex. According to Newell, “...all

complex phenomena require interdisciplinary study” (p. 31) which integrates disciplinary insights by focusing on overlaps in disciplines (not gaps between them). Appendices A and B exemplify disciplinary integration of literature related to this paper.

In addition, Mestenhauser (2011) tied interdisciplinarity to internationalization. He stated that “interdisciplinarity is associated not only with the production, dissemination, and utilization of knowledge, but also with the integration of a variety of knowledges [*sic*]” (p. 122), or academic disciplines, and described international education as “the business of more fields than economics, politics, and psychology” (p. 128). Further, he stated,

When we speak of internationalization, we should also attempt to identify the international dimensions of many of the disciplines that normally do not enjoy attention in the literature and research. Development [of internationalization] is the business of many fields from health to technology and from agriculture to literature, and – again – from education. (p. 128)

In short, Mestenhauser agreed with Repko et al. (2014) that interdisciplinary research can contribute to developing new, comprehensive knowledge in a complex environment, such as higher education, through the integration of disciplinary perspectives and insights.

In the case of faculty awareness and perceptions of IoC, an interdisciplinary research approach has the potential to not only provide new or different perspectives on this complex issue, but also contribute to the building of an IoC “knowledge base” grounded on the integration of disciplinary insights from theory, research and practice. However, due to the broad nature of the interdisciplinary research approach, the scope of



such an inquiry is limited to the integration of methods, insights and perspectives rather than a deep, singular disciplinary study of the issue.

### **Internationalization of U.S. Higher Education**

In October 2004, a task force of the National Association of State Universities and Land-Grant Colleges (NASULGC), now the Association of Public and Land-Grant Universities (APLU), published their report on international education, *A Call to Leadership: The Presidential Role in Internationalizing the University*, challenging

NASULGC presidents and chancellors to commit to the one significant act that has the potential to transform and enliven our institutions. This is a call to internationalize our nation's land-grant and major research institutions, setting the pace for change in this new century. If we are to maintain our place at the forefront of the world's institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission – our learning, discovery and engagement. And it is the presidents and chancellors who must lead the charge. It is time to act. It is time to lead. (APLU, 2004, p. v)

According to this report, U.S. institutions of higher education (IHE) had fallen short “on virtually all indicators of international knowledge, awareness, and competence,” (APLU, 2004, p. 3), basically earning “a failing report card” (p. 3) on internationalization. Examples given included: only 3 percent of U.S. college students in four-year institutions were studying abroad each year, and those who did tended to be White, female, middle class and studied in European or English-language programs; enrollment in foreign languages had dropped from 16 to 9 percent since 1960; and the

growth rate of international student enrollment was slowing (at that time less than 1 percent in 2003 following a five year annual growth rate of 5 percent) while enrollment of international students was increasing in Great Britain, Canada, and Australia (APLU, 2004, pp. 3-4). Also global political, economic and demographic factors added to the pressures on IHE, such as decreased educational funding and increased competition for students, that required higher education to continually adjust to meet new challenges and opportunities (Altbach, 2006; Hudzik & McCarthy, 2012).

The APLU's call to action on internationalizing U.S. IHE was the culmination of decades of disconnected and sporadic efforts to raise awareness of the importance (and after 9/11, the imperative importance) of IoC by its champions and advocates (ACE, 2012; Altbach, 2006; Childress, 2010; Council on International Educational Exchange (CIEE), 2010-2012; Green & Olson, 2008; Hobson, 2007; Hudzik, 2011; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998; Paige, 2003; Stebbins, 2011; Stohl, 2007). Also, Childress (2010) noted that studies and reports were generated by numerous national organizations over the past two decades to alert higher education administrators and faculty of the urgency to internationalize their institutions. In one example, the American Council on Education (ACE), researched and published guides to support U.S. IHE understand and move through the internationalization process (ACE, 2012; Green & Olson, 2008; Green & Shoenberg, 2006; Olson, Green & Hill, 2006). Other groups, such as the Association of International Educators (NAFSA) published strategies and tactics for action for U.S. IHE that extended beyond its borders (Hudzik, 2011; Hudzik & McCarthy, 2012).

Viewing internationalization as holistic, ACE (2012) defined the internationalization process in higher education as comprehensive internationalization (CI), "...a strategic, coordinated process that seeks to align and integrate international policies, programs, and initiatives, and positions colleges and universities as more globally oriented and internationally connected" ( p. 3). According to ACE, there needs to be a clear commitment by higher-level institutional leaders to implement policies and programs, as well as impact people to accomplish CI objectives.

In order to assess the state of internationalization in U.S. IHE, ACE's Center for Internationalization and Global Engagement (CIGE) surveyed U.S. colleges and universities in 2001, 2006, and 2011 about their international activities (ACE, 2012). The results were mixed. On the one hand, they found internationally focused mission statements and strategic plans, procedures for assessment, increased international faculty recruitment, attention to student mobility and its needed financial resources, as well as formalized partnerships and related funding efforts. However on the other hand, the results indicated internationalization efforts were lacking in general education requirements; internationalized courses were only available to those who chose to participate; faculty were rarely rewarded for internationalization efforts; international students lacked support services; and there was uneven attention to internationalization across different sectors of higher education.

### **Internationalization of the U.S. College Curriculum**

According to Green & Olson (2008) curriculum is the "centerpiece of internationalization" (p.57), and the development and delivery of the curriculum is one of

the major functions of higher education. In a summary of her graduate research at the University of Minnesota, Ellingboe (1998) defined curriculum within higher education “as the complete portfolio of requirements and electives offered by individual co-cultures (colleges, divisions, departments, and units) operating within a larger system (the higher education institution)” (p. 199). In addition, she defined internationalization as

the *process* of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment. (Ellingboe, 1998, p. 199)

Internationalization of the curriculum (IoC) is a major 21<sup>st</sup> century priority of U.S. higher education (APLU, 2004; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998). For decades study abroad had been the primary approach to IoC in the U.S., but as a whole, only a small portion of U.S. undergraduate students actually studied abroad (Brewer, 2010; Coryell et al., 2012). Although some U.S. students continue to study abroad, the shifting focus from domestic to global economies as well as advances in global technology, communications, and travel have raised the awareness of the imperative need to prepare all college students for a globalized perspective of the world (Altbach, 2006; American Council of Education (ACE), 2012; APLU, 2004; Green & Olson, 2008; Hudzik, 2011; Knight, 2006; Lattuca, 2006; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998; Noddings, 2005; Stearns, 2009). Two approaches to

IoC are ACE's Comprehensive Internationalization (CI) (ACE, 2012; Green & Olson, 2008; Hudzik, 2011; Hudzik & McCarthy, 2012; Mestenhauser, 2011) and Internationalization at Home (IaH), international education for non-study abroad students (Jon, 2013; Jones & Killick, 2013; Knight, 2004, 2012; Leask, 2009; Paige, 2003; Sawir, 2011a, 2011b; Wachter, 2003).

Increasingly, CI is being integrated into institutional strategic plans of U.S. colleges and universities with the intent to eventually create a "critical mass" of faculty who will internationalize their curricula and pedagogy to address the global perspective needs of college students (Childress, 2010; Gilliom, 1993; Green & Olson, 2008). However, plans based on ACE's CI are holistic in nature and must negotiate various institutional levels and complexities inherent within the higher education system to create the needed faculty support and engagement for IoC (Childress, 2010). According to Childress, considerable work, time and energy are expended by the committee members and various stakeholders who research and develop CI plans. Then after their approval by the institutional administration, assumptions are that they will be incorporated into school and departmental plans, and eventually be implemented by the teaching faculty in their classrooms.

The publicity and discourse surrounding CI plans are part of CI marketing strategies to stakeholders at various levels within the institution. However according to the literature, one problem with implementing CI plans is misunderstanding of terms. Kehm and Teichler (2007) described this problem of terminology as "fuzziness" (p. 262) of concepts. For example, terms such as internationalization and globalization have been

defined and used interchangeably over the past several decades by various stakeholders causing confusion and lack of consensus on definitions (Altbach, 2006; Altbach & Knight, 2007; Knight, 1994, 2004, 2006).

In 2004, Knight specifically tackled the issue of defining internationalization, acknowledging there had been at least 20 years of discourse and debate among academics about its meaning. She stated that internationalization was not a new term since it had been "...used for centuries in political science and governmental relations" (p. 9), that it had become popular and soared in the education sector in the 1980s, and it had become differentiated in the 1990s from comparative, global and multicultural education. Although in the mid-1990s, Knight (1994) had defined internationalization of higher education as a process that integrates international, or global, and intercultural dimensions into the teaching or learning, research and service functions of post-secondary institutions, in 2004, she stated that internationalization must be understood from both the national (or sector) and institutional levels. Also, Knight (2004) noted that whatever definition is developed for a term such as internationalization, it must be revisited over time to make sure it reflects current realities. For example, she stated, "key words used to study and analyze the international dimension of higher education have been complex, multifaceted, diverse, controversial, changing and challenging. These adjectives paint a picture of internationalization as a phenomenon that is evolving" (2004, p. 28).

Later, Knight (2006) continued her analysis of internationalization by differentiating it from globalization, another unclear concept. Although she

acknowledged that the role of postsecondary education “as both agent and reactor to globalization is a critical area of debate and study” (p.208), she defined globalization as an environmental, multifaceted process that is related to cross-border flows of economies, trade, communications, information, technologies, people, and changes in structures of government that impact countries in both positive and negative ways. According to Knight, substantial progress had been made by the mid-2000s to ensure that “internationalization” of education and “globalization” of education were no longer considered synonymous or interchangeable terms.

Also, others have described internationalization as an evolving concept. For example, the International Association of Universities (IAU) (2012) stated that internationalization is a dynamic process shaped continuously by its global context and focused on multiple challenges, goals such as educating “global citizens” (p. 2), building research capacity, developing branch campuses, and generating revenues. Although engaging in global and international activities is becoming the 21<sup>st</sup> century norm for many institutions of higher education, the IAU identified “possible adverse consequences of internationalization” (p.3), such as cultural homogenization through the widespread use of the English language, concentration of national resources in one or a few IHE, brain drain, questionable or unethical practices for recruiting international students, and focus on rankings and prestige.

Besides issues of terminology, there have been other challenges related to IoC. For example, when reflecting on his 60 year career as a “change agent” in international education, Mestenhauser (2011) indicated that despite the increasing importance of

international education over the past 20 years, higher education establishments did not fully recognize the challenges that needed to be addressed in an increasingly uncertain and complex higher education environment. Mestenhauser identified these challenges as:

- Recognizing that the world, education, and academic disciplines combined make international education a “mega-system of knowledge” (p. 7) requiring “systems thinking...[that includes] *differentiation* and *integration* of knowledge” (p. 6);
- “Identifying barriers” (p. 8) that hinder international education from working as a mechanism of “cognitive shifts” (p. 9) by connecting people to “mind changing [transformative] experiences” (p. 9);
- Understanding that the “concept of culture” (p. 9) is central to internationalization of higher education;
- Knowing how to incorporate “globally produced knowledge” (p.11) to provide new perspectives in undergraduate teaching and learning;
- Understanding the multiple aspects of complexity, especially people’s “mind-sets [or] dispositions” (p. 13) when change agents attempt to internationalize the curriculum;
- “Rethinking the organization [IHE], administration, and the institutionalization of international education” (p. 13) when there is no one internationalization academic discipline that develops a body of knowledge on international education or trains professional international educators.



Also, Mestenhauser stated,

Never before has international education been so complex because it addresses the future, focuses on global movements of people for educational purposes, deals with massive transfer of knowledge, and strives to situate higher education and the knowledge and skills it produces for the benefit of the whole education system of nations, as well as for the benefit and well-being of humankind. In my view there is no other entity that has such a triple-headed task, which makes the field unique and distinguished—but also difficult to understand and even more difficult to fit into the highly structured systems of education. There are many pieces missing in this picture and many learning gaps that remain to be filled. These gaps offer new opportunities that I see growing out of the challenges. (2011, p. 6)

Whether specific issues such as terminology or broader issues such as the complexity of the higher education system, internationalizing the U.S. college curriculum poses many challenges to those who engage in the process.

### **Summary**

Internationalization of universities and colleges in the U.S. is a challenging process that, comprehensively, would encompass every aspect and level of the institution, including the curriculum. In 1998, Mestenhauser described a general lack of understanding within U.S. higher education about the meaning of internationalization as well as a lack of ownership for its implementation. According to him, internationalization did not belong to any particular discipline, an internationalization knowledge base was not developed through normal disciplinary research, and he noted,

internationalization of higher education was a multidisciplinary, multidimensional, complex process requiring a systems approach to understand and implement. Later, Childress (2010) made a similar observation and stated internationalization was rhetoric with little action. Further, she noted that a critical mass of faculty from many disciplines across campus would be required to develop internationalization plans into living documents, impact the institutional ethos, and deliver the necessary institutional transformation.

In short, although there have been years of effort by its advocates to internationalize U.S. higher education and its curriculum, confusion about its meaning, the complexity of the education system and the internationalization process itself, as well as rhetoric and sporadic success have resulted in a continued lack of overall change in U.S. IoC. It appears that APLU's 2004 failing report card for U.S. IHE is still relevant in the second decade of the 21<sup>st</sup> century.

Based on the above, this research posits that an interdisciplinary approach to this complex systems issue in higher education will be useful for understanding faculty awareness and perspectives of their roles and responsibilities for internationalizing the U.S. college curriculum, and how course content reflects this awareness. The interdisciplinary approach to this inquiry begins with the following literature review.

## **Chapter Two – Literature Review**

### **Literature on Faculty Awareness of IoC and Identification of Relevant Disciplines**

In 2014, the literature review for this research was initiated by implementing the BMIR approach to researching a complex issue (Repko et al., 2014), and by utilizing literature matrices constructed specifically for organizing and analyzing the literature review results. At that time, database searches for relevant sources on the research topic were conducted in ERIC, EBSCO, ProQuest Dissertations, Web Science and Sage Journal databases with a limited time range from 2000 to 2014. Terms related to the issue utilized for the literature searches included: higher education, faculty, curriculum, international and awareness, as well as internationalization and interdisciplinarity.

After reviewing the multiple abstracts generated from these searches, I selected sources that fit the research topic for a further, full text review. During this stage of the review, reference lists from the multiple sources, including some from years prior to 2000, suggested additional sources for consideration. This method yielded a substantial sampling of IoC literature relevant to the issue that included sources not only from the U.S., but also from Canada, Australia, United Kingdom, Netherlands, Germany, Sweden and South Korea.

Making sense of all of this information and discovering the gaps in the IoC literature required a systematic organization for the analysis. At first, the diverse literature seemed to fall into topical categories, such as:

- Internationalization of Higher Education – concepts, terms, definitions, trends, issues (e.g. Altbach, 2006; IAU, 2012; Green & Olson, 2008, Hudzik, 2011; Knight, 2006; Sutton & Deardorff, 2012; Stearns, 2009);
- Paradigms of Internationalization of Higher Education – study abroad, comprehensive internationalization (CI), and internationalization at home (IaH) (e.g. ACE, 2012; Brewer, 2010; Brewer & Cunningham, 2009; Hudzik, 2011; Jon, 2013; Kehm & Teichler, 2007; Kenny, 2011; Nilsson & Otten, 2003; Paige, 2003; Wachter, 2003);
- College Curriculum and Pedagogy – disciplinary content and its implementation in the classroom (e.g. ACE, 2012; Agnew, 2012; Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Dewey & Duff, 2009; Jones & Killick, 2013; Lattuca & Stark, 2009; Leask, 2009; McKinney, 2007; Mestenhauser & Ellingboe, 1998);
- College Faculty – those teaching college students (e.g. Allen, 2004; Boyer, Altbach & Whitelaw, 1994; Dewey & Duff, 2009; Gopal, 2011; Hills and Thom, 2005; Sawir, 2011a, 2011b; Welch, 1997, 2005a & 2005b);
- Faculty Awareness – recognition, internal sensing, perception (e.g. Anderson & Lawton, 2011; Gilliom, 1993; Lattuca & Stark, 2009; Schuerholz-Lehr, Caws, Van Gyn, & Preece, 2007); and
- Faculty Response – what faculty are doing or not doing (e.g. Boyer et al., 1994; Childress, 2010; Schuerholz-Lehr et al., 2007; Welch, 1997, 2005a).

However, using an interdisciplinary approach to researching this complex issue provided an alternative method for organizing the literature review. Based on Repko et al. (2014), a review of the IoC literature identified several disciplines for categorizing the literature for analysis that could potentially provide a new perspective to IoC. Three “sets” of disciplinary perspectives related to IoC were identified from the literature and coded as: Sociology/Systems Analysis (S/SA), Education/Pedagogy (ED/P), and Anthropology/Cultural Analysis (A/CA). These sets are summarized in Appendices A and B (Table A1 and Figure B1). Overlaps in the intersection of the Venn diagram in Figure B1 represent the integrated, abbreviated, and coded sets: S/SA/A/CA, S/SA/ED/P and ED/P/A/CA, with the nexus of the intersections reserved for findings from the IoC literature related to the two research questions: What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? How does their course content reflect this awareness?

Next, based on their content, all of the reviewed sources were categorized and labeled by one of the three sets of intersection codes so that each source was designated and organized by an abbreviated code: S/SA/A/CA, or S/SA/ED/P or ED/P/A/CA and posted in a corresponding literature matrix. For example, based on Figure B1 the

- S/SA/A/CA matrix included resources that related to organizational structure and various levels of the institution as well as cultures, subcultures, and change;

- S/SA/ED/P matrix included resources that related to organizational structure and various levels of the institution as well as teaching, learning, study abroad, disciplines, curriculum, and assessment; and
- ED/P/A/CA matrix included resources that related to teaching, learning, study abroad, disciplines, curriculum, and assessment as well as cultures, subcultures, and change.

Although most of the sources were labeled with only one of these codes, there were several sources that were labeled by two or even all three of the codes. Sources coded with more than one code were added to all corresponding matrices, even though they were repeated since the different matrices reflected different disciplinary perspectives.

Then, information from each coded source was logged into a corresponding matrix labeled: S/SA/A/CA, S/SA/ED/P or ED/P/A/CA, posted chronologically from most recent to the oldest source. Each record posted in these literature matrices included basic information about the source, including author, date, theory, methodology, insights, awareness or response, and comments by the researcher, resulting in three lengthy tables of categorized sources.

Finally, the three matrices were manually color-coded for common themes and insights which were then utilized to construct two summary tables used to address the research questions stated above: one table based on common ground and emerging themes from the literature, and the other table based on integration of insights from the literature by organizational level of the institution. (Appendix A, Tables A2 & A3)

## **Integration and Analysis of Disciplinary Insights from the Literature Search**

In an attempt to understand faculty awareness of their roles and responsibilities for IoC, from the literature, I applied to the literature analysis Repko et al.'s (2014) theories of interdisciplinarity that frame a research topic (i.e. complexity theory, perspective taking theory, common ground theory and integration theory). One way to identify common ground from diverse sources in matrices for interdisciplinary understanding is to map different insights (Badham, 2010; Patton, 2002, Szostak, 2013). Also, according to Szostak (2013), mapping a complex system can help identify areas for change.

For the literature review in this paper, I employed a mapping procedure using color codes to highlight information in the three matrices for common terms, concepts, and assumptions to develop core meaning from the documents (Patton, 2002). Based on common ground (Repko et al., 2014), Appendix A, Table A2 summarizes information from the three matrices by the topical categories that emerged from the literature. Alternatively, Table A3 (Appendix A) summarizes information by integrating disciplinary insights from the same literature (Repko et al., 2014) and categorizing these insights by basic organization levels of IHE, top to bottom (i.e. institution level, discipline or department level, faculty level, course level and the merging of these levels).

Using a systems approach, organizational levels of IHE were selected for analysis because reviews of the literature consistently referred to them, and several sources suggested a potential relationship of IHE organizational level to the two main questions of this research (Childress, 2010; Knight, 2004; Sanderson, 2008). Each organizational

level within Table A3 provides citations of sources from the initial three color-coded matrices, based on the three sets of disciplinary intersections (S/SA/A/CA, ED/P/A/CA, and S/SA/ED/P) positioned across the table with brief notes from those sources on the relevant insights at each level in the far right column. Based on the results of this literature review, the following discussion includes (a) some general findings, (b) integrated insights from the common ground analysis, and (c) integrated analysis based on organizational levels.

**General findings.** Tables A2 and A3 (Appendix A) include literature on internationalization of institutions of higher education (IHE) that was extensive and often presented from the perspectives of its champions and advocates from upper levels of higher education administration, various academic disciplines, and associations and organizations related to higher education. This literature spans more than half a century, with Australia a recognized leader in IoC research and considerably influenced by Knight's work (Altbach & Knight, 2007; Jones & Killick, 2013; Knight, 1994, 2004, 2006; Sanderson, 2008).

During the last half century, there appears to have been considerable rhetoric communicated about internationalization, as well as some celebrated cases of success in international programming (e.g. Brookes & Becket, 2011; NAFSA, 2013; Stebbins, 2011). Besides discussions on the confusion about terms, such as internationalization and globalization (Knight, 2004, 2006), there was a lack of consensus on internationalization among disciplines (Agnew, 2012; Green & Shoenberg, 2006) and at different levels of the higher education system (Knight, 2004; Sanderson, 2008). Also, throughout this half



century of development, study abroad was noted as one of the major approaches for U.S. IoC, and still remains a recognized approach (Brewer, 2010). However, even after decades of activity and inquiry on internationalization of higher education in the U.S., and some limited success stories (APLU, 2004; NAFSA, 2013), IoC remains an unfulfilled priority for U.S. higher education because it is perceived to be very important for 21<sup>st</sup> century college graduates.

In the literature review, sources related to IoC were abundant, including concept papers, guide books, case studies, and findings from other qualitative research, as well as survey research. Some examples are studies based on surveys produced by organizations such as ACE's Center for Internationalization and Global Engagement (CIGE) (ACE, 2012), the International Association of Universities (IAU, 2014) and the Carnegie Foundation for the Advancement of Teaching (Boyer et al., 1994; Ehara, 2005; Welch, 1997, 2005a, 2005b). In fact, the Carnegie Foundation conducted the first International Survey of the Academic Profession in 1992-93, on the working conditions and attitudes of academic staff (Welch, 2005). There were 19,486 returned questionnaires (40.6% response rate) from faculty in multiple countries around the world, including 3,529 respondents (46.5% response rate) from U.S. faculty (Ehara, 2005, p. 68). The objective of this survey was to learn about the condition of the academic profession from an international perspective, including the importance to faculty of scholarly international connections (Boyer et al., 1994). Among its findings, U.S. faculty reported the highest enrollment of international students in their institutions, but only 45% of U.S. faculty reported their support of a more international curriculum (Boyer et al., 1994).

Also, Welch (2005a) noted that the U.S faculty respondents from the Carnegie Foundation survey were the least committed to internationalism compared to scholars from other countries represented in the survey. Another interesting finding from this survey was the identification of an index of internationalization: *foreign highest degree earned* which was used to investigate differences between “indigenous” (faculty without a foreign degree) and “peripatetic” (faculty with a foreign degree) (Welch, 2005, p. 77). Other variables included in this survey were gender, disciplines, and forms of employment (i.e. tenure or non-tenure, etc.). Some limitations of this study included its global magnitude and differences in language, definitions, education systems, and cultures that in some cases made direct comparisons difficult. Also, it is important to note that though this survey was extensive, its reported findings were mostly descriptive.

In addition to world-wide surveys, governments have conducted surveys and studies on internationalization at national and local levels. A good example is the Australian Government which is considered a recognized leader in internationalization of higher education (Childress, 2010; Jones & Killick, 2013; Leask, 2012; Sawir, 2011b). According to Leask (2012), the Fellowship Project in Australia involved over 1700 participants in workshops, lectures, and presentations between the years 2010 and 2012 in 15 universities in Australia, as well as groups of staff and individuals in the U.K., The Netherlands, South Africa and the U.S. The methodology used by the Fellowship Project was described as action research to stimulate reflection, discussion, and speculation about the future in relation to IoC. Results indicated that (a) many faculty were unsure about the meaning of IoC within the contexts of their disciplines and institutions, (b) university

policies were not enough on their own to effect IoC, (c) there was a range of faculty response to IoC that needs to be managed by IHE, and (d) more research was needed on IoC and its impact on student learning.

These were extensive projects that were supported by large organizations and governments. However besides surveys, an abundance of IoC related literature was available mostly based on qualitative case studies, concept papers, and action research produced by individuals interested in IoC at the institutional level. Also included in the sources were literature reviews, suggested theories, and information on the history of internationalization of higher education.

**Common ground findings.** Besides these general findings, broad categories of information were identified from the literature related to faculty and their awareness of the IoC process. Categories that emerged by comparing the literature for commonalities, or similar concepts and topics included: awareness, barriers and challenges, curriculum, definitions, disciplines, diversity, faculty, frameworks for analysis, institutions, organizational systems, students, and teaching (Table A2, Appendix A). The following summarizes information from the literature on (a) awareness, (b) internationalization of the curriculum (IoC), (c) global student learning, and (d) faculty engagement in the IoC process.

***Awareness.*** Awareness was defined as information, knowledge, discourse and perception, a term sometimes used as an alternative word for awareness (Leask, 2012; McCrickerd, 2012). Some sources indicated that U.S. academics were possibly lacking a basic awareness of internationalization (Breit, Obijiofor, and Fitzgerald, 2013; Crose,

2011; Halpern & Hakel, 2003; Myers, 2006), and faculty opinions on the IoC topic were rarely voiced (Dewey & Duff, 2009; Kelly, 2010; Leask, 2013a; Ray & Solem, 2009; Sanderson, 2008). Also, it was found that faculty resistance to change may be a barrier to IoC (Dewey & Duff, 2009; Green & Shoenberg, 2006; McCrickerd, 2012). For example, according to Schuerholz-Lehr (2007), the personal and professional backgrounds of faculty can shape their curricula for, or against, internationalization. In addition, Agnew (2012) stated that it is important to understand how faculty think about internationalization from the perspective of their discipline.

The literature suggested there may be ways to create faculty awareness, such as faculty development workshops and training (Joseph, 2012; Schuerholz-Lehr et al., 2007). Also, teaching and living abroad were considered effective methods for internationalizing faculty (Kwok & Arpan, 2002; Welch, 1997, 2005a, 2005b). In addition, some related concepts were suggested in the literature:

- the “Ideal Lecturer,”—such as a profile of qualities and skills required of teachers to be effective in the international classroom (Teekens, 2003);
- an “Authentic Teacher”—such as teachers who are true to themselves through reflective and transformative practice (Cranton, 2001);
- “Self-in-Relation” to Others—such as being self-aware and creating space for others (Arminio & Torres, 2012);
- an International “Mindset” or “World-Mindedness,”—such as knowing, understanding and thinking from an integrative, interdisciplinary, culturally

diverse, comparative, global perspective (Fugate & Jefferson, 2001; Paige, 2003; Schuerholz-Lehr, 2007; Schuerholz-Lehr et al., 2007); and

- the “Internationalized Academic Self”—such as internationalizing teachers’ personal and professional outlooks (Coryell et al., 2012; Leask, 2013b; Sanderson, 2008).

According to Sanderson (2008), an internationalized academic self is fundamental to an institution’s response to the global forces affecting higher education, however little attention has been devoted to its development. Also according to Stohl (2007), engagement of faculty is key to this response, yet little is known about how to effectively engage faculty in the process of internationalization (Childress, 2010; Ray & Solem, 2009).

***Internationalizing the Curriculum.*** IoC is a complex process that interplays between institutions, disciplines, disciplinary identities, faculty, and outsiders (Breit et al., 2013; Jones & Killick, 2013). IoC has been defined as infusing international, comparative, and cross-cultural perspectives into existing curricula, with a focus on multiple viewpoints, questions, assumptions and organization of course structures (Kwok & Arpan, 2002; Green & Shoenberg, 2006; Green & Whitsed, 2012; Stebbins, 2011). According to Jones and Killick (2013), much of the IoC literature comes from Australia and the U.K. While historically, U.S. academe has been ambivalent towards internationalization (Terzian & Osborne, 2006). Also, the U.S. education system has been resistant to global perspectives in the curriculum (Myers, 2006).

According to Crittenden and Wilson (2005), there are five methods to IoC: infusion of international or global topics into existing courses, development of a survey course, area study courses, international non-disciplinary course requirements, and international hands-on experience requirements (e.g. internships and study abroad). Although study abroad has been the primary method of IoC in the U.S., there has been a shifting of paradigms to Internationalization at Home (IaH), which uses infusion of international or global perspectives into courses to develop global student learning. Similar to study abroad, this approach has the potential for transformative learning for students as well as faculty (Brewer, 2010; Crose, 2011; Jon, 2013; Jones & Killick, 2013; Kwok & Arpan, 2002; Mezirow, 1997; Nilsson & Otten, 2003; Paige, 2003; Wachter, 2003). For example, in one South Korean case study, domestic students participated in frequent and intensive interactions with international students in and out of their classrooms, resulting in increased intercultural competence of the domestic students (Jon, 2013).

In addition to the above findings, the literature revealed that IoC is related to issues of social justice and the dominant western model of higher education (Breit et al., 2013; Myers, 2006). For example, according to Joseph (2012), different individuals and groups may be privileged or marginalized by IoC. Also, faculty may, or may not, be aware that students bring into their classrooms cultural capital that has a potential for transformative learning (Crose, 2011; Jones & Killick, 2013; Mezirow, 1997). In short, internationalization must be inclusive for all students, faculty, staff, and administrators (Nilsson & Otten, 2003).

***Global student learning.*** Global student learning is an objective of IoC. Green and Shoenberg (2006) defined global student learning as “learn[ing] about other nations, languages, cultures, and histories, and global issues....a long-term process that requires the full engagement of a broad spectrum of faculty” (p. 1). In addition, they identified a sample list of learning outcomes of “globally competent students” (p. 2) that included knowledge, skills, and attitudes needed to understand the world for living and working in a multicultural environment. Also, Brookes and Becket (2011) defined a graduate who is ready globally as one who has “developed an awareness and understanding of cultural diversity...both global and local perspectives, and recognize[s] the need for sustainable development” (p. 377). Stearns (2009) discussed the importance of developing “global citizens,” as well as global universities, committed to the challenges and opportunities of IoC. His list of minimum global competencies included: (a) “some knowledge...[and] ability to discuss current global issues,” (b) “some analysis – habits of mind,” and awareness of other perspectives, and (c) “some experience in relating the global to the local and back to global and some experience interpreting global change” (p. 176).

***Faculty engagement in IoC.*** Faculty engagement in the IoC process is critical because academic coordinators and their teams’ control, define, and manage their curriculum (AAC&U, 2012; Leask, 2012; Ray & Solem, 2009). Sanderson (2008) agreed that equipping faculty to assume the task of IoC is one of the challenges and opportunities of 21<sup>st</sup> century higher education. Also, according to Leask (2001, 2013b), successful IoC relies on teaching and learning, and although faculty tend to teach as they were taught, teaching for global student learning is a skill set that can be taught and

developed (Ambrose et al., 2010; Halpern & Hakel, 2003; McCrickerd, 2012). Many frameworks for IoC were cited in the literature review. However, Childress (2010) cited Knight's (1994) "Internationalization Cycle" as her selected theoretical frame of reference for her research on developing faculty engagement in internationalization.

Knight's (1994) "Internationalization Cycle" includes six interconnected phases of internationalization in a "Supportive Culture to Integrate Internationalization" (p. 12):

- Phase 1: Awareness of need, purpose and benefits of internationalization for students, staff, faculty, and society;
- Phase 2: Commitment by senior administration, Board of Governors, faculty, staff, and students;
- Phase 3: Planning and identifying needs, resources, purpose, objectives, priorities, and strategies;
- Phase 4: Operationalizing academic activities and services, organizational factors and using guiding principles;
- Phase 5: Review, assess and enhance quality and impact of initiatives, and progress of strategy; and
- Phase 6: Reinforcement and development of incentives, recognition and rewards for faculty, staff and student participation.

According to Leask (2012), Childress (2010) conducted one of the few studies on faculty engagement. It was a comparative case study of the implementation of strategic plans for IoC at Duke University and the University of Richmond. Because faculty are pivotal for IoC, Childress's (2010) objective was to learn how to know when an



institution has reached widespread faculty engagement in IoC, thus assuming success of the internationalization process. Based on her research, she developed a model that broke down faculty engagement into five parts: (a) intentionality, (b) investments, (c) infrastructure, (d) institutional networks, and (e) individual support. Also, she developed a rubric for assessing faculty engagement in internationalization that included teaching, research, and service on campus, off campus regionally and off campus abroad. Although the rubric has possibilities, it was not clearly apparent how one would rate faculty using this rubric. From a different viewpoint, this research revealed that much of the emphasis on IoC is from an institutional perspective, and that it is a top-down approach to IoC that leaves prominent gaps in the literature on the process of internationalization. These are just some of the selected findings from the common ground analysis of the literature review that helped guide the research for this paper.

The next discussion is based on the integrated disciplinary insights by organizational level as found from this review. Organizational levels of institutions of higher education (IHE) derived from the literature and condensed in Table A3 (Appendix A) include, from top to bottom: (a) Institution Level—including institutional stakeholders, centralized approaches, plans for comprehensive internationalization (CI); (b) Merging of Institution and Discipline or Department Levels—assumptions; (c) Discipline or Department Level—including research, discipline, content, plans for comprehensive internationalization; (d) Merging of Discipline or Department and Faculty Levels—disciplinary perspectives, voices of the faculty, community, IoC process;

(e) Faculty Level—faculty awareness and perspectives, internationalization training, research, curriculum, pedagogy; (f) Merging of Faculty and Course Levels—IaH approach, classroom, pedagogy, assessment; and (g) Course Level—community, global learning outcome, international student cultural capital, study abroad, intercultural competence.

**Organizational level findings.** Sanderson (2008) provided a detailed discussion and diagram on the depth and breadth dimensions of the reach of internationalization across IHE organizational levels. Based on Knight's (2004) definition and concept of internationalization that included a bottom-to-top hierarchical approach starting at the institutional level, and on up to the sector and national levels, Sanderson extended this concept by adding regional and global levels above Knight's national level, as well as faculty or department, and individual levels below Knight's institution level.

Borrowing from Sanderson's model of IHE organizational levels, Table A3 (Appendix A) presents an overview of findings of the integrated disciplinary insights from this literature review. IHE organizational levels, in descending order are: institution, discipline or department, faculty, and course levels. It is important to note that these levels were not always clearly delineated in the literature, and overlaps are presented, including those external to IHE. These overlaps are reflected in Table A3.

***Institution level.*** This literature review at the institutional level indicated that internationalization is an evolving concept influenced by 21<sup>st</sup> century changing tides of economies, technologies, communications, demographics, and other global influences impacting social structures and institutions, such as higher education. IHE may

champion and promote internationalization, but confusion and a lack of consensus on the definitions of internationalization and globalization appear to have resulted in an uneven integration of international perspectives across the disciplines as well as within the curriculum in general.

Although study abroad has been the traditional approach to IoC in U.S. IHE, comprehensive internationalization (CI), with its holistic institutional initiatives, is a good example of a top-down organizational approach to IoC that is being implemented in the U.S. (ACE, 2012; Green & Olson, 2008; Hudzik, 2011; Hudzik & Briggs, 2012, Knight, 2004). According to ACE (2012), the purpose of IoC is to build and assure the global competency of all students (whether or not they study abroad) through implementation of student learning outcomes, and assessment. ACE's model of CI implemented at the institutional level includes the following six interconnected target areas for internationalizing an IHE:

- an initial articulated institutional commitment such as strategic and assessment plans;
- administrative structure with staff and support;
- curriculum, co-curriculum, and articulated student learning outcomes;
- policies and practices supporting faculty development;
- student mobility programs and support; and
- collaborative partnerships and programs.

In the literature, there were multiple examples of best practices of CI that have contributed to the internationalization of IHE in the U.S. One example was Missouri

Southern State University (MSSU). According to Stebbins (2011), an ad hoc faculty committee at MSSU selected an annual theme and coordinated a slate of activities throughout the university during the academic year, focusing on one country they considered vital to the U.S., such as China, Finland, Thailand, Norway, and Turkey. Assuming a four-year academic career, an undergraduate student could be exposed potentially to four different countries and their respective cultures and languages. This article reported on 15 years of activities and success at MSSU.

Another example in the literature of institutional approach practices for internationalization at U.S. institutions of higher education (IHE) was the University of Minnesota (Paige, 2003). This case had a 30 year history of involvement in international education. Described in Paige's article, the Internationalization at Home (IAH) program was University of Minnesota's selected method of meeting the internationalization needs of local students who did not study abroad by providing international and intercultural learning opportunities on their campuses.

The Association for International Educators (NAFSA) publishes an annual list of colleges and universities who were awarded its Paul Simon Award for Campus Internationalization. Considered a source of best practices of internationalizing undergraduate education, the annual list defines elements and characteristics of internationalization of IHE. For example, in 2013, the following IHE were celebrated: Colorado State, Green River Community College, Lone Star College System, St. Cloud State, University of South Florida, Fairfield University, Massachusetts Institute of Technology, and Northwestern University (NAFSA, 2013). Some of their common

characteristics included broad support for internationalization across their institutions, commitment to IoC, and demonstrated results by the faculty and students of internationalization at their institutions. More recent awards have focused specifically on the development of comprehensive internationalization (CI) across the institution (NAFSA, 2016). According to Hudzik (2011), CI is an “organizing paradigm” (p. 5) for thinking about internationalization of higher education “holistically,” but allowing for individualization “consistent with its [each IHE] own path...with its missions, clientele, programs, resources, and values” (p. 5).

Although these cases were considered examples of CI success, in reference to IoC the general frustration has been how to solve the problem of moving strategic plans for internationalization from the top of the institution down the organizational structure and into the classrooms. In short, moving from the planning stage to the implementation stage in IoC is where the strategic plan can fail to materialize into the desired faculty participation and learning outcomes. Borrowing a concept from marketing and applying it to organizational change (see Parsons & Fidler, 2005; Piercy, 2002, p. 579), Childress (2010) referred to this failure as “the SPOTS syndrome, or the tendency for institutional change documents to remain ‘Strategic Plans on the Shelf’” (p. 135).

In addition, findings in the literature review at the institutional level indicated: (a) institutional strategies for CI were supported by leaders in key positions in IHE as well as other champions and advocates in sporadic locations throughout the organization; (b) implementation of institutional strategies were pushed from the top to the bottom of the organizational structure; (c) there was a lack of consensus on how to “do” IoC; (d) issues,

barriers and challenges to internationalization at lower levels in the institution could impede implementation; (e) critical mass of faculty support and engagement was considered important for IoC success; (f) more faculty voices (perspectives) were needed on the topic of IoC; and (g) student learning was considered central to IoC success. According to Sanderson (2008) the next level below Institution in IHE is Discipline/Department Level.

*Discipline or department level.* According to Green and Shoenberg (2006), focus on the discipline level has not been part of recent national literature or dialogue on IoC, nor has IHE paid much attention to initiatives at the department level. However, under the CI model (ACE, 2012; Green & Olson, 2008; Hudzik, 2011), the discipline or department level is very important because it defines IoC within its knowledge base, and engages faculty participation, which is critical for them to situate internationalization within their disciplines (Childress, 2010).

Because internationalization is a key priority for the American Council on Education (ACE), it studied differences between four discipline associations in developing a set of global learning outcomes (Green & Shoenberg, 2006). The four disciplines represented in their study were the: Association of American Geographers (AAG), American Historical Association (AHA), American Political Science Association (APSA), and American Psychological Association (APA). The researchers found that differences between disciplines on internationalization were substantial, and that goals and processes for including global learning within general learning outcomes needed to be defined by each individual discipline/field. Also, they found that faculty weighed the

importance of their disciplinary associations at least equally with the importance of their IHE for internationalization. In addition, the research indicated that faculty may require the development of new ways of thinking and may need considerable support for IoC development. For example, Green and Shoenberg stated, “faculty members working in disciplines or fields within disciplines that are intrinsically not international or global in orientation are often ill prepared to undertake the kind of rethinking necessary to reformulate their courses and scholarship” (2006, p. 5). These are some of the reasons why the academic discipline or department level was identified by ACE as “the key element of institutional internationalization” (Green & Shoenberg, 2006, p. 4).

This literature review suggested some areas of support for IoC at the discipline/department level. For example in their discussion of IoC in Australian IHE, Green and Whitsed, (2013) suggested the importance of continuing professional learning (CPL) for faculty and the role of academic developers in creating interdisciplinary spaces across disciplines to discuss collaborative ideas for addressing complex issues such as IoC. Also from Australia, Leask (2012) found that new ways of thinking and doing were essential for faculty when working on IoC with disciplinary teams. Mestenhauser (2011) stressed that internationalization required faculty to acquire new thinking and suggested using “systems thinking” (p. 6) at all levels of the IHE for the development of IoC.

Typologies have been created and used to assist with understanding the IoC process within disciplines. For example, Agnew (2012) found differences among faculty members based on how they think about internationalization within their respective disciplinary context. Using a typology adapted from Becher and Trowler (2001) that

categorized the disciplines as hard pure (pure sciences), hard applied (technologies), soft applied (applied social sciences –professions), and soft pure (humanities), Agnew conducted a qualitative study of 37 faculty from three IHE, concerning their perspectives on internationalization within their disciplines. She found that internationalization manifested differently “relative to the subjective—objective and the applied or pure qualities of the discipline categories, specifically in value of local culture and language, and the influence of global forces” (Agnew, 2012, p. 183). In short, Agnew found that faculty believed hard-pure disciplines were “value-free,” employed a universal language, and transcended cultural context, while soft-applied and pure disciplines were associated with experiential learning and situated more within cultural contexts. She viewed academic disciplines as a subset of the IHE culture.

Another typology for IoC builds on course content and deep-seated change. Edwards et al. (2003) posited that IoC was a staged process involving: (a) international awareness, (b) international competence, and (c) international expertise which he applied to student learning. The first stage, international awareness, involves infusion of the curriculum with international perspectives in teaching strategies, methods, and learning outcomes, by challenging students’ perspectives and cultural views as well as scaffolding a subsequent transformation (see Mezirow, 1997). According to Edwards et al. (2003), the presence of international students in the classroom at this stage provides culturally mixed perspectives that support group work.

In the second stage, international competence, the internationalized curriculum and students’ perspectives change as intercultural and international literacy is attained



through immersion in global settings, such as study abroad and international internships, producing transformative learning (see Mezirow, 2012). The third stage of this typology is international expertise that involves more of the second stage, but at a more advanced level for professionalism. All of these stages involve teaching strategy, methods, and learning outcomes that engage students with specialty knowledge in their disciplines, and finally immerses them into international environments for study, language learning, and work. Basically, the focus of this typology was on student learning outcomes for IoC. However, it could be applied to faculty development within disciplines as well.

Although there is still much to learn about the process of IoC, according to Childress (2010) faculty beliefs, thinking, cultural awareness, and engagement are important elements. In fact, a lack of basic awareness of world cultures could be a challenge to faculty developing IoC. For example, Breit et al. (2013) emphasized the importance of three dimensions of IoC that need to be considered by faculty in its development process: international, global, and intercultural. According to Breit et al., “Understanding the social imaginary of the collective academics contributing to an academic program is an essential first step in the IoC process” (2013, p. 120-121).

In short, findings in this literature review at the discipline or department level included: (a) faculty situate internationalization in their disciplines; (b) there is a need for faculty development and support for IoC that can be met at the discipline or department level; (c) faculty need to develop new thinking and doing for IoC; (d) creating interdisciplinary spaces across disciplines supports creative and systems thinking; and (e) typologies help with understanding disciplinary focus for the IoC process. Again, it is

important to note that there are overlaps between the levels of this model as this literature review proceeds down the IHE organization.

***Faculty level.*** References to faculty and IoC were plentiful in this literature review, but mostly as secondary or tertiary topics, in multiple studies cutting across the three sets of disciplinary intersections (Figure B1, Appendix B) and the institutional levels above and below Faculty Level (Table A3, Appendix A). For example, most of the sources were focused on students or institutions, with little published on faculty roles and responsibilities for IoC (Dewey & Duff, 2009). However, one exception was a book written recently by Childress (2010) on the results of her graduate student research about college faculty engagement in internationalization.

Strongly influenced by Knight's (1994) institution level approach to internationalization of IHE, Childress's (2010) research was based on two case studies, one at the University of Richmond and the other at Duke University. Childress researched the topic, "How has the development of faculty engagement affected the operationalization of internationalization plans?" (p.41). The author stated that this question was "operationalized" by data collection on context, academic activities, organizational practices, organizational principles, and types and alignment of internationalization plans that affected faculty engagement in the process. Some of the data collected were related to administrative documents such as strategic plans, academic activities, seminars, research clusters, degree programs, overseas branch campuses, financial records, research and teaching incentives, curriculum development grants, electronic resources (to support faculty awareness of opportunities), international faculty

databases, and development of international centers. The data collection and analysis indicated that,

Duke's institution-wide international plans and school-wide strategic plans...incorporated internationalization.... [but at a focus group, two faculty members exchanged comments, and one] faculty member stated, "the university, of course, has moved forward enormously in formulating its global aspirations and internationalization. But, the execution is at the school level." (Childress, 2010, p.76)

Two other unusual findings were reported in this case study. One was a comment from the university President that "faculty either added to internationalization or were marginalized" (p. 50). The other was the author's statement about an unanticipated finding, i.e.: "The important role that students have served in motivating Duke faculty to integrate international dimensions into their work was unanticipated, as it had not been revealed through an extensive literature review conducted for this study" (p. 51).

These findings raise questions about the institutional approach of comprehensive internationalization (CI) of U.S. college curriculum at the faculty level. Because faculty are in charge of changes in the curriculum, it appears that strategic plans may not be enough to engage them in IoC. What was happening in the classroom at Duke University that faculty responded to their students' requests for international assignments? Was the President of Duke University describing an actual "either-or" situation where faculty who do not participate in IoC are subsequently "marginalized?" What are the characteristics of faculty who are aware of and engaged in IoC? Does their engagement

“rub off” on their colleagues? Do their courses and pedagogy reflect IoC? The above integrated literature review suggests that faculty level research on IoC may yield some new insights about additional approaches to internationalizing the college curriculum.

Two articles provided some clues about a faculty approach to IoC. In the first article, Knight (2004) proposed that international higher education was becoming more complex, was potentially confusing, and had different meanings for different stakeholders. She suggested the need to study the internationalization process from multiple levels, such as the national, sector and institutional levels, and recommended a bottom-up (institutional) and top-down (national) approach to examining the relationship between these levels. To accommodate this approach, she suggested broadening her previous definition of internationalization (see Knight, 1994), a “process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution” (2004 p. 12), and substitute more generalized terms, such as “purpose, function and delivery,” for “teaching, research and service” (p. 12).

In addition to defining terms, Knight (2004) described the national, sector and institutional levels, as well as six approaches that drive internationalization at the institutional level in higher education: (a) activities, such as study abroad, curriculum, and academic programs; (b) outcomes, such as student competencies, increased profiles and international agreements; (c) motivations, such as academic standards, income generation, and cultural diversity; (d) processes, such as international integrations into teaching, learning, and service; (e) factors at home, such as home campus culture or

climate; and (f) factors abroad (cross-border) delivery options through face-to-face, distance or e-learning.

However in the second article, Sanderson (2008) takes issue with Knight's (2004) approach that the process of internationalization takes place at the institutional level and above, such as the national level. Although he agreed generally with her analysis, he stated that she did not go far enough in its development because she did not include the organizational levels within the institution, such as faculty or department and individual (student). Adopting Cranton's (2001) concept of the "authentic teacher" as well as Giddens's (2003) notion of "cosmopolitanism," Sanderson (2008) expanded Knight's organizational systems approach to internationalization of IHE by developing a conceptual framework that transitions organizational models of internationalization to the individual teacher's level. According to Sanderson, his analysis broadened Knight's approach from the perspective of the institutional level to understanding the faculty roles and responsibilities in an environment that is more culturally, linguistically and educationally diverse and more connected to, influenced by, the global marketplace....in a bid to stimulate awareness and debate in the area of internationalization at the level of the individual. (2008, p. 301)

Sanderson's analysis is pertinent because it focuses on faculty professional development through self-reflection to raise awareness and equip them for IoC. Also, it appears to explain some unanticipated findings in Childress's (2010) research: (a) faculty initiated IoC as a response to students' requests for internationalized assignments, and (b) faculty complained of institutional administration intruding in their domain.

In addition to the above articles, Sawir (2011a, 2011b), observed that few systematic and qualitative studies have been conducted and little is known about how faculty perceive the presence of international students in their classrooms and about how to strategically engage faculty in the IoC process. However, to develop successful student learning, faculty must be aware of the needs of both domestic and international students (Croese, 2011) and the prior knowledge they bring into the classroom (Ambrose et al., 2010).

In summary, findings in this literature review at the faculty level included: (a) little was published on faculty roles and responsibilities for IoC; (b) multiple factors impacted faculty engagement in IoC; (c) some faculty perceived IoC as a top down mandate from the administration, (d) some faculty might be marginalized while others engaged in the IoC process; (d) multiple factors drive IoC within the institutional organization; (e) faculty must be aware of and respond to the internationalization needs of their students; and (f) little is known about how faculty perceive international students in their classrooms.

Although educators have much to learn about faculty awareness and IoC, much has been written about students and internationalization. The following overview of the literature reviewed at the student level for this study exemplifies its prevalence.

***Course level.*** Successful IoC is the process of effectively integrating a relevant internationalized educational experience into student learning. In her discussion on internationalizing the curriculum in Australian IHE, Leask (2001) stated,

Internationalizing university curricula is a complex process that is as much about whom and how we teach as it is about what we teach. A successfully internationalized curriculum must provide a relevant educational experience for all students in an environment that is supportive and inclusive of all students.

Traditionally, academic staff in higher education have focused on content rather than on process. Changing this emphasis is a major challenge. (p. 114)

According to Leask, IoC focuses on the learning process, and the development of skills and attitudes within students, such as cross-cultural understanding and empathy, in addition to curricular content and the development of knowledge. She identified three main areas of focus for IoC: “structural options and pathways for course design, developing international perspectives in students, and teaching and learning strategies for internationalization” (2001, p.102).

Teaching and learning (T&L) is a cooperative process. Leask (2001) stressed the need to internationalize not only course content, but teaching practices and arrangements, such as paying attention to the needs of international students in the classroom, presenting information in ways that include international students in groups, and assisting the development of students’ communication skills. Also, in her discussion about using both formal and informal curriculum to facilitate meaningful interactions between students with different cultural and linguistic backgrounds, Leask (2009) concluded that intercultural competency development is key for all students, requiring both students and staff to listen to each other.

In addition, Jon (2013) emphasized that the presence of international students on campus does not equal internationalization. According to him, it was important to engage both international and domestic students in curricular and extracurricular activities that would provide positive intercultural interactions to develop students' intercultural competence. Also, in order to accomplish T&L strategies for successful IoC, Stohl (2007) emphasized, "we have to internationalize the faculty....[and] recognize that every communication message we send does not consist simply of what we say but also how an audience, in this case the faculty and their students, receives it" (p. 367). In their review of literature on the dimensions and requirements for internationalization of higher education, Schuerholz-Lehr et al. (2007) found a general lack of theory-guided methodologies and practices to fully understand the process of internationalization. However, one theory they found applicable to IoC was transformative learning by Mezirow (1997; 2012).

According to Mezirow (1997), transformative learning is a change process within a frame of reference that includes "habits of mind and points of view" (p. 5). Mezirow described points of view as subject to change, while habits of mind were the result of early assimilation, and more durable. Further describing transformative learning, Mezirow (2012) stated it,

refers to the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions capable of change, and reflective so



that they may generate beliefs and opinions that will prove more true or justified to guide action. Transformative learning involves participation in constructive discourse to use the experience of others to assess reasons justifying these assumptions, and making an action decision based on the resulting insight. (p. 76)

Also, on transformative theory, Mezirow stated that it focuses,

on how we learn to negotiate and act on our own purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others—to gain greater control over our lives as socially responsible, clear-thinking decision makers. As such, it has particular relevance for learning in contemporary societies that share democratic values. (2012, p. 76)

As such, Mezirow's theory of transformative learning "has both individual and social dimensions and implications. It demands that we be aware of how we come to our knowledge and as aware as we can be about the values that lead us to our perspectives" (2012, p. 77). This theory is applicable not only to students, but also to faculty and all those involved in IoC.

According to Brewer and Cunningham (2009), Mezirow's transformative learning theory is applicable to the study abroad approach to IoC. For example, they discussed the importance of disorientation dilemmas experienced by students in a new cultural environment that stimulates high intensity dissonance which they state can lead to transformative learning. Also, they stressed the importance of study abroad experiences of students being used by faculty to change their pedagogy, such as connecting students' international experiences to their ongoing studies.

Joseph (2012) discussed the impact of student diversity on faculty pedagogy and knowledge production for IoC in Australian higher education. She identified three approaches of IoC: (a) economic rationalist approach, such a focus on revenue production; (b) integrative approach, such as the infusion of intercultural dimensions into already existing curricula; and (c) transformative approach, such as aligning IoC with critical understanding of teaching and learning and inclusive education. Her position on IoC was a transformative approach that focused on gaining knowledge about others, including those marginalized by neoliberalism, with no space for hegemonic discourse.

Sawir (2011a; 2011b) wrote two articles on different aspects of the same research on how faculty perceived international students in their classrooms and if their presence impacted faculty pedagogy. In a qualitative study, 80 academic staff from four different faculties (arts, engineering, economics and business, and science) in an Australian university were asked to provide demographic information on their country of origin, length of teaching experience, current responsibilities, overseas experiences, language knowledge, and training experiences in teaching and supervising international students. In addition, the research participants were asked to discuss the impact international students had or did not have on their pedagogy; their knowledge of the academic and social issues of international students; their opinion of the benefits, challenges, and supports needed by the international students in their classrooms; and any adjustments they made in the teaching roles.

In the first article, Sawir (2011a) focused on the role of disciplinary differences and their faculty response to international students. He found that there were differences

between staff members from hard disciplines, such as natural sciences, medicine, and technology, and soft disciplines, such as humanities, social sciences in their instructional beliefs. He concluded that IoC for faculty was not just about infusing international perspectives into the curriculum, but more importantly, it was about being open to alternative ways of thinking. In his second article, Sawir (2011b) reported that approximately two thirds of the same faculty respondents changed their pedagogy to accommodate the distinctive needs of the international students in their classrooms.

This literature review included other articles on IoC at the student level. For example, McCrickerd (2012) researched literature on faculty views of their teaching abilities and concluded that teaching ability is a learned skill that can be developed in a supportive environment. Crose (2011) researched the literature on how faculty leveraged cultural diversity in their classrooms while addressing the needs of both international and host students. He found that an internationalized classroom can foster cultural awareness, stimulate the development of cross-cultural relationships, and provide a forum for interactions to benefit a global society. Some challenges for faculty that were found in the international classroom included: establishing an intercultural learning environment, providing opportunities for academic success of international students, developing a personal awareness of cultural diversity among the students in their classroom, as well as the influence of their own culture on their pedagogy.

In other examples, Brewer (2010) reviewed a case study of a liberal arts college, Beloit College in Wisconsin and Henan University in China on the role of faculty in student exchange. The international visits led to the development of courses,

demonstrations of new pedagogies, increased abilities to study and use English, and the development of relationships that impacted faculty and students alike. Anderson and Lawton (2011) searched for instruments that would measure intercultural development for study abroad students. Using a pre and post study abroad assessment approach, they administered the Intercultural Development Inventory (IDI) (Hammer, 2013) and the Global Perspective Inventory (GPI) (Braskamp, 2011) to junior level business students who studied abroad for a semester, compared to those enrolled in two courses at their home IHE. The results indicated that the two instruments did not correlate and were not interchangeable, even though they were both reportedly measuring changes in intercultural development of the students. These results indicated that assessing the impact of study abroad on student learning can be difficult.

Kelly (2010) researched study abroad student learning and the impact of the Internet on expected transformative learning experienced by the students. Also, he discussed the notion of “ambi-location,” or being in two locations at the same time via “time-space compression” such as Skype and Facebook (see p. 103-105). Forty-five American study abroad students kept daily records of the time, duration and mode of communication with home, mostly by email. He concluded that students choose study abroad experiences for the perceived potential for transformative learning, and that faculty, their IHE, and IHE partners should be aware of and sensitive to the different cultural contexts in education. These include philosophical and pedagogical orientations that are central to study abroad success.

In an effort to address the issue of how internationalization processes can be evaluated, Coryell et al. (2012) interviewed senior international program administrators in his own university and emailed a semistructured protocol to similar administrators in three additional universities. Utilizing cross-case analysis of these four IHE “entrenched in internationalization” (p. 82), the research suggested that institutional context influenced internationalization within each institution, and there was no overall consensus on how to internationalize the curricula, leaving IoC to “individual colleges, programs and faculty, with little to no information sharing, collaboration, or accountability” (p.89). Findings indicated the need for a shared understanding of the meaning of internationalization as well as an integrated approach for assessment and evaluation of the internationalization process. International Program (IP) offices and academic departments needed to work together to enhance activities and improve scholarly services that support internationalized learning experiences across the campus, including “the need for partnerships, collaboration, networking, and tradition-building enterprises” (p. 91). Also, the data suggested that “...the entire university community (faculty, students, administration, and staff) [needed] to develop and acquire intercommunication skills, knowledge of international practices in one’s discipline, and transcultural sensitivity” (p. 90-01). In addition, they found that students who do not study abroad must be provided with alternative opportunities to develop global skills and mindsets.

Finally, Watson, Siska, and Wolfel (2013) focused their research on study abroad assessment of student learning outcomes. They presented a three-tiered model of

assessment for language proficiency, cross-cultural competence and regional awareness in the shape of a pyramid. Using commercially available assessment instruments and pre- post- immersion testing, overall, the findings indicated that many factors influenced student gains during study abroad, including personal differences, such as gender, motivation, and research strategy used, including test-retest effect. The researchers suggested that study abroad initiatives will remain a critical part of IoC, and that more work was needed to identify the most important learning outcomes from the activities.

In summary, the following principle findings were teased from this literature review at the course level: (a) there is a need for institutional support and continual improvement of faculty for IoC and student success; (b) IoC must be inclusive of all faculty, students and staff, and it must investigate student culture more open-mindedly as few faculty try to discover prior knowledge of their students; (c) faculty support of study abroad is important, however faculty are ill-informed about study abroad and international education on campus; and (d) potential research topics could include regional awareness, a little studied outcome of study abroad, teaching and learning, academic staff and student mindsets, and bottom-up institutional transformation. These findings may have potential value as this research proceeds.

### **Reflections on the Literature Analysis**

The Broad Model of Interdisciplinary Research (Repko et al., 2014) was utilized to review and analyze the literature for this interdisciplinary research on faculty awareness and response to internationalization of the U.S. college curriculum. Based on integration of the three “sets” of disciplinary perspectives suggested by the initial

literature search and a search for common ground that emerged from integrating the disciplinary insights from the reviewed sources, the following observations are depicted in the nexus of Figure B2, Appendix B:

- Faculty awareness of their roles and responsibilities in the IoC process is a key to its success (Allen, 2004; Breit et al., 2013; Coryell et al., 2012; Dewey & Duff, 2009);
- Faculty perspectives and voices must be forefront in a bottom-up systems approach to IoC (Leask, 2012, 2013a; Sanderson, 2008);
- Faculty need to be internationalized for successful IoC (Green & Whitsed, 2012; Leask, 2013b; Stohl, 2007);
- Faculty need support with the IoC process (Ray & Solem, 2009; Schmied & Shiba, 2007);
- International students are a source of cultural capital in the classroom (Jones & Killick, 2013; Joseph, 2012; Leask, 2001; Sawir, 2011b);
- Students can influence faculty to internationalize their curricula (Arminio, Roberts, & Bonfiglio, 2009; Childress, 2010; de Wit & Urias, 2012)
- Transformational change should be an outcome of IoC (Crosling et al., 2008; Mestenhauser, 2011; Mezirow, 1997; Schuerholz-Lehr et al., 2007); and
- Perspectives from IHE grassroots level is suggested for future research on faculty and IoC (Knight, 2004; Sanderson, 2008; Stohl, 2007).

In addition, relevant to the findings of this interdisciplinary review, a diversity of definitions of IoC was reflected in the literature. For example, IoC was defined variously as

- relevant to disciplinary content and interpretation;
- infusion of international, comparative, and cross-cultural perspectives into existing curricula; and
- integration of beliefs, thinking, cultural awareness, and engagement of both faculty and students in the classroom.

Although this seeming lack of consensus on the meaning of IoC is indicative of its complexity, an integration of these definitions provides a possibly broader understanding of the internationalized curriculum at the faculty level that includes content, disciplines, faculty, students, awareness and engagement. This case study requested faculty to define IoC from their perspectives.

Overall, this literature review suggested that understanding faculty awareness of and response to the process of internationalizing the U.S. college curriculum (a) is a complex issue; (b) requires an interdisciplinary research approach from a systems perspective; and (c) has potential to meet the needs for transformative global learning not only for college students, but also for faculty, staff, administrators, and others at the various levels of the institution. In reference to understanding the process of internationalizing higher education, Mestenhauser (2011) stated,

The systems perspective is not only a multiplier of learning, but it also provides a new cognitive structure for dealing with complexity and expands the capacity of



the brain to take in more information and to hold it for retrieval. Changing one's perspective creates in effect a sort of mini cognitive revolution when cluttered information gets placed into new, higher-level categories, thus increasing motivation to know more and releasing space for this new knowledge. In this sense international education is formative, and even transformative, for long-term effects not presently recognized. (p. 161)

The following (a) reiterates the two questions framed by an interdisciplinary research approach, and (b) outlines the case study designed for this research, including a discussion of selected methodology and methods, research participants and instruments, as well as implications and limitations.

## **Chapter Three – Methods**

### **The Research Questions Framed by an Interdisciplinary Research Approach**

The background and literature review in Chapters I and II of this study were framed by Repko et al.'s (2014) basic steps for interdisciplinary research that provided a foundation for developing the following case study to address the two research questions.

The basic steps included:

- Define the problem, or state question(s) — research questions for this study are: (a) What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? (b) How does their course content reflect this awareness?
- Justify an interdisciplinary approach — internationalization of the college curriculum is a complex process within a complex organizational structure that requires a systems approach for a holistic understanding. Although much of the literature on internationalization of the college curriculum in the U.S. has been from the institutional and student perspectives, not much has been done from the faculty perspective;
- Identify relevant disciplines — utilizing the Broad Model of Interdisciplinary Research, several prevalent disciplines and related topics were suggested:

education/pedagogy, sociology/systems analysis, and anthropology/cultural analysis;

- Conduct a literature search and review — multiple sources were identified with information related to the topic of faculty awareness of their roles and responsibilities for internationalizing the college curriculum. This search included sources not only from the U.S., but also from other countries, such as Canada, United Kingdom, Netherlands, Sweden, Germany, South Korea, and Australia;
- Analyze the disciplinary insights of the problem, locate their sources of conflict and common ground, and integrate their insights — as reflected in the tables and figures in Appendices A and B respectively; and
- Reflect on how using an interdisciplinary approach has enlarged understanding of the problem, and testing it.

### **Research Methodology and Methods**

The objective of this research was to learn more about IoC from the perspective of the faculty who design, develop and deliver the college curriculum. I selected an interdisciplinary case study utilizing mixed methods as its methodology because of the complexity of the issue.

According to Szostak (2012), interdisciplinary research motivated by social problems requires an integration of not only theories and methods but also practical policy advice. He suggested that due to the nature of interdisciplinary research, the results cannot be evaluated by the standards of any one disciplinary insight, and the

inductive and deductive approaches to research may be combined as the researchers progress and reflect on their work. In addition, throughout the research process, development of subquestions and their reintegration into the overall project, including iteration of the revisions, can be an option available to the interdisciplinary researcher. Szostak concluded that the integrated research process

provides structure without interfering with freedom, it facilitates normal research by interdisciplinarians, it encourages use of the widest range of theories and methods and phenomena, it encourages standards grounded in this sort of flexible structure, and it strengthens the case for a role for interdisciplinarity with the Academy that is clearly symbiotic with specialized research. (Szostak, 2012, p. 18)

Further, Repko et al. (2014) stated the following reasons why case studies, in particular, serve the interdisciplinary research process well as they (a) establish the feasibility of applied interdisciplinary research; (b) exemplify how relevant disciplines and theory inform the interdisciplinary research process; (c) distinguish interdisciplinary research from disciplinary methods; (d) demonstrate how to integrate disciplinary insights into a complex problem; and (e) direct how to produce interdisciplinary understanding of a problem as well as how to express the new understanding in useful, meaningful ways.

Other scholars seemed to agree that case studies can provide an appropriate methodology for studying a complex issue. For example, according to Yin (2014), a case study is one form of social science research that is appropriate in situations where the

main questions are “how” and “why,” where the researcher has no control over behavior events, and when the study is focused on contemporary as opposed to mostly historical phenomenon. Also, when discussing appropriate disciplines and professions for case study research and analysis, Yin includes anthropology, sociology and education on his lists (Yin, 2014, Fig. 1.1, p. 6) as they address questions of how and why but do not require control of behavioral events (Fig. 1.2, p., 9). These three disciplines are applicable to this research.

In addition, Yin (2014) provided a useful outline of a well-designed case study:

- (a) Plan—identification of the problem and relevancy of a case study approach;
- (b) Design—includes unit of analysis, selection of relevant theory to guide case analysis and generalize findings, type of case study, and logical tests for validity and reliability;
- (c) Prepare—update training, research protocols, test survey and interview instruments, obtain approval from human subjects board;
- (d) Collect—a triangulation of evidence from documents, survey and interview data, organized in appropriate databases with a chain of evidence, such as accurate citations of sources, data collection procedures, and links between the protocol and original research questions as well as between internet and original sources;
- (e) Analyze—utilize an analytical strategy, such as the development of data bases and matrices to categorize, sort, and display data, theory, congruence, logic or other models to understand the case study data; and
- (f) Share—textual and visual compositions including enough evidence to support conclusions.

Also, Yin stated that the case study includes iterations and revisions as it progresses.

According to Creswell and Clark (2007), case studies using mixed methods may address questions not only of how and why, but also of who, what, where, and how many. They stated, “mixed methods research involves the collection, analysis, and mixing of both quantitative and qualitative data....[and] assumes that both types of data will result in a better understanding of the research problem than one type alone could produce” (p. 168). Surveys and interviews are examples of quantitative and qualitative methods respectively. An additional qualitative approach for data collection appropriate for case studies is document analysis which provides relevant background information and contextualization required by the research process and analysis of data (Yin, 2014).

Ultimately, mixed methods strategies can lead to triangulation and convergence of methods, sources, analyses, perspectives, and theories, thus increasing construct validity and trustworthiness of a case study (Creswell & Clark, 2007; Patton, 2002; Yin, 2014). Also according to Creswell and Clark, mixed methods enhance the understanding of complex problems, which agrees with Repko et al.’s (2014) position that the interdisciplinary research process must integrate disciplinary insights and methods (surveys, interviews, and document analysis) to investigate complex issues. Based on the above, a case study of one specific institution of higher education (IHE) in the U.S. was selected as the methodology for this research, utilizing mixed methods for triangulation and deeper understanding of the results. Yin’s basic case study approach was applied to the design of the research within the framework of Repko et al.’s Broad Model of Interdisciplinary Research (BMIR). The following steps summarize the design of this interdisciplinary case study:

- Step 1: Literature review (descriptive or analytical; interdisciplinary approach) —interdisciplinary review of the literature —identify relevant disciplines; terms or concepts, definitions, intersectionality codes, topics for categorizing information, common ground, themes, theories; map common ground (or overlaps) and differences (or conflicts) (McMurtry, 2013; Newell, 2013; Repko et al., 2014); integrate insights and perspectives; address research questions and identify gaps, potential survey variables and population (Repko et al., 2014); review institutional websites relevant to the selected case for contextualization of survey content;
- Step 2: Survey (quantitative; deductive approach) — develop operational independent (faculty characteristics) and dependent variables (what faculty perceive, and do); use Qualtrics survey platform and SPSS statistical analysis programs, select survey respondents, gather quantitative data from the survey respondents, statistically describe and analyze the survey data for correlation and significance; compare and contrast for common ground and differences; address research questions and identify gaps; identify potential interview questions and participants (Creswell & Clark, 2007; Repko et al., 2014);
- Step 3: Interviews (qualitative; inductive approach) — design interview protocol, gather rich text qualitative data from interviews of purposefully selected participants (faculty who could potentially provide a deeper explanation and insight to the research questions); search, identify and code reoccurring terms or concepts, categorize codes into topics and broader

themes (patterns) of the interview transcripts; map common ground and differences of interview data; map common ground (overlaps) and differences (conflicts) with the survey data for qualitative validity of results (Creswell & Clark, 2007; McMurtry, 2013; Newell, 2013; Patton, 2002; Yin, 2014); address research questions and identify gaps;

- Step 4: Document reviews (qualitative; inductive approach) — content analysis of the syllabi provided by the faculty for evidence of global and international terms or concepts, topics, and themes; map common ground and differences with the interview data for qualitative validity of results (Creswell & Clark, 2007; Patton, 2002; Yin, 2014); address research questions and identify gaps;
- Step 5: Triangulation (integrative; convergence approach) — map results of the interdisciplinary literature review, survey, interview and syllabi analyses; compare and contrast for common ground and differences with the findings and with the model of Comprehensive Internationalization (CI) (ACE, 2012; Becker, 1990; Green and Olson, 2008; Maxwell, 2013); integrate (synthesize) disciplinary insights and perspectives; address research questions, identify new knowledge and gaps for future research (Creswell & Clark, 2007; Jones et al., 2014; McMurtry, 2013; Newell, 2013; Repko et al., 2014; Yin, 2014).

Creswell and Clark (2007) discussed triangulation as a method to merge at least two data sets into one overall interpretation, and Jones et al. (2014) discussed triangulation in relation to the trustworthiness of qualitative research, which is associated



with confidence in the research study findings, inquiry competence and ethical considerations that support the reliability and validity of research results. In addition, Maxwell (2013) stated the triangulation “strategy reduces the risk of chance associations and of systematic biases due to a specific method, and allows a better assessment of the generality of the explanations that one develops” (p. 128). In reference to generality of explanations in qualitative research, he differentiated between internal generalizations (within the case) and external generalizations (beyond the case). According to Maxwell, the use of adequate numbers of research participants representing diversity within the case can influence the internal generalizability of the research conclusions. Concerning external generalization, he referenced Becker (1990) who indicated that generalizations are not about comparing the results from two different case studies, but about comparing processes to an “ideal type,” (p.239) which in this case study is the process of comprehensive internationalization (CI) (ACE, 2012).

**Case selection.** A large, public research university located in a U.S. east coast metropolitan area was selected as a single case for this study. At the time of its selection, this university’s webpages indicated that it was engaged in international education (IE). Although anonymity of the participating faculty was designed into the protocols of the study, an additional layer of anonymity was added to this report by replacing all references to the true identity of the selected institution with the following pseudonym – Twenty-first Century State University (TCSU). Also in this report, general terms were substituted for proper names of offices and programs of this university for the same purpose. That said, TCSU was selected for the following reasons:

First, it was a very diverse public university in that it had

- a large, growing student population that includes African-American, Asian-American, Hispanic, and international students;
- an international student recruitment and development program;
- undergraduate graduation rates that are fairly comparable across student demographics; and
- both domestic and international branch campuses.

Second, it was apparently pursuing comprehensive internationalization (CI) by

- becoming a top global university that produces globally competent graduates;
- highlighting global education and research activities by its faculty;
- offering international campus events and study abroad programs;
- approving international and visiting scholars, as well as collaborative international programs;
- encouraging new and revised courses and curriculum; and
- receiving recognition for some of its successful international activities.

Third, its strategic plan referred to global aspirations, such as (but not limited to)

- being a globally recognized university;
- developing students by infusing global awareness;
- deepening the global mindset and expanding the global reach of its students, faculty and staff;
- making quality discoveries that have global impact;

- partnering with organizations to solve global problems;
- preparing graduates to be engaged citizens, well-rounded scholars, respectful of and able to work with those from other backgrounds, cultures and perspectives, and knowledgeable of world issues;
- providing meaningful global and transformative learning experiences;
- recruiting, retaining and advancing diverse faculty, including rewarding and promoting innovation and excellence in scholarship and teaching;
- strengthening international student access; and
- supporting strategic initiatives and global and community engagement.

Fourth, in order to advance its global aspirations, TCSU would need to develop a “critical mass” of faculty support for CI. According to Green and Olson (2008), to accomplish this goal, “institutions should ideally aim to involve a critical mass [enough to accomplish CI] of the faculty in internationalization” (p. 69) by encouraging their engagement in the process at various levels of interest, such as leadership, advocacy, collaborations, research and teaching. Some global initiatives at TCSU to encourage faculty engagement in CI have included

- global activity database that summarizes faculty international expertise, activities, affiliations, and partnerships;
- global problem-solving consortium,
- globally networked learning opportunities,
- staff exchange programs, and
- international honor societies for scholars.

However, for CI, and ultimately IoC, to be embraced by a critical mass of faculty, there needs to be an inclusive, cross-campus awareness of their roles and responsibilities for these processes.

According to Green and Olson (2008), “internationalization provides a unique world perspective that affects academics’ view of their discipline, scholarship, curriculum, and campus life” (p. 57). Specifically, they stated that “curriculum stands out as the key part of any internationalization effort if all students are to experience international learning in college”... [and] “...internationalizing the curriculum [IoC] is not simply an adjustment, but rather a transformation of the curriculum” (p. 57). This transformation includes both the creation of new courses and programs with international focuses as well as infusion of international content and perspectives into existing courses which are ultimately interconnected into a system of international learning opportunities across disciplines. Also, “to be fully understood, international content requires cultural context or translation and likely will call for changes in the overall structure, content, and pedagogy of the course” (p.63). Lattuca (2006) broadly defined curricula “as sites of interaction among instructors, learners, and the content to be learned” (p. 39) that are defined at various levels, such as the individual student and faculty, the discipline, the institution, and various extra-institutional stakeholders. Due to this complexity, Lattuca suggested that explorations of curricula are easiest at the individual level, such as student or faculty. With this in mind, this case study focused on IoC from the perspective of TCSU’s faculty, their awareness of IE and IoC, and the internationalization of their courses.

Also, based on the above indicators, this case study began with the assumption that (a) all TCSU faculty should be aware of CI activities at the institutional, their school or college, and their departmental levels; (b) they should be aware of IoC within their disciplines; (c) they should have attempted to bridge, or be in the process of bridging, the gap between rhetoric and action in the IoC process by infusing globally produced content and perspectives into their courses; and (d) their undergraduate course syllabi should indicate their active awareness and response to IoC in ways that relate to TCSU's globally related aspirations in its strategic plan.

In addition, an interdisciplinary case study utilizing mixed methods and integrative analysis, a quantitative-qualitative-integrative (QQI) approach, was selected as an appropriate methodology to research the complex interdisciplinary issue about TCSU's faculty awareness of their roles and responsibilities in the IoC process (Creswell & Clark, 2007; Jones et al., 2014; Patton, 2002; Razzaq, Townsend, & Pisapia, 2013; Repko et al., 2014; Stake, 1995; Szostak, 2012; Yin, 2014). Therefore, beyond the literature review, this case study also applied Repko et al.'s Broad Model of Interdisciplinary Research (BMIR) as a framework for coding, organizing, mapping and analyzing reoccurring concepts, topics, and themes that emerge (Patton, 2002) from the research data, as it proceeded through Yin's (2014) basic case study approach as outlined above.

The three disciplines (anthropology, education and sociology) identified from the literature review were utilized in this interdisciplinary case study. According to Repko

et al. (2014), the epistemologies that relate to these disciplines are positivism and interpretivism. On the one hand, positivism stresses a deductive approach to research, characteristic of quantitative inquiries, that begins with a general theory about a topic (such as from a literature search), and develops an hypothesis that can be tested by direct observation, such as a survey. For example, results from the survey in this case study provided descriptive and analytical statistics about TCSU faculty, including cross-tabulations to test for statistically significant likely relationships between selected variables. On the other hand, interpretivism stresses an inductive research approach, characteristic of some qualitative inquiries, that begins more specifically and moves toward a more general theory or conclusion. This case study utilized both of these approaches, providing a convergence of evidence through triangulation (adding validation to the results of the research), and integration (scaffolding the development of new knowledge).

As suggested above, the terms and concepts used in this research were grounded in the interdisciplinary literature review of this study. However, the process of interdisciplinary research provides space for redefinitions to construct new knowledge. Therefore, the design of the research protocols provided opportunities for the case study respondents to participate in the construction of definitions from their perspectives. For example, because the concept “internationalization of the curriculum” could mean different things to faculty in different disciplines, its definition was left open for interpretation wherever possible by the respondents to the survey and interview protocols. The process of integration in the analysis was then used to identify common ground or

differences, form consensus, and compare to an “ideal type” (Becker, 1990, p. 239) for generalizations.

Other terms and concepts used in this study were based on assumptions drawn from the literature review and focus of this study. For example, the concept “college curriculum” in this study refers generally to the undergraduate level of courses and programs offered by an institution of higher education (IHE), and “faculty” refers to the educators of an IHE. “Awareness” in this study generally refers to perceptions or knowledge of a particular phenomenon under discussion in the survey and interviews, and faculty “roles and responsibilities for IoC” were left open to definition by the respondents in this case study. However, from the researcher’s perspective, a broad definition of faculty roles and responsibilities for IoC would generally relate to the design, development, and delivery of the overall curriculum (both formal and informal) at the various organizational levels of the institution.

**Case study participants and methods.** Three methods were used in this case study to collect primary data: (a) a faculty survey, (b) faculty interviews, and (c) course syllabi document analysis. All protocols, questionnaires, email invitations and informed consent forms designed and used for this research were submitted and approved by the university Research Review Board prior to implementation of the study (Appendices C and D). The survey questionnaire was designed in and implemented using *Qualtrics* (2014), a secured online survey program, and the resulting data analysis was done using the *IBM SPSS Statistics 24* package. These technologies were available through and supported by the library data services.

***Faculty survey.*** The following describes the participants, questionnaire, and methods of data analysis that were used in the survey phase of this study. Appendix C includes copies of the survey email invitation, informed consent form, and questionnaire.

*Survey participants.* According to publicly available institutional data for fall 2014, there were approximately 3,000 full and part-time instructional faculty (including graduate teaching assistants) across all TCSU academic divisions (minus one division known as a graduate school). Assuming these numbers would hold true for the spring 2015 semester, a minimum 10% response rate to the survey from this faculty population would yield approximately 300 survey respondents. Because it was anticipated that the overall faculty response rate to the survey might be low at the time of its implementation in late spring, rather than a sampling, the entire TCSU instructional faculty population (as defined below) was invited to participate in the survey.

Spring 2015 TCSU faculty were identified by university academic division and other public university websites which usually included their email addresses. After adjustments for overlapping faculty affiliations between divisions, and missing email addresses, nearly 2500 of TCSU's faculty were identified to receive an email invitation to participate in the survey. The invitation to take the online survey was emailed directly to each TCSU educator from *Qualtrics* with a unique, individual link generated by it for responding anonymously. Also, prior to sending the faculty email invitations, an introductory email was sent by the researcher's dissertation committee chair to TCSU's division administrators requesting their support.



From the faculty who received the survey invitation, *Qualtrics* recorded 314 unique respondents (cases). These respondents were assumed to be instructional faculty at TCSU who had received an invitation from *Qualtrics*. Also, the design allowed responding faculty to take the survey only once to prevent duplicate cases. After the survey closed and no additional respondents could participate, all survey data compiled in *Qualtrics* was exported into *SPSS* and reviewed for valid cases.

“Empty cases” was the factor chosen for determining valid or invalid cases. For example, cases were considered valid if the respondents answered the initial questions or most of the main survey questions beyond the initial Spring Course questions, regardless of course level taught. Five cases were considered invalid because they were empty and nine were invalid because they did not provide answers beyond the Spring Course questions at the beginning of the survey. Also, one case was considered invalid because comments provided by the respondent suggested erroneous responses may have been given to the survey. In addition, three cases that did not respond to the initial Spring Course questions were considered valid because answers to the other survey questions were provided by those respondents. After this review, a net of 299 valid cases were included in the final data set used for statistical analysis of the survey results. Overall, the resulting valid response rate to the survey represented approximately 12% of the TCSU faculty invited to participate.

Ideally, the goal of a survey would be that the respondents represent the basic characteristics of the survey population. In this survey, representativeness by university academic division was obtained by repeating invitation emails to faculty who did not

respond by accessing the survey, until at least a 10% response rate was reached within each TCSU division, or until saturation was reached when no additional responses to the survey were received from a division after repeated emails. However, personal faculty characteristics (such as gender, race-ethnicity and employment status) were not controlled for several reasons: (a) rather than a representative sample, the entire identified faculty population (as defined for this study) was sent the invitation to participate in the survey, (b) faculty response was voluntary and anonymous, and (c) all valid survey cases were included in the final data set for analysis regardless of respondents' personal characteristics or course level taught in spring 2015.

*Survey instrument.* Variables developed for the survey questionnaire of this study (see Item C3, Appendix C) were based on characteristics identified in the interdisciplinary literature review as potentially important for faculty awareness of the IoC process at TCSU. For example, the Carnegie Foundation for the Advancement of Teaching Survey of the Professorate in 1992-93 (Boyer et al., 1994; Welch, 1997, 2005a, 2005b) defined several related variables, such as the proportion of academic staff with their highest degree earned from another country, i.e. "index of internationalization" (Welch, 2005, p. 77-78), extent of international connections, and perceptions of the importance of such links. Another example of an important variable identified in the literature review was the academic discipline of faculty (ACE, 2012; Agnew, 2012; Childress 2010; Fitch, 2013; Green & Olson, 2008; Green & Shoenberg, 2006; Hudzik, 2011). Also, some variables were developed with information from TCSU website reviews, such as faculty awareness of international education and sources of information.

Additional examples of variables developed for the survey questionnaire were:

- Highest Degree Earned (e.g. Some or No college, Associates, Bachelors, Masters, ABD or Professional, Doctorate, Other);
- Discipline of Highest Degree Earned (fill in box);
- Location of Highest Degree Earned (Inside the U.S.; Outside the U.S.);
- Years of College Teaching Experience (e.g. <5, 5-9, 10-14, 15-19, 20+);
- Employment Status (e.g. Tenured, Tenure-Track, Term Instructional, Term Research, Adjunct, Administrative-Professional (Admin-Prof), Postdoctoral Research Fellow (Post-doc), Affiliate, Emeritus, Graduate Teaching Assistant (GTA), and Other);
- Gender (e.g. Female, Male, Other);
- Race and Ethnicity (e.g. African American, Asian Pacific Islanders, White, Latino or Hispanic, Mixed, Native American, Other).

The questionnaire included multiple items designed to take approximately 10 minutes to complete. Most questions could be answered with simple computer mouse selections, such as Yes/No options, or by selecting boxes corresponding to given options. There were options for write-in responses for some questions. Some other questions utilized Likert Scale options which took a bit more thought. Examples of these questions are:

- Overall, I rate my awareness of international education at TCSU as – Not Aware, Minimally Aware, Somewhat Aware, Aware, Very Aware, Don't Know;

- In general, I support the emphasis on international education at TCSU –  
Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't Know.

According to the literature review, concepts such as international education and internationalization of curriculum can be understood differently by faculty, so I did not want to impose definitions of them on the case study participants. For example, the introduction to the survey questionnaire advised the respondents to provide answers based on their understanding of the topic (see the first paragraph of the questionnaire in Appendix C, Item C3). However, the order and context of the questions were designed to provide faculty basic information (from TCSU websites and the literature) on the topics from which they could make their choices. In addition, during the process of designing the survey, testing for clarity of wording and response time was done by selected volunteers, and adjustments were made prior to finalizing and administering the questionnaire.

*Survey data analysis.* Once I determined the final survey data set of 299 valid cases, individual variables were reviewed, coded and recoded in *SPSS* as needed for statistical analysis. For example, the multiple academic disciplines data recorded by faculty in the survey were coded into four disciplinary categories suggested by the literature (Agnew, 2012; Becher & Trowler, 2001; Biglan, 1973; Goel, 2010): Hard Pure (such as pure sciences and mathematics), Soft Pure (such as economics, humanities, and social sciences), Hard Applied (such as medicine, engineering, and technologies), and Soft Applied (such as business, education, nursing, and social work).

Also, some variables and responses were recoded into fewer, broader categories to reduce potential small expected cell values when cross-tabulations were run and Chi-Square tests for independence of nominal variables were calculated for likely significant relationships (Norusis, 1997). For example, data for the original five year cohorts for “number of years of teaching experience” were recoded into three larger cohorts: <10 years; 10-19 years; and 20+ years to test for statistically significant relationships between it and selected dependent variables. Also, responses to some Likert scales, such as “awareness of international education” were recoded into broader categories: not aware or minimally aware; somewhat aware; and aware or very aware.

Another example, “employment status” responses were recoded prior to statistical analysis from multiple options into three broader categories: (a) Tenure, Tenure-track, Emeritus; (b) Term Instructional, Research, Post-Doc, Admin-Prof; and (c) Adjunct, GTA, Staff. These three broad groupings were based on a hierarchy of faculty appointments. First, tenure, tenure-track and emeritus faculty were affiliated long-term with TCSU through the university’s tenure employment system. Second, non-tenured term instructional or research faculty and professional administrators were generally full-time employees on multiple-year, renewable contracts. Third, contingent faculty such as adjuncts, graduate teaching assistants, and in some cases full-time TCSU staff (who taught on the side) were generally part-time instructors contracted on a semester to semester basis.

Overall, the survey provided basic demographic and background data about TCSU faculty who chose to respond to the questionnaire regardless of academic division,

discipline, level of courses taught in spring 2015, or other personal characteristics. It was anticipated that the results of this survey would mostly focus on descriptive information, such as frequencies and percentages of what faculty know, do, or think they know or do, about internationalizing the undergraduate curriculum at TCSU, as well as provide some context and triangulation for the interview phase of the research when faculty who participated in semi-structured interviews described how and why they either internationalize, or do not internationalize their curriculum.

Besides frequencies and percentages, some cross-tabulations of selected variables and statistical analysis using Chi-Square tests of independence were conducted in *SPSS* on the final survey data set for areas of interest suggested by the literature. For example, as mentioned above, the literature indicated an anticipated relationship between location of the respondent's highest degree earned and IoC (Boyer et al., 1994; Welch, 1997, 2005a, 2005b), as well as academic discipline and IoC (Childress, 2010; Fitch, 2013; Green & Olson, 2008; Green & Shoenberg, 2006; Hudzik, 2011).

***Faculty interviews.*** The following describes the participants, questions, and methods of data analysis used in the interview phase of this study. Copies of the interview email invitation, informed consent form for the audio recorded interview, and interview protocol are available in Appendix D.

***Interview participants.*** A list of potential interview participants was generated in *Qualtrics* from survey respondents who had responded at the end of their questionnaire that they would like to be interviewed and provided their email address for follow-up by the researcher. Added to this list were two additional volunteers: (a) one who had been

invited to participate in the survey, missed that opportunity, but contacted the researcher requesting to be included in the interview phase, and (b) another survey participant who had completed the questionnaire, but contacted the researcher directly, rather than through the survey, requesting to participate in the interview process.

The goal of this phase of the case study was to interview at least 20 “credible” (Mayan, 2009, p. 102) faculty with diverse characteristics from the list of volunteers, representing each of TCSU’s academic divisions (as defined by the survey), to provide faculty voice and rich text information about IoC for “thick comparisons” (Scheffer & Niewohner, 2010). Interview participants were purposefully selected (Maxwell, 2013; Patton, 2002) from a password protected identification key of the 52 volunteers with basic faculty characteristics (such as ethnicity, academic division, and number of undergraduate credits taught in spring 2015). No personal information was compromised in this selection process, and the resulting survey and interview data were kept anonymous and used only in aggregate or composite forms for analysis and reporting of findings.

In fall 2015, email invitations were sent to 45 selected faculty in four different batches over a period of six weeks. Interviewing began during that period, and continued throughout the semester until saturation was reached, when interview data patterns became redundant, and no additional data collection seemed useful (Jones et al., 2014; Patton, 2002; Yin, 2014). A total of 24 audio-recorded interviews were completed during that semester.

*Interview questions.* The interview protocol was guided by seven semi-structured, open-ended questions based on important issues raised from the interdisciplinary literature review and the preliminary findings from the faculty survey of this case study. Questions were designed to permit flexibility for respondents to participate in shaping the discussion, defining terms and concepts, and allowing them to discover and voice their own individual views as well as awareness and perceptions of the concepts and topics (Jones et al., 2014; Maxwell, 2013; Patton, 2002; Repko et al., 2012; Stake, 1995). Item D3 provides the complete protocol (Appendix D).

During the interview, each participant was allotted approximately 6-8 minutes to discuss his or her response to each of the seven questions (and corresponding subquestions), resulting in about one hour of time for each interview. During the interview, if respondents asked for definitions of terms and concepts, they were informed that the research was inquiring about their understanding and perceptions of these topics. Therefore, no definitions were provided, and the interviewees proceeded to give their own definitions.

All the interviews were audio-recorded, and notes were taken by the interviewer as a backup for triangulation of data (Maxwell, 2013). After each interview, the recordings were downloaded as separate computer files, assigned an ID number, and password protected. The recordings were deleted from the recorder after completing this step. Once all interviewing was completed, the audio-recordings were transcribed by a paid professional transcriber into rich text documents, identified by ID numbers to protect anonymity, reviewed for accuracy, and password protected. Backups of the audio



recordings and their rich text document transcriptions were stored on a flash drive, and kept in a locked closet.

*Interview analysis.* Content analysis of interview data requires the researcher to simplify and make sense out of “the undigested complexity of reality” (Patton, 2002, p. 463). This is accomplished by developing a manageable classification, or coding, scheme to categorize, classify, and label primary patterns in the data that seem significant (Patton, 2002). Stake (1995) referred to the coding process as classifying data into manageable categories or files for analysis. In this case study, the objective of the coding process was to deconstruct and simplify the interview data (Patton, 2002), without losing its unique meaning, and then summarize the findings for each interview case into a matrix for a comparative analysis across the interview data for common ground and differences following BMIR (Repko et al., 2014) in preparation for the integrated case study analysis to answer the research questions. This process included (a) integrating the insights from all sources of data from this case study, and (b) developing composite profiles using faculty voice to address the research questions.

Originally, I planned to use *NVivo*, a qualitative data analysis computer software tool, to help organize, classify, and analyze the interview data. However, a trial run using this software with just one transcript was cumbersome, and because matrices ultimately would need to be developed to summarize and interpret the findings, *Excel* spreadsheet software was chosen as an alternative approach for managing the interview data. This method required delving into each transcript, adding data to the spreadsheets, case by case, and then sorting the spreadsheet data as needed by selected variables. Data from

these spreadsheets were summarized in matrices; terms and concepts that emerged repetitively from the summaries were color-coded and categorized into topics, and then compared to determine common themes and differences. Also following BMIR, the results of this interview phase of the case study were used in the integration and comparison of data discovered from the interdisciplinary literature review, document analysis of the syllabi, and statistical analysis of data set gathered from the faculty survey in this study.

***Document analysis of course syllabi.*** Initially during the literature review, TCSU website pages were selected and reviewed for content that represented global and international perspectives of CI at TCSU. These internet pages provided public information and opportunity for awareness of TCSU's global mission and goals to all who accessed them. This information was incorporated into the survey and interview questions as common reference points for potential faculty awareness of IoC at TCSU. One example was the TCSU Strategic Plan goals for IoC.

In addition, each interviewee was requested to provide the researcher with electronic copies of their spring 2015 course syllabi for document analysis. Based on the global objectives identified in TCSU's Strategic Plan, the syllabi were reviewed for evidence (terms and concepts) relating to international and global perspectives in the stated student learning outcomes of the document, as well as measurements of those outcomes, such as tests, papers, or other evaluations of student learning in the course. Also, the Strategic Plan included objectives related to a diversity of cultures, which was defined by Knight (2006) as one of three interconnected internationalization concepts.

Based on the importance of diversity in the findings from the interviews and its identification in the literature as an internationalization concept, TCSU's diversity statement was included in the review of the syllabi. Essentially, this statement informs the campus community that TCSU values, and is committed to support, diverse perspectives from all groups, as well as inclusion of underrepresented groups, in all matters across the university. Information on learning outcomes, measurements, and diversity was added to the interview matrices and used in the integrated analysis to triangulate faculty survey and interview data. It is important to note that more course syllabi were submitted by the interviewees in this study than were analyzed. Syllabi selected for analysis were from undergraduate courses, and in some cases, multiple syllabi submitted by an interviewee were analyzed if they represented different courses.

**Overall case study analysis.** In interdisciplinary research, concepts, topics and themes are not predefined to avoid disciplinary biases (Repko et al., 2014). Initially, it was anticipated that concepts in the data may parallel those from the interdisciplinary literature review, survey and interview questions. However, when working with concepts from the data, Repko et al. reminds the researcher that the same concept may have different meanings in different disciplines when referencing the same problem, and that it is possible to identify one concept and modify it by redefining it. In addition, assumptions, concepts, theories and methods are utilized to perform the necessary integration, which is the process used in interdisciplinary research to produce an interdisciplinary result, discovery, and a more comprehensive understanding of the data in relation to the research questions (Repko et al., 2014). This "technique of redefinition"

(Repko et al., 2014, p. 190) was applied in my analysis by integration of insights, creating common ground and identifying differences.

Overall, this case study analysis has (a) integrated findings from the interdisciplinary literature review, contextual information from TCSU's website documents, statistical analysis of the faculty survey, faculty interview results with reflective analysis, and findings from the document analysis of course syllabi submitted by the interviewed faculty; and it has (b) identified emerging concepts and themes that identified common ground and differences across the data to triangulate the findings (Creswell & Clark, 2007; Repko, et al, 2014; Yin, 2014).

Using matrices to organize this abundant data and an interdisciplinary lens, integration of the findings followed a similar procedure as the original literature review discussed in Chapter Two of this report. The procedure was framed by Repko et al.'s (2014) Broad Model of Interdisciplinary Research (BMIR) that searched for common ground and differences across disciplines to address the original research questions: What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? How does their course content reflect this awareness? The literature review findings were summarized in Figure B2, Appendix B. The final convergence and reflection on the findings from the QQI of different mixed methods used in this case study follow the individual discussions of the findings from the survey, interviews and syllabi review (Creswell & Clark, 2007; Jones et al., 2014; Szostak, 2012, Yin, 2014).

Final matrices were constructed to aid integration of the findings, with special consideration given to new themes that emerged from the data that implied new information, or suggested further research (Szostak, 2012). Also, Repko et al.'s four theories of interdisciplinarity (i.e. complexity, perspective taking, common ground and integration) that frame research on complex issues were referenced in this analysis. In addition, other theories were referenced that related to the analysis.

### **Implications and Limitations**

This study is important because:

- Efforts to internationalize higher education in the U.S. are increasing (American Council on Education (ACE), 2012; D'Angelo, 2012; Forest & Altbach, 2006; Green & Olson, 2008; Hudzik, 2011; IIE, 2014; Knight, 2006; NAFSA, 2012);
- Internationalization efforts and assessments in higher education have not been systematic or coordinated (Dewey & Duff, 2009; Mestenhauser, 2011);
- Internationalization of the curriculum (IoC) is a key factor in the complex process of internationalizing higher education (ACE, 2012; Green & Olson, 2008; Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998); and
- Action on a U.S. college or university campus does not always align with its vision and mission statements (Mestenhauser, 2011; Mestenhauser & Ellingboe, 1998; Pope & LePeau, 2012).

Limitations of this study include:

- Internationalization is a dynamic process that continues to change after research data are collected and analyzed (Jones et al., 2014);
- This is a case study of faculty bounded by one institution of higher education in the U.S. that may or may not be representative of other similar IHE, but may be transferrable;
- The lists of faculty email addresses utilized for the survey were gathered from university websites for fall 2014, and may or may not have been complete or updated for the spring 2015 semester;
- Faculty who taught at all TCSU course levels participated in this study, including some who did not teach in spring 2015;
- Definitions of IE and IoC may vary by faculty disciplinary understandings;
- Faculty respondents may or may not have been representative of their respective populations at TCSU because they volunteered to participate from the total identified population of TCSU faculty who received email invitations;
- Perceptions of the participants in this study limited its results;
- The survey data analysis was limited by the assumptions of the Chi-Square test of independence for nominal variables;
- The use of categories, themes and matrices for analysis may have limited some results, such as replacing “the original set of contextual relationships within an interview transcript...with a different, categorical structure” (Maxwell, 2013, p. 112);

- The use of the Broad Model of Interdisciplinary Research intentionally limited the disciplinary depth of analysis (Repko et al., 2014), and allowed for redefinitions to create new knowledge; and
- It is unknown how differences across the various data sets integrated in this study impacted its results.

## **Summary**

In an attempt to understand IoC from a faculty perspective, I followed Repko et al.'s (2014) Broad Model of Interdisciplinary Research (BMIR), and applied its related theories of interdisciplinarity (complexity, perspective taking, common ground and integration) that frame research on complex issues. I designed a descriptive case study, with a mixed-methods, quantitative-qualitative-integrative (QQI), approach of interdisciplinary inquiry at one public research university in the U.S. to research the complex issue of IoC from the perspective of faculty awareness of their roles and responsibilities for IoC. The research addressed two questions: What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? How does their course content reflect this awareness? The interdisciplinary framework was applied to the literature review, data collection, and analysis for this study. Also, the QQI approach of mixed-methods was selected to provide triangulation, validity, and integration of the results. Meticulous care was taken by the researcher to ensure the anonymity of respondents in this case study, including the use of pseudonyms, and provided an integration of and reflection on the results that suggested new knowledge, and future research.

## **Chapter Four – General Findings and Analysis**

As defined by Repko, Szostak and Buchberger's (2014) Broad Model of Interdisciplinary Research (BMIR), the purpose of this research approach is to address a complex issue from different disciplinary perspectives and methods of gathering and analyzing data. Then searching for common ground and differences across the data, the results are synthesized through integration (in this case using matrices), possibly redefining concepts, applying insights, and developing a "comprehensive understanding of the problem" (p. 52), to create new knowledge and suggest future inquiry on the topic.

The following reports general findings and analysis from the mixed methods used in this study (survey, interviews, and document analysis), and reviewed independently for common ground and differences. Then in Chapter Five, these insights are mapped across matrices for the integrated analysis and reflections required by an interdisciplinary approach to addressing the research questions on faculty perspectives on IoC.

### **Findings and Analysis of Quantitative and Qualitative Data**

**Survey findings and statistical analysis.** The first research method used in this case study was an online survey of faculty at TCSU. The survey was implemented in late spring or early summer of 2015, with a reference date of the 2015 spring semester. Email invitations to participate in the survey were sent to the full identified population of TCSU faculty across academic divisions, with an approximate 10% response rate by institutional



division. However, this process was not a representative “sample” survey that controlled for faculty characteristics, such as gender, citizenship, or discipline of highest degree earned. As a result, although some data from this survey may be comparable to TCSU’s publicly available faculty demographic data, the findings from this research describe the survey data set (data), which may or may not be representative of TCSU’s faculty as a whole.

Also, although most of the 299 respondent cases that were included in the valid data set for this survey answered the questions, not everyone answered every question. These missing cases were excluded by *SPSS* in the valid percentages for all variables in this report, and for statistical analysis, low counts in “other” categories were sometimes recoded and included with “missing cases” data by the researcher.

This section describes general characteristics of the survey respondents (faculty; cases), such as their personal, educational, professional and international attributes, and in several instances, comparisons are made with available TCSU demographic data at the time of the survey. Besides general faculty characteristics, survey data on faculty’s general awareness and support of IE and IoC, as well as their engagement in IoC at TCSU, are presented and analyzed for statistically significant relationships using Chi-Square tests of independence for selected nominal variables. For this study, *SPSS* generated exact *p* values, and results of these tests were considered significant when  $p \leq 0.05$ , indicating a likely relationship between the variables (see Norusis, 1997, p. 307). Finally at the end this section, common ground and differences of the survey findings are summarized for further use in the integrated analysis.

***Faculty characteristics.*** Many findings from this survey indicated that most of the respondents were fairly homogeneous in their personal, educational, professional and international backgrounds, and in some instances comparable to TCSU's faculty demographics. Characteristics found to be common ground across the data set, were:

- Highest degree earned – of 288 responses to this question, nearly all, 97% reported graduate degrees (74% Doctorate and 23% Master, ABD, or Professional), and 3% reported Bachelor or Other degrees or certifications; (at the time of this survey, TCSU's faculty population had approximately 85% terminal degrees);
- Location of institution of highest degree earned – of 287 responses to this question, 95% reported that their highest degree was earned inside the U.S. or its territories, and 5% reported it was earned outside the U.S;
- Country of citizenship – of 284 responses to this question, most, 92% reported being U.S. citizens, and 8% reported citizenships from 14 other countries; (at the time of the survey, TCSU's faculty population was approximately 7% non-resident alien);
- First language – of 286 responses to this question, most, 91% reported English was their first language, and 9% reported 15 other first languages;
- Race and ethnicity – of 275 responses to this question, the majority, 82% selected White, 6% Asian Pacific Islander, 4% African American, 3% Latino or Hispanic, Mixed or Native American and 5% other (not specified); (at the time of the

survey, TCSU's faculty population was approximately 80% White and 20% all others;

- Scholarly international connections and collaborations with international colleagues – of the 297 responses to this question, the majority, 82%, reported that they were important or very important to them.

However, some general characteristics of the survey respondents presented differences across the survey data set. For example in Table 4.1 on gender, of 278 valid cases from the survey, 51% reported female and 49% male (compared to TCSU's faculty at the time of the survey, females are overrepresented and males underrepresented, 2 to 3, in this data set).

Table 4.1  
*My gender is*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	142	47.5	51.1	51.1
	Male	136	45.5	48.9	100.0
	Total	278	93.0	100.0	
Missing	System	21	7.0		
Total		299	100.0		

*Note.* 3 cases reporting their gender as other were recoded as missing.

According to the interdisciplinary literature review for this study, differences in academic discipline had potential significance to IE and IoC (Agnew, 2012; Becher & Trowler, 2001). In order to include this variable in the analysis of data from this survey,

individual specific disciplines reported by the respondents to discipline of highest degree earned were recoded into four categories of discipline types suggested by the literature as relevant: hard pure, HP (e.g. pure sciences, mathematics); hard applied, HA (e.g. medicine, engineering, technologies); soft pure SP (e.g. economics, humanities, social sciences); and soft applied SA (e.g. business, education, nursing).

Table 4.2 presents the TCSU faculty characteristic discipline of highest degree earned of the survey data set for 265 valid cases: HP, 8%; HA, 8%; SP, 45%; SA, 38%. These data may or may not represent TCSU faculty as a whole. Also, unfortunately, when used in cross-tabulations, this variable often did not meet the minimum expected cell count assumption of the Chi-Square test for independence.

Table 4.2  
*Type of discipline of highest degree earned*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hard Pure	22	7.4	8.3	8.3
	Hard Applied	22	7.4	8.3	16.6
	Soft Pure	120	40.1	45.3	61.9
	Soft Applied	101	33.8	38.1	100.0
	Total	265	88.6	100.0	
Missing	System	34	11.4		
Total		299	100.0		

*Note.* 3 cases reporting their discipline as interdisciplinary were recoded as missing.

Determining full-time or part-time instructional status of the survey respondents was attempted by requesting their number of credits taught at TCSU in spring 2015.

However, there was reported confusion among the respondents on the meaning of these terms. For example, some respondents expressed concerns about exceptions such as course reductions, administrative duties, and course buyouts for research, while others reported perceived differences between TCSU departments on how many credits were considered full-time teaching.

Although full-time or part-time instructional status was not included in the findings of this study, the respondents' primary employment status at TCSU in spring 2015 (Table 4.3) was included and selected for cross-tabulations and Chi-Square tests of independence with other variables. For primary employment status, the twelve options provided for employment status were recoded into three broader categories, and those reported as other or affiliate were recoded as missing cases. Of the resulting 278 valid

Table 4.3  
*Primary employment status at TCSU during spring 2015*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenure, Tenure-Track, Emeritus	141	47.2	50.7	50.7
	Term Instructional, Research, Post-doc, Admin-Prof	70	23.4	25.2	75.9
	Adjunct, Staff, GTA	67	22.4	24.1	100.0
	Total	278	93.0	100.0	
Missing	System	21	7.0		
Total		299	100.0		

*Note.* 8 cases reporting their employment as other, plus 1 reporting as affiliate, were recoded as missing.

cases, 51% of the survey respondents reported their status as Tenure, Tenure-Track, Emeritus (Tenure), 25% Term Instructional or Research, Post-Doc, Admin-Prof (Term), and 24% Adjunct, Staff, GTA (Adjunct) during spring 2015 (TCSU faculty demographic data at the time of this survey indicated that approximately two-thirds were Tenure and one-third was Term status).

Another question selected for statistical analysis in this report was total number of years teaching at TCSU (Table 4.4). This question also had multiple response options that were recoded into three broader categories for statistical analysis. Of the 287 valid cases for this question, 58% reported they had taught less than 10 years, 29% had taught 10-19 years, and 13% had taught 20 or more years at TCSU in spring 2015.

Table 4.4

*My total number of years teaching at TCSU is*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<10	166	55.5	57.8	57.8
	10-19	83	27.8	28.9	86.8
	20+	38	12.7	13.2	100.0
	Total	287	96.0	100.0	
Missing	System	12	4.0		
Total		299	100.0		

*Note.* No cases reported as other.

Other general information describing faculty characteristics from the findings of this survey was gathered through multiple response questions. For example, one question was about what sources faculty depended on most, some, or none for

information about TCSU. The sources they depended on most for this information were: email, 70% (of 296 cases), websites, 45% (of 295 cases), and colleagues, 42% (of 296 cases). It is interesting that only 16% (of 295 cases) depended most on official documents, 11% (of 294 cases) on administrative committees, 9% (of 295 cases) on students, 8% (of 293 cases) on networking, less than 3% (of 298 cases) on workshops and training, and less than 3% (of 294 cases) on social media.

Another multiple response question provided information on faculty personal and professional international experiences. Nearly all survey respondents (99% of 299 cases) answered this question by selecting all the options that applied to them. Of their 1,071 responses to this question,

- most frequently selected were: traveled, studied, lived, worked or conducted research in another country for less than six months (19%), developed a network of international colleagues for research or other professional work (15%), integrated international or global dimensions and comparisons into their TCSU courses (12%), developed fluency in a second language (10%), traveled, studied, lived, worked or conducted research in another country for six months or longer (10%); and
- least frequently selected were: considered themselves advocates for international education at TCSU (9%), included global learning outcomes in their TCSU course syllabi (5%), served on a committee or participated in a group to promote internationalization at TCSU (5%), published or presented scholarly work on internationalization of U.S. higher education (4%), developed or delivered a study

abroad course for TCSU students (4%), registered on TCSU's global register (3%), selected other experience (2%), and selected none (less than 2%).

Although responses to this question varied, notably, nearly all respondents reported some form of international related personal or professional experiences, making this a common characteristic of those who participated in this study.

Overall, even though there were some differences, common findings from this survey on general faculty characteristics indicated a fairly homogeneous set of respondents who were mostly White, U.S. citizens, spoke English as their first language, had graduate degrees that were earned in the U.S., and thought that scholarly international connections and collaborations with international colleagues were important or very important. Also, they relied mostly on email, websites, and colleagues for information about their university, and nearly all had some form of personal or professional international experiences.

However, four characteristics of the faculty respondents in this survey that indicated differences among them were: a) gender, (b) discipline of highest degree earned, (c) primary employment status at TCSU, and (d) years of teaching experience at TCSU. These four characteristics were selected as independent variables for statistical analysis of potential relationships with selected survey findings on faculty awareness of IE and IoC, as well as faculty engagement at TCSU.

***Faculty awareness of and support for IE and IoC at TCSU.*** Several survey questions were designed to stimulate faculty reflection and response on international education (IE) and internationalization of the curriculum (IoC) from their perspectives.



One multiple response question in the survey asked faculty about the sources of their awareness of IE at TCSU (options listed for their selection were from TCSU's website). A total of 271 respondents selected all the answers that applied to them, totaling 1153 responses, and reported the following:

- The most prevalent (72% of the total responses) sources of faculty awareness of IE at TCSU were: international branch campuses (16%), study abroad office (14%), international student recruitment program (13%), international student office (10%), university strategic plan global goals (10%) and university philosophy of global education (9%); and
- The least prevalent (28% of the total responses) sources of faculty awareness of IE at TCSU were: international institute (6%), faculty foreign exchange programs (5%), international dual degree program (5%), global strategy office (4%), global consortium (2%), global register website (1%), global learning network (1%), international awards (<1%), and various "other" sources (4%), which the respondents specified were programs within their departments or discipline, and the presence of international students in their classrooms.

These responses indicate that the survey respondents appeared to be aware of international students, both internationals studying in the U.S. and U.S. students studying abroad. They were somewhat less aware of their university's goals for IE on the one hand, and on the other hand, they appeared least aware of university resources and support for IE.

Another multiple response question requested survey respondents to define IoC in higher education by indicating their agreement or disagreement on a Likert scale with various options associated with this topic.

- The most prevalent items to which respondents commonly agreed or strongly agreed for inclusion in their definition of IoC were: study abroad experiences (92% of 292 cases), international research collaborations (86% of 291 cases), teaching for global awareness and perspectives (85% of 294 cases), learning about different languages and cultures (85% of 293 cases), infusing courses with international theories, cases and publications (80% of 294 cases), integrating international student experiences in the classroom (80% of 293 cases), attending international conferences (78% of 293 cases); and teaching for intercultural competence and development (75% of 293 cases).

However, there appeared to be some disagreement or uncertainty about including several other items in their definitions.

- Those items indicated as disagree or strongly disagree, neutral, or don't know for inclusion in their definition of IoC were: distance learning (68% of 293 cases), international branch campuses (61% of 293 cases), and teaching overseas (41% of 293 cases).

When asked to rate their overall awareness of IE at TCSU, results were mixed. In Table 4.5, of the 295 valid cases for this question, 36% responded they were aware or very aware of IE at their university, 34% indicated they were somewhat aware, and slightly more than 30% were not aware or minimally aware of IE at TCSU. When

Table 4.5

*Overall, I rate my awareness of international education at TCSU as*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Aware, Minimally Aware	90	0.1	30.5	30.5
	Somewhat Aware	99	33.1	33.6	64.1
	Aware, Very Aware	106	35.5	35.9	100.0
	Total	295	98.7	100.0	
Missing	System	4	1.3		
Total		299	100.0		

analyzed using the Chi-Square test of independence between this nominal variable and either gender, discipline of highest degree earned, primary employment status, or number of years teaching at TCSU, no statistically significant relationships were found between them.

However, when asked if they generally supported the emphasis on IE at TCSU (Table 4.6), of 292 valid cases, over three-quarters (78%) of the respondents agreed or

Table 4.6

*In general, I support the emphasis on international education at TCSU*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree, Strongly Disagree	27	9.0	9.2	9.2
	Neutral	38	12.7	13.0	22.3
	Agree, Strongly Agree	227	75.9	77.7	100.0
	Total	292	97.7	100.0	
Missing	System	7	2.3		
Total		299	100.0		

strongly agreed with this statement (even though only 36% of the cases in Table 4.5 claimed to be aware or very aware of it). Also, in cross-tabulations with gender, discipline of highest degree earned, primary employment status, or number of years teaching at TCSU, no statistically significant relationships were indicated with this variable using Chi-Square tests of independence. In short, although a large majority of TCSU faculty respondents to this survey had personal and professional international experiences, defined IoC to include a broad array of IE options, and generally supported the emphasis on IE at their university, only about one third (36%) of them rated themselves aware or very aware of IE at their university.

Table 4.7.1

*I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Aware, Minimally Aware	185	61.9	63.6	63.6
	Somewhat Aware	45	15.1	15.5	79.0
	Aware, Very Aware	61	20.4	21.0	100.0
	Total	291	97.3	100.0	
Missing	System	8	2.7		
Total		299	100.0		

Another noteworthy finding concerned the survey respondents' awareness of TCSU's Strategic Plan goals for IoC. Table 4.7.1 indicates that of 291 valid cases, only one-fifth (21%) of the respondents reported they were aware or very aware of these goals, and nearly two-thirds (64%) reported they were not aware or minimally aware of them.

When cross-tabulated with the four selected independent variables used in this study, Chi-Square calculations indicated that no statistically significant relationships were found between awareness of TCSU's goals for IoC and either the discipline of highest

Table 4.7.2

*I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan, by primary employment status at TCSU in spring 2015*

			Primary Employment			
			Status at TCSU			
			Term			
			Tenure, Tenure-Track, Emeritus	Instructional, Research, Post-Doc, Admin-Prof	Adjunct, Staff, GTA	Total
I am aware of the goals for internationalizing TCSU’s curriculum as they are defined in its current Strategic Plan	Not Aware, Minimally Aware	Count	86	39	51	176
		% within Primary employment status at TCSU in spring 2015	61.0%	55.7%	79.7%	64.0%
	Somewhat Aware	Count	25	10	8	43
		% within Primary employment status at TCSU in spring 2015	17.7%	14.3%	12.5%	15.6%
	Aware, Very Aware	Count	30	21	5	56
		% within Primary employment status at TCSU in spring 2015	21.3%	30.0%	7.8%	20.4%
Total		Count	141	70	64	275
		% within Primary employment status at TCSU in spring 2015	100.0%	100.0%	100.0%	100.0%

Note.  $X^2(4, N = 275) = 12.492^a$ ,  $p = 0.014$

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.01.

degree earned or gender variables. However, likely relationships were found in cross-tabulations of this variable with primary employment status,  $X^2(4, N = 275) = 12.492$ ,  $p = 0.014$ , and number of years teaching at TCSU,  $X^2(4, N = 284) = 19.484$ ,  $p = 0.001$ .

Observing these results more closely in Table 4.7.2 by primary employment status, for 275 valid cases, a higher percentage of faculty in the Adjunct, Staff, GTA category (80%) indicated being not aware or minimally aware of the TCSU's current strategic plan goals for IoC compared with their counterparts. Also, the Adjunct, Staff, GTA category had a much lower response (8%) to being aware or very aware of the IoC Strategic Plan goals compared to their counterparts. Moreover, respondents reporting the highest awareness (30%) of TCSU's Strategic Plan goals for IoC were in the Term Instructional or Research, Post-Doc, Admin-Prof category.

Table 4.7.3 shows the results of cross-tabulating awareness of the TCSU's Strategic Plan goals for IoC with the total number of years teaching at TCSU for 284 valid cases. On the one hand, 71% of the respondents with less than 10 years of teaching experience at this university reported being not aware or minimally aware of the Strategic Plan goals for IoC more frequently than the total N (64%). On the other hand, 42% of respondents with 20+ years of teaching experience at TCSU reported that they were aware or very aware of the IoC goals in TCSU's Strategic Plan as compared to 20% of the total sample. It appears that the less number of years of teaching experience, the less awareness the survey respondents likely had of TCSU's Strategic Plan goals for IoC. In general, although nearly two-thirds of the respondents were not aware or minimally

Table 4.7.3

*I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan, by total number of years teaching at TCSU*

			Total number of years teaching at TCSU			
			<10 Years	10-19 Years	20+ Years	Total
I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its current Strategic Plan.	Not Aware, Minimally Aware	Count	116	46	20	182
		% within My total number of years teaching at TCSU	70.7%	56.1%	52.6%	64.1%
	Somewhat Aware	Count	26	16	2	44
		% within My total number of years teaching at TCSU	15.9%	19.5%	5.3%	15.5%
	Aware, Very Aware	Count	22	20	16	58
		% within My total number of years teaching at TCSU	13.4%	24.4%	42.1%	20.4%
	Total	Count	164	82	38	284
		% within My total number of years teaching at TCSU	100.0%	100.0%	100.0%	100.0%

Note.  $X^2(4, N = 284) = 19.484^a$ ,  $p = 0.001$

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.89.

aware of the IoC goals at TCSU, the differences between the respondents by number of years of teaching experience were found to be statistically significant ( $p=0.001$ ) indicating a likely relationship between these variables.

Overall, it appears that survey respondents in categories Adjunct, Staff, GTA and less than 10 years of teaching experience at TCSU were likely less aware of TCSU's Strategic Plan goals for IoC than their counterparts. However, respondents in the Term

Instructional, or Research, Post-Doc, Admin-Prof, and 20+ years of teaching experience at TCSU categories reported being more aware than their counterparts.

Table 4.8.1 presents the results of the survey question that asked if respondents generally supported IoC as it is defined in TCSU's Strategic Plan. Of 293 valid cases, nearly 60% of the respondents to this question selected either neutral (15%) or don't know (44%), which seems to parallel the apparent overall lack of awareness (64%) of

Table 4.8.1

*In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree, Strongly Disagree	20	6.7	6.8	6.8
	Neutral	43	14.4	14.7	21.5
	Agree, Strongly Agree	100	33.4	34.1	55.6
	Don't Know	130	43.5	44.4	100.0
	Total	293	98.0	100.0	
Missing	System	6	2.0		
Total		299	100.0		

the Strategic Plan goals for IoC found in the previous Table 4.7.1. When cross-tabulated with the four selected independent variables, Chi-Square calculations indicated that no significant relationships were found between respondents' support for IoC defined by the Strategic Plan and discipline of highest degree earned or primary employment status. However, likely relationships were found when this variable was cross-tabulated with



faculty characteristics gender,  $X^2 (3, N = 278) = 8.753, p = 0.033$ , and number of years teaching at TCSU,  $X^2 (6, N = 286) = 21.661, p = 0.001$ .

Table 4.8.2  
*In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan, by gender*

			Gender		Total
			Female	Male	
In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan.	Disagree, Strongly	Count	6	12	18
		% within Gender	4.2%	8.8%	6.5%
	Neutral	Count	18	21	39
		% within Gender	12.7%	15.4%	14.0%
	Agree, Strongly Agree	Count	60	36	96
		% within Gender	42.3%	26.5%	34.5%
	Don't Know	Count	58	67	125
		% within Gender	40.8%	49.3%	45.0%
Total	Count		142	136	278
	% within Gender		100.0%	100.0%	100.0%

Note.  $X^2 (3, N = 278) = 8.753^a, p = 0.033$

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.81.

Table 4.8.2 shows the results by gender for 278 valid cases. Here a higher percentage of females (42%) selected agree or strongly agree with supporting IoC at TCSU compared to males (27%), while a lower percentage of females (41%) selected don't know compared to males (49%). Overall, the female respondents either agreed they supported IoC at TCSU as defined in the Strategic Plan, or they did not know if they supported it. However, nearly half of the male respondents indicated they did not know if they supported it.

Table 4.8.3 shows the statement on faculty support of IoC as defined by TCSU's Strategic Plan goals cross-tabulated with number of years teaching at TCSU. Of the 286 valid cases, over half (52%) of those who taught less than 10 years selected don't know.

Table 4.8.3

*In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan, by number of years teaching at TCSU*

			Total number of years teaching at TCSU				
			<10 Years	10-19 Years	20+ Years	Total	
In general, I support internationalization of TCSU's curriculum as it is defined in its current Strategic Plan	Disagree, Strongly Disagree	Count	7	5	8	20	
		% within My total number of years teaching at TCSU	4.2%	6.1%	21.1%	7.0%	
	Neutral	Count	24	11	6	41	
		% within My total number of years teaching at TCSU	14.5%	13.4%	15.8%	14.3%	
	Agree, Strongly Agree	Count	49	34	15	98	
		% within My total number of years teaching at TCSU	29.5%	41.5%	39.5%	34.3%	
	Don't Know	Count	86	32	9	127	
		% within My total number of years teaching at TCSU	51.8%	39.0%	23.7%	44.4%	
	Total		Count	166	82	38	286
			% within My total number of years teaching at TCSU	100.0%	100.0%	100.0%	100.0%

Note.  $X^2(6, N = 286) = 21.661^a, p = 0.001$

a. 1 cell (8.3%) has expected count less than 5. The minimum expected count is 2.66.

However, the highest percentages of those who selected agree or strongly agree were those who taught at TCSU 10-19 years (42%) and 20+ years (40%). Also, the highest percentage (21%) of those who selected disagree or strongly disagree was in the 20+ years category compared to their counterparts (4% and 6%). The percentages of respondents who selected neutral appear to be about the same across the three categories of number of years teaching at TCSU. Although it appears the majority of respondents to this question of support for the strategic plan selected a neutral or don't know option, it also appears that females, and those who taught 10 or more years at TCSU, selected agree or strongly agree more than their counterparts. In addition, those who taught at TCSU 20+ years selected disagree or strongly disagree more (21%) than their counterparts to supporting IoC at TCSU as defined by its Strategic Plan goals.

Table 4.9 summarizes the results of statistical analyses for faculty awareness and support of IE and IoC at TCSU. First, faculty awareness of and support for IE at TCSU were not found to be significantly related to any of the four selected faculty characteristics of the survey respondents: gender, discipline of highest degree earned, primary employment status at TCSU, and number of years of teaching experience at TCSU. However, approximately two-thirds (64%) of the survey respondents were less than aware or very aware of IE at TCSU, while over three-quarters (78%) of the survey respondents agreed or strongly agreed that they supported the emphasis on IE at TCSU. This overall lack of awareness, but strong support, for the emphasis on IE at TCSU appears noteworthy.

Table 4.9

*Summary of survey findings for significant ( $p \leq 0.05$  level) relationships of faculty awareness and support of IE and Strategic Plan goals for IoC at TCSU, by gender, discipline of highest degree earned, primary employment status, and number of years teaching experience at TCSU*

Question	Gender	Discipline of Highest Degree	Employment Status	Years Teaching Experience
Awareness of IE at TCSU – Table 4.5	No significant differences were found for any of these variables – overall, approximately 2/3 (64%) of the survey respondents were less than aware, very aware of IE at TCSU.			
Support of IE at TCSU – Table 4.6	No significant differences were found for any of these variables – however, over 3/4 (78%) of the survey respondents agreed, strongly agreed that they supported the emphasis on IE at TCSU.			
Awareness of TCSU Strategic Plan goals for IoC – Tables 4.7.1, 4.7.2 and 4.7.3	No significant differences were found for either gender or discipline of highest degree earned with this variable – overall, 79% of the survey respondents were less than aware, very aware of TCSU's Strategic Plan goals for IoC.		Respondents who were employed as Adjunct, Staff, GTA (80%) were less aware than their counterparts; Term, Admin-Prof (30%) were more aware, very aware than their counterparts. ( $p = 0.014$ ).	Respondents with <10 years teaching experience were less aware, and those with 20+ years more aware than their counter-parts ( $p = 0.001$ ).
Support of TCSU Strategic Plan goals for IoC – Tables 4.8.1, 4.8.2 and 4.8.3	Female respondents (42%) agreed, strongly agreed more than males (27%) that they supported IoC Strategic Plan goals ( $p = 0.033$ ).	No significant differences were found for either discipline of highest degree earned or employment status with this variable – overall, only 1/3 (34%) of the survey respondents agreed, strongly agreed that they supported TCSU's Strategic Plan goals for IoC (22% reported they disagreed, strongly disagreed, or were neutral, and 44% didn't know).		Respondents with 10-19 years teaching experience (42%) agreed, strongly agreed more than their counterparts that they supported IoC Strategic Plan goals ( $p = 0.001$ ).

Second, faculty awareness of TCSU Strategic Plan goals for IoC was not significantly related to gender or discipline of highest degree earned; nor was faculty support of TCSU Strategic Plan goals for IoC significantly related to discipline of highest degree earned or employment status at TCSU. However, there were apparent significant relationships found between faculty awareness of TCSU Strategic Plan goals for IoC and primary employment status ( $p = 0.014$ ), as well as number of years teaching at TCSU

( $p = 0.001$ ). Adjunct, Staff, GTA and respondents with less than 10 years of teaching experience at TCSU were less aware than their counterparts, and those with 20+ years of teaching experience at TCSU were more aware than their counterparts of the TCSU Strategic Plan goals for IoC. Also, significant relationships were found between faculty support of TCSU Strategic Plan goals for IoC and gender ( $p = 0.033$ ), as well as number of years of teaching experience at TCSU ( $p = 0.001$ ): 42% of female respondents agreed or strongly agreed more than males (27%) that they supported IoC Strategic Plan goals, and 42% of respondents with 10-19 years teaching experience agreed or strongly agreed more than their counterparts (34%) that they supported IoC Strategic Plan goals.

***Faculty engagement in IoC.*** In general, faculties are responsible for the design, development, and delivery of the curriculum in U.S. higher education. However, what this means specifically may differ among educators, disciplines, departments, and institutions. Therefore, several questions on faculty engagement in IoC at these various levels were included in the survey, and more focused questions were included in the interview phase of this research.

At the very beginning of the survey, one multiple response question queried course levels taught by the respondents in spring 2015. The 390 responses to this question (from 299 cases) indicated a mixture of course levels taught by the survey respondents:

- 19% of responses were for lower level undergraduate courses (LLUG);
- 34% for upper level undergraduate courses (ULUG);
- 33% for graduate level courses (GRAD); and

- 15% indicated no courses at any level had been taught that semester.

Faculty had the option to select any combination of course levels they taught in spring 2015 and then continue taking the survey. Those who selected none were also permitted to continue with the survey, and were included in the data set if they met the criteria for valid cases as defined above under case study participants and methods.

Another multiple response survey question on IoC at the course level requested faculty to select from a list of various options in reply to this academic year, I have included the following in my courses and student assignments at TCSU. Of 732 responses (from 289 cases), faculty

- most frequently selected – experiences from international students in my classroom (22%), publications from international journals (21%), international theories and case studies (18%), first-hand international study, work or research experiences (14%), and
- less frequently selected – content from international conferences (11%), textbooks by international authors (9 %), and none of the above (6%).

At the discipline level, respondents were asked if they supported IoC in their discipline or field of study (Table 4.10.1). Of 284 valid cases in this table, a majority (81%) of the respondents agreed/strongly agreed with this statement. Cross-tabulations with the four faculty characteristics produced no significant relationships with three of them, discipline of highest degree earned, primary employment status, or number of years teaching experience at TCSU.

Table 4.10.1

*In general, I support internationalization of the curriculum in my discipline or field of study*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree, Strongly Disagree	21	7.0	7.4	7.4
	Neutral	34	11.4	12.0	19.4
	Agree, Strongly Agree	229	76.6	80.6	100.0
	Total	284	95.0	100.0	
Missing	System	15	5.0		
Total		299	100.0		

However, when faculty support for IoC in their discipline or field of study was cross-tabulated with gender (Table 4.10.2), a likely relationship was found,  $X^2 (2, N = 269) = 8.476, p = 0.014$ . Although both genders unanimously agreed or strongly agreed (81%) that they supported IoC in their discipline, females overwhelmingly agreed or strongly agreed (88%) and males agreed or strongly agreed less (74%) with this statement. Also comparatively, males were both neutral (16%) and in disagreement (10%) with this statement more than female respondents (9% and 4% respectively). In addition, at the discipline level of IHE, another multiple response question (based on Crittenden & Wilson, 2005) requested survey participants to select all methods utilized in their discipline or fields of study to integrate international or global content into the

Table 4.10.2

*In general, I support internationalization of the curriculum in my discipline or field of study, by gender*

			Gender			
			Female	Male	Total	
In general, I support internationalization of the curriculum in my discipline or field of study.	Disagree, Strongly Disagree	Count	5	13	18	
		% within Gender	3.6%	9.9%	6.7%	
	Neutral	Count	12	21	33	
		% within Gender	8.7%	16.0%	12.3%	
	Agree, Strongly Agree	Count	121	97	218	
		% within Gender	87.7%	74.0%	81.0%	
	Total		Count	138	131	269
			% within Gender	100.0%	100.0%	100.0%

Note.  $X^2(2, N = 269) = 8.476^a$ ,  $p = 0.014$

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.77.

undergraduate curriculum at TCSU. Of the 525 responses to this question (from 284 cases), the

- most prevalent methods selected by the respondents were: infusion of international or global topics and perspectives into existing courses (34%), international hands-on experiences, such as case studies, internships, study abroad (18%), international area studies courses within the discipline (17%); and
- least prevalent methods selected were: development of a single international survey course within the discipline (8%), international non-disciplinary course



requirements (5%), various other methods, including don't know (5%), and none of the above (13%).

However, when asked if they were actively engaged in IoC in their school or department at TCSU (Table 4.11.1), of 282 valid cases, over half (52%) of the survey respondents replied they were not engaged or minimally engaged, and the other half (48%) of the respondents were either engaged or very engaged (28%), or somewhat engaged (20%) in IoC in their school or department.

Table 4.11.1

*I am actively engaged in internationalizing the curriculum in my school or department at TCSU*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Engaged, Minimally Engaged	146	48.8	51.8	51.8
	Somewhat Engaged	57	19.1	20.2	72.0
	Engaged, Very Engaged	79	26.4	28.0	100.0
	Total	282	94.3	100.0	
Missing	System	17	5.7		
Total		299	100.0		

Also, when analyzed for statistical relationships with the faculty characteristics used in this study for cross-tabulations of survey data, only primary employment status (Table 4.11.2) was found to have a likely relationship with engagement in IoC in

Table 4.11.2

*I am actively engaged in internationalizing the curriculum in my school or department at TCSU by primary employment status*

		Primary employment status at TCSU during spring 2015				
			Term			
			Tenure, Tenure- Track, Emeritus	Instructional, Research, Post-Doc, Admin-Prof	Adjunct, Staff, GTA	Total
I am actively engaged in internationalizing the curriculum in my school or department at TCSU	Not Engaged, Minimally Engaged	Count	54	37	47	138
		% within Primary employment status at TCSU during spring 2015	40.0%	54.4%	72.3%	51.5%
	Somewhat Engaged	Count	33	13	8	54
		% within Primary employment status at TCSU during spring 2015	24.4%	19.1%	12.3%	20.1%
	Engaged, Very Engaged	Count	48	18	10	76
		% within Primary employment status at TCSU during spring 2015	35.6%	26.5%	15.4%	28.4%
	Total	Count	135	68	65	268
		% within Primary employment status at TCSU during spring 2015	100.0%	100.0%	100.0%	100.0%

Note.  $X^2(4, N = 268) = 18.710^a, p = 0.001$

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.10.

the respondents' school or department at TCSU,  $X^2 (4, N = 268) = 18.710, p = 0.001$ . A closer look at this significant likely relationship indicates that although the majority 52% of all survey respondents (from 268 valid cases) selected not engaged or minimally engaged in IoC, a higher percentage (72%) of Adjunct, Staff, GTA faculty reported being not engaged or minimally engaged in IoC than their Tenured or Term faculty counterparts, and a higher percentage (36%) of Tenure, Tenure-Track, Emeritus faculty reported being engaged or very engaged in IoC than their Term or Adjunct counterparts.

At the institutional level, survey respondents were asked if they felt encouraged and supported to internationalize their courses at TCSU (Table 4.12.1). The findings from 288 valid cases were mixed, in which less than half (43%) of the respondents selected agree or strongly agree with this statement, nearly a third (30%) selected neutral, and the remainder selected disagree or strongly disagree (16%) or don't know (11%) if

Table 4.12.1

*In general, I feel encouraged and supported to internationalize my courses at TCSU*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree, Strongly Disagree	46	15.4	16.0	16.0
	Neutral	86	28.8	29.9	45.8
	Agree, Strongly Agree	125	41.8	43.4	89.2
	Don't Know	31	10.4	10.8	100.0
	Total	288	96.3	100.0	
Missing	System	11	3.7		
Total		299	100.0		

they were encouraged and supported to internationalize their courses. Further, Chi-Square calculations indicated no significant relationships between this variable and three of the four selected independent variables: discipline of highest degree earned, primary employment status, and gender.

Table 4.12.2

*In general, I feel encouraged and supported to internationalize my courses at TCSU, by total number of years teaching at TCSU*

		My total number of years teaching at TCSU				Total
			<10 Years	10-19 Years	20+ Years	
In general, I feel encouraged and supported to internationalize my courses at TCSU.	Disagree, Strongly Disagree	Count	25	7	14	46
		% within My total number of years teaching at TCSU	15.2%	8.6%	36.8%	16.2%
	Neutral	Count	53	28	5	86
		% within My total number of years teaching at TCSU	32.1%	34.6%	13.2%	30.3%
	Agree, Strongly Agree	Count	69	36	17	122
		% within My total number of years teaching at TCSU	41.8%	44.4%	44.7%	43.0%
	Don't Know	Count	18	10	2	30
		% within My total number of years teaching at TCSU	10.9%	12.3%	5.3%	10.6%
	Total	Count	165	81	38	284
		% within My total number of years teaching at TCSU	100.0%	100.0%	100.0%	100.0%

Note.  $X^2 (6, N = 284) = 18.713^a, p = 0.005$

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.01.

However, a likely relationship was found,  $X^2 (6, N = 284) = 18.713, p = 0.005$ , between feel encouraged or supported to internationalize my courses at TCSU and number of years teaching experience at TCSU (Table 4.12.2). Although the highest percentages (42%-45%) of 284 valid cases were recorded as agree or strongly agree to this statement across all three categories of years of teaching experience at TCSU, those with 20+ years of experience selected disagree or strongly disagree (37%) more than their counterparts who had taught less, those with less than 10 years of experience (15%) and those with 10-19 years of experience (9%). Conversely, those with less than 10 years as well as 10-19 years of teaching experience (32%-35%) selected neutral to this statement more than those with 20+ years (13 %).

Table 4.13.1

*Compared to other U.S. institutions of higher education like TCSU, international/global programming at TCSU is*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less, Much Less	23	7.7	8.0	8.0
	Extensive				
	Similar	61	20.4	21.1	29.1
	More, Much More	79	26.4	27.3	56.4
	Extensive				
	Don't Know	126	42.1	43.6	100.0
	Total	289	96.7	100.0	
Missing	System	10	3.3		
Total		299	100.0		

Finally, survey respondents were asked to compare international or global programming at TCSU with other similar U.S. institutions of higher education (Table 4.13.1). Of 289 valid cases, the most prevalent response from the survey participants was don't know (44%). Slightly more than one-quarter (27%) responded more or much more extensive, and the remainder reported similar (21%), or less or much less extensive (8%). Of the four faculty characteristics used for cross-tabulations in this survey, only number

Table 4.13.2

*Compared to other U.S. institutions of higher education like TCSU, international/global programming at TCSU is, by total number of years teaching at TCSU*

			My total number of years teaching at TCSU is				
			10-19				
			<10 Years	Years	20+ Years	Total	
Compared to other US institutions of higher education like TCSU, international/ global programming at TCSU is	Less, Much Less Extensive	Count	15	2	6	23	
		% within My total number of years teaching at TCSU	9.0%	2.4%	15.8%	8.0%	
	Similar	Count	32	22	5	59	
		% within My total number of years teaching at TCSU	19.3%	26.8%	13.2%	20.6%	
	More, Much More Extensive	Count	39	22	17	78	
		% within My total number of years teaching at TCSU	23.5%	26.8%	44.7%	27.3%	
	Don't Know	Count	80	36	10	126	
		% within My total number of years teaching at TCSU	48.2%	43.9%	26.3%	44.1%	
	Total		Count	166	82	38	286
			% within My total number of years teaching at TCSU	100.0%	100.0%	100.0%	100.0%

Note.  $X^2 (6, N = 286) = 17.429^a, p = 0.008$

a.1 cells (8.3%) have expected count less than 5.

of years teaching at TCSU resulted in a likely relationship with this question,  $X^2 (6, N = 286) = 17.429, p = 0.008$ , (Table 4.13.2). Notable here are the percentages (based on 286 valid cases) responding to don't know – 48% of those who taught less than 10 years, 44% who taught 10-19 years, and only 26% of those who taught 20+ years at TCSU. Also, those who taught 20+ years responded nearly twice as much (45%) as their counterparts (24% and 27%), to more or much more extensive. Similarly, those who taught 20+ years responded (16%) to less or much less extensive more than their counterparts (9% and 2%).

Table 4.14 summarizes the results of the statistical analysis on faculty responses to IoC at their various institutional levels. At the course level, data from multiple response questions were not cross-tabulated or statistically tested for relationships with other variables. However, single variable cross-tabulations at the discipline, departmental, and institutional levels indicated several likely relationships.

When asked if they supported IoC in their discipline or field of study, even though nearly all respondents to this question agreed or strongly agreed (81%), females agreed more (88%) than males (74%) with this statement ( $p = 0.014$ ). Also, over half (52%) or the respondents were not engaged or minimally engaged in IoC in their departments. However, a likely relationship was found between IoC engagement at the department level and primary employment status ( $p = 0.001$ ). A higher percentage of adjunct, staff, GTA respondents (72%) reported being not engaged or minimally engaged in IoC than their counterparts at the department level, and a higher percentage of tenure,

Table 4.14

*Summary of survey findings for significant likely relationships of faculty IoC engagement questions at the course, discipline, department and institutional levels, by gender, discipline of highest degree earned, primary employment status and number of years teaching experience at TCSU*

Questions	Gender	Discipline of Highest Degree	Primary Employment Status	Years Teaching Experience
IoC at the course level:	No statistical tests were conducted on multiple response data at the course level.			
IoC at the discipline level: Tables 4.10.1 and 4.10.2	A majority (81%) of the respondents agreed or strongly agreed they supported IoC in their discipline or field of study.			
	Females (88%) agreed more than males (74%) ( $p = 0.014$ ) that they supported IoC in their discipline or field.	No significant differences were found between support for IoC in respondents' discipline or field of study and highest degree earned, primary employment status or number years of teaching experience at TCSU.		
IoC at the department level: Tables 4.11.1 and 4.11.2	Over half (52%) of the survey respondents replied they were not engaged or minimally engaged in IoC at their department level. No significant differences were found between this question and three of the four faculty characteristics: gender, discipline of highest degree earned, or years of teaching experience at TCSU			
	A likely relationship was found between IoC engagement at the discipline level and primary employment status ( $p = 0.001$ ). A higher percentage (72%) of Adjunct, Staff, GTA faculty reported being not engaged or minimally engaged in IoC than their counterparts at the department level; also a higher percentage (36%) of Tenure, Tenure-Track, Emeritus faculty reported being engaged or very engaged in IoC than their counterparts.			
IoC at the institutional level: Tables 4.12.1 and 4.12.2; Tables 4.13.1 and 4.13.2	There were mixed findings concerning institutional encouragement and support for IoC. Less than half (43%) of respondents agreed or strongly agreed that they felt encouraged or supported in IoC at TCSU; also, when asked to compare IoC at TCSU with other similar U.S. IHE, respondents (44%) reported they didn't know.			
	Only number of years teaching at TCSU was found to have a likely relationship with institutional encouragement and support for IoC ( $p = 0.005$ ). Those with 20+ years of experience (37%) selected disagree or strongly disagree compared with their counterparts.			
	Similarly, only number of years teaching at TCSU was found to have a likely relationship with comparison of IoC at TCSU with other IHE ( $p = 0.008$ ). Those who claimed IoC at TCSU was more or much more extensive (45%) had 20+ years of teaching experience at TCSU, and those who didn't know had <10 years (48%) and 10-19 years (44%) experience at TCSU.			



tenure-track, emeritus respondents (36%) reported being engaged or very engaged in IoC than their counterparts.

In addition, there were mixed findings at the institutional level concerning TCSU encouragement and support for IoC. Less than half (43%) agreed or strongly agreed that they felt encouraged or supported in IoC at TCSU. Only number of years of teaching experience was found to have a likely relationship with this variable ( $p = 0.005$ ), in which 37% of those with 20+ years of teaching reported that they disagreed or strongly disagree with this statement more than their counterparts. Those with less than 20+ years of teaching experience were more likely to select neutral than those with 20+ years of experience. Also, at the institutional level, when survey respondents were asked to compare international or global programming at TCSU with other similar U.S. institutions of higher education, differences were found ( $p = 0.008$ ) between this variable and number of years teaching at TCSU. Those with less than 10 years teaching experience (48%) and those with 10-19 years (44%) responded “don’t know,” while those with 20+ years (45%) of teaching at TCSU responded that international or global programming at TCSU was more or much more extensive.

*Summary of survey findings.* An overall summary of the survey findings is presented in Appendix E, Table E1. It lists commonalities and differences found from the survey data set by general faculty characteristics, faculty awareness and support of IE and IoC at TCSU, and faculty engagement in IoC at TCSU by course, discipline, department, and institutional levels.

Although this survey was not a representative sample of TCSU faculty, some of the demographic results were comparable to publicly available TCSU faculty demographic data at the time of the survey. For example, approximately one-fifth of the respondents from valid survey cases, as well as the overall TCSU faculty population, were from minoritized groups, and nearly one-tenth of the respondents from valid survey cases, as well as the overall TCSU faculty, were non-U.S. citizens. However, female respondents from valid survey cases were overrepresented in the survey compared to the overall TCSU faculty population.

Although generally, TCSU is considered a diverse IHE, common ground findings from this survey on faculty characteristics indicated a fairly homogeneous data set of respondents who were mostly White, U.S. citizens, spoke English as their first language, had graduate degrees that were earned in the U.S, and relied mostly on email, websites and colleagues for information about their university. Also, nearly all of the survey respondents had some form of personal or professional international experiences, and most thought that scholarly international connections and collaborations with international colleagues were important or very important.

However, differences in the findings, such as respondents with diverse characteristics were also included in the survey data set. For example, nearly one-tenth of the respondents represented 14 non-U.S. citizenships, nearly the same proportion spoke 15 different languages other than English as their first language, and nearly one-fifth of the respondents reported their race and ethnicity as not White. Also, other differences were noted among the survey respondents that were selected for statistical

analysis: gender, discipline of highest degree earned, primary employment status and number of years of teaching experience at TCSU.

Common ground findings on faculty awareness and support of IE and IoC at TCSU included: survey respondents appeared to be (a) aware of international students who studied at TCSU, and TCSU students who studied abroad, and (b) somewhat less aware of their university's Strategic Plan goals for IE. Also, they included in their definition of IoC: (a) study abroad experiences, (b) international research collaborations, (c) teaching for global awareness and perspectives, and (d) learning about different languages and cultures.

Notably, two-thirds of survey respondents reported being less than aware or very aware of IE at their university, and more than three-quarters reported being less than aware or very aware of IoC goals in TCSU's Strategic Plan. However, more than three-quarters of the respondents reported they agreed or strongly agreed they supported TCSU's emphasis on IE, while only one-third agreed or strongly agreed that they supported TCSU's Strategic Plan goals for IoC. Also, in response to this question, nearly one half of the respondents reported they did not know if they supported TCSU's Strategic Plan goals for IoC (possibly because three-quarters reported being less than aware of them).

Using Chi-Square tests of independence, significant differences ( $p \leq 0.05$ ) were found among different categories in answers to the questions on faculty awareness and support of IE and IoC at TCSU:

- Adjunct, Staff, GTA respondents were less likely to be aware or strongly aware than their counterparts of TCSU Strategic Plan goals for IoC;
- Respondents with less than 10 years teaching experience were also less likely to be aware or strongly aware of these goals, while those with 20+ years were more likely to be aware of these plans than their counterparts;
- Female respondents were more likely than male respondents to agree or strongly agree that they supported IoC Strategic Plan goals;
- Respondents with 10-19 years of teaching experience were more likely than their counterparts to agree or strongly agree that they supported IoC Strategic Plan goals;
- No significance relationships were found between the respondents' answers to these questions and discipline of highest degree earned possibly because the data often did not meet the minimum expected cell counts required by the Chi-Square test of independence.

Notable common ground survey findings on faculty engagement with IoC by IHE organizational levels (i.e. course, faculty, discipline, department, institution) indicated that survey respondents included in their courses and student assignments: (a) information from international students in their classroom, (b) publications from international journals, (c) international theories and case studies, as well as (d) first-hand international study, work or research experiences. Also, most respondents agreed or strongly agreed that they supported IoC in their discipline or field of study; and the most prevalent methods they used in their discipline for IoC included: (a) infusion of

international or global topics and perspectives, (b) international hands-on experiences, and (c) courses on international area studies within their discipline. However, over half of the respondents replied they were not engaged or minimally engaged in IoC at their departmental level, and only two-fifths of the respondents felt encouraged and supported in IoC at TCSU. Also, approximately the same proportion of the respondents reported that they didn't know when asked to compare international and global programming at TCSU with other similar U.S. institutions of higher education.

Significant differences ( $p \leq 0.05$ ) were found at the various IHE organizational levels and faculty engagement in IoC at TCSU:

- Although the majority of respondents agreed or strongly agreed that they supported IoC in their discipline, females agreed more than males;
- Nearly three-quarters of Adjunct, Staff, GTA respondents reported not being engaged or minimally engaged actively in IoC more than their counterparts, while Tenure, Tenure-Track, Emeritus faculty reported being actively engaged in IoC more than their counterparts at their department level;
- While approximately two-fifths of the survey respondents agreed or strongly agreed to feeling encouraged or supported to internationalize their courses at TCSU, more than one-third of those with 20+ years of teaching experience at TCSU disagreed or strongly disagreed with this statement, and those with less than 20+ years of experience selected neutral to this statement more than those with 20+ years;

- When asked to compare international and global programming at TCSU with that of other similar IHE, the majority of the respondents reported don't know.
- However, those with <20 years of experience reported don't know nearly twice as frequently as those with 20+ years, and those with 20+ years reported more or much more extensive nearly twice as frequent as those with <20 years of teaching experience at TCSU.
- Also again, no significance relationships were found between the respondents' answers to these questions and discipline of highest degree earned.

Unanswered questions from the survey results were pursued further in the interview phase of this research. For example, I wanted to know if findings from the interviews would reveal some relationship between respondents who were aware, or not aware, of IoC at TCSU and their discipline of highest degree earned in this case study. The next section of this chapter presents findings from the interview phase of this study.

**Interview findings and reflective analysis.** The second research method used in this case study was TCSU faculty interviews. Of 52 volunteers from the survey phase, 24 faculty participated in the interview phase of this research. Interview transcription data was organized by cases in *Excel* spreadsheets and used to address selected interview questions by mapping the answers in corresponding matrices, color-coding patterns and themes, summarizing them into categories, and comparing and contrasting them for common ground and differences identified in the aggregated data. Special attention was given in this evaluation process to “discipline code of highest degree earned,” a faculty characteristic that, although did not produce statistically significant likely relationships

across the survey data, continued to be of interest in this case study because it was considered important in sources discussed in the literature review. The spreadsheets and matrices included this characteristic for the interview data analysis. Also, it is important to note that one limitation to the results from the 24 volunteer interviewees was an underrepresentation of faculty, only two, from the hard-applied discipline code (HA), compared to those from the other three discipline codes (HP, SP, and SA), seven, seven and eight, respectively. The impact of this on comparisons in this study is unknown.

***Faculty characteristics.*** Although an attempt was made to select a diverse pool of faculty, ultimately, the final selection was limited by the 24 volunteers who actually participated in the interviews. Their general characteristics were:

- divided by gender: 10 females and 14 males; all females (except for one) were from the soft disciplines (SP and SA), while males were divided between hard (HP and HA) and soft disciplines;
- predominantly White, except for three, who were African-American, Asian-Pacific Islander and Latino-Hispanic;
- was one-third hard disciplines (7-HP and 2-HA), and two-thirds soft disciplines (7-SP and 8-SA);
- seven Tenured, Tenure-Track, 8-Term, Admin-Prof, and 9-Adjunct/GTA; and
- eleven had <10 years, 10 had 10-19 years, and 3 had 20+ years; 14 was the median years of experience for hard disciplines and 7 years was the median for soft disciplines.

When asked about their international experiences, connections and collaborations, the common themes found among the interviewees included:

- diverse international experiences, such as overseas residences, education, or work;
- cultural exchanges and international travel;
- international collaborations, projects, work or research;
- work with international students at TCSU and other institutions; and
- study abroad as an international student to or from various countries.

However, differences were found when the same data was evaluated by discipline of highest degree earned.

- Interviewees from the soft disciplines (SP and SA) seemed to focus on their experiences related to diverse international experiences, cultural exchanges, and international travel, as well as international collaborations, projects, work and research;
- Interviewees from the pure disciplines (HP and SP) included international teaching and learning (T&L) among their personal and professional international experiences (IE);
- Those from soft pure (SP) disciplines also mentioned the importance of university resources, such as international students and faculty on campus, when describing their IE experiences;
- Those from hard pure (HP) disciplines mentioned grants that supported their international activities; they also included some negative experiences, such as



teaching international students who did not have, in their opinion, the appropriate levels of English language skills needed for their courses.

Also, only a few interviewees stated they had limited or no international experiences, and several of the interviewees suggested that the reason they participated in the research was because of their interest in the topic of international education based on their background.

When asked to rate on a scale of 0-5 (with 5 being the highest) the impact of their international experiences on their teaching, research, and other activities at TCSU, two-thirds (67%) of interviewees from hard disciplines (HP and HA) and four-fifths (80%) of those from soft disciplines (SP and SA) rated the impact as high (4-5). This high level of impact did not appear to be related to gender, number of years of teaching, or primary employment status at TCSU. However, one HP female interviewee rated the impact of her international experiences on teaching, research, and other activities at TCSU as low (1), and one HP male interviewee rated it as zero (0). Only three soft discipline interviewees rated this impact less than high (4-5).

Overall, the interviewees in this case study had multiple personal and professional international experiences that could be considered common ground regardless of their different backgrounds, while their differences appeared to be more on the focus of their experiences, as opposed to a lack of them. Also, the breadth of international experiences discussed by the interviewees suggested that this might have been one common reason for their interest in participating in this case study.

***Faculty awareness of and support for IE and IoC at TCSU.*** Several questions in the interview provided information on faculty awareness of and support for international

education (IE), and in particular internationalizing the curriculum (IoC) at TCSU. One question asked interviewees to define IE at their university from their perspectives. Their responses yielded a number of broad categories of common IE characteristics in their definitions:

- study abroad and branch campuses (e.g. “sending TCUS students out into the world,” “articulation of international transfer credits,” “satellite campuses overseas”);
- international students, faculty, and administrators at TCSU (e.g. “half of my students are from other countries,” “all departments and faculty are involved” “faculty and administrators from other countries”);
- global collaborations, projects, and research (e.g. “international development work,” “individual research collaborations,” “international research partnerships”);
- diversity and cultural exchanges (e.g. “exposing domestic and international students,” “immersion in other ways of thinking culturally, emotionally, and academically,” “minority cultures”);
- internationalization at home (IaH) (e.g. “giving all students access to a global view,” “internationalizing courses,” “global perspectives across the curriculum”);
- international programs (e.g. “dual degree programs,” “international student recruitment,” “English as a second language”);

- diverse and international teaching and learning (T&L) (e.g. “diverse methods of teaching, learning and research,” “collaborative global classrooms,” “teaching an international discipline”);
- Western-American perspectives (e.g. “America’s point of view,” “White guys from the western hemisphere”);
- negative aspects (e.g. “mostly all talk,” “unrealistic,” “renamed courses with use of the ‘global’ word,” “it’s a marketing thing,” “additional burdens on faculty and staff”);
- uncertainty about its meaning at their university (e.g. “don’t know if all of this is at our university,” “I’m an adjunct, so I’m probably a little less informed about this,” “we don’t know what it [IE] means for our university”).

Overall, these common themes seemed to suggest a general awareness of IE among the interviewees, with some exceptions, and some of its negative aspects.

However, when compared by discipline code of the interviewee, those from hard-pure (HP) and soft-applied (SA) disciplines seemed to include more negative aspects when defining IE at TCSU, such as for-profit entities (the idea of making money) and additional burdens on faculty. Also, those from the soft-pure (SP) disciplines included the need for institutional support and resources, such as an international global center or department in their definition of IE.

After discussing their definitions of IE, interviewees were asked to rate their awareness of IE at TCSU. Two-thirds (67%) of the interviewees from hard disciplines (HP and HA) rated their awareness of IE at TCUS as high (4-5), including the one HP

female and two HA interviewees. None from the hard disciplines rated themselves as zero awareness. Also, among the interviewees from hard disciplines, faculty awareness of IE did not appear to be related to number of years of teaching experience or primary employment status at TCSU. In comparison, less than half (43%) of the interviewees from soft disciplines (SP and SA) rated their awareness of IE at TCSU as high (4-5), and nearly all of these interviewees had worked less than 10 years at TCSU. Also, female term faculty from the soft disciplines tended to report a middle (3) rating on their awareness of IE at TCSU. One SA female adjunct interviewee rated her awareness as zero, and one SP male term interviewee abstained from rating his awareness to this question.

Another question requested interviewees to define IoC at TCSU. Common responses to this question across all four discipline categories (hard-H, soft-S, pure-P, and applied-A) included a lack of awareness, or uncertainty, or difficulty in defining IoC at their university, and for their individual disciplines. This response concerning IoC seemed more frequent than when interviewees were asked to define IE at TCSU, although in most cases they continued on with answering the question from their personal perspectives. Some common characteristics of IoC interviewees included that they

- addressed issues of international importance;
- included content beyond local or national perspectives;
- developed specialized international courses in the discipline;
- required students to take a global course;

- exposed students to first-hand international experiences, such as study abroad; and
- integrated international student and faculty perspectives into courses.

There were discipline differences noted among interviewees.

- Hard disciplines (HP and HA) communicated the idea that their disciplines were already internationalized because of their standardized course content and their global collaborations used an universal (scientific or mathematical) language; and
- Soft disciplines (SP and SA) shared the idea that IoC should address the Eurocentric, Western-centric perspectives of the U.S. curriculum by integrating international content into courses to raise the awareness of multiple “other” (non-American, non-European) perspectives.

Although there was much overlap on interviewee perceptions of IoC, there was not a consensus on its implementation at TCSU. These perspectives seemed to differ by discipline code of the interviewees. Some examples were,

- Hard-Pure (HP)
  - “We have a bit of a dichotomy here...we want to internationalize our curriculum for our American students because we want them to become more internationally aware, but we don’t want to lose our distinctive Western character because we might lose out on some of our international students wanting to come here [for an “American” education];”
  - “When you’re growing up, you learn certain vocabulary...based on your country. It shapes the way you think, and no matter how one might want

to think of science as being totally analytical, it's not,....with a different vocabulary, you're going to see things differently. And being able to exchange [ideas]...that's why it was so valuable for me, and ...my [international] colleagues....that we see things differently.”

- Hard-Applied (HA)
  - “I have been to [over 40] countries of the world...and I never had an opportunity to talk about my [international] experiences to students [at TCSU];”
  - “The culture around [TCSU] focuses on us being [global]....I think as a student, you would have to be very close-minded or very focused to imagine that you're not affected by the global culture [here]....I find it very difficult to say that we're not internationalized, or we need to internationalize. It's very difficult.”
- Soft-Pure (SP)
  - “Becoming ‘aware’ is the first step [to IoC], if you want to be successful.”
  - “I teach a course that requires...intensive, critical, analytical reading and writing....[and] the [international] students I have, in this semester in particular, have not been up to the standards that I would anticipate for admission into TCSU;”
  - “I will say the main issue is fragmentation and lack of networks that will connect the different fields or soft disciplines. So, the only way that I truly relate to other people in other departments is if I'm part of a

committee....it's a formal way, but you need more of the informal opportunities, and other types of formal opportunities as well;"

- Soft-Applied (SA)

- "As a long-time adjunct faculty member, I feel like we are frequently forgotten. And so, I like to add 'our voice' to these kinds of things...and I believe in the importance of it [IoC] for our students....I think the 21<sup>st</sup> century it's incredibly important for students to have an international perspective. I think it's crucial;"
- "To me IoC is more than the curriculum....I'm the advocate who speaks up for them [international students] and says, 'Look, you know, here's what their culture is like. Here's what's expected of them,' it's different than it is in the U.S. So, how can you hold them to their assignments and the time frame, but still allow them what they need to do? And that's part of IoC, making the program culturally adaptable when it needs to be;"
- "I think the most authentic kind of internationalizing the curriculum is taking the U.S. perspective, the hegemonic U.S. perspective or whatever the hegemonic perspective is and taking it out of the center of the conversation, and just have it be part of a bigger discourse that includes perspectives from all over the world. Meaning not just Europe, which is how a lot of people internationalize their curriculum."

In short, interviewees appeared to be in somewhat less agreement concerning their perspectives on IoC than IE. Also, although some expressed a lack of awareness,

uncertainty, or difficulty in defining IoC at TCSU, generally interviewees proceeded to define it, and expressed thoughts on what TCSU could do to implement it. These perspectives seemed to differ across the discipline categories (H,S,P,A). In addition, some interviewees suggested that TCSU should mandate and support internationalization or globalization across all university curriculum.

When asked to rate their awareness of IoC at TCSU, over half of the interviewees from the hard disciplines (HP and HA) rated their awareness of IoC as zero, and only one HP interviewee rated his awareness of IoC as high (4). He qualified this by saying faculty take the initiative but lack TCSU support (referencing cost as an example). Also, one HP interviewee rated his awareness of IoC at TCSU as low (1-2), saying he was not aware of any formal organized IoC activity at his university. The two HA interviewees also rated their awareness of IoC at TCSU as low, mentioning that (a) research in the hard disciplines is already internationalized, and (b) no direction was received from his peers to engage in IoC.

Ratings by the soft discipline (SP and SA) interviewees on their awareness of IoC at TCSU differed from those in the hard disciplines. Over half of the soft discipline faculty chose a middle rating (3) for their awareness of IoC at TCSU. These interviewees were three-quarters female, and either tenured or term faculty. Comments from adjunct faculty who rated their awareness of IoC at TCSU as low were:

- “I don’t know anything about what’s going on. I’m just an adjunct;”
- “Individual instructors may be doing IoC, but it’s not imposed on the department in any formal way;”



- "Zero. I mean maybe a 1 [low] at this point because I took the survey and I'm here having an interview;" and
- "I think [TCSU] could be more communicative....I certainly get university wide emails....and there, you know, I get an invitation or two...a year as an adjunct."

A prominent question asked interviewees to discuss their "roles and responsibilities for IoC" at TCSU. Frequent responses included, "I don't know;" "I have no idea;" "I have no clue." Although more interviewees claimed they did not know the answer to this question as compared to those who did not know how to define IoC or IE at TCSU, in general, they did discuss what they thought their roles and responsibilities might be for IoC at TCSU. Common themes included roles and responsibilities for developing their own courses in relation to collaborations with their colleagues and departments, as well as developing programs consistent with TCSU goals for IoC. This was apparent as interviewees notably mentioned perceptions of IoC responsibility at other institutional levels within the university, especially with respect to leadership, resources, and support for IoC. The following are some examples of their comments:

- "I think that every faculty member should make their course relevant [to IE, and]....program directors or department chairs should make sure faculty are aware of this necessity;"
- "Faculty are certainly part of the 'system' [at TCSU] and are either going to support or not support an effort to become more international within the university;"

- “Internationalizing a curriculum, I think it’s teamwork of the department to build a program that leaves space for internationalization....[and] that students are forced to have at least one international class;”
- “I think who should be included, many times, are the international students themselves and faculty that have come from other countries should give us...their suggestions for how things might be done;”
- “Faculty say, ‘I don’t speak whatever the language is, I don’t know how to support that student in that language.’ They’ll say, ‘Aren’t we [TCSU] supposed to maintain high expectations and high standards?’ ”

It is noteworthy that one of the themes across discipline categories (H,S,P,A) in the interview data on roles and responsibilities was “diversity.” This theme included creating an engaging learning environment for international and domestic minoritized students which included addressing cultural and linguistic differences that faculty were encountering in their classrooms. Also, some interviewees linked both global and local communities when discussing cultural and linguistic diversity in relation to IE at TCSU. Although interviewees felt that faculty needed to be aware of differences and understand people from all countries and cultural backgrounds, they also felt that university resources and support were needed to augment faculty and staff efforts for IoC so that all students could be successful. Generally, they felt that everyone at TCSU, at all organizational levels of the institution, including the faculty senate, and department or college committees, or teams, should be involved with TCSU’s overall plan for comprehensive internationalization (CI).

The following were various perspectives mentioned by interviewees about important roles and responsibilities for IoC:

- Hard disciplines (HP and HA)
  - Institutional responsibility for oversight, such as the Provost – “I think that the university needs to keep track of what's going on [concerning IoC] and encourage people to do stuff;”
  - Dean’s office should coordinate IoC between faculty and university levels – “One could mandate it [IoC] from the Provost’s Office...but I think it should be at least one layer down that the individual schools are fostering more explicitly an approach to internationalization;”
  - Department faculty committees should develop IoC – “In course development [of IoC]...perhaps department chairs could be more proactive in noting opportunities and activities in the broader university community;”
  - Individual faculty members should primarily decide on IoC – “Each faculty member has to decide how he’s going to [engage in] IoC, and again, there comes the rub where there is a tendency now to sort of push down from the top [administration];”
  - Faculty should be aware of cultural differences and be willing to deal with them – It’s “really important [for faculty] to understand that people from other countries are different and they need to be tolerant and flexible;”

- Faculty are responsible for making their course content “relevant” to IoC – “People who are the program directors or department chairs should make sure that the faculty are aware of this necessity [IoC];” “the broader role is that faculty should be closely involved in any such activity.”
- Faculty should do nothing concerning IoC because their discipline is already “universal” – “The subject I taught is...by definition, international.”
- Soft disciplines (SP and SA)
  - President and Provost should be the initiators of IoC at TCSU – “We’ve all got a responsibility to make that term [IoC] meaningful here [at TCSU];
  - The IoC mission must be led by the Provost, and Faculty Senate – “The Faculty Senate would have a large role to play [in IoC];”
  - IoC must be done in a comprehensive way [across all university levels] – “I think it starts with educating ourselves so that we’re capable of doing it [IoC] in a comprehensive and deep way;”
  - Deans and directors of each department are responsible for IoC – “The individual colleges and their respective deans and chairs are [the] front line;”
  - Departments should plan and communicate IoC to all their faculty – “It’s got to be people who sign the checks, make decisions, and have

tenure, or have some kind of job security that make the big leaps [for IoC];”

- Important to talk about IoC at faculty meetings – “It’s all the faculty...I think it’s about faculty being willing to change their courses, change their programs;”
- Teamwork within a department should be used to build an IoC program – “It should definitely be a teamwork, especially if it’s a department that seems to have very little space for international;”
- Develop IoC through at least one course within the department – “Not every student is immediately interested in global aspects of the field...so I think it’s important...that students are forced to have at least one international class;”
- Every faculty member is responsible for IoC, including adjuncts – “My thought would be that it [IoC] would be in the strategic plan of every department and that would get communicated to every faculty member, adjunct or otherwise;”
- Individual faculty must “poke, prod and cajole students” to think globally – It’s important “to aim [students’] curiosity toward topics of global importance;”
- IoC should benefit from international student, faculty and staff perspectives – “Their [international] insights, feedback and suggestions... should be included;”

- Faculty need to be trained on how to do IoC – “I understand that there is a center for teaching at our university, so that would be one place [for IoC training];”
- Faculty should lead student round-tables and mini-conferences on IoC – “That sort of thing would be conducive to a larger global education process.”

Differences among the interviewees on perceptions of their roles and responsibilities for IoC included an overall view by HP interviewees that their course content was universal and thus by default was already internationalized; implying nothing was left to be done. However, some acknowledged the issue of a Western-American perspective that would need to be addressed by IoC. Also, hard-applied and soft-applied (HA and SA) interviewees felt that the university had a responsibility for supporting IoC with resources, such as a global center for teaching and learning to help faculty and staff implement IoC in their courses. Another resource they suggested for the development of IoC was input from international students and faculty, as well as domestic students with international backgrounds, on campus and in their classrooms [i.e. IoC capital].

Insightful results were found from interviewees’ ratings on awareness of their roles and responsibilities for IoC at TCSU. The majority of interviewees from hard disciplines expressed some idea of their roles or responsibilities for IoC at TCSU, such as (a) teaching and learning should be relevant for international students, and (b) being involved in committees related to IoC. Their awareness ratings on this topic ranged from low (2) to high (5). However, some reported an apparent lack of support or

acknowledgement from TCSU for their past IoC efforts, claiming this institutional lack of recognition for their efforts was a disincentive. Only one HP interviewee reported a zero rating, saying, “I don't see anything [needed for IoC].” However, one HP interviewee rated awareness of faculty roles and responsibilities for IoC at TCSU as high (5), which attributing this rating to exposure while creating new courses for international students and interactions with them. “Number of years of teaching experience” and “primary employment status” did not appear to be related to those from hard discipline interviewee ratings of awareness of roles and responsibilities for IoC.

In contrast, most interviewees from the soft disciplines seemed to rate their awareness of their roles and responsibilities for IoC at TCSU lower (2-3) than their hard discipline counterparts. Also, approximately one-third of soft discipline interviewees rated themselves even lower (less than 2, or not able to answer the question). It is notable that most of these were adjunct faculty. In addition, one of the soft discipline interviewees gave a high (4) rating on awareness of roles and responsibilities for IoC at TCSU, mentioning a daily work environment and information from other faculty as contributing factors to this high awareness rating.

Overall, common ground among interviewees across the disciplines generally acknowledged that faculty roles and responsibilities for IoC included : (a) developing their own course content within their disciplines, and engaging their students with that content, (b) considering diverse needs of international students in their classrooms, (c) collaborating with their discipline and department colleagues for designing and developing programs that aligned with TCSU’s goals for IoC, and (d) being connected to

and part of the comprehensive process of IoC within the entire university. However, some balanced perceptions of their roles and responsibilities with those of TCSU's administration which, in their view, included (a) leadership, (b) resources, and (c) support (including funding) for faculty IoC efforts. In short, many interviewees advocated for a holistic program approach, known as comprehensive internationalization (CI) in IE, where IoC would be "owned" by the entire IHE, with roles and responsibilities for developing and implementing it distributed and coordinated across all levels of the university.

***Faculty engagement in IoC.*** Besides definitions of IE and IoC, and awareness of roles and responsibilities for IoC at TCSU, interviewees were asked also to discuss their engagement in IoC with respect to their courses, as well as perceived IoC resources at TCSU. In these discussions, a common theme of interviewed faculty across the discipline categories mentioned that their disciplines already incorporated international perspectives. For example, those from the hard disciplines focused on delivering the scientific, technical, and application of course content, as well as the global (usually European) origins of international professional collaborations that contributed to their disciplines, while those from the soft disciplines focused on delivering the international comparative lens of their disciplines, and course content, as well as the increasing importance for these perspectives in the globalized world of the 21<sup>st</sup> century.

Also, interviewees from across the discipline codes recognized the impact of Western thought on their disciplines and courses, as well as the need to address diversity within the classroom at TCSU. However, differences were noted in that faculty from the



hard pure (HP) disciplines mentioned being unaware of what internationalizing their courses meant beyond their already global scientific-technical content, and faculty from the soft-applied (SA) disciplines mentioned the increasing importance of incorporating international or global perspectives into their curriculum.

Some examples across the disciplines included statements by

- HP interviewees:
  - “It’s a global discipline....as far as the curriculum goes, it’s based on the Western school of [my discipline] which is the foundation of our theories today. It’s just as applicable to Russia, Tibet, as Chile, and I don’t think there’s any political or cultural bias in the way it addresses these cultures, these areas;”
  - “Science is international. It’s a global community doing science, and I think my colleagues as well think we know that this is the case;”
  - “Overall, the projects I’m involved in long-term are all international, and at some level, involved international participation. So, I would say that’s a key part of my discipline.”
- HA interviewees:
  - “The courses are entirely technical, and especially the lower level courses. We deal with things which some of them were done 200 years ago, [and] some of them were done in the past 20-30 years;”
  - “I believe we have a diverse population of students, so that kind of benefits the course in terms of questions that they might ask;”

- “I like to think that I do provide some relevance to ‘other’ [perspectives], give examples of some international problems...[students] might encounter, or how to take this back to [their] country.”
- SP interviewees: “It’s pretty key to [the] discipline. There’s just a pretty high awareness [of globalization and internationalization] both in textbook and in the way we present the course;”
- “My discipline is already globally focused. I’m teaching a set of concepts, notions, and theories that allow students to understand the world;”
- “The course can quickly get really messy, but...the cool thing is, if you can juggle a lot of student research agendas and questions, you can literally orient them toward just about, almost any interest in the world.”
- SA interviewees:
  - “U.S. and international rules are compared in the textbook;”
  - “I specifically have them look at theories developed by people outside the U.S., and particularly from the countries or regions of the world from which they come, and we use examples;”
  - “There are pathways to international understandings....that lens affords us a way of looking at the rest of the world, both in terms of privileges and also the hypocrisies of the U.S.”

When asked to rate the internationalization or globalization of their courses (IoC) at TCSU, more than half of the hard discipline interviewees rated their courses as high (4-5) for IoC, and one-third chose a middle rating (3). One of these interviewees thought he

could internationalize his courses better by expanding topics and putting them into context, while some interviewees who choose higher ratings felt IoC was already included in their courses. One HP interviewee gave a low (1) rating and stated resistance among colleagues to accommodate international students in class as the reason. Likewise, nearly half of interviewees from soft disciplines rated their courses for IoC as high (4-5), while another two-fifths chose a lower rating (2-3) for IoC in their courses. Some of these did not feel supported to make IoC changes in their courses. Number of years of employment, nor employment status, at TCSU appeared to be factors in these ratings.

When asked about resources and support for IoC at TCSU, some interviewees strongly perceived that their engagement in IoC was directly related to the engagement of the university in this process. For example, common among interviewed faculty across the hard and soft disciplines was a definitive lack of awareness of resources for IoC at TCSU. Many interviewees said they “didn’t know” or “had no idea” about IoC resources at their university. Comments included:

- “I cannot comment on this. I don’t know a specific resource for internationalizing the curriculum;”
- “I’m unaware of them...I mean, no, I don’t know of any;”
- “I have no idea [what the IoC resources are at TCSU]. Maybe that tells management they need to help faculty a little more;”
- “Am I missing something, or are they there?”

- “I would like to think that we [TCSU] provide some support for our international students when they come...but I have not heard any discussion of that. So I don’t know of any;”
- “I mean, we have the...office of whatever, global, or, I don’t even know what it’s called. I guess that’s where most of the resources come from...how to globalize your courses;”
- “Can we skip this question? Let’s put it this way, there are no resources [for IoC at TCSU].”

Others made educated guesses, or rambled on about their IoC resource “wish lists,” hoping these would be relayed to upper levels of TCSU administration.

- Hard disciplines:
  - “I can imagine there would be case studies, research papers, that sort of thing...the faculty teaching center [at TCSU]...determining whether there are seminars, ...courses faculty could take in curriculum development;”
  - “I would guess that the faculty teaching center probably has something on their webpage that would guide you. That’s just a guess;”
  - “Laboratory improvements, computer support, everything from PCs to mainframe computers to do modeling and simulation. I mean essentially any kind of support, even baseline support... it’s been going down;”

- “The trend has been taking support away.”
- Soft disciplines:
  - “I check with my undergraduate administrator. She is a fount of all knowledge. She’s my resource for everything;”
  - “I would love to have a lot more videos, power point shows, explaining the international dimensions of my courses;”
  - “The primary source I would use would be articles from [names source] that I have scanned and put online for students to read;”
  - “Perhaps librarians who have some expertise on international research?”
  - “Resources I have seen around campus...is mostly the library, international services for students;”

Also, some interviewees referred to international students and programs, as well as international collaborations, as potential resources at TCSU for IoC. For example, one comment was, “To me, the resources are entirely people: [networks of] colleagues, faculty, and students.” In addition, some interviewees across all four discipline categories mentioned negative, or lack of, support services and resources for IoC at TCSU. For example, one interviewee stated, “Basically, when I was really active and had time to do it [IoC], there was pretty much no support whatsoever.” Another stated, “Whatever we use, we scrounge up on our own.”

Differences were found among the interviewees as well. Faculty from both hard-pure (HP) and soft-pure (SP) discipline categories mentioned their international

collaborations as an IoC resource, while those from hard-applied (HA) and soft-applied (SA) disciplines did not mention these collaborations as a resource. Also, only interviewees from the soft-pure (SP) discipline category mentioned faculty mentorship as a possible resource for IoC. Further, interviewees in the hard-applied (HA) disciplines mentioned the importance of the diversity statement required by TCSU as a resource for IoC, and those from the soft-pure (SP) disciplines mentioned textbooks as a resource for IoC. With reference to diversity, one interviewee stated, “They [TCSU] have a diversity statement...so I went to that [online statement]...read it, and incorporated the main points and wrote my own statement that goes on my syllabus.” Also, with reference to textbooks, one interviewee stated “The textbook I use brings in some international comparisons...in that discipline, there’s an awareness of the impact of international influences.”

When asked to rate their awareness of IoC resources at TCSU, more than half (56%) of the interviewees from hard disciplines rated their awareness as zero (0). It is important to note that four-fifths (80%) of these were adjunct faculty in the hard disciplines. Two additional hard discipline, tenured faculty rated their awareness of IoC resources as low (1-2). One female hard discipline interviewee rated her awareness in the middle (3), and stated that faculty need to become more aware of international programs at TCSU. Also, only one hard discipline, term interviewee rated his awareness of IoC resources as high (5), and stated he used the library as his resource.

In comparison, over one-third (36%) of interviewees from the soft disciplines rated their awareness of IoC resources as zero. These were somewhat split between

adjunct and term faculty. Also, nearly one-third (27%) of interviewees from the soft disciplines rated their awareness of IoC resources in the middle (3), and two additional soft discipline interviewees, both tenured faculty, rated their awareness of IoC resources as low (2). Comments by interviewees when rating their awareness of IoC resources at TCSU included, “It’s an unfunded mandate,” to “there aren’t any IoC resources.” Resources mentioned were “websites, lectures, conferences, faculty collaborations, interdepartmental engagement, and research funding.”

In general, faculty viewed that their current efforts, or course content, already included IoC, whether they were from hard or soft disciplines. However, they identified the influence of the Western perspective on their courses. Some expressed potential to do more with IoC, especially in relation to diversity, and in some cases by incorporating IoC capital. Interviewees from hard disciplines seemed to be at a loss on how to make their courses more internationalized than they were already, and one mentioned resistance from her colleagues in relation to addressing international student needs. In addition, generally interviewees were unaware of resources at TCSU to support IoC. This they perceived as negatively impacting their ability to participate in the IoC process. Resources and support were considered so important that they imaged wish lists of IoC resources and support at TCSU. Some interviewees were skeptical about receiving anything because they perceived resources were being withdrawn rather than added by the university.

*Summary of interview findings.* A summary of interview findings is presented in Appendix E, Table E2. It lists common ground and differences found from the interview data by general faculty characteristics, faculty awareness and support of IE and IoC at TCSU, as well as faculty engagement in IoC at TCSU.

General faculty characteristics included: more than half of the interviewees were male; all interviewees were predominantly White; most represented HP, SP and SA disciplines; two-thirds were from soft disciplines; employment status was somewhat evenly divided between the three categories used in this study; and those from the hard disciplines taught at TCSU about twice as long as those from the soft disciplines (14 to 7 years). Another common characteristic of the interviewees was that most of them had personal and professional international experiences that some said influenced their participation in this study.

Although their overall awareness of IE at TCSU was high, their awareness of IoC at TCSU appeared lower, and their perception of IoC resources and support by TCSU seemed even lower. There was a common theme of lack of awareness, lack of certainty, or difficulty in defining IoC at TCSU, although interviewees proceeded to identify characteristics of IoC that they included in their personal definitions of this process. Also, these definitions seemed to prompt them to identify and discuss perceptions of their roles and responsibilities for IoC at TCSU, even though they expressed unawareness of them across discipline categories.

One noteworthy theme common across the interview data was diversity. This included an awareness of not only international but also domestic minoritized students, as



well as cultural and linguistic issues faculty were struggling with in their classrooms. For example, there was a voiced concern about university resources and support needed to address their concerns in the classroom.

Another noteworthy finding was the perception by faculty that everyone at TCSU, at all organizational levels, should have roles and responsibilities for IoC. They perceived that the mission, initiation, leadership, funding and oversight of IoC should be directed from the top institutional level, with Deans and Directors of departments acting as intermediaries between the top institutional level and the faculty. Ultimately, they perceived the department level responsible for IoC as it relates to the disciplines. Department faculty committees were perceived to be responsible for developing programs and courses that align with the TCSU's overall IoC mission, and faculty were perceived as being responsible for IoC in their individual courses as directed by the departments in conjunction with the university mission for IoC.

Although interviewees generally considered their courses at TCSU as already internationalized, they perceived that resources and support by TCSU were lacking, or at least they were unaware of them. Also, if they were to engage in IoC beyond what they were doing already, they expressed a need for the university to provide IoC resources and support, such as an IoC center or department, training, funding, and recognition.

The next section of this chapter presents findings from the review of specific documents, such as syllabi provided by the interviewed faculty, goals for IoC from the TCSU Strategic Plan, and goals of comprehensive internationalization (CI) as outlined by the American Council on Education (ACE, 2012).

**Document findings and analysis.** The third research method used in this study was document analysis. At the end of each interview, participants were asked if they would be willing to share a syllabus from one of their 2015 spring semester undergraduate courses as part of this study. Findings from these syllabi were used as triangulation in the integrative analysis to address the research questions guiding this dissertation. In addition, IoC goals from the strategic plan of TCSU and ACE's (2012) CI plan were included in the document analysis as reference points, and a CI ideal type, respectively.

***Syllabi findings and document analysis.*** A total of 25 TCSU undergraduate course syllabi for spring 2015 included in this document analysis were submitted by email from 19 of the interviewed faculty, some of whom submitted multiple course syllabi. Additional syllabi submitted from semesters other than spring 2015, or for courses other than lower-level undergraduate (LLUG) or upper-level undergraduate (ULUG) courses were not included in this analysis. However, several syllabi for other semesters that faculty used in spring 2015 were included as meeting the time reference point for this analysis. Of the 25 syllabi included in the analysis, nearly three-fifths (15) were from LLUG courses, and two-fifths (10) from ULUG courses. Consistent with the under-representation of HA faculty in the interview process, fewer syllabi for HA courses were received than for the other three discipline codes (HP, SA and SP). Although these syllabi were not necessarily representative of all undergraduate courses taught at TCSU in the spring 2015 semester, they were useful with triangulation of information received

from the majority of the interviewees concerning their courses and engagement in IoC at the time of the study.

Content of each syllabus was reviewed for (a) IoC learning outcomes and measures that included international or global terms, or concepts, as well as (b) inclusion or reference to the university diversity policy. TCSU's diversity statement referred to multiple forms of difference, including cultural and national, and their importance to the intellectual mission of the university. Besides being already noted in Knight's (2006) work on internationalization concepts and TCSU's Strategic Plan, inclusion of cultural diversity in TCSU's diversity statement was an additional reason it was added to the syllabi analysis as an IoC marker.

Syllabi were noted as "Yes," if there was at least one reference to international or global terms in the learning outcomes, content, or measurements of the learning outcomes, or a reference or link to the diversity statement, and "No" if these references were not included in the document. If there was uncertainty within a syllabus about the inclusion of these references, "Maybe" was noted for that syllabus, but counted as a "Yes" in the analysis to give benefit of the doubt.

Examples of wording in the syllabi related to international or global outcomes, or content, and their measurements included:

- global patterns, global problems or issues, global understanding;
- global pollution, global wars, global change, global business;
- international project, international techniques, international institutions, international markets, international organizations, international websites;

- diversity of a global society, managing diversity;
- worldwide distribution, third-world countries, system of a foreign country;  
and
- world views, life on earth.

In addition to the actual diversity statement or link to the statement, examples of wording in the syllabi deemed to refer to diversity included reference to

- the campus diversity office;
- campus diversity and inclusion; and
- respect for diverse opinions.

Findings from the document analysis of the syllabi were posted in matrices, sorted, and analyzed by discipline codes, course levels, and characteristics of the faculty who submitted each syllabus (such as gender, employment status, and number of years teaching experience at TCSU). Tables 4.15 – 4.18 present the results.

Table 4.15 presents course syllabi information on IoC, by discipline code and course level of the syllabi. Of the 25 syllabi analyzed, the following were submitted:

- 3 (12%) hard-applied (HA) disciplines by two HA faculty;
- 9 (36%) hard- pure (HP) disciplines by six HP faculty;
- 6 (24%) soft-applied (SA) disciplines by five SA faculty; and
- 7 (28%) soft-pure (SP) disciplines by six SP faculty.

In short, nearly half (48%) of the syllabi were from hard disciplines, and slightly more than half (52%) were from soft disciplines.

Table 4.15

*Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by discipline codes and course levels of syllabi, and analyzed for international, global, diversity references*

Discipline Codes of 25 Course Syllabi (100%); Submitted by 19 (79%) of Interviewed Faculty	Undergraduate Syllabi for Spring 2015 Levels 100-299 (LL) Levels 300-499 (UL)	Includes International or Global Descriptors in Content or Learning Outcomes (48%)	Includes Measurements of International, Global Learning Outcomes (32%)	Includes University Diversity Policy Statement or Link (24%)
Hard Applied (HA)	HA – LL	No	No	Yes
3 HA Syllabi (12%)	HA – LL	No (0%)	No (0%)	Yes (67%)
Submitted by	HA – UL	No	No	No
2 HA Faculty	HA/HP (48%)			
Hard Pure (HP)	HP – LL	No	No	No
9 HP Syllabi	HP – LL	Yes	No	No
(36%)	HP – LL	Maybe	No	No
Submitted by	HP – LL	No	No	No
6 HP Faculty	HP – LL	No	No	No
	HP – LL	Yes (33%)	Yes (11%)	Yes (22%)
	HP – UL	No	No	Yes
	HP – UL	No	No	No
	HP – UL	No	No	No
	SA/SP (52%)			
Soft Applied (SA)	SA – LL	Yes	No	No
6 SA Syllabi	SA – LL	No	Maybe	No
(24%)	SA – UL	Yes (50%)	Yes (33%)	No (0%)
Submitted by	SA – UL	No	No	No
5 SA Faculty	SA – UL	Maybe	No	No
	SA – UL	No	No	No
	SA/SP (52%)			
Soft Pure (SP)	SP – LL	Maybe	No	No
7 SP Syllabi (28%)	SP – LL	Yes	Maybe	Yes
Submitted by	SP – LL	Yes (86%)	Maybe (71%)	Yes (29%)
6 SP Faculty	SP – LL	Yes	Yes	No
	SP – LL	Yes	Maybe	No
	SP – UL	Yes	Yes	No
	SP – UL	No	No	No

The following comparisons were made for the percentage of syllabi within each discipline code that included,

- international or global terms and concepts (IoC descriptors) in content or learning outcomes – HA-0%, HP-33%, SA-50%, and SP-86%;
- measurement learning outcomes with IoC descriptors – HA-0%, HP-11%, SA-33%, and SP-71%; and
- University diversity policy statement, or internet link – HA-67%, HP-22%, SA-0%, and SP-29%.

It appears that faculty in the soft disciplines (SA and SP) included references to IoC descriptors in their learning outcomes, other syllabi content, or learning outcome measurements in their syllabi more than those in the hard disciplines (HA and HP). Also, although none of the HA syllabi included these references, the HA syllabi did include the highest percentage of references to the university diversity policy compared to the other discipline categories. In addition SP syllabi included the highest percentage of references to IoC descriptors in learning outcomes, or content, as well as measurements of these outcomes compared to the other categories. These findings suggest what interviewees from both hard and soft disciplines said in this study about their disciplines, that science is “universal” and therefore the course content does not require additional internationalization, and that soft disciplines include global and international comparatives within their course content for critical analysis.

Overall, nearly half (48%) of the submitted course syllabi included IoC descriptors in their content or learning outcomes, about one-third (32%) of the syllabi included measurements of learning outcomes with of IoC descriptors, and only one-

quarter (24%) of the syllabi included the university diversity statement or internet link to it. The low percentage of syllabi with a TCSU diversity reference was noteworthy.

Table 4.16 presents course syllabi information on IoC, by gender of the interviewed faculty who submitted them. Of the 25 syllabi analyzed, 9 (36%) were

Table 4.16

*Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by gender of faculty and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references*

Gender of 19 Faculty Who Submitted 25 Course Syllabi (100%)	Undergraduate Syllabi for Spring 2015 Levels 100-299 (LL) Levels 300-499 (UL)	Includes International or Global Descriptors in Content or Learning Outcomes	Includes Measurements of International, Global Learning Outcomes	Includes University Diversity Policy Statement or Link
Female (F) – 9 Syllabi (36%) Submitted by 8 Female Faculty	SA – LL	Yes	No	No
	SA – LL	No	Maybe	No
	SP – LL SA/SP	Maybe	No	No
	SP – LL (62%)	Yes (67%)	Maybe (44%)	Yes (11%)
	SP – LL HA/HP	Yes	Yes	No
	SP – LL (8%)	Yes	Maybe	No
	HP – LL	No	No	No
	SA – UL	No	No	No
Male (M) – 16 Syllabi (64%) Submitted by 11 Male Faculty	SA – UL	Maybe	No	No
	HA – LL	No	No	Yes
	HA – LL	No	No	Yes
	HP – LL	Yes	Yes	Yes
	HP – LL SA/SP	No	No	No
	HP – LL (38%)	No	No	No
	HP – LL HA/HP	Yes	No	No
	HP – LL (92%)	Maybe	No	No
	SP – LL	Yes (38%)	Maybe (25%)	Yes (31%)
	HA – UL	No	No	No
	HP – UL	No	No	No
	HP – UL	No	No	No
	HP – UL	No	No	Yes
	SP – UL	Yes	Yes	No
	SP – UL	No	No	No
	SA – UL	Yes	Yes	No
	SA – UL	No	No	No

submitted by eight females, and 16 (64%) were submitted by eleven males. The discipline codes of the syllabi by interviewee gender were

- Female: 1 hard- pure (HP); 4 soft-applied (SA); and 4 soft-pure (SP); and
- Male: 3 hard-applied (HA); 8 hard- pure (HP); 2 soft-applied (SA); 3 soft-pure (SP).

In short, male interviewees submitted the majority (92%) of the hard (HA and HP) discipline syllabi, while females submitted nearly two-thirds (62%) of the soft (SA and SP) syllabi. Other comparisons of the analyzed syllabi submitted by gender included:

- Two-thirds (67%) of the syllabi submitted by females, but only a bit more than one-third (38%) of syllabi submitted by males included IoC descriptors in their content or learning outcomes;
- More than two-fifths (44%) of syllabi from females, but only one-quarter (25%) of syllabi from males included references to measurements of learning outcomes with IoC descriptors; and
- Only one-tenth (11%) of the syllabi from females, but nearly one-third (31%) of those submitted by males included the university diversity policy, or links to this policy.

Overall, female interviewees included more IoC descriptors in their syllabi than male interviewees, but fewer references to the university diversity policy than their male counterparts. It is noteworthy that both females (89%) and males (69%) often failed to include TCSU's required diversity statement in their syllabi.



Table 4.17

*Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by employment status of faculty at TCSU and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references*

Employment Status of 19 Faculty Who Submitted 25 Course Syllabi (100%)	Undergraduate Syllabi for Spring 2015 Levels 100-299 (LL) Levels 300-499 (UL)	Includes International or Global Descriptors in Content or Learning Outcomes	Includes Measurements of International, Global Learning Outcomes	Includes University Diversity Policy Statement or Link
Tenure, Tenure-Track (T/TT) – 6 Syllabi (24%) Submitted by 4 T/TT Faculty	HP – LL	Yes	Yes	Yes
	SP – LL	Yes (50%)	Maybe (50%)	Yes (50%)
	HA – UL	No	No	No
	SA – UL	Yes	Yes	No
	SA – UL	No	No	No
	HP – UL	No	No	Yes
Term, Administrative-Professional (TRM/AP) – 11 Syllabi (44%) Submitted by 7 TRM/AP Faculty	HP – LL	No	No	No
	SA – LL	Yes	No	No
	HA – LL	No	No	Yes
	HA – LL	No	No	Yes (18%)
	SA – LL	No	Maybe (27%)	No
	SP – LL	Maybe (55%)	No	No
	SP – LL	Yes	Yes	No
	SP – LL	Yes	Maybe	No
	HP – LL	No	No	No
	HP – LL	Yes	No	No
	HP – LL	Maybe	No	No
Adjunct, GTA (ADJ/GTA) – 8 Syllabi (32%) Submitted by 8 ADJ Faculty	HP – LL	No	No	No
	SP – LL	Yes (38%)	Maybe (25%)	Yes (13%)
	SA – UL	No	No	No
	SP – UL	Yes	Yes	No
	SP – UL	No	No	No
	HP – UL	No	No	No
	HP – UL	No	No	No
	SA – UL	Maybe	No	No

Table 4.17 presents course syllabi information on IoC, by the three faculty employment status categories of the interviewees who submitted them. Of the 25 course syllabi used in the document analysis,

- 6 (24%) were submitted by four Tenure or Tenure-Track (T/TT) faculty;

- 11 (44%) were submitted by seven Term or Admin-Prof (TRM/AP) faculty; and
- 8 (32%) were submitted by eight Adjunct or Graduate Teaching Assistant (ADJ/GTA) faculty.

Comparing the syllabi by employment status categories of the interviewees who submitted them,

- Half (50%) of T/TT syllabi, more than half (55%) of TRM/AP syllabi, and more than one-third (38%) of the ADJ/GTA syllabi included at least one reference to IoC descriptors in course content or learning outcomes;
- Half (50%) of syllabi in the T/TT category, approximately one-quarter (27%) of those in the TRM/AP category, and one-quarter (25%) of the ADJ/GTA category included references to measurement of learning outcomes with of IoC descriptors; and
- Half (50%) of T/TT category syllabi, nearly one-fifth (18%) of TRM/AP category syllabi, and more than one-tenth (13%) of ADJ/GTA category syllabi included a university diversity policy or internet link to it.

Overall, 50% of the syllabi of in the T/TT employment status category only included references to IoC descriptors in learning outcomes, measurement of those outcomes, course content, or the university diversity policy. Also, these percentages dropped from T/TT to TRM/AP to ADJ/GTA, with one exception. The highest percentage of references to IoC descriptors in learning outcomes or content was in syllabi from TRM/AP interviewees (55%). These results indicated an overall low rate of

participation in IoC at TCSU by the interviewees whose syllabi were analyzed for this study. Also they indicated that interviewees in the ADJ/GTA employment category were comparatively less involved in IoC than their counterparts.

Table 4.18

*Document analysis: Spring 2015 undergraduate course syllabi (submitted by interviewed TCSU faculty) – categorized by faculty number of years teaching at TCSU and discipline codes/course levels of syllabi, and analyzed for international, global, diversity references*

Years Teaching at This University of 19 Faculty Who Submitted 25 Course Syllabi (100%)	Undergraduate Syllabi for Spring 2015 Levels 100-299 (LL) Levels 300-499 (UL)	Includes International or Global Descriptors in Content or Learning Outcomes	Includes Measurements of International, Global Learning Outcomes	Includes University Diversity Policy Statement or Link
<10 Years – 10 Syllabi (40%) Submitted by 8 Faculty	SA – LL	No	Maybe	No
	HA – LL	No	No	Yes
	HA – LL	No	No	Yes
	SP – LL	Yes	Maybe	Yes
	SP – LL	Yes (40%)	Maybe (40%)	Yes (40%)
	SA – UL	No	No	No
	SA – UL	Maybe	No	No
	SA – UL	Yes	Yes	No
	SA – UL	No	No	No
	SP – UL	No	No	No
10-19 Years – 10 Syllabi (40%) Submitted by 8 Faculty	SP – LL	Yes	Yes	No
	SP – LL	Yes	Maybe	No
	SP – LL	Maybe	No	No
	SA – LL	Yes	No	No
	HP – LL	No	No	No
	HP – LL	No	No	No
	HP – LL	Yes (50%)	Yes (30%)	Yes (20%)
	HP – UL	No	No	Yes
	HP – UL	No	No	No
	HP – UL	No	No	No
20+ Years – 5 Syllabi (20%) Submitted by 3 Faculty	HP – LL	No	No	No
	HP – LL	Yes	No	No
	HP – LL	Maybe	No	No
	SP – UL	Yes (60%)	Yes (20%)	No (0%)
	HA – UL	No	No	No

Table 4.18 presents course syllabi information on IoC categorized by the number of years of teaching experience at TCSU of the interviewees who submitted their syllabi for analysis. Of the 25 syllabi,

- 10 (40%) were from interviewees who had taught less than 10 years at TCSU; also
- 10 (40%) were from those who had taught between 10-19 years at TCSU; and
- 5 (20%) were from those who had taught at TCSU for 20 or more years.

Comparing these syllabi by categories of teaching experience,

- Two-fifths (40%) of syllabi from the less than 10 years of experience category, half (50%) from the 10-19 years category, and nearly two-thirds (60%) from 20 plus years category included at least one reference to IoC descriptors in content or learning outcomes;
- Two-fifths (40%) of the syllabi from the less than 10 years category, nearly one-third (30%) from the 10-19 years, and only one-fifth (20%) from the 20 plus years categories included references to measurements of learning outcomes with IoC descriptors; and
- Two-fifths (40%) of the syllabi from less than 10 years, one-fifth (20%) of syllabi from 10-19 years, and none (0%) of the syllabi submitted from interviewees with 20 plus years categories included the university diversity policy or internet links to it.

Overall, although international, global or diversity references were included in submitted syllabi from spring 2015 by faculty from all three categories of teaching

experience at TCSU (including a range of teaching one to thirty-five years), in general it appears that those interviewees with more years of teaching experience included IoC descriptors in their learning outcomes or content more than those with less years of experience. However, it appears that those with less years of teaching experience included more measurements of these learning outcomes than those with more years of teaching experience. Also, a similar comparison was noted for inclusion of the university diversity policy statement or internet links to it, where those with less teaching experience included diversity references more than their more experienced counterparts.

*Summary of syllabi findings and analysis.* Findings from the document analysis of interviewees' syllabi indicated that, overall, not more than half of their syllabi included IoC references such as international or global learning outcomes, their measurements, course content, or the university diversity statement. Although these references were found in syllabi from soft disciplines (SA and SP) more than hard disciplines (HA and HP), SP syllabi included the highest percentage of references to IoC descriptors in learning outcomes, their measurements, or course content. HA syllabi included the highest percentage of references to the university diversity policy compared to those of the other three discipline codes. These results possibly reflected a perception by the interviewees that their course content was already internationalized by their discipline, perhaps from different perspectives.

Noteworthy was the low percentage of analyzed syllabi that included a TCSU diversity statement, or link to it, even though this was required by the university. Also noteworthy was that females (89%) and males (69%) both failed to include this

statement. In addition, results of syllabi analysis indicated not only a low rate of participation in IoC at TCSU by the interviewees, but also that the lowest participation was found in the syllabi of the ADJ/GTA category, possibly indicating a disconnect between them and their counterparts in IoC engagement.

When compared by number of years of teaching experience of the interviewees whose syllabi were analyzed in this study, mixed results were found. Although interviewees with more years of teaching experience included IoC descriptors in their learning outcomes, or course content, more so than those with less experience, those with less experience included measurements of the international or global outcomes, or the university diversity statement in their syllabi more than those with more years of teaching experience.

It is not clear if the above findings were due to any factors within the categories, or to unknown intervening factors between the categories used for this analysis, such as discipline code of the course syllabi, gender, employment status, or number of years of teaching experience of the faculty who submitted the syllabi. Also, it is important to remember that the reviews of the syllabi were generous, leaning towards inclusion (rather than exclusion) of any questionable references to IoC descriptors, or measurements of these components in the learning outcomes or content of the 25 analyzed syllabi, where the word “Maybe” was counted the same as the word “Yes” in the data analysis.

*Document analysis of the TCSU Strategic Plan, and ACE Comprehensive Internationalization (CI).* Two additional documents were analyzed in this study. First the TCSU Strategic Plan was analyzed for common concepts related to IoC. It was publicly available on the internet, and information from that and other TCSU websites informed the IoC references used in the survey questionnaire and interview protocol. Second, ACE's "CIGE Model for Comprehensive Internationalization" (CI) was reviewed as an ideal type for generalization of the results of this case study (Becker, 1990; Maxwell, 2013). Both of these documents were used as comparisons for the integrated analysis in this study.

*TCSU Strategic Plan.* Information related to IoC was found throughout the TCSU Strategic Plan, including the plan's goals. Three common concepts related to IoC were identified: diversity, globalization, and internationalization, and their descriptors, diverse, global, and international. Table 4.19 summarizes categories of the common findings from this review.

Diversity, the first common concept in the table, was used throughout the document in relation to others, referencing people, such as students, faculty, staff and administration. Also, it was used in relation to organizational culture, community, disciplines, viewpoints and ideas. The second common concept, globalization was referred to frequently in the Strategic Plan, such as overseas operations, engagement, commitment, citizenship, community, and society. These terms were used also to refer to connections, partnerships, collaborations, and networks both at the institutional and faculty levels at TCSU. Also included were international teaching and learning, as well

as research. Internationalization was the third common IoC concept in the TCSU Strategic Plan, but was not used as frequently as the first two concepts.

Table 4.19

*Document analysis: TCSU Strategic Plan – summary of common descriptors and concepts related to IoC*

IoC Concepts and Descriptors	Content, Ideas
Diversity, Diverse	Diversity, people/others, respect, thrive Diversity, organizational culture, promotes/celebrates Diverse students, recruitment of Diverse faculty/staff/administration, recruitment of Diverse faculty advancement, across disciplines/ranks Diverse viewpoints/ideas Diverse ideas/cultures, inclusion, multidisciplinary Diverse academic community, across disciplines
Globalization, Global	Globalization (interconnected), across disciplines Global operations, expand/ opportunities Global connections/partnerships/collaborations/networks Global society/community, build, engagement Global citizenship values Global proximity, productive engagement across borders Global reach of faculty Global research, of consequence/discovery Global scholarship and teaching, empower faculty with tools for success Global issues, knowledge of Global, solving of complex problems Global challenges/change Global leaders, professionals & scholars Global perspectives/awareness Global engagement, commitment Global research funding, increase Global learning opportunities, study abroad Global learning, transformative experiences for all students; develop faculty Global learning platforms, online Global mindset of students and faculty Global understanding
Internationalization , International	Internationalization, campus International brand International hubs, connections with International organization internships International students, access, enrollment/online International cultural capital International projects, faculty engagement in



Internationalization referred to international brands, hubs and connections, students, projects, and faculty engagement. Some examples of the development of internationalization at TCSU included:

- increased access of international students;
- cultural capital through international students; and
- increased number of faculty involved in international projects.

The above IoC concepts were used to inform the integrative analysis in this study. It is important to note here that internationalization and globalization were used broadly and at times interchangeably by the respondents in this study. In addition, ACE's (2014) concept of comprehensive internationalization (CI) was reviewed and used for generalization of the results from this study.

*ACE Comprehensive Internationalization (CI).* ACE's (2012) CIGE Model for Comprehensive Internationalization (CI) was briefly reviewed in the introduction to this dissertation. According to this model,

Internationalization refers to the efforts of institutions to meet this imperative by incorporating global perspectives into teaching, learning, and research; building international and intercultural competence among students, faculty, and staff; and establishing relationships and collaborations with people and institutions abroad.

(p. 3)

Based on information from three surveys of U.S. institutions of higher education (IHE) in 2001, 2006 and 2011, this model was developed as a useful tool for assessing the state of

internationalization at U.S. IHE. The model includes “six interconnected target areas for initiatives, policies, and programs” (p. 4):

- articulated institutional commitment: mission statements, strategic plans, and formal assessment mechanisms;
- administrative structure and staffing: reporting structures and staff and office configurations;
- curriculum, co-curriculum, and learning outcomes: general education and language requirements, co-curricular activities and programs, and specified student learning outcomes;
- faculty policies and practices: hiring guidelines, tenure and promotion policies, and faculty development opportunities;
- student mobility: study abroad programs, and international student recruitment and support; and
- collaborations and partnerships: joint-degree or dual/double-degree programs, branch campuses, and other offshore programs. (p.4)

Also, according to CI, internationalization of higher education is a process that requires a deep and clear commitment from the top administration of an IHE, resulting in a meaningful impact of international perspectives and activities across its curriculum. Although, the purpose of this case study was not to evaluate CI at TCSU, this model was useful for giving the results of this research a context for comparison, deeper understanding, and potential generalization of the IoC process at TCSU.

## Summary

Repko, Szostak and Buchberger's (2014) Broad Model of Interdisciplinary Research (BMIR) guided the design, collection, and analysis of data for this case study that addressed faculty awareness of the complex issue of IoC. An interdisciplinary methodology of mixed methods, a quantitative-qualitative-integrative (QQI) approach, was used to collect and analyze data on the awareness and perspectives of TCSU faculty on IE, IoC, and their roles and responsibilities for it with respect to the spring 2015 semester. The mixed methods utilized were: (a) a survey of TCSU faculty producing 299 valid cases, (b) 24 follow-up interviews of volunteers from the survey phase of this research, and (c) document analysis of 25 undergraduate syllabi submitted by 19 faculty who had participated in the interviews.

As a foundation for the integration and analysis approaches of the BMIR, this chapter reported separately the findings and analyses of data from each of the quantitative and qualitative methods used in this study (survey and interview findings were summarized in Appendix E, Tables E1 and E2). The next chapter of this report integrates, synthesizes, and triangulates these findings by mapping them in matrices, discovering common ground, and addressing the research questions. The three BMIR integrative approaches used in this analysis were (a) "contextualization," to provide background to the various data sets used in this study; (b) "conceptualization," to understand common IoC concepts underlying integrated findings in this research, and (c) "problem-centering," to focus the research results, make connections, and build coherent suggestions for change (pp. 182-187). The synthesized results of this integrative analysis were compared

to ACE's (2012, 2017) CIGE Model for Comprehensive Internationalization for deeper understanding of the process of IoC at TCSU, and potential generalizations (Maxwell, 2013).

## **Chapter Five – Interdisciplinary Integrated Analysis**

The objective of this research was to address a gap in scholarly literature on internationalization of the curriculum (IoC) at U.S institutions of higher education (IHE), specifically by focusing on faculty awareness of their roles and responsibilities. Two questions guiding the research for this case study were: 1) What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? and 2) How does their course content reflect this awareness? These questions were selected to provide information on this topic from the perspective of faculty in U.S higher education.

Due to the complexity of the internationalization process, I applied the Broad Model of Interdisciplinary Research (BMIR) (Repko et al., 2014), and designed a case study with an interdisciplinary approach to the literature review, data collection, and analysis. I used mixed-methods and an integrative (QQI) analysis of the case to address the research questions, and invoked triangulation as a validity measure to gain a more comprehensive understanding of the phenomenon (ACE, 2012, 2017; Maxwell, 2013; Patton, 2002; Stake, 1995; Yin, 2014).

### **Integrated Findings and Analysis**

In this chapter, I used three analytical approaches, “contextualization,” “conceptualization,” and “problem-centering,” as suggested by Repko et al. (2014,

p. 182-187), to integrate and synthesize research findings from the mixed-methods data I collected. Also, I included in my synthesis information garnered from the literature review and presented in the preceding chapters. These three analytic approaches provided different lenses to view and make sense of the various data. They also allowed for a comprehensive understanding of faculty roles and responsibilities of the IoC process from a faculty perspective. In addition, a forth approach employed ACE's (2012, 2017) CIGE Model for Comprehensive Internationalization (CI) to generalize the research results.

In this study, (a) contextualization required the integration of common and different personal characteristics of the research participants; this provided a background for the integrated research data; (b) conceptualization required the integration of the research data addressed in the two research questions; this created common concepts for the problem-centering analytical approach for further analysis; and (c) problem-centering required constructing composite profiles from the interview data to provide authentic interpretation of faculty voice; this added depth to the results of the study (Repko et al., 2014; Jones et al., 2014; Maxwell, 2008, 2013; Patton, 2002). Specifically, this problem-centering approach, was used to address the overall complex issue of IoC, and to contribute towards the development of potential "outcomes and change" (Repko et al., 2014, p. 186). Finally, the synthesis of these results was compared to the CIGE Model for Comprehensive Internationalization (ACE, 2012, 2017) which was selected as a CI ideal type to provide a potential generalization of results (Becker, 1990; Maxwell, 2013).

When integrating the research findings from mixed-methods, it was important to keep in mind some inherent differences in the data sets. For example, the concept of discipline was of interest in all phases of this study, and although the same coding system for disciplines was used in each analysis across the data sets, sources of discipline information differed by the various research methods. Discipline codes from the survey findings were based on the respondents' discipline of highest degree earned, while interviewees self-reported their discipline, or field of study, which I later coded for analysis. Also, I coded course disciplines for the analyzed syllabi (see Table 5 footnotes). That said, although I applied the BMIR (Repko et al., 2014) integration approach to identify common ground and insights from the survey, interview, and syllabi data in this study, it is unknown how these or other differences across the data sets may have impacted the results from this analytical approach.

**Integration and contextualization.** According to Repko et al. (2014), “contextualization is an [analytic] approach used...to embed the object of study in the fabric of time, culture, and personal experience” (p. 182). I used this first integrative analytic approach to (a) make sense of the background data from the research participants, and (b) provide context for the study's results. Table 5 summarizes faculty characteristics of survey participants from a base of 299 valid cases, a subset of 24 interviewees who volunteered from the survey phase of the research, another subset of 19 of those interviewees who submitted course syllabi that were used in the document

Table 5

*Summary of survey participants, interviewees, syllabi submitters, and analyzed course syllabi, by various faculty characteristics*

Variable/Totals:	Survey Participants	%	Interviewees	%	Syllabi Submitters	%	Analyzed Course Syllabi	%
Country of Citizenship:	284	100.0	NA	NA	NA	NA	NA	NA
U.S.	260	91.6	-	-	-	-	-	-
Other	24	8.4	-	-	-	-	-	-
Discipline Code:	265*	100.0	24**	100.0	19***	100.0	25***	100.0
Hard Applied	22	8.3	2	8.3	2	10.5	3	12.0
Hard Pure	22	8.3	7	29.2	6	31.6	9	36.0
Soft Applied	101	38.1	8	33.3	5	26.3	6	24.0
Soft Pure	120	45.3	7	29.2	6	31.6	7	28.0
Employment Status:	278	100.0	24	100.0	19	100.0	25	100.0
Tenure, Tenure-Track, Emeritus	141	50.7	7	29.2	4	21.1	6	24.0
Term, Admin- Professional	70	25.2	8	33.3	7	36.8	11	44.0
Adjunct, Staff, GTA	67	24.1	9	37.5	8	42.1	8	32.0
First Language:	286	100.0	NA	NA	NA	NA	NA	NA
English	260	90.9	-	-	-	-	-	-
Other	26	9.1	-	-	-	-	-	-
Gender:	278	100.0	24	100.0	19	100.0	25	100.0
Female	142	51.1	10	41.7	8	42.1	9	36.0
Male	136	48.9	14	58.3	11	57.9	16	64.0
Race Ethnicity:	275	100.0	24	100.0	19	100.0	25	100.0
African American	10	3.6	1	4.2	-	-	-	-
Asian Pacific Islander	17	6.2	1	4.2	-	-	-	-
White	224	81.5	21	87.5	18	94.7	24	96.0
Latino	4	1.4	1	4.1	1	5.3	1	4.0
Hispanic Other	20	7.3	-	-	-	-	-	-
Years Teaching at this University:	287	100.0	24	100.0	19	100.0	25	100.0
<10 years	166	57.9	11	45.8	8	42.1	10	40.0
10–19 years	83	28.9	10	41.7	8	42.1	10	40.0
20+ years	38	13.2	3	12.5	3	15.8	5	20.0

\* Discipline code based on survey participant's highest degree earned

\*\*Discipline code based on discipline, or field of study as reported by interviewee

\*\*\* Discipline code based on course syllabi; and in 3 "other" cases, adjusted by discipline of participant's highest degree earned



analysis of this study, and 25 syllabi analyzed by characteristics of the faculty who submitted them.

Findings from the survey on this table indicated that 92% of the respondents were U.S. citizens, and 91% spoke English as their first language. Also from the survey, but not included in this table, 97% of the respondents reported they had graduate degrees, and 95% reported that their highest degree was earned inside the U.S. These particular characteristics were gathered specifically by the survey, but not from the interviewees, or those who submitted syllabi for this research. Because these percentages represented a large majority of the survey respondents, it was assumed that these characteristics probably also dominated the interview and syllabi respondent subsets. Although these characteristics were fairly homogenous across the survey data set, it is noteworthy that an effort was made to increase diversity within the interview subset by race and ethnicity and academic division during the process of recruiting and selecting interview participants of those who had participated in the survey phase.

Besides common ground, differences were observed through general comparisons across the data sets, with caution noted for discipline code. For example, only 17% of survey participants reported a hard discipline background. However, 37% of interviewees, 42% of participants who submitted course syllabi that were analyzed, and 48% of the number of analyzed syllabi were categorized as hard disciplines. Also, 83% of survey participants, 63% of interviewees, 58% of syllabi submitters, and only 52% of the number of analyzed course syllabi were from soft disciplines. This increase in

representation of the hard disciplines compared to soft disciplines in the data sets as the research progressed was noteworthy.

Although hard disciplines were underrepresented in the survey compared to soft disciplines, no direct effort was made to increase diversity between hard and soft disciplines in the interview phase of this study. However as previously mentioned, there was an effort to control for academic division during the interview selection process which may have indirectly affected the percentages of interviewees from the hard disciplines and submitters of course syllabi for analysis. In the end, over the course of this study, there was an apparent increased balance between hard and soft disciplines from survey, to interview, to syllabi analysis which may have helped provide some diversity by discipline code for the qualitative analysis.

Also as shown in Table 5, survey participants in the Tenure, Tenure-Track, Emeritus (T/TT) employment status category were overrepresented, 51%, compared to their counterparts. As the research progressed from the survey to interview phase, employment status shifted for interviewees. Notable in these results was an apparent decrease in participation by those in the T/TT category as the study progressed from survey to interview to document analysis, as well as an increased percentage in participation by those in the TRM/AP category across the research phases. Also, although percentages in the ADJ/GTA category increased across the survey, interview, and document analysis phases, they dropped in the number of syllabi analyzed at the end of the study. Overall, there were more survey participants in the T/TT category, about equal interviewees across the three categories, more submitters of syllabi from the

ADJ/GTA category, and more analyzed syllabi from the TRM/AP category. No direct effort was made to increase participant diversity by employment status in this study.

Comparisons by gender were made across Table 5. On the one hand, females represented 51% of survey respondents, 42% of interviewees, 42% of interviewees who submitted course syllabi that were analyzed, but only 36% of the number of analyzed syllabi. On the other hand, males represented only 49% of the survey respondents, but 58% of the interviewees. Also, males represented 58% of those who submitted course syllabi that were analyzed, and a large majority, 64%, of the number of analyzed syllabi. Because male and female participants were fairly even in the survey, no direct effort was made to increase participant diversity by gender. However, it is notable that males participated more than females in the interview phase, and overwhelmingly contributed more to the number of course syllabi analyzed in this study.

Race and ethnicity were characteristics in this study where a specific effort was made to increase diversity within this category of interviewees during the recruiting process. Although the percentage of African American survey participants and interviewees remained somewhat the same, around 4%, the percentage of Asian Pacific Islanders dropped from 6% of survey participants to 4% of interviewees. Only Latino Hispanic survey respondents, 1%, rose to 4% of interviewees in that category. However overall, the majority of participants of the survey were White (82%), and their majority increased through the various phases of the study. Unfortunately, there was very little racial and ethnic diversity among the participants in this study, even with the effort to

increase participation of TCSU minoritized groups in the interview and document analysis phases.

The final variable compared across the data in Table 5 was the participants' number of years of teaching experience at TCSU. While 58% of survey respondents indicated they had taught less than 10 years at TCSU, the percentages in that category decreased to 46% of interviewees, 42% of faculty who had submitted course syllabi that were analyzed and only 40% of the total number of analyzed syllabi. Percentages of survey respondents and interviewees in the 10-19 and 20+ years of teaching experience categories were lower than those in the less than 10 years of experience category. Also, the percentages of those with 10-19 years of experience and those with 20+ years of teaching experience shifted, with those in the 20+ years category having the lowest percentage of analyzed course syllabi compared to their counterparts. These results suggested that faculty with less years of teaching experience at TCSU may have been more enthusiastic about participating in the survey and interviews than their counterparts with more years of teaching at TCSU.

One notable common faculty characteristic included in both the survey and interview phases of this research was personal and professional international experiences. According to Schuerholz-Lehr (2007), the personal and professional backgrounds of faculty can shape their curricula for, or against, internationalization. Of the 299 valid survey cases, nearly all (99%) of the survey respondents reported previous multiple personal or professional international experiences, such as traveled, studied, lived, worked, or conducted research in another country, and, or developed a network of

international colleagues for research or other professional work. Similarly, interviewees reported international experiences, such as cultural exchanges, international travel, residences and educational experiences, international collaborations, projects, work or research, work with international students, study abroad as an international student, and a breadth of international experiences. Notably, the interviewees rated the impact of their international experiences as high (4-5) on their teaching, research, and other scholarly activities at TCSU.

Another common characteristic from the survey and interview data was that 82% of the survey respondents reported that they thought scholarly international connections and collaborations with international colleagues were important or very important compared to 18% who thought they were less than important. Similarly, interviewees included global collaborations, projects and research, diversity and cultural exchanges among the common themes they used to define IE at TCSU. These findings suggested possible impact of their previous international experiences and connections on their definitions of international education.

Overall, these results indicated a fairly homogeneous set of research participants in this case study of TCSU faculty who had in common not only personal characteristics, international experiences, and international connections, but also a possible common interest in participating in the research on this topic. Also, based on the literature review, international experiences, such as teaching and living abroad, were considered effective methods of internationalizing faculty (Kwok & Arpan, 2002; Welch, 1997, 2005a, 2005b). In short, these results suggested that the participants in this study were probably

already internationalized by their prior experiences, had a common interest in this topic, and potentially were aware and engaged in IoC at their university. Due to overall homogeneity, it was assumed that common faculty characteristics of the survey data were represented also in the interview and syllabi data, with some changes to participant diversity over the course of the research. These descriptive findings from the research data of this study provided an initial lens and context for the second analytical lens used to address the research questions.

**Integration and conceptualization.** According to Repko et al. (2014), the BMIR “discovers or creates common ground between conflicting insights by focusing on the assumptions, concepts, and theories underlying them... so integration can proceed” (p.189). For example, two concepts from different disciplines may be merged into a new concept to create common ground, a process he referred to as the “technique of redefinition [that] can reveal commonalities in concepts that may be obscured by discipline-specific language” (p. 190). In this second integrative analytic approach, conceptualization was used to (a) make sense of the survey, interview, and syllabi data by blending connections through common concepts used for IoC by the research participants and TCSU’s Strategic Plan; and (b) answer the two research questions that guided this case study: “What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum?” and “How does their course content reflect this awareness?” Because faculty opinions on IoC were rarely voiced (Dewey & Duff, 2009; Kelly, 2010; Leask 2013a; Ray & Solem, 2009; Sanderson, 2008), and their awareness was of particular interest in the research questions, it was important for the

participants to define and discuss specific terms and concepts from their perspectives, such as international education (IE), internationalization of the curriculum (IoC), and roles and responsibilities for IoC, as well as their awareness and support of TCSU's Strategic Plan goals for IoC. Analyses used to address these two questions were based on mapped data from the literature review and mixed-methods data sets from this study that were integrated and synthesized for common ground IoC related concepts (Repko et al., 2014).

***Question #1 – What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum?*** This first research question sought to provide faculty perspectives of IE, IoC, and their roles and responsibilities for it, specifically with reference to their university's Strategic Plan goals for IoC.

*Faculty definitions and awareness of IE and IoC.* In general, both survey respondents and interviewees provided their own definitions and ratings of their awareness of IE and IoC during the course of this study. For example, although interviewees noted there was some lack of awareness of IoC at TCSU, still, they offered their perceptions of IoC when asked for their definition. Information from these definitions was coded under broad common themes that emerged from the data, such as international students, study abroad, global course content, and diverse languages and cultures, which appeared consistent with information from the literature. For example, study abroad was equated with IoC in the U.S for years (Brewer, 2010; Coryell et al., 2012), and international students were not only an increasing presence across U.S. campuses for decades (ACE, 2012; Brewer & Leask, 2012, IIE, 2014), but also

considered a source of diversity, or diverse cultural perspectives in the classroom (Gilliom, 1993; Hudzik, 2011; Knight, 1994).

Differences within definitions of IE and IoC were also expected from the literature, such as a lack of consensus in definitions by research participants from the hard and soft disciplines (Agnew, 2012). For example, interviewees from hard disciplines generally thought their courses were intrinsically internationalized through universal, scientific or mathematical terms, concepts or standards, while those from soft disciplines thought their courses were internationalized through reflection on the comparative and diverse perspectives of their content. The common thread from the research participants' perspectives was that their courses already included IoC, whether they were from hard or soft disciplines.

Notably, three common descriptive terms of IoC emerged as broad categories from the research participants' definitions of IE and IoC: (a) international, (b) global, and (c) diverse. Examples of these descriptors included international students and faculty, international programs, global education, study abroad, Western-American perspectives, classroom diversity, and cultural exchanges, among others. Not only were these emergent IoC concepts common in the survey and interview findings, such as addressing issues of different languages and cultures in the classroom, and integrating international student and faculty perspectives into their courses, but also they emerged from the review of TCSU's Strategic Plan, which included references to multiple diverse, global, and international topics in describing their goals. Examples from TCSU's Strategic Plan are summarized in Table 4.19. Although these concepts were also commonly used by the



research participants in their definitions of IE and IoC, when the survey respondents were asked to identify the most prevalent sources of their awareness of IE at TCSU, surprisingly, the TCSU Strategic Plan accounted for only about 10% of their selected responses. Not only was this an indication that these respondents mostly were not aware of the TCSU Strategic Plan goals for IoC, but also that they were perhaps relying on their previous personal and professional international experiences and collaborations when constructing their definitions of IoC.

Similarly with regards to awareness of IE and the Strategic Plan goals for IoC at TCSU, two-thirds (64%) of the survey respondents reported being less than “aware, or very aware” of IE at TCSU, while even more, nearly four-fifths (79%), reported being less than “aware, or very aware” of TCSU’s Strategic Plan goals for IoC. In comparison to the survey data, while two-thirds (67%) of interviewees from the hard disciplines rated their awareness of IE at TCSU as high (4-5), over half (55%) of those from the hard disciplines rated their awareness of IoC at TCSU as zero (0). Also, less than half (43%) of the soft discipline interviewees rated their awareness of IE at TCSU as high (4-5), and over half (55%) of those from the soft disciplines rated their awareness of TCSU IoC goals around the middle (3) level of awareness. Overall, awareness of IoC at TCSU was not as high among the interviewees as their awareness of IE in general.

A notable result from this research was the strong support survey respondents gave to the emphasis on IE at TCSU on the one hand (despite their reported lack of awareness of it), while on the other hand, not supporting TCSU’s Strategic Plan goals for IoC. For example, nearly four-fifths (78%) of survey respondents agreed, or strongly

agreed to supporting the emphasis on IE at TCSU, while only about one-third (34%) agreed, or strongly agreed that they supported TCSU's Strategic Plan goals for IoC. These results again indicated that respondents were possibly unaware of TCSU's Strategic Plan goals for IoC, and therefore could not support them. However, they supported their perceived emphasis on IE at TCSU, which may have been influenced by the presence of international students on campus, or in their classrooms, by knowledge of study abroad students from TCSU, or possibly based on their own common characteristic of previous personal international experiences and relationships.

Another notable result from the research data was that 80% of Adjunct, Staff, GTA survey respondents, and 71% of respondents with less than 10 years of teaching experience at TCSU were likely less aware than their counterparts of TCSU's Strategic Plan goals for IoC. These findings indicated a possible IoC disconnect for respondents from these survey categories. Also, interviewees who were adjuncts expressed a similar lack of IoC awareness, and some said they felt left out of IoC at TCSU. However, two groups of survey respondents who agreed, or strongly agreed more than their counterparts that they supported TCSU's Strategic Plan goals for IoC were females, 42%, and those with 10-19 years of teaching experience at TCSU, also 42%.

In short, these findings on faculty awareness and definitions of IE and IoC suggested that the research participants in this study may have been internationalized already by their own previous experiences, but not aware of their university's Strategic Plan goals for IoC. Adjunct faculty and those with less than 10 years of teaching experience at TCSU apparently were less aware of these goals. Also this suggested that

participants may have had some idea of their roles and responsibilities for IoC from their previous knowledge about the topic, but not necessarily directed by TCSU IoC goals. In addition, these findings provided not only context for the perceptions of faculty roles and responsibilities for IoC at TCSU, but respondents also identified three concepts commonly related to definitions and examples of IoC, and the TCSU Strategic Plan: (a) internationalization, (b) globalization, and (c) diversity.

These three concepts were discussed also in IoC literature. For example, in reference to the internationalization of the discipline of journalism education, Breit et al. (2013) discussed a “holistic approach... [that included] international, global and intercultural dimensions” (p. 132). Crose (2011) stated “internationalization of the [higher education] classroom...can play a vital role in fostering ...cultural awareness, begin forming cross-cultural relationships, and provide a forum for developing effective interactions that will benefit a globalized society” (p. 394). Jones and Killick (2013) discussed IoC as embedding the curriculum with a global graduate attribute that “interlinks inclusivity and global relevance and connects equality and diversity with internationalization to form a cohesive construct for graduate development” (p. 165). Also, Knight (2006) equated “diversity of cultures” (p. 214) with intercultural values as a dimension of internationalization, and integrated the concepts of international, intercultural and global as a “triad” (p.214) of internationalization.

Additional concepts emerged from the integration of data on faculty roles and responsibilities for IoC, the main focus of the first research question. These concepts are included in the following discussion.

*Faculty definitions and awareness of roles and responsibilities for IoC.*

According to the literature, because faculty are responsible for changes in and implementation of their courses, they must be aware of their roles and responsibilities for the IoC process (AAC&U, 2012; CIEE, 2010-2012; Hudzik, 2011; Ray & Solem, 2009; Stohl, 2007), and this awareness is considered key to IoC success (Allen, 2004; Breit et al., 2013; Coryell et al., 2012; Dewey & Duff, 2009). However, results from this study on awareness of faculty roles and responsibilities for IoC appeared mixed. For example at the course level, survey respondents identified what they did to include IoC in their course content and student assignments at TCSU. Most frequently selected were: (a) inclusion of international student perspectives in their classrooms, (b) publications from international journals, (c) international theories and case studies, and (d) faculty first-hand international study, work or research experiences. Although some respondents included none of these, the least included were content from international conferences, and textbooks by international authors. In addition at the discipline level, the most prevalent methods survey respondents used for IoC included: (a) infusion of international or global topics and perspectives into their existing courses, (b) international hands-on experiences such as case studies, internships, and study abroad, and (c) international area study courses within their disciplines. Least included IoC methods in their disciplines were the development of a single international survey course, and a non-disciplinary course requirement.

However, some interviewees reported a lack of awareness or uncertainty across hard and soft discipline categories about their roles and responsibilities for IoC. For

example, some from the hard-pure (HP) disciplines were not even sure what internationalizing their courses meant beyond what they considered was their already universal, scientific-technical content. Although some felt nothing additional needed to be done in their courses with respect to IoC, others perceived there was still room for more IoC content, such as references to international contributions to their discipline.

When asked to rate the IoC of their courses, more than half (56%) of interviewees from the hard disciplines rated it high (4-5) at TCSU, and another one-third (33%) of them chose a middle rating (3). However, interviewees from the soft-applied (SA) disciplines noted that there was an increasing importance for incorporating international comparative perspectives into their curriculum, especially as they were preparing students for work in 21<sup>st</sup> century globalized economies. Nearly half (47%) of those from the soft disciplines rated the IoC of their courses as high (4-5) at TCSU, but another two-fifths (40%) rated them lower (2-3), claiming lack of TCSU support for IoC. Overall, these findings indicated a general awareness of faculty responsibility for IoC content at the course and discipline levels by the research participants, but with some lower ratings of actual IoC content in their courses at TCSU, perhaps suggesting a perception of less responsibility for IoC engagement even at the course level by TCSU faculty.

However, when asked to rate awareness of their roles and responsibilities for IoC at the TCSU institutional level, most (88%) of hard discipline interviewees indicated they had some idea of them, but rated that awareness at TCSU across the wide spectrum of low to high (2-5). They included in their IoC roles and responsibilities, (a) teaching and learning relevant for international students, and (b) being involved on committees related

to IoC. Also on the one hand, some interviewees from hard disciplines reported that they perceived a lack of support, or acknowledgment from TCSU for their past IoC efforts. They indicated this was a disappointment that impacted their ratings in this study, and a disincentive for their future engagement in IoC at TCSU. On the other hand, one hard-pure discipline interviewee gave a high (5) rating of faculty awareness of roles and responsibilities for IoC at TCSU, and stated it was based on experiences and exposure to creating new courses for international students, as well as interactions with them. Overall, these results suggested positive and negative IoC related experiences possibly had an impact on the participants' ratings of awareness of their roles and responsibilities for IoC at TCSU.

In comparison, two-thirds (64%) of interviewees from the soft disciplines rated their awareness of IoC roles and responsibilities at TCSU as low to moderate (2-3), and approximately one-third (29%) rated their awareness even lower (less than 2) than their soft discipline counterparts, and some were not able to answer the question. Notably, most of these soft discipline low-raters were adjunct faculty. Only one soft discipline interviewee selected a high (4) rating of awareness for roles and responsibilities at TCSU for IoC, noting "a daily work environment and information from colleagues" as contributing factors to this rating. In short, interviewee ratings for awareness of their roles and responsibilities for IoC at TCSU were generally low to moderate.

With respect to engagement in, support and encouragement for IoC at TCSU, results from the survey indicated that 81% of the respondents agreed or strongly agreed that they supported IoC in their discipline, or field of study, while 88% of females agreed

or strongly agreed more than males (74%) with this statement. However, 52% of the survey respondents indicated they were not engaged or minimally engaged in IoC at TCSU in their departments, and 72% of Adjunct, Staff, or GTA respondents reported being not engaged, or minimally engaged in IoC at the department level. Also, only less than half (43%) of survey respondents agreed or strongly agreed that they felt encouraged or supported to internationalize their courses at TCSU, and nearly the same percentage (44%) did not know how their efforts for IoC at TCSU compared with other similar IHE in the U.S. In addition, those having less than 20 years of teaching experience at TCSU reported nearly twice as frequently as those with 20+ years of teaching experience at TCSU that they did not know this comparison between TCSU and other similar IHE. Overall, these results suggested that even though survey respondents generally supported IoC in their disciplines, there was an apparent disconnect with IoC at TCSU, especially among those with potentially less secure employment connections to the university, such as adjunct faculty.

However, one worthy finding that emerged from this study was the awareness by participants that their roles and responsibilities for IoC were interdependent with others across and within the various organizational levels at TCSU, such as course, discipline, department, and institution levels. Although the influence of organizational systems on IoC was noted in the literature (ACE, 2012; Green & Olson, 2008; Hudzik, 2011; Lattuca & Stark, 2009; Mestenhauser, 2011; Stohl, 2009), this study suggested that faculty may be aware of IE, but perceive that others in their institution should also be responsible for IoC. For example generally, interviewees perceived that their faculty roles and

responsibilities for IoC included (a) developing their own course content, (b) collaborating with colleagues in their disciplines and departments for developing IoC programs by committees, and (c) aligning their overall efforts for IoC with TCSU goals. However, they reported being less engaged in IoC at the department level and apparently felt even less encouraged and supported for IoC at the institutional level.

A common perception of both hard and soft discipline interviewees was a lack of resources and support for IoC at TCSU. For example, when asked to rate their awareness of IoC resources at TCSU, more than half (56%) of hard discipline interviewees and more than one-third (36%) from the soft disciplines rated their awareness of these resources as zero (0). Most of these ratings were from adjunct faculty, but some were from term faculty. In addition, interviewees perceived that support for IoC at the faculty level should come top-down at TCSU. Also in their opinions, “others” at TCSU, not faculty alone, should be responsible for IoC.

According to the interviewees, overall mission, initiation, leadership, funding, resources, and oversight for IoC should come from TCSU’s leaders, such as the provost and faculty senate. Yet, they perceived that ultimately, deans and directors of the different academic divisions should be responsible for IoC, and it should be discussed at department faculty meetings. Nevertheless, interviewees also perceived that (a) department teams, or committees should develop programs with IoC relevant to their disciplines; (b) faculty committees should be responsible for planning, developing, and communicating IoC to all the faculty in their department, including adjunct faculty; and (c) IoC resources and support for faculty should include a university global center, or



office to train and assist faculty and staff to successfully implement the IoC of courses. In short, according to the interviewees, the roles and responsibilities of others at TCSU should be to provide the leadership, resources, and support needed for a successful comprehensive implementation of IoC across the university, including taking the first steps in the IoC process.

Another notable finding that emerged from this research was the importance of diversity and cultural capital in the classrooms. For example, diversity was a common theme related to roles and responsibilities that included awareness of the needs of international and domestic minoritized students, as well as cultural competencies and linguistic issues faculty were struggling to address in their classrooms. Some interviewees suggested that faculty should (a) be aware of and accommodate cultural differences, (b) “think globally” in their courses, and (c) include input from international students and faculty, as well as domestic minoritized students, on campus and in their classrooms. They perceived this input as cultural capital that could potentially function as a kind of IoC capital in their courses.

Although the concepts of internationalization and globalization were extensively debated in the literature on IoC (Altbach, 2006; Altbach & Knight, 2007; Knight, 1994, 2004, 2006), they continued to be used interchangeably in relation to IoC by the participants in this study. Also, Knight (2004) identified and discussed cultural capital as one of six approaches that drive internationalization at the institutional level in higher education. Additionally in the literature, diversity as cultural capital was equated with transformative learning potential (Croese, 2011; Jones & Killick, 2013; Mezirow, 1997),

which is an objective of internationalization, such as developing the global citizen and mindset (Noddings, 2005, Stearns, 2009).

Participants perceived faculty roles and responsibilities for IoC as part of a holistic system of IE, similar to that described in the literature as comprehensive internationalization (CI) (ACE, 2012; Green & Olson, 2008; Hudzik, 2011; Hudzik & McCarthy, 2012; Knight, 2004; Mestenhauser, 2011). Specifically, it appeared that research participants in this study perceived IoC was not their lone responsibility. For example, one participant stated that “everyone at TCSU should be involved” in the IoC process. Also, they implied that the problem with IoC at TCSU might not be their awareness of faculty roles or responsibilities to take the first step in the process, as perhaps expected from the literature (Childress, 2010; Edwards et al., 2003; Hudzik, 2011; Lattuca & Stark, 2009; Leask, 2012, 2013a; Sanderson, 2008; Stohl, 2007). Rather they expected TCSU leadership to initiate and guide the process, as well as offer the resources and support for their successful participation in IoC at their university.

Generally, participants in this study supported the emphasis on IE at TCSU, but reported less awareness of TCSU’s Strategic Plan goals for IoC. They were apparently aware of some roles and responsibilities for IoC at their course and discipline levels, provided insight on IoC related to their courses and student assignments, and were able to define IoC from the perspective of their disciplines, which they described generally as already having international, or global content. However, the findings suggested that participants had a somewhat low awareness of their roles and responsibilities for IoC at TCSU, especially among adjunct faculty and those with less years of teaching experience

at TCSU. Also participants perceived IoC related student needs in their classrooms, a lack of resources and support for IoC, and that others had roles and responsibilities for IoC that perhaps needed to be implemented before theirs for IoC to progress at TCSU.

Results from the integration and conceptualization analytic approach used to address the first research question in this study found several common concepts related to faculty awareness of their roles and responsibilities for IoC: (a) internationalization, (b) globalization, (c) diversity, (d) recognition of the importance of IoC capital, (e) need for a holistic systems or comprehensive internationalization approach to the IoC process, (f) IoC course content, and (g) lack of resources and support for engagement in IoC. Also, the results suggested that a combination of the above concepts may have contributed to a lack of awareness, disinterest, or disengagement by some research participants of their roles and responsibilities. The second research question in this study served to provide additional insights through faculty voice on their engagement in IoC at TCSU.

***Question #2 – How does their course content reflect this awareness?*** To address this question, nearly four-fifths (79%) of the interviewees provided 25 course syllabi which I analyzed for evidence of the three common concepts of IoC, internationalization, globalization, and diversity or their root words. These concepts emerged from the research participants' definitions of IE and IoC, as well as the document analysis of TCSU's Strategic Plan.

The assumption I used in the syllabi analysis was that IoC was contained in a syllabus if it included or referred to (a) international or global terms in its content, stated student learning outcomes, or measurements of these outcomes, or (b) the TCSU

diversity statement. Tables 4.15 – 4.18 summarized the syllabi document analysis. The results were then integrated with findings from the survey and interviews, mapped for common ground, and reported below first by IoC content in TCSU courses and then by faculty IoC engagement in TCSU courses.

*IoC content in TCSU courses.* Generally, participants in this study perceived that their roles and responsibilities for IoC at TCSU should be part of an overall university approach, and they perceived responsibilities for the curriculum at both the micro (course) and macro (program) levels. For example, their part included developing their own course content in collaboration with their discipline colleagues within the department level and working with their department to align their programs with university IoC goals. Also, they expected support for their IoC activities. In addition, at the course and discipline levels, participants across the disciplines in this study perceived their courses were already internationalized either by already embedded IoC content or by universal standards, technology and mathematic principles. However, some interviewees expressed less certainty and even some difficulty in defining IoC, and some perceived that nothing additional needed to be done concerning IoC. Specifically, hard discipline interviewees indicated they were not sure “what to do with it [IoC].”

Although there were these disciplinary differences about IoC content, over four-fifths (81%) of the survey respondents agreed, or strongly agreed that they supported IoC in their disciplines, and reported that their courses included content from international students, international journals, international theories and case studies, as well as first-hand international experiences. This could explain the finding that less than half (48%)

of the analyzed syllabi included IoC descriptors in their learning outcomes, or only one-third (32%) included them in measurements of IoC learning outcomes. However, it may not explain why only one-quarter (24%) of the syllabi included TCSU's diversity statement or internet link to it.

At first, it appeared that perhaps results from the syllabi analysis conflicted with the research participants' perceptions of international or global course content. For example, when syllabi were analyzed by discipline categories (Table 4.15) for these TCSU IoC indicators in their learning outcomes, no (0%) hard-applied (HA) syllabi, only one-third (33%) of hard-pure (HP) syllabi, half (50%) of soft-applied (SA) syllabi, and nearly nine-tenths (86%) of soft-pure (SP) syllabi included them. Lower, but similar results were found for measurements of international or global learning outcomes. No (0%) hard-applied (HA) syllabi, and only one-tenth (11%) of hard-pure (HP) syllabi included measurements with IoC descriptors, while just one-third (33%) of soft-applied (SA) syllabi, and approximately three-quarters (71%) of syllabi from soft-pure (SP) did so.

After further reflection, these results seemed to support the statements of hard discipline interviewees that their courses had universal content which they considered global, and no references were needed to international or global concepts in measuring their student learning outcomes. Additionally, these results seemed to support the statements of soft discipline interviewees that their courses were embedded with international or global concepts in measuring their learning outcomes. Perhaps these results may have been due to discipline-related semantics, where hard discipline

interviewees literally did not know what to do with international or global concepts in their syllabi, even though they were perceived as indicators of IoC at TCSU. However, that did not explain why only hard-applied (HA) syllabi had zero learning outcomes and zero measurements of learning outcomes that included these concepts, while at least one-third of hard-pure (HP), and half of soft-applied (SA) syllabi included them. Only soft-pure (SP) syllabi included a large percentage of the international, or global concepts common to IoC at TCSU.

Diversity was the third common theme related to faculty roles and responsibilities for IoC used in the syllabi analysis. Awareness of international students and domestic minoritized students in their classrooms, dealing with linguistic and cultural differences, and thinking globally were mentioned in the interviews as related to diversity. Interviewees generally recognized the difference between potential IoC capital and simply having a diverse group of students in their classes. They perceived that probably they could do more in terms of incorporating this into their course content. Also, interviewees from across the discipline categories recognized the impact of Western thought on their disciplines and courses, as well as the need to address diversity issues, such as language and cultural differences they encountered in their classrooms.

However, only about one-quarter (24%) of the analyzed syllabi included the required diversity statement, or internet link to it, and only one syllabus included an extensive entry on the topic of diversity. Also, with respect to the university diversity statement, or link to it, and disciplines at TCSU, a surprising two-thirds (67%) of hard-applied (HA), but none (0%) of soft-applied (SA) syllabi, and only one-fifth (22%) of

hard-pure (HP) and less than one-third (29%) of soft-pure (SP) syllabi included this diversity statement, or link. This low percentage of syllabi referencing the TCSU diversity statement was surprising because it, along with academic integrity, disability accommodation, and student privacy, is a university requirement for course syllabi.

Overall, the course syllabi seemed to reflect the research participants' awareness of IoC in the hard and soft disciplines at TCSU by the inclusion or not of international or global descriptors in their learning outcomes and measurements. However, due to the overall minimal inclusion of these IoC concepts in the course syllabi, these results seemed to suggest a possible lack of intentional IoC across the disciplines at TCSU that is an important aspect of comprehensive internationalization (CI).

*Faculty IoC engagement in TCSU courses.* Findings concerning IoC engagement in TCSU courses across the survey, interview, and syllabi data indicated that although the research participants were aware enough of IoC to be able to define it in relation to their disciplines, actual engagement in IoC at TCSU was low. For example, just over half (52%) of the survey respondents reported they were not engaged or minimally engaged in IoC in their departments. However, less than half (only 43%) of the respondents agreed or strongly agreed that they felt encouraged or supported to do so. Also, nearly one-third (30%) of the respondents selected neutral, and over one-quarter (27%) selected disagree or strongly disagree with being engaged in IoC at TCSU. In addition, interviewees equated engagement in IoC at TCSU with encouragement and support for it. For example generally, interviewees were unaware of resources for IoC at TCSU which they perceived negatively impacted their IoC engagement. Moreover, some interviewees were

skeptical about ever receiving any support for IoC because they perceived that resources were being withdrawn and not added by TCSU.

Generally, results from the syllabi analysis indicated that interviewees from the soft disciplines were more engaged in IoC than their hard discipline counterparts at TCSU. For example, soft-pure (SP) syllabi included the highest percentage of references to international or global concepts in their learning outcomes, or course content (86%), as well as measurements of those outcomes (71%), and those from hard-applied (HA) disciplines included the highest percentage (67%) of references to the university diversity statement, or link to it, compared to their counterparts. This suggested again that perhaps the disciplines themselves were a factor in the apparent engagement of interviewees in IoC at TCSU, which seemed to support the literature on IoC and academic disciplines (Agnew, 2012; Green & Shoenberg, 2006; Leask, 2012).

At first glance, gender seemed possibly related to the results of faculty engagement in IoC at TCSU (Table 4.16). While nearly half (48%) of the analyzed syllabi were from hard disciplines, males submitted the majority (92%) of the hard discipline syllabi. Also, while slightly more than half (52%) of the analyzed syllabi were from soft disciplines, females submitted nearly two-thirds (62%) of those syllabi. In addition, two-thirds (67%) of analyzed syllabi submitted by females, but only about one-third (38%) of those from males included international or global learning outcomes, or course content. Also, with respect to measuring international or global learning outcomes, only about two-fifths (44%) of the analyzed course syllabi from females and one-quarter (25%) from males contained references to such measures.



In addition, it was noteworthy that 89% of females and 69% of males failed to include TCSU's diversity statement or link to it in their syllabi. These results appeared to contradict survey results where females (88%) and males (74%) reported that they supported IoC in their discipline or field of study. This seems to also contradict the common themes used by interviewees to define IoC at TCUS, such as integrating international student and faculty perspectives into their courses (i.e. IoC capital). It could be that participants viewed the diversity statement as pertaining only to diversity of domestic minoritized students and different from IoC, even though cultural diversity is an IoC concept and the diversity statement includes cultural and national difference as important to TCSU's intellectual mission.

There were some curious results from the analysis of faculty engagement in IoC by employment status at TCSU (Table 4.17). For example, an analysis of engagement in IoC by employment status from the survey and syllabi analyses indicated that, while there was not a strong participation in IoC at TCSU by the respondents, Adjuncts (ADJ/GTA) appeared to be less aware of TCSU's Strategic Plan goals for IoC, and participated less in IoC than their counterparts based on their syllabi. However, Term, Administrative-Professionals (TRM/AP) appeared more aware of TCSU's Strategic Plan goals for IoC, and more engaged in terms of including learning outcomes with IoC concepts in their courses, even though apparently not as engaged in measuring them, or including the university's diversity statement in their course syllabi. Finally, although Tenure, Tenure-Track (T/TT) faculty appeared to be somewhat engaged in IoC at TCSU, according to their syllabi, their efforts were only moderate.

Additionally, contradictory results from this study concerned the number of years of teaching experience at TCSU category and IoC at TCSU (Table 4.18). For example, survey respondents with 20+ years of teaching experience reported they disagreed or strongly disagreed (37%) more than their counterparts that they felt encouraged and supported to internationalize their courses at TCSU. Also, although those with less than 10 years of experience were much less aware of TCSU's Strategic Plan goals for IoC than their counterparts, still they engaged in IoC more consistently than their counterparts by including international, or global learning outcomes, measurements, and the university diversity statement more consistently in their syllabi.

The analysis of engagement in IoC based on years of teaching experience at TCSU suggested that participants with more years of teaching experience at TCSU, and perhaps more awareness of TCSU's Strategic Plan goals for IoC, chose to engage in IoC less than their counterparts with respect to measurement of learning outcomes for IoC, and inclusion of TCSU's diversity statement embedded in their syllabi. Also, it suggested that newer faculty with less years of teaching experience at TCSU, apparently had less awareness of TCSU's Strategic Plan goals for IoC than those with more years of teaching experience at TCSU, but chose more consistently to engage in IoC with respect to student learning outcomes, measurements, and diversity statements embedded in their syllabi. In short, years of experience and faculty status apparently matter to IoC.

In summary, this analysis of respondents' perceptions of the IoC at TCSU suggested an overall low awareness of TCSU goals for IoC, with low to moderate levels of engagement in IoC by the research participants, especially among those with possibly

less secure connections to the university, such as adjunct faculty. Also, results from this analysis suggested that some participants perceived TCSU encouragement and support for IoC were necessary for their increased engagement, such as participants with 20+ years of teaching experience at TCSU. Others engaged consistently in IoC as suggested by their syllabi, even though they possibly did not know the TCSU Strategic Plan goals for it, such as newer faculty with less than 10 years of experience. Most of the participants in this study had an internationalized background, suggesting that characteristic may have been enough for some participants to engage in IoC without knowing the specific IoC plans of their university. However, participant engagement in IoC may have been related to discipline content, such as hard disciplines that generally did not use IoC concepts in their syllabi. Apparently, more male participants from hard disciplines and more females from soft disciplines also impacted the results of this analysis.

Using this second lens, the integration and conceptualization analysis, not only addressed the two research questions on faculty awareness of their roles and responsibilities for IoC by integrating the mixed methods research data and searching for common ground, but also identified emergent concepts from the data related to IoC. The concepts identified by the participants to define IoC were internationalization, globalization, and diversity, or their roots international, global and diverse. Other concepts included IoC capital, holistic system or comprehensive internationalization (CI), IoC course content, and IoC resources and support for engagement. These concepts

formed the framework for the third analytic lens of this study, the “integration and problem-centering” approach suggested by Repko et al. (2014, p. 186).

**Integration and problem-centering.** According to Repko et al. (2014), an integrative analytical approach that uses problem-centering to blend insights from interdisciplinary research serves to address a complex problem, such as IoC in U.S. higher education. The objective of this approach is to use “focal points for making connections” (Repko et al., 2014, p. 186) across the data, and integrate insights for additional understanding of a complex issue, such as IoC. To accomplish this here, I employed the common IoC related concepts that emerged from the integration and conceptualization approach as an analytical framework of focal points to make the connections required for a more comprehensive understanding of faculty awareness of their roles and responsibilities for IoC.

Each IoC concept in the framework was addressed by a composite profile of faculty voice, constructed from interview transcripts, focusing viewpoints from the diverse disciplines (hard and soft), and employment status categories (tenured, term and adjunct faculty) of the participants. These viewpoints were blended to provide a comprehensive understanding of faculty perspectives on roles and responsibilities for IoC. In constructing the profiles, every effort was made to maintain participant anonymity. Also, although this approach captured additional details that may have been missed, or minimized in searching for common ground, the ultimate goal with this third lens was to blend the insights and provide a new “holistic understanding,

interdisciplinary understanding, integrative understanding, and interdisciplinary product” (Repko et al., 2014, p. 191).

*Faculty voices on internationalization of the curriculum (IoC).* Although literature on internationalization of the curriculum is extensive, it is important to hear faculty voices on the meaning and process of IoC (Childress, 2010; Edwards et al., 2003; Hudzik, 2011; Lattuca & Stark, 2009; Leask, 2012, 2013a; Sanderson, 2008; Stohl, 2007). When asked to share their definitions of international education (IE), and internationalization of the curriculum (IoC), interviewees revealed their awareness of several faculty roles and responsibilities for IoC, such as (a) reflecting on IoC because of their students’ needs; (b) evaluating their course content for learning outcomes related to IoC; and (c) considering methods for incorporating IoC in their courses. Connections to the IoC concept of international or internationalization are reflected in the following participant quotations.

- *Term, soft discipline:*

International education covers...teaching about other countries, of course, just global education. It includes study abroad...[and] hosting students from abroad here. It includes collaborative education between...universities in different [countries]. Internationalizing the curriculum I think...would basically [be]... for undergraduate studies....It includes at least one...global oriented course... as a ... required class....We have some students from all over the place already, and I think it's very hard to avoid....almost impossible... [but] students will go through ...their program here and actually not be exposed to...students from other

cultures. But, at the same time, I guess you have to, kind of, give it a push. Because people ...from the same country, the same background...kind of stick together. And so, I think it's important to have events, and also...don't put international students...in a dorm all together.... I think that's really against globalization.

- *Term, hard discipline:*

I don't have a structured learning outcome that says I want them to gain perspective into the international community from the class. But, the topics I cover...are applicable here or in another country. Anytime we cover codes, we always sort of cover codes that are done in the U.S...but I teach my class more -- a student once said I give them the theory and then kind of...show them how to apply it. So, even when I go through a code, I give them the theory of...why this equation looks this way. Like, I'm not going to just say, "This is the equation, this is how we use it." I'm going to show them, "This is the mathematical principles or how we arrived to this equation." You know, if you have some other reason for believing something else...this is where you can make a modification....Other than that, I would say in my classes, I do make an effort to...incorporate both unit systems. So...there's the U.S. customary system and there's the S.I. unit system. So, the difference between...feet and pounds and using...meters and newtons. I do incorporate problems that have both of those units in them so that they're not necessarily...fixated on everything that has to be in this one unit. Because even if

they go on to a career in the United States, many of them will go on to firms that are doing work internationally.

- *Adjunct, soft discipline:*

I'm an adjunct so I'm probably a little less informed about that [international education]. I only spend one day a week on campus. And I just teach one class. I guess I would think of it [IE] as fairly broadly. First of all, incorporation within individual courses of how the rest of the world works. Which I do a little bit of in my own course. Courses that focus on other parts of the world that are...here at [TCSU], and then opportunity to do study abroad, or to travel abroad and see how the rest of the world works. There's two ways of doing it. And that is making sure that...in a class that's primarily focused on the U.S., like mine, that there is some reference to activities outside of the U.S. And then requiring students to take some courses that force them to look at other cultures, systems, and other countries, [such as] history of other countries. I'm not a curriculum expert, but I would think everybody should take one or two courses [like that].

- *Adjunct, hard discipline:*

Well, in mathematics, it's not a problem because as far as I know, mathematics is universal. One thing which does bother me, and I wonder about it to some extent, is when we teach mathematics in the West, we have things like Euler's equation, or Newton's method....and of course, there are no Chinese or Indian mathematicians named in there until you get to very modern times. I'm sure that the Chinese have their own history of mathematics which I have no knowledge of

whatsoever. I mean, I've taught a number of Chinese students, and none of them have complained about the fact that I call it Euler's equation when there's probably an equivalent Chinese one. Or, maybe not. I don't have...knowledge about it. But it would be probably sensible for us to look into it and see whether that is the case. I know for a fact that we have ancient Greek mathematicians whose theorems we quote. I'm not aware of any Arabic mathematicians. Now, the Arab -- we use Arabic numerals for a reason, because Arabs invented them, historical Arabs invented them. And a lot of our mathematics from Ancient Greece comes through the Arab channel, Arab civilization.

*Reflection on internationalization.* These participant responses on the concept of internationalization suggested that faculty at TCSU considered it their responsibility to meet the IoC needs of all students in their courses, such as making efforts to address differences between U.S. and international measures and standards when teaching their course content. However, their responses also suggested that their IoC efforts generally were not intentionally planned with structured student learning outcomes that could be measured to assure student learning. Also, they expressed concern about their approach to effectively teach culturally diverse students which may be one reason they mentioned in the research findings a need for IoC resources and support at TCSU. For IoC to be successful, course content must be intentionally designed with designated student learning outcomes that can be measured for assurance of learning.

*Faculty voices on globalization.* Globalization has been referred to interchangeably with internationalization for decades (Altbach, 2006; Altbach & Knight,



2007; Knight, 1994, 2004, 2006). Likewise the participants in this study interchanged these concepts in their definitions and discussions of IE and IoC. Some of their perspectives included awareness that (a) their global experiences and network of international colleagues added value to IoC; (b) there were similarities, not just differences, across the disciplines with respect to IoC; and (c) students were the reason for IoC. Connections to the IoC concept of globalization are reflected in the following participant quotations.

- *Adjunct, soft discipline:*

I've been steeped with international folks for a very, very long time. And I would have to say a lot of my PhD cohort [is] from all over the world, and I keep those [contacts which], have...really continued to pay dividends.... I would define international education at TCSU as being inclusive of all cultures and importantly, being respectful of those cultures and the cultural differences and the challenges in transitioning from their countries to here. I also feel like part of the global education is TCSU having a presence on the global stage. I believe with the new university leadership that we're well positioned for that because they get it. Our [top university administrators have international backgrounds], I believe, [and have] an understanding of what it's like to be the minority culture.... And I see evidence of that through [our recruitment of international students]. I believe we all are involved because the students are going to touch every department within the university. Anywhere from...maintenance staff to...the janitorial staff through the departments and, ultimately, the faculty.

- *Term, hard discipline:*

Math and science [are] pretty much common throughout the world. And in that sense, we scientists and mathematicians have been ahead of the humanities faculty because we have always been [an] open community to around the world. There are people from all around the world that we share ideas and everything. And...there are no geopolitical boundaries, and the curriculum are amazingly similar from here to Moscow to Shanghai and just all around the world. I don't see any difference in so-called IoC. That's the one thing about math and sciences from our perspective, you'll have lots of people may have a different view. But there's no difference in math and science....We're dealing with concepts that cross any kind of cultural boundaries whatsoever. It's understanding nature, which has nothing to do with any geopolitical differences. So, I think you'll find that internationalization of a curriculum is different to scientists versus others. You'd be amazed how similar across the board the curricula are throughout the world.

- *Tenured, soft discipline:*

There's different ways to look at international education. One is what I think TCSU is mostly focused on, which is getting as many international students to TCSU as they possibly can and then trying to have some bridge programs for them. But I think that's really a financial approach to it. I think international education can be seen as a way of giving all students access to a more global comprehensive view of whatever it is that they're studying or of the world more generally. And I think TCSU probably has a long way to go and most of its

departments to do that -- mostly I think this whole global thing is a marketing thing more than an actual set of strategies to actually create, in any comprehensive way, a truly global university.

- *Tenured, hard discipline:*

Well, I think...curriculum by definition, I mean for example in the sciences, science is science. I mean, it's...the same whether you teach...a calculus course here [or] if you teach it elsewhere. It doesn't change from place to place. So, in terms of sciences...it's already international by definition... science is science. In terms of other areas, for example, I think that internationalization of curriculum would basically be to address issues of international importance, to make people aware of what's going on beyond their experience, to basically, I mean, that's what I would think is the main thing about internationalization. You know, how can you take what you know [and] ...apply what we're learning in science here that it can be of global benefit? In terms of international education in other aspects, I mean, we have this interest now at the university in global education or distance education. Distance education would be a powerful tool for people in other places. I don't think TCSU is anywhere close to achieving its full potential there. So that's something -- and TCSU has been slow about getting onto that direction. For many years, it was a university policy to discourage online education or distance education. And we missed many years behind compared to other institutions, at least institutions we want to be competing with.

*Reflection on globalization.* Across the disciplines, these participant responses emphasized the importance of global connections for IoC, not only for their role in teaching students, but also for advancing IoC at the institutional level. Their responses supported the overall assumption by the participants in this study that TCSU should lead and support IoC efforts at the course level. However, their concern was that TCSU was more focused on the financial benefit from international student tuition than on helping faculty develop IoC student learning. Still, the participants seemed hopeful that global positioning of TCSU would benefit IoC development for their students.

*Faculty voices on diversity.* According to the literature, awareness of self, and others are important for the success of IoC (Arminio & Torres, 2012; Coryell et al., 2012; Leask, 2001; Sanderson, 2008; Stohl, 2007). At TCSU, diversity was codified in a policy statement that was required to be placed on all syllabi. Awareness and implementation of it was mandatory by all faculty, staff, and students throughout the university. Interviewees' perspectives on diversity at their university revealed their awareness of faculty roles and responsibilities for this IoC concept, such as (a) awareness of language and cultural similarities and differences in their classrooms; (b) dealing with different perspectives; and (c) need for university resources and support for diversity. These are illustrated in the following participant quotations.

- *Adjunct, soft discipline:*

My Chinese students, their English is very good. Sometimes the papers they write are a little stilted. Like, they'll use British spelling for lots of words, and use constructions that are proper English, but not the way Americans would say it.

But they do okay. I have had students in my courses say, “Is it okay if I use a language dictionary to write my essays?” And I say, “Yes.” I post all my course content, all my lectures, everything I want them to know, all the diagrams on Blackboard. And I do that specifically because many of the students, English is not the strongest, and I cover a lot of content in my courses and they may not get it as I go. They can always go back to my lecture notes with their English dictionary and be able to understand what I was trying to say.

- *Adjunct, hard discipline:*

If you learn a foreign language, I think it's extremely valuable. And this I'm seeing, we're not doing that anymore, from what I understand. Learning a foreign language is very important because that's what, at least, gave me the insight that you think about things differently. Just because of the vocabulary. It's a different vocabulary and so, you look at things differently. [Also] I think you need to be flexible and understand that the student is coming from a different place and you may not understand it. And you've got to accept that and try to work with it. So, I guess maybe the magic word would be “flexibility.” For example, I don't want to say “all oriental” but Chinese, Japanese, Vietnamese students have been taught to remember things and do them by example and rote. And the American way is more, “Let's try it and see.” And so, if I give a problem on an exam that is exactly like one that I gave in class with different numbers, the oriental students do really well and the American students might not do so well. If I give a problem that is conceptually the same, the oriental student could crash completely on it, whereas

the American student might be able to do it. And so, that's something we have to be aware of as faculty.

- *Tenured, soft discipline:*

I can only speak from my perspective, I have no idea what happens in the rest of the university, but in our education courses ...we try to be very intentional about introducing...other perspectives. Frankly, it tends to happen more around the various domestic populations that have been excluded from the traditional curriculum....There are five, what we perceive to be distinctly racial, ethnic, language groups in the U.S. It's sometimes hard enough to get all five of those represented in the curriculum. But then with that, especially with Asian Pacific Island populations and Latino populations, there's a way to then bring in other national cultural perspectives that are not U.S.-based. I guess with African American, if we're talking about people who were born on the continent who are immigrants, then that would be another sort of, "European." I...mean all the groups that are here including, indigenous people, there are pathways to connect to other nations. But, mainly in the work that I do, it's just getting people to pay attention to the fact that there are a whole bunch of other people who call themselves Americans whose perspectives have not been included.

- *Tenured, hard discipline:*

Well, from my perspective, we have to be sensitive to the differences. And the differences are technical and cultural. These kids who come from other places who went to high schools in those countries and in some places, the high school

education is stronger than in the U.S., in other places, it's weaker. And what it boils down to is that we cannot assume a uniform preparation of these students because some of them know things, others don't know things. And it may not be their personal fault if they don't know things because they went through a different [educational] system. Now, culturally, I have to be very careful what I'm saying in the classroom because though I teach a technical subject, sometimes one deviates a little bit from the technical subject. And if I talk to an audience which is culturally uniform, then I may make references to things which I can assume that they understand, which is not the case here because -- actually not even the American students understand my references. If I make a reference to something -- I don't know if you remember this, maybe you don't know either, once a student asked something very obvious and I responded that the answer is "blowing in the wind."

*Reflection on diversity.* Although the literature indicates there are differences in understanding internationalization between the hard and soft disciplines that potentially impede the IoC process (Agnew, 2012; Childress, 2010; Leask, 2015), these composite profiles suggest that the IoC concept of cultural diversity might be common ground for bridging the disciplines on this issue. For example, the responses to diversity at TCSU by hard and soft discipline participants in this study suggested that they were aware of their role for and had personal experience in addressing language and cultural challenges in their classrooms. They referenced both international and U.S. domestic minoritized student groups in relation to meeting diverse student needs. Even one participant

identified flexibility as a “magic word” for cultural diversity which is also needed to move the IoC process forward at TCSU.

***Faculty voices on IoC capital.*** IoC capital in this study was equated with leveraging cultural capital and diversity in the classroom to meet students’ needs. Faculty may or may not be aware that students and faculty bring IoC capital into their classrooms that can be used to meet student needs, and help them achieve success (Croese, 2011; Jones & Killick, 2013). Interviewee reflections identified faculty roles and responsibilities for (a) addressing issues and concerns about culture in the classroom; (b) using cultural diversity for changing mind-sets, and expanding worldviews; and (c) using students’ viewpoints to inform the curriculum. Connections to the concept of IoC capital are reflected in the following participant quotations.

- *Tenured, soft discipline:*

I want the internationalization of the programs [in our department] to also mean the American students in class have a much better understanding of what the international students in class have as issues and concerns around culture, around academic performance, around anxieties due to lack of free speech in their country, and now they're in a country where we're asking them to talk all the time. And I think they should know that those issues are very real. That I think internationalizing the programs would also mean bringing in speakers from other countries or representing other countries....For me, it means that when I'm teaching [graduate] students, and I'm saying, “Okay, so here's a research project that was done in [name of U.S. city and state]. Now let's look at how the design,



and the sampling, and the IRB application would change if you were doing this in [country name].” So, they have to rethink what happens when you're in a country where you're not allowed to collect certain information, or [country name], where you're not allowed to speak openly about some things.

- *Admin-Professional, hard discipline:*

I think it's really important. I think it's a good opportunity for us to make global changes, have an effect on -- in a small way -- but to have some effect on the way that other countries view us as Americans, and the United States. If we can get, you know, even make a small change, get some young people, particularly from countries that have an unfavorable opinion, I would say, that if we can change their mind, or give them a good experience, give them some positive things, and meet some people here, that might change, you know, the point of view of people in their country. Maybe they would share this information or, you know, say, “Well, this wasn't my experience,” you know if they're faced with some negative comments or something. So, I think it's a good opportunity for us to change, you know, to change views, or, you know, to introduce people from the international community to a university setting where I think is quite different than just meeting tourists or, I don't know if that makes sense. But anyway, I think that's why it's important. I think it's our opportunity to make a change, a positive impact on the way we're viewed in the world.

- *Adjunct, soft discipline:*

My only experience with international education is that I have international students in my classroom. And so, that's pretty much what I see. And one of the things that I try to do is to make sure that I'm giving a more global perspective on my topic. But that is not necessarily -- there's not a lot of it that happens mostly because, you know, I'm deeply trained in dead White guys from the Western hemisphere....It's not just international students, I mean I have students who are first generation from a variety of different cultures in this country. So, they were born here, and their parents are from other cultures. And so, they're straddling, they're having that unique straddle of being American and being affiliated with their own culture. And so, I try to be sensitive to that, I try to be open to that, I try to offer the opportunities for people to talk about and explore it.

- *Adjunct, hard discipline:*

Internationalization of the curriculum, I think, would imply that the curriculum is being informed by the broadest views possible. And that would, by necessity, include looking beyond the local community, the local environment, and just having a, kind of, a worldview on input to what the curriculum is about. Now, I guess that could range... on the broadest sense from having different voices in the mix to specifically....certain departments might have international faculty that inform the curriculum or international content that informs the curriculum....It's not only about the high level of the curriculum down [to] the students, but it's also bringing in student views into informing the curriculum.... not only U.S. based

students, but you want....as broad a view as possible so that would include the perspectives of international students in how you put a curriculum together, how you communicate the curriculum, what elements that you would... apply to the curriculum. I think that that's the way that I would look at that.

*Reflection on IoC capital.* The perspectives expressed by these participants addressed their role and responsibility for including multiple culturally diverse perspectives of their students in their course content. This overlaps IoC capital with the IoC concept of diversity. Participants focused on providing their students with a broadening experience by including “world” or “global viewpoints” in the discussions of their course topics. Also included in their perceptions was their role for using IoC capital as a change agent to transform student viewpoints. However, the challenge for faculty is understanding best practices for applying cultural capital in their classrooms. Generally, participants in this study expected help for IoC development from TCSU resources and support. Also, cross-discipline collaborations might be helpful on this topic. In short, the concepts of IoC capital and diversity both have potential to advance the IoC process across the disciplines at TCSU.

***Faculty voices on holistic system or comprehensive internationalization (CI).***

The literature review for this study suggested that, in order to advance IE there needs to be a “critical mass” (Childress, 2010, p. 5; Gilliom, 1993, p. 44; Green & Olson, 2008, p. 69) of internationalized or trained faculty to support comprehensive internationalization (CI), which is a holistic, complex process requiring a systems approach (Childress, 2010, Edwards et al, 2003; Green & Olson, 2008; Hudzik, 2011;

Knight, 1994; Mestenhauser, 2012; Repko et al., 2014; Sanderson, 2008). In short, multiple factors drive IoC within and outside the institutional organization. At TCSU, interviewees perceived that (a) the whole university has different roles and responsibilities for IoC, from the top-down; (b) some faculty may be engaged in IoC, while other faculty might be marginalized, possibly due to their positions within the organizational structure; and (c) there are communication, resource, and support needs for IoC that need to be met by the university. Connections to the concept of CI are reflected in the following participant quotations.

- *Tenured, soft discipline:*

I think one of the challenges at institutions of higher ed[ucation] is...[that] the curriculum is controlled by departments. And so, if a department deems it compelling, then it might do a little bit more [than] if the faculty in the department don't find it compelling, it's very hard to force them into doing it. And so, what you have are piecemeal -- you have a project over here, an international project, and a project over there. So, you know, I think there are a lot of faculty who are doing really interesting international things. I think there's some interesting student affairs kind of international programming. So, I think there are some faculty doing stuff, some staff. And they're just kind of sprinkled around the university. As far as whether it's important, again I think mostly, the thing that's most important to the university overall is the marketing of it, and that international students pay more tuition than local students. And so, you know, I think there's been a big push...to increase the number of international students. I

don't have a sense as a faculty member [program name] -- I don't see it really as much of a holistic approach in the university. I just don't see it. But I see a lot of faculty doing interesting international things.

- *Tenured, hard discipline:*

In terms of individual faculty, I think that what I've seen in my experience and in what I've seen other people do is unless you're one of the chosen, directions basically that upper administration wants, you get very little help from the university or even encouragement or support in fostering these international linkages other than you put it on your resume, and yes you get applaud for that. But other than that, you don't get much support for that. And I think that some of the best opportunities you have are going to be driven by the faculty and the staff who established these linkages because one...you know faculty and staff are the people who do the work. And unless they're enthusiastic and on board, it's difficult to have a top-down direction of the targets [IoC goals]. I mean, there has to be...some administrative control, but there could be more encouragement and support of our efforts.

- *GTA, soft discipline:*

Internationalization in the university's strategic plan and its aspirations, its global aspirations, they're a thing that you're encouraged and incited to be aware of in a lot of different ways....You should be on top of that. I'm not really, but I should be. First, well, I think at the faculty administrative level, it's -- so, this is the third institution I've been in the, kind of, lecture adjunct role at, and it's always, you

know, TCSU's a really good place to work. I feel like I have amazing freedom when it comes to how I approach what I teach, and that's awesome, and I love it. But at the same time, the commandment for all adjuncts and contingent faculty is take your marching orders, don't rock the boat and go forth and teach. And I get that. There are a lot of historical and economic reasons for that right now, but it's -- I think it's -- we've all got a responsibility, right, to make that term [IoC] meaningful here and to try and poke, prod, and cajole the students to think globally and to aim their curiosity toward topics of global importance. But it's got to be people who sign the checks, make decisions, and have tenure or have some kind of job security that make the big leaps. Those of us who don't have that, we have to continue to poke, and prod, and cajole them as well. So, there's got to be some pressure, you know, not just from the top down with the strategic plan, but the pressure to maintain in, say, graduate programs, to maintain a diverse student body, to seek out opportunities, to invite global and international scholars here, to establish new programs abroad, things like that.

- *Term, hard discipline:*

I haven't been specifically approached to...give more of an international spin to any of my classes. It hasn't been really discussed or anything in terms of curriculum. It's also possible that, you know, a lot of these changes or discussions occurred before our last accreditation, so I don't know. Our next accreditation isn't until [gives date]. So, perhaps, you know, as we get closer to that, maybe then we start reevaluating some of our courses if they have...to include an

international component. I don't know that that's a requirement. My perspective if there was meant to be a...shift in the curriculum to internationalizing the courses, then it would mainly shift the responsibility then onto the...instructors to add some international exposure within each of their courses. I think it has to be a gradual process....I don't know....I think it has to be a mission that has been brought forth by someone, so either someone brings this idea to...[the faculty]on the grander scale like... [a top administrator] or,...I don't really know all the college organizations well enough yet, so. There's...the Provost,... Faculty Senate, or something [like that]. That somebody...brings this issue forward, and then if it's decided that...this is a direction we want to take,...to make...a global mission.

*Reflection on holistic, or comprehensive internationalization (CI).* Participants in this study expressed the need for top university leadership to initiate, coordinate, communicate, and support the IoC process, even though it would be implemented at the department, faculty, and course levels. Faculty voice on CI provided more detailed perception on this topic. Here again the comments about resources and support were repeated by the participants. Besides the institution and department levels, participants suggested the need for discipline input from its accreditation agency indicating faculty awareness of outside stakeholders in the IoC process. Part of faculty roles and responsibilities for IoC would be to coordinate not only with their departments, but also with their discipline accreditation agencies to implement IoC in their programs and courses. However, not all participants visualized IoC from a comprehensive viewpoint,

and some suggested there were IoC marginalized faculty at TCSU, such as adjunct faculty. Comprehensive internationalization requires inclusiveness and effective communications across the university for successful IoC.

***Faculty voices on IoC course content.*** According to the literature, faculty participation in the IoC process is important, including efforts to internationalize disciplines and pedagogy (Agnew, 2012; Childress, 2010; Dewey & Duff, 2009; Green & Shoenberg, 2006; Lattuca, 2006; Leask, 2013a and 2013b; Stohl, 2007). Also, Agnew (2012) found differences between disciplines in their subject matter and application to real-world issues. Although interviewees in this study perceived differences in IoC between disciplines, common ground was also found related to faculty awareness of roles and responsibilities for IoC in their courses, such as (a) addressing a U.S.-centric view of their disciplines; (b) applying course content to international or global issues; (c) receiving help with the IoC process at TCSU, such as developing IoC course content. Connections to the concept of IoC course content are reflected in the following participant quotations.

- *Tenured, soft discipline:*

I think that the courses need to incorporate some information from other contexts. So, of course, given that mainly when we're dealing with undergrads, their knowledge is going to be very U.S.-centered, of course. So, just acknowledging that there are other ways in which, for example, politics, are organized, that's one important aspect of being successful. Just raising awareness about the U.S. reality is not the only way. And other realities are out there that are as important and



fundamental and even I will say even dominant, right? Maybe you compare different ways of thinking and different ways of doing.... So, that's one important -- I think just making that point that students become aware, I think that's an important dimension of being successful. That students start to think about the world or about the U.S. as part of an international community, as one of the actors among many others. And also not to be so biased by the U.S. way of doing things or the U.S. way of thinking about the world....I think that's a first in terms of having -- becoming aware is the first step if you want to be successful.

- *Tenured, hard discipline:*

I think that internationalization of curriculum [IoC] would basically be to address issues of international importance, to make people aware of what's going on beyond their experience....That's what I would think is the main thing about internationalization. You know, how can you take what you know here, even with science if you think about it, you can take “How can I apply what we're learning in science here that it can be of global benefit?” For example, for the most part in disease research and drug research, pharmaceutical companies go over areas with markets of money. So, if you're looking at...Africa, or Asia, or South America where there's not a lot of money. The drug companies don't care to make cures for those because there's no money. And so, I think internationalization could be making people aware that there are these needs that aren't met and that it's something you can work towards, make a contribution and help a lot of people.

- *Term, soft discipline:*

It is mostly all talk. I'm not sure that we actually need to actually have it talked about as much as we do. We have a very diverse population who brings into the classroom their global experiences, but nowhere has there been any directive for us to add global education into our classes. We have just renamed certain courses. We put the global word in there, and that's all we did. There was no change of anything in the course.... I think making it successful would be to actually bring professors together to discuss how they can integrate it in their courses. And even have professors who perhaps have taken...[overseas, professional] trips work with professors on how they could...[infuse] something that they learned over there, or were exposed to; bring it and put it in the class. But I think there just needs to be much more communication on how to put it into the classroom. There is no communication on how to put global education in the classroom right now....There should be specific objectives, learning objectives, given with every course.

- *Adjunct, hard discipline:*

Well, as a science, I think probably fundamentally... the global aspect is that it's a global community doing the science. And I think my colleagues as well, to the extent possible and appropriate; I think we know that this is the case. You know, by identifying individual researchers, historical figures or what not, and noting that it's not all just from one community but it's a multicultural activity. Beyond that, there's probably not much more that we could do just because of the very

nature of the material. But it is an important aspect of the science and certainly, I stress it as much as possible.

*Reflection on IoC course content.* One common concern mentioned by participants in this study was the need to address a U.S or Western-centric perspective in their courses. Faculty role in this approach overlaps again with their role in diversity by presenting a broader global perspective in their course content than just what relates to the U.S. Another faculty responsibility of IoC related to course content mentioned by the participants was teaching awareness of needs of global others, or awareness of social needs around the world, such as connecting pharmacology with social science to meet the health needs of people in developing countries. Also, participants perceived that IoC course content should include international or global context for their discipline, as well as specific IoC learning outcomes. These perceptions suggested enough common ground on IoC across the disciplines to potentially move the process forward at TCSU. One possible strategy for IoC might be implementing an interdisciplinary approach to the overall curriculum through general education courses. However, one key for that perceived by the participants was communication on how to “put global education in the classroom.”

*Faculty voices on IoC resources and support for engagement.* One of the findings from this research, and the literature, was the importance of faculty awareness of roles and responsibilities for engagement in IoC from the standpoint of institutional support and continued improvement of faculty for IoC and student success (Green & Whitsed, 2012; Ray & Solem, 2009; Schmied & Shiba, 2007). With respect to this IoC

concept, interviewees suggested that (a) faculty receive help from TCSU on the meaning and implementation of IoC; (b) the university assure communication of IoC expectations within and across all levels of the organization; and (c) departments receive the resources and support needed for implementing IoC in their disciplines, including funding or rewards provided by TCSU to encourage IoC initiatives. Connections to the concept of IoC resources and support for engagement are reflected in the following participant quotations.

- *Tenured, soft discipline:*

First of all, there has to be a commonly held understanding or definition of what it means to internationalize the curriculum. In this conversation, I've articulated three different possibilities just based on my own lack of knowledge, or my own perspective. And so, when the university says that [IoC], what does it mean when it says that, and then out of that, what is the expectation for faculty? So, are we expected to assimilate students? Or, are we expected to transform ourselves and our domestic population, welcoming all these perspectives from around the world? Are we expected to create our own curriculum, based on following our own noses and our own curiosities from year to year depending on who's showing up in our own classrooms? Or well, and, or, are there resources that are widely available, plenty of them so we're not fighting over them? And we know where to go or know who to talk to in library services or whomever, to say, "Okay, I've got this issue. I've got this set of students. I've got this approach I want to take to my curriculum that looks at the content through this other lens and I need help, you

know?" So, where do we go if we have a question like that? Is there that kind of support?

- *Tenured, hard discipline:*

We can no longer attract any graduate students at all to our...program because the stipends are just...far too low. Last year, we had none of our offers for graduate stipends, graduate positions, accepted by any students either in the U.S. or foreign countries.... And it's not been a priority for the administration... we've been becoming less and less competitive as time goes on. That doesn't affect the undergraduate students as much but they see what's going on. They talk to graduate students in the sciences and if they're interested in careers in science, they know that this is not the place to go to get competitive support for the sciences. For graduate students, I think it's [resources and support for IoC] essential. We probably would not have a graduate program in the core sciences of physics, and chemistry, and biology if it wasn't for international students. As I said, they tend to come here and are willing to accept the low stipends and they work hard. They have a much ...more appreciative...stance on work. They work hard. Better work ethic.

- *Term, soft discipline:*

Well, I think we should get a little bit more rewards, and maybe we'll have more initiative. [For example], presents. I was going to point to develop[ing] my distance education course [course name]. So, being linked with [one department name], being linked with [another department name], being linked with [another

department name], so, kind of, international, yeah? And then the administration came and they said, “Okay, we don't give you stipend anymore.” So, I said, “Okay, I'm not going to spend 1,000 hours free.” So now, eventually they're going to re-introduce the stipend. But, so it probably comes down here to resources. And sometimes, you don't need much. You don't need \$10,000 or \$100,000. But just to be rewarded, you know?

- *Term, hard discipline:*

Nothing at TCSU that's so different because we can reach around the world with the web, with the internet, and we always have....It was scientists who invented the internet to speak to one another. Very first time I used email, it was actually professionally. We had more global reach than most of the departments in this college and university. And that's without any so-called internationalization; because that's how you do science. Also, we're the ones who told the library to get certain accesses and databases from countries around the world for our scientific research. I think it's [name] is our contact at the TCSU's libraries.... And she's been great. I told her, “look, we want to ...get access to this journal [name].” And she made it happen. And I do it just over the internet now, too. But for a while I had no access to those articles and to that research. Now I do, but it was me telling them because we know more about what's going on [and] where. And she just listens and says, “Okay, we'll get it done.” And she did. And just today, I was passing off an article from that international journal.

*Reflection on IoC resources and support for engagement.* Participants in this study expected TCSU to communicate their expectations of faculty for IoC. Also, the participants mentioned the need for a common definition for IoC even though there is something close to that already available in the university diversity statement. In addition, participants were looking for an IoC Resource Center even though there is a center for teaching and learning to support the faculty at TCSU.

**Generalization of the results and faculty roles and responsibilities.** The following generalizations extracted from the problem-centering analysis of faculty voice provided a broad set of answers to the two research questions: What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? How does their course content reflect this awareness? In addition, they provided the following list of potential IoC recommendations for faculty practice. They are listed below under the corresponding IoC concept from the research:

- International, or global concepts – faculty, and others’ roles and responsibilities for IoC
  - reflect on, and engage students in IoC to meet needs, such as developing a global mindset;
  - evaluate courses for IoC; include appropriate learning outcomes and measurements of them;
  - identify IoC methods appropriate for their courses;
  - understand that global experiences and international connections add IoC value to courses;

- find common ground for IoC across the disciplines; and
- reflect on the state of IoC at TCSU to add value through incentives.
- Diversity concept – faculty roles and responsibilities for IoC
  - identify connections to bridge language and cultural differences in the classroom;
  - understand appropriate pedagogical methods to address different perspectives; and
  - identify university resources and support for diversity, including important policies, such as the diversity statement.
- IoC capital concept – faculty roles and responsibilities for IoC
  - address issues and concerns about culture in the classroom;
  - use cultural differences for transformative change, such as changing mind-sets and expanding worldviews; and
  - use diverse student viewpoints to inform the curriculum.
- Holistic system, comprehensive internationalization (CI) – faculty expectations of roles and responsibilities for IoC
  - the whole university, at all levels, has different roles and responsibilities for IoC;
  - all faculty across disciplines, need to be engaged in IoC in all courses;
  - institutional level roles and responsibilities for IoC include providing leadership, communication, resources, encouragement, and guidance for IoC course development, and measurements.



- IoC course content – faculty roles and responsibilities for IoC
  - need to address the U.S.-centric view of each hard and soft discipline and course;
  - apply course content and curricular programs to address international or global issues; and
  - seek university help with the IoC process, such as offer specialized consultation for developing IoC course content, designing learning outcomes and their measurements, valuing diversity, and delivering IoC content in the classroom.
- IoC resources and support for engagement – faculty expectations of TCSU roles and responsibilities for IoC
  - provides a clear articulation of leaders' IoC expectations to middle management;
  - provides appropriate resources, encouragement and support, including funding, and training for faculty and departments in IoC process;
  - provides leadership and communicates the prioritization of IoC throughout the institution.

## **Summary**

Three analytic approaches applied in the integrative data analysis of this study, contextualization, conceptualization, and problem-centering provided different perspectives of the mixed methods data for a more comprehensive understanding of faculty awareness of their roles and responsibilities for IoC. In particular, interviewees

reflected on IE and IoC at TCSU, and expressed their perceptions on its meaning within the context of their classrooms, disciplines, departments, and the university as a whole. They discussed what they had done specifically in their courses, collaborations with their colleagues, department leadership, as well as difficulties they had experienced when engaging in IoC, including issues of resources and support.

Not only did the participants reconfirm that the different perspectives of hard and soft disciplines impact their perceptions of IoC, but also they identified some (a) similarities across the disciplines, such as the importance of diversity and IoC capital that could potentially bridge the disciplines, and (b) issues that overlap the disciplines that could be approached from the macro level of the curriculum, such as an interdisciplinary general education program. Also, interviewees confirmed their awareness of, and responsibility for IoC in their course content, as well as discussed their perceptions of TCSU's responsibilities for IoC, such as providing resources, support, and encouragement for their engagement in this process. In addition, they provided some candid critique about IoC at their university and their expectations for IoC to move forward at their university.

### **CIGE Model for Comprehensive Internationalization (CI)**

IoC is not a rigid process. It must be flexible and adaptable to the individual institution and discipline, utilizing best practices that are being developed and recognized at other IHE in the U.S. and other countries (Leask, 2015; NAFSA, 2016). Although the results from this case study are specific to TCSU, they possibly could be generalized beyond this one IHE by comparing them to an ideal type (Becker, 1990; Maxwell, 2013).

I selected ACE's (2012) CIGE Model for Comprehensive Internationalization (CI) for this comparative analysis because it is a recognized model in the U.S., and could be used to synthesize and suggest generalizations about faculty roles and responsibilities for IoC from the results of this research.

The CIGE Model comprises “six interconnected target areas for initiatives, policies, and programs” (p. 4): (a) articulated institutional commitment, (b) administrative structure and staffing, (c) curriculum, co-curriculum, and learning outcomes, (d) faculty policies and practices, (e) student mobility, and (f) collaboration and partnerships. The comparative results follow:

- Articulated institutional commitment (such as mission statements, strategic plans, and formal assessment mechanisms that include IoC). Although the respondents in this study were aware of the state of IoC in their courses, disciplines and departments, generally, they were not aware of TCSU's Strategic Plan goals for IoC, even though the Plan was published on the university's website. Also, some felt disconnected from TCSU's IoC goals, even though they reported being supportive of them. In addition, there was no apparent IoC accountability of faculty at TCSU to include the university diversity policy in their syllabi.
- Administrative structure and staffing (such as an office or offices that lead IoC). Overall, the respondents in this study were not aware of where to go for assistance with IoC in their courses. Most discussed how they added IoC to their courses, but expressed a lack of knowledge of IoC outside of their own

disciplines. There was no evidence in the data of any university forum for discussing IoC across disciplines. Indeed, some participants suggested that TCSU develop an IoC center where they could consult an IoC specialist, including training in how to implement IoC in their courses and disciplines.

- Curriculum, co-curriculum, and learning outcomes for IoC (including courses that infuse global trends and issues, global comparisons, foreign languages, international programs, as well as international festivals or events on campus). Although some respondents in this study included IoC in their course syllabi under learning outcomes, fewer actually measured those outcomes, and even fewer included the university's diversity statement, or link to it in their syllabi. Depending on the discipline, some participants indicated that they included global trends, issues, and culture comparisons in their course content. This typically occurred in the soft disciplines. However, some participants perceived that there was no need for IoC in their courses. When defining IoC, respondents included little or no references to co-curricular IoC at TCSU, even though some efforts to internationalizing the co-curriculum do exist, such as international or global organizations, activities, and events. Also, participants acknowledged the importance of international students, and TCSU overseas ventures.
- Faculty policies and practices (such as including IoC in faculty promotion and tenure decisions, IoC background in hiring decisions, and recognition and rewards for IoC). Some respondents to this study suggested that IoC be

mandated from the top-down at TCSU, and that the university should provide support such as recognition, rewards, and resources for their IoC activities, which were lacking. In fact, some respondents mentioned that they had been dissuaded from continuing previous engagement in IoC by what they perceived as withdrawal of support at TCSU for their IoC engagement. Also, some adjunct faculty indicated that they were unaware of IoC at TCSU, possibly because they were not included in the IoC process. Overall, respondents in this study had personal and professional international backgrounds that suggested they were already internationalized. However, they were not willing to manage IoC up the organizational structure. This is one reason a critical mass of internationalized faculty was considered important in the literature (Childress, 2010; Gilliom, 1993; Green & Olson, 2008). Respondents with more years of experience felt less support and encouragement for IoC engagement at TCSU than their less experienced counterparts.

- Student mobility (such as study abroad programs for domestic students and international student recruitment and support in the U.S.). International students in their classrooms was perceived as a major method of IoC at TCSU, and study abroad was considered another method of IoC by the respondents across disciplines. However, even though study abroad has a long history in U.S. IHE, only a small percentage of students participate. For example, in 2015-16, only 1.6% of all U.S. students enrolled in IHE studied abroad for

credit (NAFSA, 2018). Also, assessment of the outcomes of study abroad has been difficult due to problems with pre-departure and return data comparisons (Anderson and Lawton, 2011). Internationalization at home (IaH) was implied as a more appropriate approach to IoC than study abroad because it includes all students, and requires everyone at all levels of the university, to be involved. Respondents recognized the importance of a comprehensive university approach to IoC.

- Collaboration and partnerships (such as joint degree or dual degree programs, branch campuses and other offshore programs). Generally, respondents in this study had international personal and professional experiences that had apparently internationalized them by expanding their world-views and providing networks of international colleagues. Some referred to TCSU's activities with international programs at home and overseas, but often they viewed these as taking funds and resources away from their departments, leaving them even less support for engagement in IoC in their courses.

Overall, comparisons between the CIGE Model and participant perceptions from this study suggested some key IoC faculty roles and responsibilities for advancing the IoC process at TCSU, such as (a) connecting relevant university Strategic Plan goals for IoC to all courses and disciplines, (b) connecting the diversity policy to IoC in all courses, (c) developing specific IoC related student learning outcomes and measuring those outcomes in their courses and discipline, (d) taking advantage of available resources to address language and cultural differences in their classrooms, (e) including

all faculty in their department in IoC program planning and communications, (f) advocating for IoC at all university organizational levels, and (g) collaborating across disciplines to advance the IoC process.

In addition, participant perceptions of IoC at TCSU included administrator roles and responsibilities for advancing the IoC process at all organizational levels, such as (a) effectively communicating university Strategic Plan goals for IoC to all faculty, staff, and students; (b) providing university resources, support, and reward for the IoC process; (c) encouraging faculty engagement with IoC in their courses; (d) providing expected university leadership for IoC; and (e) including IoC criterion in faculty evaluations.

In the next chapter, I discuss the conclusions of this case study, and suggest recommendations for TCSU to consider as they continue the process of IoC at their university. In addition, several questions are proposed for possible future research.

## **Chapter Six – Conclusions and Recommendations**

To assist the reader in this final chapter, I briefly restate the research problem and questions, as well as the methods used for this study. In the conclusions, I discuss the results based on common ground from the synthesis of integrated data, and reflect on their implications. Also, I present several recommendations for moving IoC forward at TCSU, and suggestions for further research. Finally, I discuss some of my reflections on applying the Broad Model of Interdisciplinary Research (BMIR) (Repko et al., 2014) approach in this case study.

Weaving through the narrative in this study was the premise that the internationalization of curriculum (IoC) is an unresolved, complex issue of international education (IE) in U.S. institutions of higher education (IHE). And that the IoC issue could be addressed from an interdisciplinary research approach (APLU, 2004; NAFSA, 2013; Childress, 2010; Coryell et al., 2012; Dewey & Duff, 2009; Green & Olson, 2008; Hudzik, 2011; McCrickerd, 2012; Mestenhauser, 2011; Repko et al., 2014). Specifically, this study focused on a gap in the literature concerning faculty awareness of their roles and responsibilities for IoC by adding faculty voice to the topic (Childress, 2009; Dewey & Duff, 2009; Ray & Solem, 2009; Sanderson, 2008). Two questions guided the research: What is faculty awareness of their roles and responsibilities for internationalizing the U.S college curriculum? How does their course content reflect this awareness?



The decentralized organizational structure of U.S. institutions of higher education (IHE) represents a complex, multi-layered environment for IoC. To address the research questions, I selected the Broad Model of Interdisciplinary Research (BMIR) (Repko et al., 2014) which is based on complexity, perspective taking, common ground, and integration theories. I designed a case study implemented in 2015 at one large public research university in the U.S., the Twenty-first Century State University (TCSU) (pseudonym) that, based on information from its webpages, was apparently engaged in activities related to comprehensive internationalization (CI) (ACE, 2012). The study utilized a quantitative-qualitative-integrative (QQI) mixed-methods approach to collect and analyze data.

The mixed methods I utilized in this study included (a) a survey of TCSU faculty producing 299 valid cases, (b) 24 follow-up interviews of volunteers from the survey phase of the research, and (c) document analysis that included a review of 25 undergraduate course syllabi submitted by 19 faculty who had participated in the interviews, as well an analysis of TCSU's Strategic Plan. I analyzed the data from each method separately and then the results were integrated using three analytic approaches suggested by the BMIR: (a) contextualization, (b) conceptualization, and (c) problem-centering (Repko et al., 2014). The synthesized results of this integrative analysis were compared to ACE's (2012, 2017) CIGE Model for Comprehensive Internationalization for deeper understanding of faculty roles and responsibilities for the process of IoC at TCSU, and potential generalizations (Maxwell, 2013).

## Conclusions

Based on common ground from the integrative analyses in this study, I made several key observations concerning faculty awareness of their roles and responsibilities for IoC.

**Key observation one.** Although participants in this study generally supported the emphasis on IE at TCSU, they were less than aware of IoC at their university, and mostly not supportive of TCSU's Strategic Plan goals for IoC. Nor were they generally engaged with IoC in their courses. This was surprising because the majority of these participants were probably internationalized by their prior personal or professional international experiences and scholarly international connections. Also, they indicated these were important or very important to them and impacted their teaching, research and other activities at TCSU. Also, they were aware of and able to define IoC from the perspective of their disciplines and courses.

This contradicts the expected role of internationalized faculty which is suggested by the literature. For example, Gilliom (1993) suggested that infusion of global perspectives into the curriculum “will best be developed when a critical mass of faculty members – a community of similarly committed people – has formed” (p. 45). Stohl (2007) stated “if we want to internationalize the university, we have to internationalize the faculty” (p. 367). Green and Olson (2008) stated “institutions should ideally aim to involve a critical mass of faculty in internationalization” (p. 69), and according to Childress (2010), “the development of a critical mass of faculty supporters is key to integrating international perspectives into an institution's teaching, research, and service”

(p. 37). The literature suggested that this critical mass may vary by IHE, and there was no attempt in this study to measure it. Nevertheless based on their common international characteristics, the participants in this study would be expected to be champions of IoC and actively engaged in it, but apparently they were not fulfilling this role and responsibility for IoC at TCSU.

Schuerholz-Lehr (2007) reviewed the literature on how personal and professional backgrounds of faculty shaped their propensity to design curricula for global literacy. Although she stated “several studies confirmed that travel abroad and living in another country were major factors in shaping individual’s intercultural perspectives” (p. 199), she concluded that more qualitative research was needed to study how “instructors’ personal and professional backgrounds interact with their classroom practice regarding education for global awareness and cultural sensitivity and competence” (p.199).

Also, a recent publication by Leask (2015) identified three categories of “blockers” (p. 106) to the IoC process: cultural, institutional, and personal. She related cultural blockers to how knowledge is constructed in different disciplines. According to Leask, “cultural blockers include skepticism about the validity of the concept of internationalization of the curriculum, a denial of the relevance of internationalization to a particular discipline and sanctions against those who challenge taken for granted ways of doing things in a discipline” (p. 106). Institutional blockers were defined by Leask as “ways in which a university organizes itself as it goes about its business” (p. 106). For example, gaps in staff’s knowledge, skills and experience can impact IoC engagement. Also, operational issues such as faculty groupings, workloads, promotion criteria, and

processes block IoC. According to Leask, “institutional blockers are powerful and can result in a complete lack of engagement with internationalization of the curriculum” (p. 106). The third category of IoC blockers identified by Leask was personal blockers, which were related to “the capacity, willingness, and commitment of the key players in internationalization of the curriculum to get involved, to make changes, and to tackle the issues....[and could] result in indifference or refusal to be involved” (p. 108).

Overall, the results of this study suggested that the participants were not embracing their expected faculty roles and responsibilities for IoC at TCSU, such as engagement in and champions of IoC. Possibly, one or more of the cultural, institutional or personal blockers identified by Leask were interfering with their performance in the IoC process. For example, the findings in this study indicated that faculty needed resources and support for developing IoC at TCSU which would be partly institutional and partly cultural blockers. More research in this area may help address these blockers at TCSU.

**Key observation two.** There was an apparent disconnect with TCSU’s Strategic Plan IoC goals by some participants due to lack of awareness or engagement. As mentioned earlier, participants in this study were mostly less than aware of TCSU’s IoC goals. However, the findings also indicated that survey participants from the adjunct faculty category and those with less than ten years of teaching experience at TCSU likely were less aware of these goals than their counterparts with more secure employment connections at their university. Also, among adjunct faculty who participated in this survey, the majority reported they were less engaged in IoC than other faculty in their

departments. In addition, interviewees who were adjunct faculty expressed an unawareness of IoC, and said they felt left out of IoC at TCSU, and results of the syllabi analysis indicated that adjunct faculty's syllabi had less evidence of IoC than their counterparts.

At TCSU, tenure, tenure-track and other faculty with full-time employment status in U.S. IHE, have been more responsible for the curriculum in their departments than contingent, or part-time faculty. However, Finkelstein, Conley and Schuster (2016) recently stated that American higher education faculty are becoming more specialized as traditional faculty roles give way to "a significantly larger proportion of appointees [who] more recently have been employed exclusively for teaching" (p. 14). They stated that this trend is diminishing faculty influence and weakening their role in "shared governance" (p. 15). Also, IoC literature indicated that comprehensive internationalization (CI) "cannot occur without majority faculty support and engagement" (Hudzik, 2011, p. 25). This suggested that adjunct faculty, who are gradually increasing in numbers on U.S. campuses, also should be aware of their roles and responsibilities in the IoC process, and engaged in it. Results of this study suggested marginalization of some faculty and a possible lack of ownership for IoC by some participants at TCSU. This could be due to broken lines of communication, lack of accountability for IoC, or other blockers such as those defined by Leask (2015).

**Key observation three.** Participants perceived their discipline (hard or soft) and courses were already internationalized by international or global content, or by universal standards (which they considered global). However, it is noteworthy that the participants

in this study also referenced the different assumptions of their disciplines in defining IoC. According to the literature, different perspectives of the academic disciplines can be barriers to the IoC process. For example, Agnew (2012) found that faculty from the hard applied (HA) disciplines emphasized the importance of global competencies and those from the hard pure (HP) considered their disciplines inherently global or universal. Soft applied (SA) disciplines valued reflective practice and cultural competencies, while soft pure (SP) disciplines focused on transformational learning. Agnew found that consensus was important to plan for campus-wide IoC.

However, Leask (2015) listed discipline differences as cultural blockers, stating that “addressing cultural blockers requires that we challenge long-held beliefs about knowledge, pedagogy, and curriculum design and is likely to be a long-term project” (p.108). This implies that faculty may be under the assumption that their discipline is internationalized and that student learning outcomes and measurements are not needed to assure learning for IoC.

I found that the participants in this study were able to define IoC using the common ground concepts of internationalization, globalization, and diversity. Although some from the hard (HA and HP) disciplines had difficulty understanding how the first two concepts applied to their discipline, the IoC concept of diversity, such as the Western-American bias in their courses was understood across the disciplines (HA, HP, SA and SP). Also, participants from both hard (HA and HP) and soft (SA and SP) disciplines were apparently aware of their roles and responsibilities in (a) teaching and the learning of their students, including international and domestic minoritized students,

(b) addressing differences related to various languages and cultures exhibited in their classrooms, and (c) identifying and infusing potential IoC cultural capital into their courses.

However, it appeared that participants were not aware of the potential of TCSU's diversity statement as common ground for IoC consensus across the disciplines, and generally did not include it in their course syllabi. That may be a result of applying the university diversity statement too narrowly to domestic minoritized identities while perhaps neglecting international identities that are also included in the statement, such as national origin and cultural difference. Agnew (2012) emphasized the importance of university culture to be inclusive of internationalization. She stated "consideration of university culture on organizational development is essential to sustainability of internationalization and, in particular, the internationalization of the curriculum" (p. 197).

As such, it would be the role and responsibility of university administrators to be aware of the intersection between IoC and the diversity statement, and to assure that the diversity statement was equitably applied to IoC at the course level by administrators, faculty, and staff for all students, both domestic and international. Then it potentially could be used as a marker for determining IoC in course syllabi and to bridge disciplinary differences for IoC to progress. Perhaps the "flexibility" suggested by one interviewee concerning cultural diversity at TCSU could be a useful approach applied to these objectives.

Overall, embracing the concept of diversity was identified by the participants in this study as a responsibility they had for teaching and learning in their classrooms.

Possibly they were unaware of the potential of diversity for bridging or collaborating IoC across disciplines at TCSU. This could be another area for IoC research, collaboration, and training for faculty at TCSU at both the macro (university-wide) and micro (course) levels.

**Key observation four.** Participants viewed their roles and responsibilities for IoC in connection with those of others at TCSU. Generally, they were aware of roles and responsibilities for IoC in their course content and discipline, but they perceived that others within the university also had roles and responsibilities for IoC. They expected to work together for their successful engagement in the IoC process. However, participants generally recognized the importance of a department and discipline appropriate definition of IoC and the leadership necessary to achieve it.

The awareness by the participants that IoC was comprehensive, involving everyone at TCSU, was prominent. They apparently envisioned that IoC would include administrators, faculty, staff, and students in courses, departments, and schools, at top institutional levels and even including accreditation agencies. This suggested that, although the participants in this study were generally not aware of TCSU's Strategic Plan goals for IoC, nor very engaged in IoC, they were apparently thinking that a more comprehensive approach might be needed to increase the IoC process at TCSU.

Actually, comprehensive internationalization (CI) is a recognized holistic approach in the field of international education (IE) that has been advanced by the American Council on Education (ACE) for the past two decades (Hudzik, 2011). According to Hudzik, the definition of CI is



a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institutions' external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (p. 6).

When this study was initiated, TCSU was a university apparently already involved in activities of IoC, such as engaging in international student recruitment, English as a second language programs, study abroad and international degree programs, off-shore ventures, and international research. Although the participants were generally aware of these IoC activities at TCSU, this study suggested that there was an apparent disconnect between faculty awareness of their roles and responsibilities for IoC and expectations of IoC in TCSU's Strategic Plan which may have attributed to their lower than expected engagement in IoC at their university.

Although factors attributing to their low engagement in IoC were not researched specifically, one faculty expectation that emerged from the data was that before the IoC

process could move forward, participants espoused that faculty needed encouragement and support from TCSU for their IoC engagement. Once they received this support, and due to their overall interest in IoC, it would be surprising if they did not become strong advocates for IoC as the process moves forward at their university.

**Additional Observations.** Besides these four key observations, the participants in this study identified seven concepts that they perceived were commonly related to IoC, which may have potential for cross-disciplinary discussions and collaborations at TCSU about the IoC process. These concepts were: internationalization; globalization; diversity; IoC capital; holistic or comprehensive internationalization; IoC in courses; and resources and support for IoC.

Moreover, several important findings emerged from the interdisciplinary literature review for this study concerning higher education faculty and IoC: (a) faculty need to be internationalized for successful IoC (Green & Whitsed, 2012; Leask, 2013b; Stohl, 2007); (b) faculty awareness of their roles and responsibilities in the IoC process is a key to its success (Allen, 2004; Breit et al., 2013; Coryell et al., 2012; Dewey & Duff, 2009); (c) faculty perspectives and voices must be forefront in a bottom-up systems approach to IoC (Leask, 2012, 2013a; Sanderson, 2008); and (d) faculty need support with the IoC process (Ray & Solem, 2009; Schmied & Shiba, 2007). Additional findings related to faculty awareness and response to IoC found in this study, summarized in Appendix B, Figure B2, included: (a) transformational change should be an outcome of IoC (Crosling et al., 2008; Mestenhauser, 2011; Mezirow, 1997; Schuerholz-Lehr et al., 2007); (b) international students are a source of cultural capital in the classroom (Johns & Killick,

2013; Joseph, 2012; Leask, 2001; Sawir, 2011b); and (c) students can influence faculty to internationalize their curricula (Arminio et al., 2009; Childress, 2010; de Wit & Urias, 2012).

The results of this study suggested that generally an internationalized faculty, alone, does not necessarily result in internationalization of the curriculum. They may not embrace an assumed role of IoC champion or a responsibility to engage in it. Also, the study suggested that faculty voice for IoC across the university is important for moving the IoC process forward. This coincides with the literature on CI that indicates IoC must be intentionally designed and implemented for successful student learning outcomes.

Also, the results of this study confirmed the important IoC concept of cultural diversity which was discussed in IoC literature and is considered an ingredient in developing transformative learning. For example, Crose (2011) stated that

faculty play a crucial role in establishing a classroom environment that will lead to intercultural learning taking place, while also providing ample opportunities for international students to experience academic success. Faculty members need to be cognizant of the cultural diversity that exists in their classrooms and also how their own cultural experiences influence their pedagogy. (p. 394)

## **Recommendations**

At the beginning of this case study, background information gathered from the internet about TCSU indicated that it was already involved in multiple activities related to comprehensive internationalization (CI). Also, the literature indicated that IoC was a very important aspect of international education for U.S. colleges and universities in the

21<sup>st</sup> century (ACE, 2012; APLU, 2004; Green & Olson, 2008; Mestenhauser, 2011).

Although there are multiple known barriers or blockers to successful IoC (Childress, 2010; Leask, 2015), the mixed methods data gathered from this study provided several categories of recommendations for TCUS and other institutions. These recommendations are grouped below by the following university organization levels: institution, department, and faculty. Recommendations related to faculty roles and responsibilities were reported in the previous chapter on pages 230-232, and are not repeated here. The following recommendations for TCSU are in addition to those already mentioned.

**Recommendations for IoC at TCSU.** Based on findings from this research, the following recommendations for continuing the IoC process at TCSU are listed by organizational level of the university:

- Institution should –
  - review and revise its diversity statement to clearly include cultural background and national origin, and then communicate the revised diversity statement to all stakeholders at TCSU;
  - include discussions of IoC in meeting and forum agendas.
  - systematize IoC as a priority in recruiting, hiring, evaluating, and promotion processes;
  - develop a feasible budget for supporting, encouraging, and recognizing IoC;
  - task the faculty development center to offer expertise for IoC that would include providing training and classroom support such as individual

consulting appointments, workshops and discussion groups, online assistance, campus promotions of IoC, and cross-discipline collaborations; and

- task the faculty development center to devise strategies including incentives for faculty to infuse IoC in their courses.
- Departments should –
  - include IoC in their department's strategic plan and connect it to the institution's strategic plan goals for IoC;
  - require all course syllabi be submitted for faculty evaluations and include the revised diversity statement along with at least one related student learning outcome and how it is to be measured;
  - include IoC as a requirement in promotion and tenure criteria;
  - create a comprehensive approach to IoC;
  - engage all faculty in discussions and development of IoC; and
  - annually recognize faculty who have successfully infused IoC into their courses or programs.
- Faculty should –
  - lead or participate in formal and informal interdisciplinary discussions and professional development on IoC across campus;
  - establish networks for IoC across disciplines;
  - communicate pedagogical and research best practices for IoC in their disciplines; and

- attend or lead workshops to develop appropriate student learning outcomes and measurements for IoC in their syllabi.

Although these recommendations are based on findings at TCSU, they could be applicable to other institutions of higher education which are in the process of internationalizing their campuses. However due to the complexity of IoC, I recommend that each individual IHE begin the process by evaluating their specific international education situation against ACE's (2012) CIGE Model for Comprehensive Internationalization. Also, I recommend that the design committee consult Leask's (2015) publication, *Internationalizing the Curriculum*, and Hudzik's (2011) *Comprehensive Internationalization: From Concept to Action* before proceeding beyond the initial evaluation phase of the project.

**Recommendations for further research.** The results of this study raised several questions for further research that would assist not only TCSU but also address issues other institutions might have with advancing the IoC process.

- Questions concerning cultural diversity as an IoC concept:
  - Manning (2009) indicated that understanding multiple perspectives on the meaning of difference and the concept of diversity assists educators in their work. Also, Agnew (2012) noted that consensus across the disciplines is important to advance IoC at an IHE. Cultural diversity was identified by interviewees in this study as potential common ground for bridging the hard and soft disciplines in understanding IoC at their institution. Some questions related to applying diversity as a useful

concept for IoC include: (a) How do faculty voices on issues of cultural diversity in the classroom bridge IoC across the disciplines? (b) How do institutions and faculty demonstrate a commitment to both domestic diversity and IoC cultural diversity?

- Also, Agnew (2012) and Leask (2015) discussed the importance of difference in discipline approaches for IoC, and the results of this study indicated the potential common ground for developing student learning outcomes for IoC and their measurements. (c) How can cultural diversity be used by faculty as a common IoC marker to bridge disciplinary differences for IoC?
- One key question from this research concerns the assumption that a critical mass of internationalized faculty is needed for successful development and implementation of IoC. Over the past several decades, IoC literature has mentioned this as a requirement, yet IoC is still an unattained priority in U.S. HED in the 21<sup>st</sup> century. That said, (a) What does critical mass of internationalized faculty mean, and how is it measured? (b) What U.S. IHEs have attained it and what theory describes that process? (c) What is the structure of faculty experiences in trying to implement IoC?
- Other questions raised by this research included: (a) How do personal and professional backgrounds of faculty impact their teaching and learning practices for developing student global mindsets? (b) What motivates internationalized faculty to engage or not engage in IoC at their department level? (c) What

conditions must be met for internationalized faculty to embrace a leadership role for IoC in their department or institution? (d) What quantitative measures might measure successful IoC?

### **Reflections on the Broad Model of Interdisciplinary Research (BMIR)**

I think the Broad Model of Interdisciplinary Research (Repko et al., 2014) methodology for researching a complex issue in higher education was an appropriate approach for this case study. It addressed the inquiry from multiple perspectives and provided a more comprehensive understanding of the research results than would have been possible using just one disciplinary approach. For example, by applying several different integrative lenses to search for common ground across the mixed methods data, the analysis focused on what seemed like the most important results regarding faculty roles and responsibilities for IoC at TCSU.

Also, the results of this interdisciplinary case study suggested potential approaches for addressing some IoC issues. For example, a number of IoC concepts were identified, including the common ground concepts of cultural diversity and cultural capital. The IoC concept of diversity was suggested as a possible bridge across disciplines for moving the IoC process forward at TCSU. This was one concept that faculty from all disciplines could potentially include in their course syllabi, regardless of the use of international or global IoC concepts in their course content.

In addition, by searching for common ground and focusing on a broad understanding of IoC roles and responsibilities from faculty perspectives, small details and differences of the data were sometimes overshadowed as the BMIR mixed methods



and integrative analyses progressed from phase to phase. However, the final integrative approach of centering the data on faculty voice for the analysis and blending insights across disciplines helped to provide a more comprehensive understanding of the overall results.

However, the BMIR process was not only comprehensive by including multiple approaches to inquiry and analysis, but also tedious to implement. For example, it required reflecting on each step in the process, including the findings from each of the mixed methods, before moving ahead to the next phase of the research, such as the integrative analysis, and then revisiting previous phases for verification of the results.

Overall, I found that interdisciplinary research was similar to an analytic approach utilized in conflict resolution, where there are multiple stakeholders, various positions, and illusive solutions to a complex issue that must be mapped on matrices, and analyzed for a common ground solution. The role of the researcher in this process is to search for common ground across the matrix data that might be palatable enough for all parties to negotiate a sustainable agreement. In this case study, I utilized multiple matrices to map not only the literature from several different disciplines that were related to my topic, but also the survey, interview and document analysis data. Then I mapped these data in additional matrices for the integrated analyses that applied three different approaches; all this to find common ground.

IoC is not an intractable international conflict like those addressed by conflict resolution analysts. However, it is a complex issue in international education that has continued to challenge U.S. IHE well into the 21<sup>st</sup> century. At the beginning of this

dissertation, I posited that an interdisciplinary approach would be useful for addressing the research questions in this study. My hope is that this study of faculty voice on awareness and perspectives of their roles and responsibilities for internationalizing the U.S. college curriculum and how their course content reflects this awareness at TCSU offers useful insights that address the IoC process, as well as questions for further research on the issue.

## **Appendices**

## Appendix A. Table A1.

*Disciplinary perspectives of internationalization of the U.S. college curriculum*

Disciplines Most Relevant to the Problem - Internationalization of the U.S. Curriculum	Perspectives on the Problem by Discipline*
Sociology (S/SA) – sociology/systems analysis	<u>International education: complex system of knowledge</u> ; includes two major elements of systems thinking: differentiation and integration of knowledge; systems perspective requires interdisciplinary and intercultural approaches; international education merges three systems: international, education and individual academic disciplines – differences of scale; together they represent a complex “mega-system” of knowledge with interaction between the component systems; college or university levels includes institution, disciplines and departments, faculty or staff, and students; also system includes stakeholders such as governments, regulatory boards, agencies, discipline accreditation organizations, alumni associations, parents, etc.; supports or barriers; values, norms, mindsets; transformational change; systems theory; quantitative methods of inquiry, such as surveys, questionnaires, statistical analysis, etc.
Education (ED/P) – education/pedagogy	<u>Curriculum: heart of the institution (along with research)</u> ; its commodity; includes teaching, learning, memory, cognitive development; its complexity manifested by 1) increasing levels of cognitive development, 2) proliferation of fields of study, courses, degrees, certificates, etc., 3) institutional levels of complexity, centralization or decentralization 4) non-linear trajectory of international education, i.e. student or faculty mobility, internationalization at home, distance education, commercialization of higher education, etc. 5) cognitive complexity, frames of reference, integration, infusion, “inconvenient views,” 6) complexity of curriculum and how learning works, conflicting theories of cognition; and international or global mega-goals challenge each of the above; grounded theory; mixed methods (including quantitative, qualitative, and integrative methods); action research; assessment, etc.
Anthropology (A/CA) – Anthropology/cultural analysis	<u>Culture: the core, central to globalization and higher education</u> ; includes variations of human value orientations; self or other perspectives; culture is also at the core of the internationalization process; culture is a mental box which screens pieces of learning; two relevant perspectives: 1) <i>emic</i> – insider; universal perspective (people who immerse themselves in another culture) and 2) <i>etic</i> – outsider; uniqueness of each culture (people who observe from the sidelines); culture is the common ground that is important to interdisciplinary insight; “both produce different types of knowledge that have great consequences for teaching and research” (Mestenhauser, 2011, p.10); change theory; qualitative methods of inquiry, such as case studies, interviews, focus groups, reflection, rich text, content and document analysis, etc.

\*Perspective informed by: J.A. Mestenhauser, 2011, *Reflections on the past, present, and future of internationalizing higher education – Discovering opportunities to meet the challenge*. Minneapolis, MN: Regents of the University of Minnesota; A.F. Repko, R. Szostak, and M.P. Buchberger, 2014, *Introduction to interdisciplinary studies*. Washington, DC: Sage Publications, Inc.

Appendix A. Table A2.

*Integrated disciplinary insights on internationalization of the U.S. college curriculum: Faculty awareness and response – summary of literature review by common ground and emerging themes*

Emerging Categories	Integrated Insights Common Ground
Awareness	<ul style="list-style-type: none"> <li>Idea of engaging with different perspectives in ways to create awareness and respect that there are alternative ways to do and understand issues; this is crucial to IoC; IoC through the lens of sociology (Joseph, 2012) – Australia</li> <li>“Ideal Lecturer” – method to create awareness of specific qualities and skills to teach; no difference between the qualifications needed for teachers and those being taught the students – when <i>learning</i> can be substituted for <i>teaching</i> (Teekens, 2003)</li> <li>Awareness of “self” and “other” is important for successful IoC; student centered and focused on outputs (learning) rather than inputs (Leask, 2001)</li> <li>Global citizenship and self-awareness (Green, 2012)</li> </ul>
Barriers/Challenges	<ul style="list-style-type: none"> <li>Faculty perceptions and barriers to faculty engagement in IoC (Dewey &amp; Duff, 2009) – U.S.</li> <li>Faculty resistance to change; need for continual risk taking by faculty to improve pedagogy (McCrickerd, 2012) – U.S.</li> <li>Faculty must be aware of both domestic and international student needs, such as language barriers, learning styles, etc. (Croze, 2011)</li> <li>Barriers for students discussed (Cohen, 2007) – U.S.</li> <li>U.S. education system is resistant to global perspectives in the curriculum; basic awareness about world cultures lacking; global citizen education does not have an identifiable area of practice (Myers, 2006) – U.S.</li> <li>Blockers and enablers; “internationalized academic self” most important enabler for successful IoC (Leask, 2013b) – Australia</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Interfering sets – mindsets that prevent people from seeing beyond their assumption limits (Green &amp; Shoenberg, 2006)</li> <li>Infusion of international or global perspectives in courses (Kwok &amp; Arpan, 2002; Stebbins, 2011) – U.S.</li> <li>Academic coordinators and their teaching teams control, define and manage their curriculum; to internationalize the curriculum we have to engage the faculty (Leask, 2012) – Australia</li> <li>How personal and professional backgrounds of faculty shape their design of curricula for global awareness; focused on faculty development; increase of awareness challenged - (Schuerholz-Lehr, 2007) - Canada</li> <li>Little done to translate internationalization into a developmental overview of curriculum delivery (Edwards et al., 2003) – Australia</li> <li>Ways to infusing IoC into the curriculum using IaH – events, projects, activities, international degree programs, international graduation requirements, international studies programs; faculty acquire an international mindset (Paige, 2003).</li> <li>Paradigm shift from mobility of students to internationalization at home (IaH) (Wachter, 2003) – Sweden</li> <li>Studies on HED curriculum are scarce and usually focus on a single institution or single discipline ; approaches are piecemeal and reactive (Leask, 2013b) – Australia</li> <li>Faculty engagement with IoC (D'Angelo, 2012) – U.S.</li> </ul>

- Networks of educators dedicated to integrating the curriculum so educators will lead collaboration on course design and pedagogy (American Association of Colleges & Universities (AAC&U), 2012) – U.S.
  - AACSB recommended IoC at the undergraduate level, but little changed; what was needed for this change to occur: 1) institutional commitment, 2) faculty background and training, 3) resources, and 4) administrative support (Fugate & Jefferson, 2001)
- Definitions
- Awareness – information, knowledge, perceptions, discourse (Leask, 2012) – Australia
  - Discusses and defines international awareness – knowledgeable about and open to various views of others (Edwards et al., 2003) – Australia
  - Perception is another word for awareness (McCrickerd, 2012) – U.S.
  - Discussed issues of definitions (Kehm & Teichler, 2007)
  - Working definitions of inclusive and global (Jones & Killick, 2013) – U.K.
  - Globalization and IoC (Coryell et al., 2012) U.S. and U.K
  - Globalized curriculum, IoC and discipline (Fitch, 2013) – Australia
  - Concepts of globalization and internationalization (Dewey & Duff, 2009) – U.S.
  - Globally sensitive mindset, global literacy, world-minded, professional knowledge landscape; intercultural mindset (Khishtan, 1990; Sample, 2013; Schuerholz-Lehr et al., 2007; ) – U.S.; Canada
  - Defines IoC – (Schuerholz-Lehr et al., & Preece, 2007)
  - Index of internationalization; characteristics and measures of HED faculty (Boyer et al., 1994; Welch, 1997, 2005) – U.S. and Australia
  - Global outlook (Jones & Killick, 2013)
  - Disciplines – soft vs. hard (Sawir, 2011a) – Australia
  - Globalization and internationalization (Altbach & Knight, 2007) U.S.
  - Transformative learning (Mezirow, 1997)
  - Defines the academic self and IoC (Leask, 2013b) – Australia
  - Regional awareness – little studied outcome of study abroad (Watson, Siska, & Wolfel, 2013) – U.S.
  - Global ready graduate – have developed an awareness and understanding of diversity, an appreciation for cultural differences and both global and local perspectives (Brookes & Becket, 2011) – U.K.
  - Institutional climate – when faculty support is integrated into the overall institutional and program levels of the college (Schmied & Shiba, 2007)
  - Defines global student learning outcome – knowledge, skills and attitudes needed to understand the world around you, and live and work in a multicultural environment (Green & Shoenberg, 2006; Stearns, 2009) – U.S.
  - Defines IoC – infusing international, comparative and cross-cultural perspectives into existing courses, focusing on multiple points of view, questions underlying assumptions and organization of course structure (Green & Shoenberg, 2006) – U.S.
  - Good definition of global learning (Teekens, 2003)
  - Global citizenship (Green, 2012)

- |             |   |
|-------------|---|
| Disciplines | <ul style="list-style-type: none"> <li>• Internationalization and disciplinary differences (Sawir, 2011a) – Australia</li> <li>• Identified seven broad range of disciplines (Kehm &amp; Teichler, 2007)</li> <li>• Important to understand how faculty think about, perceive internationalization within their disciplinary context; importance of common ground (Agnew, 2012) – U.S.</li> <li>• Each discipline must define its own goals and processes for including global learning; requires new ways of thinking (Green &amp; Shoenberg, 2006)</li> <li>• Even the recommendation from AACSB did not materialize in the 1980s</li> <li>• Importance of a critical interdisciplinary space for reflective conversations (Green &amp; Whitsed, 2012)</li> </ul>   |
| Diversity   | <ul style="list-style-type: none"> <li>• Issue of IoC is related to the dominant western model of higher education; there are dominant voices in IHE (Breit et al., 2013) – Australia</li> <li>• Academics may not be aware (mindful) of the need for internationalization; they must question their assumptions to avoid biases and stereotypes; discussion from the perspective of the disciplinary context (Breit et al., 2013) – Australia</li> <li>• Different individuals and groups are privileged or marginalized by IoC (Joseph, 2012) – Australia</li> <li>• What steps will motivate faculty to exam their own global assumptions (Gilliom, 1993) – U.S.</li> <li>• Few college faculty try to find out about their students’ prior knowledge or beliefs (Halpern &amp; Hakel, 2003) – U.S.</li> <li>• Importance of faculty awareness of their international students’ needs; importance of faculty open minds to consider different perspectives (Joseph, 2012) – Australia</li> <li>• Leverage cultural diversity in the HED classroom to meet student needs; faculty may or may not be aware that students bring cultural capital into their classrooms to which faculty may or may not respond; Internationalization at Home (IaH) is an IoC approach that combines local, international and intercultural in the curriculum; investigation of the meaning of internationalization in the higher education classroom; has the potential for transformative learning (Croese, 2011; Jones &amp; Killick, 2013) – U.K.</li> <li>• Tensions between advocates and opponents of international students (Terzian &amp; Osborne, 2006) – U.S.</li> <li>• World view of globalization is synonymous with Americanization and hegemony (Myers, 2006)</li> <li>• Internationalization today must be inclusive for all students, faculty, staff and administrators (Nilsson &amp; Otten, 2003)</li> <li>• Concept of cultural diversity – assumes increasing diversity as a basic feature of modern education (Teekens, 2003)</li> <li>• Concept of other &amp; seeing oneself in context (Arminio &amp; Torres, 2012)</li> </ul> |
| Faculty     | <ul style="list-style-type: none"> <li>• Internationalization has been studied at the institutional level but has yet to be studied at the individualized level of the faculty; little attention to the academic-self level (Sanderson, 2008) – Australia</li> <li>• Faculty voices are rare; need for more evidence from faculty voices (Leask, 2013a) Australia</li> <li>• Faculty views on internationalization; little published on faculty roles in IHE (Dewey &amp; Duff, 2009) – U.S.</li> <li>• Little attention given to the faulty level in the literature on internationalization; gap in the literature on the process by which faculty become internationalized; critical reflection and self-reflection are important mechanisms by which individuals can become aware of their environments (Sanderson, 2008)</li> <li>• Need for self-awareness, personal awareness; unawareness of faculty and lack of engagement (Coryell et al., 2012; Stohl, 2007) – U.S.</li> </ul>  |

### Frameworks for Analysis

- Faculty must be internationalized (Stohl, 2007) – U.S.
- Globalization's impact on faculty – faculty with an international degree is index of internationalization (Welch, 1997, 2005) – Australia
- Teaching and living abroad were considered the most effective method of internationalizing the faculty (Kwok & Arpan, 2002) – U.S.
- "Teaching faculty" efforts for IoC are dependent on commitment to internationalization (Gilliom, 1993) – U.S.
- Faculty engaged in change process need support (Gilliom, 1993) – U.S.
- Faculty with high degree of world-mindedness promoted world-mindedness in class (Khishtan, 1990)
- Little known about faculty awareness of presence of international students in HED classroom (Sawir, 2011a) – Australia
- Exemplifies faculty participation in comprehensive internationalization (Stebbins, 2011) – U.S.
- Importance of faculty support of study abroad; faculty can use the study abroad experience to change their pedagogy; discusses role of faculty and IoC (Brewer, 2010) – U.S.
- Lack of faculty knowledge about the value of study abroad (Kelly, 2010)
- Faculty perceptions of foreign language were formed early and remained unchanged (Wilkerson, 2006) – U.S.
- Faculty need to investigate students' cultures open-mindedly (Hills & Thom, 2005) – U.K.
- Little known about how to strategically engage faculty in the internationalization process (Ray & Solem, 2009) – U.S.
- Faculty are more likely to incorporate global learning into their curriculum and pursue international collaborations if they perceive these efforts will add value to their research and teaching (Ray & Solem, 2009) – U.S.
- There is an absence of a consolidated body of theory that would bring together the various processes and relationships within internationalization of HED and the curriculum (Sanderson, 2008) – U.S. (*I posit here that interdisciplinary studies may be the area that could ground internationalization of higher education in a developing body of knowledge*)
- Interdisciplinary studies on internationalization are beginning to surface
- *Childress' (2010) research on faculty engagement in internationalization is one of few studies in the U.S. – researcher's observation*
- Three domains for analysis – knowledge, action and self; interdisciplinary conversations; key to success is creating critical interdisciplinary spaces; awareness of commonly experienced institutional blockers (Green & Whitsed, 2013) – Australia
- List of international indicators and suggested student outcomes of IoC (Breit et al., 2013) – Australia
- Curriculum pyramid – to insure internationalization threaded through each level of the institution: university, field, program or course, phase and module or unit (Jones & Killick, 2013) – U.K.
- Pyramid model of intercultural competence (Deardorff, 2006 – as cited in Coryell et al., 2012) – U.S.; U.K.
- Cross-faculty working group challenged disciplinary assumptions in learning outcomes (Jones & Killick, 2013) – U.K.
- Knowledge Development Cycle – reflection, critical thinking, and refraction (Pagano & Roselle, 2009) – U.S.
- Edward's typology of the IoC process: international awareness, international competence, and international expertise; each level scaffolds the next (Crosling et al., 2008; Edwards et al., 2003) – Australia
- Discusses systematic change methods including a paradigm for multicultural course change: content, instructional strategies, assessment of student knowledge and classroom dynamics (Morey, 2000) – U.S.



- Disciplines grouped by hard-applied (tech), soft- applied (social sciences), hard-pure (sciences) and soft-pure (humanities). (Becher & Trowler, 2001)
  - Five Stage Model of IoC – it is a process: review & reflect, imagine, revise & plan, act, evaluate – action research is cyclical (Leask, 2013b) – Australia
  - Framework for internationalization at the program level (Brookes & Becket, 2011) – U.K.
  - Handbook for best practices in pedagogy for IoC; guide for faculty who are teaching in a multi-cultural setting (Eberly Center For Teaching Excellence (ECTE), 2010)
  - Levels of faculty engagement in IoC: champions and advocates, potential (latent) champions and advocates, uninterested, skeptic, opponent (Childress, 2010)
  - Seven factors to know when widespread faculty engagement is reached: favorable attitude towards IoC by minimum 25 % of faculty, availability of international courses across campus, high level of faculty involved in international research, joint research projects with international colleagues that cross borders, high percentage of faculty who travel abroad for scholarly purposes, high degree of contact with international students or visit scholars, and high degree of faculty knowledge, and utilization of international research that exists on campus (Childress, 2010)
  - IoC – three approaches: integration of cross-cultural issues into the course, utilization of international students in courses, and encouraging cross-cultural experiences (Schmied & Shiba, 2007)
  - Identifies two key approaches to internationalization – 1) mechanical – add on to what already exists, & 2) infusion – of international perspectives into the institution and its curriculum (Green & Shoenberg, 2006)
  - Five Methods to IoC – infusion of international content and perspectives into existing courses, development of a single survey course, area study courses, non-disciplinary international course requirements, hands-on international experiences (Crittenden & Wilson, 2005)
- Institutions
- Assumption – the process of “comprehensive internationalization” will lead to institutional transformation over time (Green & Shoenberg, 2006) – U.S.
  - Educational institutions are being internationalized, but it is only assumed that the faculty are equipped both personally and professionally to internationalize their curriculum (Sanderson, 2008) – U.S.
  - Support of faculty and faculty support are crucial to success (Gilliom, 1993)
  - Institutions need to understand the contribution to learning of internationalization (Stohl, 2007)
  - U.S. long-standing ambivalence toward international students; do not commit resources (Terzian & Osborne, 2006) – U.S.
  - Identifies top-down/bottom-up analysis; discussed internationalization at different levels of the college and the importance of institutional support for IoC (Knight, 2004) – Canada
  - Institutions must articulate faculty involvement goals; importance of embedding global perspectives in the curriculum; faculty role in IoC (De Wit & Urias, 2012)
  - Uses a top down approach to understanding internationalization of HED; objective to understand institutional plans for IoC; little know about the prevalence and types of written institutional plans of internationalization (Childress, 2009) – U.S.

Organizational Systems	<ul style="list-style-type: none"> <li>• IoC process interplays between institutions, disciplines, disciplinary identities, outsiders (Jones &amp; Killick, 2013) – U.K.</li> <li>• IoC is a complex process (Breit et al., 2013) – Australia</li> <li>• Discusses organizational change that accompanies IoC (Crosling, Edwards, &amp; Schroder, 2008) – Australia</li> <li>• Top down institutional influences were anticipated; bottom up student influences were not anticipated due to lack of research on this aspect of IoC (Childress, 2010) – U.S.</li> <li>• Uses a top down approach to understanding internationalization of HED (Childress, 2009) – U.S.</li> <li>• Builds on Knight's (2004) depth and breadth dimensions of internationalization by extending it above the national level to the global level and below the institutional level to the faculty, department and individual levels (Sanderson, 2008) – Australia</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Awareness of international perspectives (Kwok &amp; Arpan, 2002) – U.S.</li> <li>• Importance of student awareness and self-reflectivity; ambi-location (Kelly, 2010) – U.S.</li> <li>• IaH facilitates international education for domestic students (Jon, 2013) – Korea</li> <li>• Suggests international interaction of domestic students can be facilitated by interactions and relationships with international students (Jon, 2013) – Korea</li> <li>• Assessment of students who studied abroad; those who did had significant increase of cross-cultural sensitivity (Anderson &amp; Lawton, 2011) – U.S.</li> <li>• Research is needed to identify student's awareness of study abroad - (Weiner, 2010)</li> <li>• Importance of a holistic learning experience; bridge building between faculty scholarship and student learning; roles of faculty and disciplines; we could extrapolate these perspectives to incorporate the global perspective (Arminio et al., 2009) – U.S.</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Teaching is a skill that can be developed (McCrickerd, 2012) – U.S.</li> <li>• Examines if presence of international students impacts the faculty's teaching practice (Sawir, 2011b) – Australia</li> <li>• Transformative learning grows out of critical reflection (Schuerholz-Lehr et al., 2007)</li> <li>• Faculty teach as they were taught; faculty need to teach in ways that enhance learning; learning is influence by both faculty and students' beliefs about learning (Halpern &amp; Hakel, 2003) – U.S.</li> <li>• Teaching and learning is the heart of IoC; knowledge in and across disciplines is the heart of IoC; support for IoC is required at the degree program level; informed leadership is key, also robust discussions and debate (Leask, 2013b) – Australia</li> <li>• Successful IoC relies on the teaching and learning (T&amp;L) process (Leask, 2001) – Australia</li> <li>• At community college level, teaching was given scant attention (Outcalt, 2000) – U.S.</li> </ul>

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Appendix A. Table A3.

*Integrated disciplinary insights on internationalization of the U.S. college curriculum: Faculty awareness and response – summary of literature review by organizational level of institution\**

Insights Top-down Bottom-up Swirl	S/SA/A/CA Sociology/Systems Analysis Anthropology/ Cultural Analysis	ED/P/A/CA Education/Pedagogy Anthropology/ Cultural Analysis	S/SA/ED/P Sociology/Systems Analysis Education/Pedagogy	Integrated Insights IoC Faculty
Institution Level; Stakeholders; Centralized Approaches; Comprehensive Internationalization	IAU Global Survey (2014); Hammer (2013) US; ACE (2012) US; Coryell et al. (2012) US and UK; Braskamp (2011) US; Hudzik & McCarthy; Hudzik (2011) US; Green & Olson (2008) Kelm & Teichler (2007) GM Stohl (2007) US; Knight (2004) CN	Stebbins (2011) US; Altbach & Knight (2007) US	NAFSA (2013) US; IAU (2012b) US; Stebbins (2011) US; Childress (2009) US; Lattuca & Stark (2009) US Schmied & Shiba (2007) US; APLU (2004), US; US Dept. of Ed, National Ct for Ed Statistics (2004) US; Olson, Green & Hill (2006) US	Best practices annual awards; profiles success; lists elements that define characteristics of internationalization; intercultural development; defines intercultural competence; key for working effectively with people; personal assessment tool; provides a framework for creating a global perspective on campus; students, faculty, administrators; curriculum, co-curriculum, community; list of faculty and curriculum indicators; defines assessment as “sitting aside;” institutional strategies; defines internationalization and globalization; internationalization is an evolving concept; highest priorities are student mobility and research collaboration; no consensus on how to do IoC; themed semesters at Missouri Southern State University; comprehensive internationalization plan; best practices; Global Strategies website; most studies at institutional level; systematic structure a significant obstacle to internationalization; top-down approach to understand process of internationalization; move plans from shelves to classroom; Knight’s (2004) 6 phases of developing, implementing internationalization; begins with awareness; little known about written institutional plans for internationalization; importance of institutional support for IoC; creation of institutional climate for internationalization of the campus; importance of cross-cultural understanding; IoC 3 approaches; goals of international education programming; presidential role and leadership in IoC; institutional top-down approach to IoC; NSOPF study of postsecondary faculty; discontinued after 2004; faculty data for planning; this study was the most comprehensive study of faculty; institution’s vision; committees, stakeholders; senior leadership, team membership; global learning outcomes; assessment cycle; consensus; internationalization plan; comprehensive internationalization; institutional top-down approach to comprehensive internationalization; concept to action; goals; motivations, rationales; implementation; issues,

				barriers, challenges; concept to rhetoric to action; defines comprehensive internationalization; strategic plans; ideal, reality; campus dialog; institutional missions; project action blueprint; model of comprehensive internationalization; defines comprehensive internationalization; centrality of student learning; IoC; need for internationally competent faculty; guide to internationalization process; comprehensive internationalization; critical mass of faculty; gives steps to process; discusses best practices; academic plan model; grounded research; strategies for sensitizing instructors; how educators bridge differences; curriculum academic plan; academic plans are developed at several levels
Merge of Institution and Discipline/ Department Levels: Assumptions	Leask (2013a) AU	Mestenhauser (2011) US		Need for more faculty voices; "...international education is formative, and even transformative, for long-term effects not presently recognized" (Mestenhauser, 2009, p. 161).
Discipline/Department Level: Research, Discipline, Content; Comprehensive Internationalization	Breit et al.(2013) AU; Green & Whitsed (2012) AU;	Myers (2006) US Wilkerson (2006) US	Agnew (2012) US; Fitch (2013) AU; D'Angelo (2012) US; Brooks & Becket (2011) UK;	Interdisciplinary conversations; IoC related to dominant disciplinary models and voices; U.S. education system favors National identity & Patriotism over learning about the world; issue of basic awareness of world cultures; lack of cross-cultural awareness; globalization =anti-American; faculty beliefs about foreign language was formed in childhood and remained unchanged; faculty thinking; they situate internationalizing their disciplines; defines discipline groups hard/soft; importance of common ground; IoC best strategy for sustaining internationalization; addresses tensions between local, national and global levels; defines globalization; defines discipline; discusses student-led demands; cash cow; defines faculty engagement; baseline needs assessment ; internationalizing the business curriculum; gap between rhetoric and reality; defines global perspective; IaH;
Merge of Discipline/ Department and Faculty Levels: Disciplinary perspectives;		Leask (2012) AU; Sawir (2011a) AU; Crosling & Edwards (2008) AU; Edwards et al. (2003)	Breit et al.(2013)AU; Leask (2013b) AU; Joseph (2012) AU; Arminio, Roberts & Bonfiglio. (2009) US;	Faculty control the curriculum; there is little known about faculty perceptions of presence of international students in HED classrooms; little known about how to strategically engage faculty in the internationalization process; literature gives limited guidance on IoC; Australia recognized leader of IoC; need more

Voices of the faculty; Community; IoC Process		AU Paige (2003) US	Ray & Solem (2009) US; Green & Schoenberg (2006) US;	evidence from faculty voices; lack of staff engagement in IoC – communication of institutional policies at micro level p.43; characterizes awareness: information, knowledge, gain competitive advantage; perceptions, discourse p.41-42; hard/soft disciplines; Edward’s IoC typology; student global outcomes; defines international awareness; typology of IoC process: awareness, competence and expertise; IoC is ill-defined; IaH - infusion of international content into existing courses; IoC complex process; requires holistic approach; challenges ethnocentric assumptions of disciplines; IoC related to dominant education and voice within disciplinary context; diagrams the process of IoC; complexity of IoC; academic self; looking for a systematic process of IoC; facets of IoC; social justice; roles of faculty and disciplines; students viewed holistically; need for bridge-building between scholarship and student learning and willingness to change; need for self-examination, reflection; extrapolate global perspectives; discipline survey of faculty; strategic engagement of faculty by institutions; global perspectives; spatial thinking; challenge for departments and institution to support faculty; role of professional associations; practice based on research; faculty perceptions; assumption that process of internationalization will lead to institutional transformation over time; ACE’s project results from 4 discipline associations; interfering sets, mindsets; limitation of assumptions; complexity due to disciplinary differences; US centered world views, faculty suggestions and help, new disciplinary ways of thinking; good definition of IoC; question underlying assumptions;
Faculty Level: Faculty Awareness and Perspectives; Internationalization Training; Research, Curriculum, Pedagogy	Coryell et al. (2012) US and UK; Dewey & Duff (2009) US; Stohl (2007) US; Schuerholz-Lehr (2007); CN; Kwok & Arpari (2002) US; Welch (2005, 1997) AU; Boyer, et al (1994)	Sawir (2011b) AU; Lattuca & Stark (2009) US; Schuerholz-Lehr (2007) CN; Morey (2000) US; Mestenhauser & Ellingboe (1998) US;	HERI Faculty Survey (2013) US; Association of American College and Universities (AAC&U) (2012) US; McCrickerd (2012) US; ECTE Carnegie Mellon University (2010) US Schuerholz-Lehr	Accreditation, assessment, institutional improvement, faculty development; designed to provide institutions for strategic planning; gap in literature on process by which faculty become internationalized; absence of consolidated body of theory of IoC; Australia one of the most internationalized education systems in the world; few systematic qualitative studies on academic staff perception of international students in their institutions; little published about faculty roles in a decentralized system of faculty leadership; US faculty valued foreign contacts less in the 1990s; resistance to internationalization; faculty unaware; lack of engagement in international activities; tensions between advocates and opponents; impact of international students on

US;  
Gilliom (1993) US;  
Khristan (1990) US

(2007); CN;  
Sanderson (2008) AU;  
Allen (2004) US

faculty's pedagogy; change must come from within but scaffolding helps to facilitate internal motivation; awareness results from faculty training workshops; faculty development program; systematic change methods; motivation and expertise critical to faculty IoC; need to internationalize the faculty; Shared Futures; defines global learning; IoC networks for faculty; classroom best practices; handbook for faculty; discusses international student needs and expectations; faculty assumptions; depth and breadth dimensions of internationalization process expands on Knight (2004); conceptual framework for internationalization of the academic self; internationalization studied at institutional level yet to be studied at individual level; cultural awareness; Mezirow's (1997) transformative learning; good T&L requires understanding of "other;" value of international students in the classroom; characteristics of IoC; typology of IoC is mixed and overlapping; importance of international mindset, global competency and internationalization; importance of developing global competency; internationalization of the campus; important to set goals and outcomes; issues part of the campus climate; context set campus tone; importance of goals and outcomes for internationalizing the campus.; characteristics of globally competent faculty; models and strategies for curricular change; awareness and responsibilities of faculty for continuous curriculum planning and improvement; common assumptions that international education is for a few specialists;

Merge of Faculty and  
Course Levels:  
IaH Approach;  
Classroom; Pedagogy;  
Assessment

Corbitt (2014) US;  
Jones & Killick  
(2013) UK;  
Kelm & Teichler  
(2007) GM;

Jon (2013) KO;  
McCrickerd (2012)  
US;  
Croze (2011) US;  
Schuerholz-Lehr et al.  
(2007) CN;  
Green (2012) US;  
Hills & Thom (2005)  
UK;  
Halpern & Hakel  
(2003) US;  
Nilsson & Otten  
(2003)NT;

Fitch (2013) AU;  
Joseph (2012) AU;  
Crittenden & Wilson  
(2005) US;  
Teekens (2003) NT;  
Leask (2001) AU;

Global Awareness Profile; measure of knowledge or awareness of the world; critical awareness is 1<sup>st</sup> step towards global competency; stimulates life-long learning process navigating cultural worlds; role of lecturer in international classroom not received sufficient attention; Comparative studies of curriculum on international marketing are lacking ; Much literature on IoC from Australia and UK; Curriculum pyramid; IaH approach; Awareness is perception; faculty resistance to change; need for continual improvement of faculty; cultural diversity in the classroom; faculty awareness of student challenges; international student issues; Mezirow's transformative learning theory; critical reflection leads to new paradigms for action; action research plan; international students not familiar with western pedagogy;

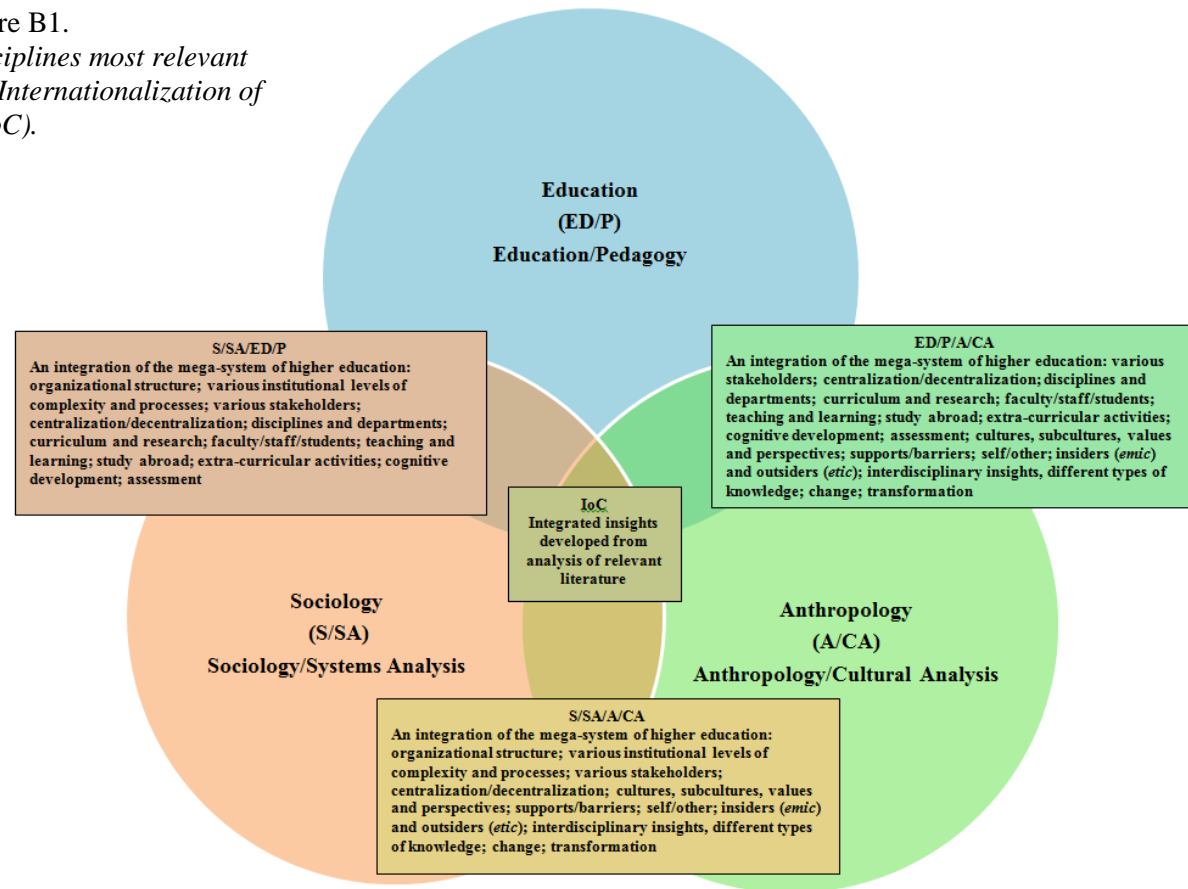
Wachter (2003) SW  
Mezirow (1997) US

must investigate student culture more open-mindedly; issue of communication; few faculty try to discover prior knowledge of their students; IoC must be inclusive of all faculty, students and staff; internationalization, interculturalization and pedagogy; transformative learning makes one aware of and critical of their own and others' assumptions; discusses student-led demands; engaging with different perspectives creates awareness and respect; understanding issues critical to IoC; 5 methods to internationalize business curriculum; expectation of many differences but AACSB accreditation helped consistency of findings; general awareness of international environment important; profiles ideal lecturer method to create awareness of specific qualities & skill to teach; internationalization was a marginal activity in 2003; good definition of global learning, cultural diversity; awareness of self and others; typology of IoC reflects complexity, overlapping categories; successful IoC relies on T&L; T&L strategies for international students while improving T&L quality all students;

Course Level: Community; Global Learning Outcomes; International Student Cultural Capital; Study Abroad; Intercultural Competence	Coryell et al. (2012) US and UK; Kelm & Teichler (2007) GM; Noddings (2005) US; Schuerholz-Lehr (2007) CN; Stearns (2009) US	Jones & Killick (2013) UK; Sample (2013) US; Anderson & Lawton (2011) US; Brewer (2010) US; Kelly (2010 ) US; Kenny (2011) US; Pagano & Roselle (2009) Cohen (2007) US	Watson, Siska & Wolfel (2013) US; deWit & Urais (Deardorff) (2012) US; Arminio et al. (2009)	Regional awareness little studied outcome of study abroad; Future research topics – topics that add to knowledge of T&L, academic staff and students; mindsets; study abroad students demonstrated significant difference in increase of cross- cultural sensitivity development; faculty support of study abroad important; bottom up institutional transformation; students enrich the classroom; student engagement in social action; student awareness; ambi-location; faculty ill-informed about study abroad and international education on campus; refraction; need for theory on study abroad programs; need research on student awareness of IoC; identifies barriers for students; assessment of study abroad; defines bi-culturalism; faculty engagement of IoC process; defined faculty engagement; international students can contribute to the IoC if it is intentional; Bottom line – global learning must be intentional; importance of embedded global perspectives in curriculum;
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\*Perspective informed by J. Knight, 2004, Internationalization remodeled: Definition, approaches and rationales. *Journal of Studies in International Education*, 8, 5-31.  
doi:10.1177/1028315303260832; G. Sanderson, 2008, A foundation for the internationalization of the academic self. *Journal of Studies in International Education*, 12(3), 276-307.  
doi:10.1177/1028315307299420.

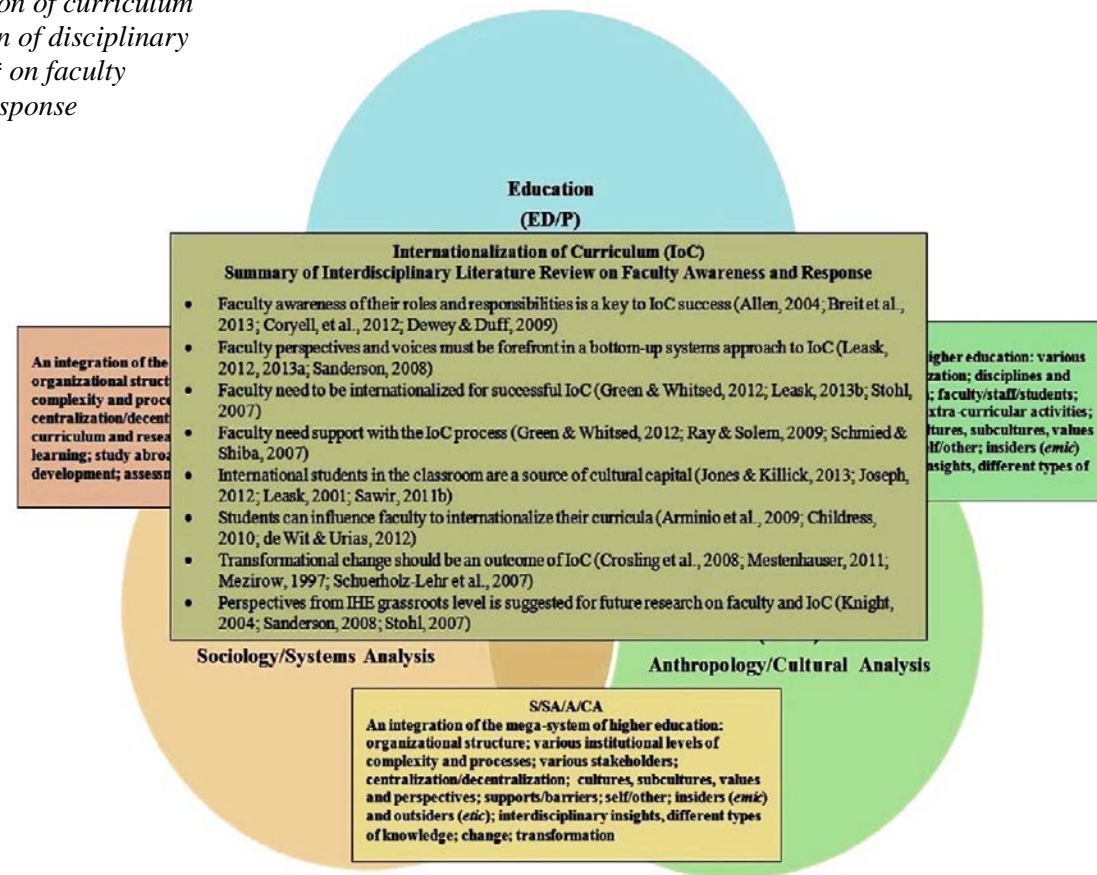
Appendix B. Figure B1.  
*Integration of disciplines most relevant  
 to the problem\** - Internationalization of  
 the curriculum (IoC).



\* Perspective informed by: J.A. Mestenhauser, 2011, *Reflections on the past, present, and future of internationalizing higher education – Discovering opportunities to meet the challenge*. Minneapolis, MN: Regents of the University of Minnesota; A.F. Repko, R. Szostak, and M.P. Buchberger, 2014, *Introduction to interdisciplinary studies*. Washington, DC: Sage Publications, Inc.



Appendix B. Figure B2.  
*Internationalization of curriculum  
 (IoC): Integration of disciplinary  
 literature review\* on faculty  
 awareness and response*



\*Perspective informed by: A.F. Repko, R. Szostak, and M.P. Buchberger, 2014, *Introduction to interdisciplinary studies*. Washington, DC: Sage Publications, Inc.

Appendix C. Item C1. – Survey Email Invitation

From: Marilyn Sharif  
Sent: *(Posted Date)*  
To: *(Faculty Email Address)*  
Subject: Survey Invitation

Dear TCSU Faculty,

As a professional educator at Twenty-first Century State University (TCSU), you are invited to participate in a research study that I am conducting for my doctoral dissertation. The purpose of this study is to understand faculty perspectives on the topic of international education at TCSU. Your thoughts and opinions on international education are important for this study, whether or not you have participated in any activities related to this topic.

If you agree to participate, you will be asked to respond to a web-based survey that will take approximately 10 minutes. At the end of the survey, you will be given an opportunity to volunteer for a follow-up interview at a later date. Responses from both the survey and the interview will be independent of each other and anonymous with no personal identifiers attached to any of the data.

Participation in this study is voluntary, and you can participate in the anonymous survey without volunteering for a follow-up interview. There are no penalties related to your participation. Also, participants may withdraw from this study at any time and for any reason. However, the benefit of participating in this study includes an opportunity to provide faculty reflection and voice on the topic of international higher education.

If you would like to participate in this research study, please download and read the attached consent form for more details about your participation. Then click on the link below, or copy and paste the link into your web browser, to access the survey at your earliest convenience within the next two weeks. By accessing the survey, it is assumed that you have read and agreed to the contents of the consent form. If you have any questions, please contact me at [msharif@gmu.edu](mailto:msharif@gmu.edu).

Thank you for considering this invitation, and I look forward to your participation.

Link to the survey: *(generated by Qualtrics and embedded here)*

Sincerely,

Marilyn Sharif  
Doctoral Candidate, HEP, CHSS  
George Mason University

## Appendix C. Item C2. – Survey Consent Form

### **INFORMED CONSENT FORM - SURVEY**

#### **RESEARCH PROCEDURES**

The purpose of this research is to learn more about faculty perspectives related to international education at Twenty-first Century State University (TCSU). The principal investigator is Marilyn Sharif, a doctoral candidate in the Higher Education Program at George Mason University. Data from this study will inform her dissertation research. Including questions on faculty thoughts, opinions and activities, there are also demographic questions, such as gender, race/ethnicity, and employment status.

If you agree to participate, you will be asked to respond to a web-based survey that will take approximately 10 minutes to complete. At the end of the survey, you will be given an opportunity to volunteer for a follow-up interview at a later date. Please note participation in the survey does not require participation in a follow-up interview. Also, responses from both the survey and the interview will be independent of each other and anonymous, with no personal identifiers attached to any of the data.

#### **RISKS**

There are no foreseeable risks for participating in this research.

#### **BENEFITS**

The benefits of participating in this study include an opportunity to voice and reflect on internationalization experiences and practices, and to further research in understanding faculty perspectives on international education at TCSU.

#### **CONFIDENTIALITY**

The data in this study will be confidential. If you choose to participate in this study, all information that could identify you will be protected with strict safeguards. For example, your name will not be included in the data collected for this research and will never be involved in any report or publication. Instead, a code will be generated by the survey to automatically provide you anonymity. While it is understood that no computer transmission can be perfectly secure, reasonable efforts will be made to protect the confidentiality of your transmission.

#### **PARTICIPATION**

Your participation is voluntary, and you may withdraw from this study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there are no penalties or loss of benefits to which you would be otherwise entitled. There are no costs to you or any other party, and you will not receive any compensation for participating in the research.

**CONTACT**

This research is being conducted by Marilyn Sharif, a doctoral candidate in the Higher Education Program at George Mason University. She may be reached at msharif@gmu.edu or at *(phone number given)* for questions or to report a research-related problem. Dr. Jan Arminio is supervising this research. She can be reached at jarminio@gmu.edu, or at *(phone number given)*. You may contact *(research office name and phone number given)* if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to *(university name)* procedures governing your participation in this research.

**CONSENT**

By accessing the online survey questionnaire, it is assumed that you have read and agreed to this informed consent.

## Appendix C. Item C3. Survey Questionnaire

### Introduction Block

Thank you for your interest in this study on international education at Twenty-first Century State University (TCSU). Recognizing there may be differences on what is meant by international education, this brief survey is about your perspectives on internationalization and experiences as a professional educator at TCSU, as well as some questions about your background. If you agree to participate, your responses to the following questionnaire will remain anonymous, and the data will be used in aggregate format in a case study for a doctoral dissertation.

Participation in this study is voluntary, and you may withdraw from it at any time or for any reason. The benefits of participating include both an opportunity to share your perspectives as well as to further research on international education at TCSU.

Additional details are available in the Survey Informed Consent (*links to embedded form*). By accessing the following survey, it is assumed that you have read and agreed to this Informed Consent document.

- I agree to participate in this survey and wish to access it. (*If this option is selected, the respondent receives access to the survey*) – Next Page
- I do not agree to participate, and wish to exit the survey. (*If this option is selected, it skips to a default end of survey message which states “We thank you for your time spent taking this survey. Your response has been recorded.”*) – Exit

### Spring Courses Block

1. This past spring semester, I taught at least one...(*check all that apply*)
  - a. Undergraduate course (numbered 100-299) at TCSU.

- b. Undergraduate course (numbered 300-499) at TCSU.
- c. Graduate course (numbered 500 or higher) at TCSU (*skips to question 4*)
- d. None of the above (*skips to question 7*)

*Display this question if option a. is selected:*

- 2. This spring, I taught the following course(s) at the 100-299 level at TCSU – (*specify course prefixes without numbers for all that apply (examples given).*

*Display this question if option b. is selected:*

- 3. This spring, I taught the following course(s) at the 300-499 level at TCSU – (*specify course prefixes without numbers for all that apply (examples given).*

*Display this question if option c. is selected; then skip to question 7:*

- 4. This spring, I taught the following course(s) at the 500 level or above at TCSU – (*specify course prefixes without numbers for all that apply (examples given).*

*Display these questions if questions 2 and/or 3 are selected:*

- 5. The total number of credits for all undergraduate courses that I taught at TCSU this past spring was (*write in number*).
- 6. Total number of students in my TCSU undergraduate course(s) this past spring was (*write in number*).

Back/Next Page

#### Awareness/Preferences Block

- 7. For information about TCSU, I depend on (*multiple choice matrix – None, Some, Mostly*)
  - a. Email

- b. Websites
- c. Social Media
- d. Administrative Committees
- e. Official Documents
- f. Colleagues
- g. Students
- h. Networking
- i. Workshops and Training
- j. Other (*specify*) \_\_\_\_\_

Back/Next Page

8. I am aware of international education at TCSU by its (*check boxes; select all that apply*)

- a. Philosophy of global education
- b. Strategic plan global goals
- c. (*Name of award TCSU received*) International awards
- d. (*Name of TCSU organization*) Global consortium
- e. Study abroad office (*TCSU name given*)
- f. Global strategy office (*TCSU name given*)
- g. Global learning network (*acronym given*)
- h. International institute (*name given*)
- i. Global register website (*TCSU name given*)
- j. International student office (*TCSU name given*)

- k. Faculty foreign exchange programs
  - l. International student recruitment program (*name given*)
  - m. International branch campus (*TCSU name given*)
  - n. International dual degree program (*name given*)
  - o. Other (*specify*) \_\_\_\_\_
  - p. None of the above
9. Overall, I rate my awareness of international education at TCSU as – (*multiple choice*  
- *Not Aware, Minimally Aware, Somewhat Aware, Aware, Very Aware, Don't Know*)
10. In general, I support the emphasis on international education at TCSU. (*multiple*  
*choice – Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't know*)

Back/Next Page

11. Among my personal and professional experiences, I have – (*check boxes; select all that apply*)
- a. Traveled, studied, lived, worked, or conducted research in another country for a short period of time (less than six months).
  - b. Traveled, studied, lived, worked, or conducted research in another country for an extended period of time (six months or longer).
  - c. Developed fluency in a second language
  - d. Developed a network of international colleagues for research or other professional work



- e. Published or presented scholarly work on internationalization of U.S. higher education
- f. Registered on TCSU's faculty global register website
- g. Served on a committee or participated in a group to promote internationalization at TCSU
- h. Developed and/or delivered a study abroad course for TCSU students
- i. Integrated international/global dimensions and comparisons into my TCSU courses
- j. Included global learning outcomes on my TCSU course syllabi
- k. Considered myself an advocate of international education at TCSU
- l. Other (*specify*) \_\_\_\_\_
- m. None of the above

Back/Next Page

12. I think scholarly international connections and collaboration with international colleagues are – (*multiple choice – Not Important, Minimally Important, Somewhat Important, Important, Very Important, Don't Know*)
13. My definition of internationalization of curriculum in higher education includes (*multiple choice matrix –Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't Know*)
- a. Study abroad experiences
  - b. International research collaborations

- c. Teaching for global awareness and perspectives
- d. Infusing courses with international theories, cases and publications
- e. Distance learning
- f. Teaching overseas
- g. Attending international conferences
- h. Integrating international student experiences in the classroom
- i. International branch campuses
- j. Teaching for intercultural competence and development
- k. Learning about different languages and cultures
- l. Other (*specify*) \_\_\_\_\_

14. I am aware of the goals for internationalizing TCSU's curriculum as they are defined in its (*dates given*) Strategic Plan. (*multiple choice – Not Aware, Minimally Aware, Somewhat Aware, Aware, Very Aware, Don't Know*)

Back/Next Page

15. In general, I support internationalization of TCSU's curriculum as it is defined in its (*dates given*) Strategic Plan. (*multiple choice – Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't Know*)

16. At TCSU, the following methods are utilized in my discipline or field of study to integrate international/global content into the undergraduate curriculum – (*select all that apply*).

- a. Infusion of international/global topics and perspectives into existing courses

- b. Development of a single international survey course within the discipline
- c. International area study courses within the discipline
- d. International non-disciplinary course requirements
- e. International hands-on experiences (e.g. international case studies, internships, study abroad)
- f. Other (*specify*) \_\_\_\_\_
- g. None of the above

17. In general, I support internationalization of the curriculum in my discipline or field of study. (*multiple choice – Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't Know*)

18. I am actively engaged in internationalizing the curriculum in my school/department at TCSU. (*multiple choice – Not Engaged, Minimally Engaged, Somewhat Engaged, Engaged, Very Engaged, Don't Know*)

Back/Next Page

19. During this past academic year, I have included the following in my courses and student assignments at TCSU – (*select all that apply*)

- a. International theories and case studies
- b. Publications from international journals
- c. Content from international conferences
- d. Textbooks by international authors
- e. First-hand international study, work or research experiences

f. Experiences from international students in my classrooms

g. None of the above

20. In general, I feel encouraged and supported to internationalize my courses at TCSU.

*(multiple choice –Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Don't Know)*

21. Compared to other US institutions of higher education like TCSU,

international/global programming at TCSU is *(multiple choice – Much Less Extensive, Less Extensive, Similar, More Extensive, Much More Extensive, Don't Know)*.

22. The one most important change I think TCSU could make in its international/global programming is *(write in suggestion below)*.

Back/Next Page

### Education Block

23. My highest degree earned was *(multiple choice – Some/No College (if selected, then skips to question 26), Associate, Bachelor, Master, ABD or Professional, Doctorate, Other (e.g. Certifications – specify) \_\_\_\_\_*

24. The discipline of my highest degree earned was *(write in discipline)\_\_\_\_\_*

25. The location of the institution where I earned my highest degree was *(multiple choice –Inside the U.S., or its territories; Outside the U.S.)*

### Teaching Block

26. My primary employment status at TCSU during this past spring semester was  
*(multiple choice – Tenured, Tenure-Track, Term Instructional, Term Research, Adjunct, Administrative Professional, Staff, Postdoctoral Research Fellow, Affiliate, Emeritus, Graduate Assistant (GTA), Other (specify)\_\_\_\_\_*
27. During this past spring semester at TCSU, I taught *(multiple choice –Full-time (twelve credits or more), Part-time (less than twelve credits), I did not teach, Other (specify)\_\_\_\_\_*
28. My total number of years teaching in higher education is *(multiple choice – Less than 5, 5-9, 10-14, 15-19, 20-24, 25-29, 30+)*
29. My total number of years teaching at TCSU is *(multiple choice – Less than 5, 5-9, 10-14, 15-19, 20-24, 25-29, 30+)*
30. The primary discipline I teach at TCSU is *(write in discipline – if more than one discipline, please list then in order: first – primary discipline, next – secondary discipline, etc.)*  
\_\_\_\_\_
31. My school/college at TCSU is *(multiple choice – list given, and Other - specify)\_\_\_\_\_*

### Demographics Block

32. My race/ethnicity is *(multiple choice – African-American, Asian/Pacific Islander, Caucasian, Latino/Hispanic, Mixed, Native American, Other*
33. My gender is *(multiple choice – Female, Male, Other)*

34. My first language is (*multiple choice – English, Other (specify)*)\_\_\_\_\_

35. My country of citizenship is (*multiple choice – U.S.; Other (specify)*)

\_\_\_\_\_

Back/Next Page

End Block

Thank you for completing this survey. Your responses are anonymous, and will be tabulated with those of the other survey respondents to provide useful information on international higher education from the perspective of professional educators at TCSU.

Respondents to this survey are being invited to participate in a follow-up interview about these issues. Participation in an interview is voluntary, and you may participate in this survey without volunteering for an interview. Also, survey and interview responses are independent and anonymous, with no personal identifiers attached to any of the data.

If you would like to volunteer for an interview, please provide your email address below, and the researcher will contact you to schedule an interview.

- ☐ Yes, I would like to participate in an interview (*provide email address below*)

\_\_\_\_\_

- ☐ No, I would not like to participate in an interview.

If you would like to add comments or suggestions about this survey, please provide them below.

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#### Exit Survey

*(“Exit Survey” leads to a default end of survey message which states “We thank you for your time spent taking this survey. Your response has been recorded”).*

Appendix D. Item D1. – Interview Email Invitation

From: Marilyn Sharif  
Sent: *(Posted Date)*  
To: *(Faculty Email Address)*  
Subject: Interview Invitation

Dear TCSU Faculty,

This summer you participated in a survey of faculty perspectives on international education at Twenty-first Century State University (TCSU) that I am conducting for my doctoral dissertation. At the end of the online questionnaire, you responded to an invitation to participate in the interview stage of this research, and provided your email address. This email is a follow-up to your response.

Your thoughts and opinions on international education are important for this study, whether or not you have participated in any activities related to this topic. If you agree to participate in this next stage of the research, you will be asked to respond to a confidential audio recorded interview that will take approximately one hour.

Responses from the survey and this interview will be independent of each other, and the data from both will be anonymous (i.e. your name, course, discipline or school identification will not be included in any report). However, your responses will be included in aggregated data and some responses may be quoted anonymously in reports of this research.

Participation in this study is voluntary, and participants may withdraw from this study at any time and for any reason. Although there are no penalties related to your participation, the benefit of participating in this study includes an opportunity to provide faculty reflection on the topic of international higher education.

If you would like to participate in the interview phase of this research study, please download and read the attached consent form for more details. Then email me at [msharif@gmu.edu](mailto:msharif@gmu.edu) to schedule your interview. When we meet for the interview, you will be asked to sign the consent form prior to the interview. If you have any questions, please contact me at [msharif@gmu.edu](mailto:msharif@gmu.edu).

Thank you for considering this invitation, and I look forward to your participation.

Sincerely,  
Marilyn Sharif  
Doctoral Candidate, HEP, CHSS  
George Mason University



## **INFORMED CONSENT FORM – AUDIO RECORDED INTERVIEW**

### **RESEARCH PROCEDURES**

The purpose of this research is to learn more about faculty perspectives related to international education at Twenty-first Century State University (TCSU). The principal investigator is Marilyn Sharif, a doctoral candidate in the Higher Education Program at George Mason University. Data from this study will inform her dissertation research. Interview questions will focus on your thoughts and opinions about how and why TCSU faculty internationalize their curriculum.

If you agree to participate, you will be asked to respond to an audio recorded interview that will take approximately one hour. This audio recording will be transcribed and become part of the data collected for this research, without personal identifiers in order to preserve your anonymity. The audio recording and its data will be stored under lock and key by the researchers for at least five years after the study ends, and then it will be destroyed. Please note, if you took the survey during the first phase of this research, your responses from both the survey and the interview will be independent of each other and anonymous (i.e. your name, course, discipline or school identification will not be included in any report).

### **RISKS**

There are no foreseeable risks for participating in this research.

### **BENEFITS**

The benefits of participating in this study include an opportunity to voice and reflect on internationalization experiences and practices, and to further research in understanding faculty perspectives on international education at TCSU.

### **CONFIDENTIALITY**

The data in this study will be confidential. If you choose to participate in this study, all information that could identify you will be protected with strict safeguards. For example, your name will not be included in the data collected for this interview. Instead, a code will be used to identify the interview. The list of codes (identification key) will be stored securely by the researchers in a locked drawer or closet, and digital files will be password protected. Also, your name, course, discipline and school identity will never be included in any report or publication. Responses will be reported as aggregated data, however some individual responses may be included as anonymous quotations.

### **PARTICIPATION**

Your participation is voluntary, and you may withdraw from this study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there are no penalties or loss of benefits to which you would be otherwise entitled. There are

no costs to you or any other party, and you will not receive any compensation for participating in the research.

### **CONTACT**

This research is being conducted by Marilyn Sharif, a doctoral candidate in the Higher Education Program at George Mason University. She may be reached at [msharif@gmu.edu](mailto:msharif@gmu.edu) or at *(phone number given)* for questions or to report a research-related problem. Dr. Jan Arminio is supervising this research. She can be reached at [jarminio@gmu.edu](mailto:jarminio@gmu.edu), or at *(phone number given)*. You may contact *(research office name and phone number given)* if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to *(university name)* procedures governing your participation in this research.

### **CONSENT**

I have read this form, all of my questions have been answered by the research staff, and I agree to participate in this study. Also,

\_\_\_\_\_ I agree to audio taping.

\_\_\_\_\_ I do not agree to audio taping.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Appendix D. Item D3. – Interview Protocol

*(After interviewee reads and signs the Interview Informed Consent Form):*

Thank you for volunteering to participate in the interview phase of this study on international education at Twenty-first Century State University (TCSU). Just to reiterate, your answers will be audio-recorded and will be confidential, in that your name, course, discipline and school identification will not be included in any report. However, the data from this interview will be reported in an aggregate format, along with other research data, and may include some anonymous quotations. This interview will take about an hour. It includes questions about your perspectives on international education at TCSU, and provides time at the end for your additional comments. Just to pace our timing, we will spend approximately five minutes, or so, on each topic.

*(This is an open-ended interview that utilizes seven sequential standardized topics with potential questions listed under each to help guide the discussion. However, other unanticipated subtopics that emerge during the interview may be pursued to allow for individualization and amplification of responses.)*

According to its *(years given)* Strategic Plan, TCSU's global aspirations include becoming *(quotation concerning global education)*. From your perspective:

1. Tell me about international education at TCSU.
  - a. What is it? How would you define it?
  - b. What does it include/exclude? What might that be about?
  - c. Where does it take place? Who is involved in it?

- d. How is it important/not important? Why/Tell me more.
  - e. What makes international education successful/not successful? Why/Tell me more.
  - f. How has international education at TCSU changed since last year? Since five years ago?
  - g. On a scale of 0-5 (with 5 being the highest), how would you rate your awareness of international education at TCSU? What is behind that rating? /Tell me more.
2. Tell me about your personal and/or professional international experiences.
- a. What are they?
  - b. Where, when did they take place?
  - c. How important/not important are international scholarly connections to you at TCSU? Why/Tell me more.
  - d. How do these experiences and/or connections impact/interact with your teaching, research and/or other activities at TCSU?
  - e. On a scale of 0-5 (with 5 being the highest), how would you rate the impact of your international experiences on your teaching, research and/or other activities at TCSU? On what did you base this rating?/Tell me more.
3. Tell me about internationalizing the curriculum (IoC) at TCSU.
- a. What is internationalization of the curriculum (IoC)? How would you define it?
  - b. What does it include/exclude? What might this be about

- c. Where does it take place? Who is involved in it?
  - d. What makes an internationalized curriculum successful/not successful?  
Why/Tell me more.
  - e. What influences your awareness of IoC at TCSU? How do you receive information about it?
  - f. What IoC process is used in your discipline (*department; school*)?
  - g. What does this process entail? (*i.e. design, develop, deliver*)
  - h. How has IoC at TCSU changed since last year? Since five years ago?  
What prompted that change?
  - i. On a scale of 0-5 (with 5 being the highest), how would you rate your awareness of IoC at TCSU? What is behind that rating? /Tell me more.
4. Tell me about faculty roles and responsibilities for internationalizing the curriculum (IoC) at TCSU.
- a. Who is responsible for IoC at TCSU? Who is included/excluded? Tell me more.
  - b. How do faculty participate in IoC at TCSU? What are their roles and responsibilities?
  - c. What do you think prepares faculty to teach IoC at TCSU?
  - d. How do TCSU's (*or school's, or department's*) international/global goals influence faculty roles and responsibilities for IoC?
  - e. How do you influence IoC at TCSU? In your department/school/discipline? What role do you take in this process?

- f. How has your role in IoC at TCSU changed since last year? Since five years ago? What prompted this change?
  - g. On a scale of 0-5 (with 5 being the highest), how would you rate your awareness of faculty roles and responsibilities for IoC at TCSU? On what is your rating based?/Tell me more.
5. Tell me about your courses at TCSU.
- a. What are the international or global perspectives of your discipline?
  - b. How are these perspectives included in your course content? (*Give examples*)
  - c. How are TCSU's international/global goals reflected in your courses? (*Give examples*)
  - d. How do students' languages, cultural backgrounds, and experiences impact your courses? (*Give examples*)
  - e. How important/not important is transformational international/global learning in your courses? /Tell me more.
  - f. What international or global learning outcomes are included in your course syllabi? (*Give examples*)
  - g. How do you assess these learning outcomes for IoC in your courses?
  - h. What IoC changes, if any, would you make to your courses at TCSU? What prompted these changes? /Tell me more.

- i. On a scale of 0-5 (with 5 being the highest), how would you rate the internationalization/ globalization of your courses at TCSU? On what is your rating based?/Tell me more.
- 6. Tell me about resources for internationalizing the curriculum (IoC) at TCSU.
  - a. What are they? How would you define these resources?
  - b. Who provides these resources? Where are they located?
  - c. How, where and by whom are these resources used to internationalize the curriculum at TCSU?
  - d. How do these resources support/not support your efforts to internationalize your courses at TCSU? /Tell me more.
  - e. How important/not important are they to your success with IoC at TCSU? /Tell me more.
  - f. What changes, if any, to IoC resources would you make at TCSU? What prompted that change? /Tell me more.
  - g. On a scale of 0-5 (with 5 being the highest), how would you rate your awareness of resources for IoC at TCSU? On what is this rating based? /Tell me more.
- 7. Tell me about any additional thoughts you may have about faculty roles and responsibilities for internationalizing the curriculum (IoC) at TCSU.
  - a. What could be done at TCSU to advance or support faculty awareness of the importance of IoC? /Tell me more.

- b. What incentives and/or support could be provided to engage faculty in IoC at TCSU? *(Give examples)*
- c. How do you think faculty could move forward on internationalizing the curriculum at TCSU? *(Give examples)*
- d. What other perspectives or unanswered questions do you have on this topic? How are these important/not important? Tell me more.
- e. What do these results suggest? What further inquiries need to be made to address IoC at TCSU?

This brings us to the end of the interview. I really appreciate your time and thoughtful responses to my questions. At one point we talked about your courses here at TCSU. Would you be willing to share with me a syllabus from one of your courses from last spring semester *(Spring 2015)*? This would help me to understand your perspectives expressed in our discussion today. The syllabus would be considered part of this interview and protected under the same confidentiality clause in the consent form that you signed today. *(If yes)* Could you email that syllabus to me today or tomorrow? *(give my email address if needed)*

Thank you again for your participation in this study today. Your responses will be very helpful for me to understand internationalization of the curriculum at TCSU.



Appendix E. Table E1.

*Summary of common ground and differences among cases in the survey data set*

	Common Ground	Differences
General faculty characteristics	<p>*97% reported graduate degrees (74% Doctorate and 23% Master, ABD, Prof);</p> <p>*95% reported that their highest degree was earned inside the U.S;</p> <p>*92% reported being U.S. citizens;</p> <p>*91% reported English was their first language;</p> <p>*82% reported White as their race and ethnicity;</p> <p>*82% reported that international colleagues were important or very important;</p> <p>*More respondents reported they depended most on: email, websites, and colleagues for TCSU information;</p> <p>*99% of 299 cases reported some form of personal or professional international experiences;</p> <p>*51% reported their gender as female.</p> <p>*83% reported soft disciplines (45%, soft-pure &amp; 38%, soft-applied) as respondents' discipline of highest degree earned;</p> <p>*51% reported their primary employment status as Tenure, Tenure-Track, Emeritus;</p> <p>*58% reported they had taught less than 10 years at TCSU.</p>	<p>*3% reported Bachelor or Other degrees or certifications;</p> <p>*5% reported their highest degree was earned outside the U.S;</p> <p>*8% reported citizenships from 14 other countries;</p> <p>*9% reported 15 "other" first languages;</p> <p>*6% selected Asian Pacific Islander race and ethnicity, 4% African American, 3% Latino Hispanic, Mixed or Native American and 5% other;</p> <p>*18% reported international colleagues were less than important or very important;</p> <p>*Less respondents reported they depended most on: official documents, administrative committees, students, networking, workshops, training and social media for TCSU information;</p> <p>*49% reported their gender as male.</p> <p>*17% reported hard disciplines (8%, hard-pure &amp; 8% hard-applied) as respondents' discipline of highest degree earned;</p> <p>*25% reported their primary employment status at TCSU as Term Instructional, Research, Post-Doc, Admin-Prof, and 24% reported it as Adjunct, Staff, GTA;</p> <p>*29% reported they had taught 10-19 years, and 13% reported teaching 20 + years at TCSU.</p>
Faculty awareness and support of IE and IoC at TCSU	<p>*Most prevalent sources of survey respondents' awareness of IE at TCSU were international students at home and abroad, and though less, awareness of their university's goals for IE;</p> <p>*Top four items included in respondents' definition of IoC were study abroad experiences, international</p>	<p>*Least prevalent sources of survey respondents' awareness of IE at TCSU were university resources supporting IE;</p> <p>*Least included in respondents' definition of IoC were distance learning, international branch campuses and teaching overseas;</p>

research collaborations, teaching for global awareness and perspectives, and learning about different languages and cultures;

\*64% of respondents were less than aware or very aware of IE at TCSU;

\*78% of respondents agreed or strongly agreed to supporting the emphasis on IE at TCSU;

\*79% of the respondents were less than aware or very aware of TCSU's Strategic Plan goals for IoC;

\*66% of the survey respondents either disagreed or strongly disagreed or were neutral (22%), or didn't know(44%) if they agreed that they supported TCSU's Strategic Plan goals for IoC.

\* 36% of respondents were aware or very aware of IE at TCSU;

\*22% of respondents reported less than agree or strongly agree to supporting the emphasis on IE at TCSU;

\*21% of the respondents were aware or very aware of TCSU's Strategic Plan goals for IoC;

\*34% of the survey respondents agreed or strongly agreed that they supported TCSU's Strategic Plan goals for IoC.

Likely relationships using Chi-Square tests of Independence – (p<=0.005)

\*Respondents who were employed as Adjunct, Staff, GTA (80%) were likely less aware than their counterparts of TCSU Strategic Plan goals for IoC;

\* Respondents with <10 years (71%) teaching experience were likely less aware, and those in the Term, Admin-Prof (30%) and 20+ years teaching experience (42%) categories were more aware than their counterparts of TCSU Strategic Plan goals for IoC;

\* Female (42%) respondents likely agreed or strongly agreed more than male (27%) respondents that they supported IoC Strategic Plan goals;

\* Respondents with 10-19 years (42%) teaching experience likely agreed or strongly agreed more than their counterparts (34%) that they supported IoC Strategic Plan goals;

\*No significant relationships were found with discipline of highest degree earned.

Faculty engagement in IoC (by institutional levels)

\*Of 732 multiple responses to options faculty included in their courses and student assignments at TCSU, most frequently selected were international students in their classroom; publications from international journals; international theories and case studies; and first-hand international study, work or research experiences;

81% of survey respondents taught courses at TCSU in spring 2015; respondents taught at various course levels, and some at multiple levels: 31% taught LLUG courses, 54% taught ULUG courses, and 53% taught GRAD courses.

Course level

\*Of 732 multiple responses to options faculty included in their courses and student assignments at TCSU, least frequently selected were content from international conferences, textbooks by international authors, and none;

Discipline level	<p>*81% of the respondents agreed or strongly agreed they supported IoC in their discipline or field of study.</p> <p>*Most prevalent methods used in their discipline for IoC were: infusion of international or global topics and perspectives into existing courses; international hands-on experiences, such as case studies, internships, study abroad; and international area studies courses within the discipline;</p>	<p>19% of the respondents disagreed, strongly disagreed, or were neutral, with supporting IoC in their discipline or field of study;</p> <p>*Least prevalent methods used in their discipline for IoC were: development of a single international survey course within the discipline; international non-disciplinary course requirement;</p>
Department level	<p>*52% of the survey respondents replied they were not engaged or minimally engaged in IoC at their department level;</p>	<p>20% of the survey respondents replied they were somewhat engaged in IoC; and 28% were either engaged or very engaged in IoC at their department level;</p>
Institution level	<p>*43% of the respondents agreed or strongly agree that they felt encouraged and supported to internationalize their courses at TCSU;</p> <p>*44% of the survey respondents reported they didn't know when asked to compare international and global programming at TCSU with other similar U.S. IHE.</p>	<p>*30% of the respondents selected neutral and 27% selected disagree or strongly disagree or don't know if they felt encouraged and supported to internationalize their courses at TCSU;</p> <p>*27% of the survey respondents reported more or much more extensive, 21% similar, and 8% less or much less extensive when asked to compare international and global programming at TCSU with other similar U.S. IHE.</p>

Likely relationships  
using Chi-Square  
tests of  
Independence –  
( $p \leq 0.005$ )

\*Female respondents (88%) agreed or strongly agreed more than male respondents (74%) that they supported IoC in their discipline or field;

\*Adjunct, Staff, GTA faculty (72%) reported being not engaged or minimally engaged actively in IoC more than their counterparts, and Tenure, Tenure-Track, Emeritus faculty (36%) reported being actively engaged or very engaged in IoC more than their counterparts at the department level;

\*Respondents with 20+ years of experience (37%) disagreed or strongly disagreed more than their counterparts that they felt encouraged and supported to internationalize their courses at TCSU; also those with less than 20+ years of teaching experience (32-35%) selected neutral more than those with 20+ years (13%) to this statement;

\* When asked to compare IoC at TCSU with other similar IHE, respondents with <20 years of teaching experience reported don't know nearly twice as frequently as those with 20+ years, and those with 20+ years reported more, much more extensively nearly twice as frequently as those with <20 years of experience;

\*No significant relationships were found with discipline of highest degree earned.

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## Appendix E. Table E2.

*Summary of common ground and differences among interview case data*

	Common Ground	Differences
General faculty characteristics	14 male and 10 female interviewees;	
	Interviewees were predominantly White;	Three interviewees were minorities: African American, Asian Pacific Islander and Latino Hispanic;
	Approximately two-thirds were from soft disciplines: 7-SP, & 8-SA; also, 9 females were from the soft disciplines (SP&SA) 6 males were from the soft disciplines (SP&SA);	Approximately one-third were from hard disciplines: 7-HP, & 2-HA;also, 1 female was from the hard-pure disciplines (HP) 8 males were from hard disciplines (HP&HA);
	Slightly more than half (54%) of interviewees had 10 or more years of teaching experience at TCSU: 10 interviewees had 10-19 years; 3 interviewees had 20+ years; 14 was the median years of experience for hard disciplines (HP&HA); Primary employment status was evenly mixed: 7-Tenured, Tenure-Track, 8-Term, Admin-Prof, and 9-Adjunct, GTA.	Slightly less than half (46%) of interviewees had fewer than 10 years of teaching experience at TCSU: 11 interviewees had <10 years;  7 was the median years of experience for soft disciplines (SP&SA);
	<u>Common themes of personal and professional experiences:</u> most had diverse international experiences such as cultural exchanges, international travel, residences, and education; international collaborations, projects, work or research; work with international students; study abroad as an international student; breadth of international experiences suggested a common possible reason for participation in this study.  <u>Impact of international experiences:</u> most interviewees rated the impact of their international experiences as high (4-5) on their teaching, research and other activities at TCSU.	<u>Differences of personal and professional experiences:</u> few interviewees stated they had no international experience; SP&SA interviewees focused on diversity, cultural exchanges, international travel and collaborations; HP&SP interviewees included international teaching and learning experiences; SP interviewees mentioned the importance of university resources; HP interviewees mentioned the importance of grants, and negative experiences with IoC related to ESL.  <u>Impact of international experiences:</u> the one HP female rated the impact of her international experiences on her teaching, research and other activities at TCSU as low (1); one HP male rated it as zero (0).

Faculty awareness and support of IE and IoC at TCSU

Common themes used to define IE at TCSU: study abroad, branch campuses, international students, faculty and administrators, global collaborations, projects and research, diversity and cultural exchanges, internationalizing courses, international programs, diverse and international teaching and learning, Western-American perspectives; uncertainty about meaning at TCSU.

Awareness of IE at TCSU: Two-thirds of the interviewees from hard disciplines (HP and HA) rated their awareness of IE at TCUS as high (4-5), including the one HP female and the two HA faculty interviewees; none from the hard disciplines rated themselves as zero awareness of IE.

Common themes used to define IoC at TCSU: unawareness, lack of certainty, or difficulty in defining IoC at TCSU, and for their individual disciplines; addressing issues of international importance; including content beyond local or national perspectives; requiring students to take a global course; exposing students to first-hand international experiences, like study abroad; integrating international student and faculty perspectives into the courses; much overlap in the perceptions of IoC by the interviewees; generally, interviewees attempted to define IoC.

Awareness of IoC at TCSU: over half of the interviewees from the hard disciplines (HP and HA) rated their awareness of IoC as zero; also, one HP and two HA interviewees rated their awareness of IoC at TCSU as low (1-2).

Differences in IE definitions at TCSU: interviewees from hard-pure (HP) and soft-applied (SA) disciplines seemed to include more negative aspects when defining IE at TCSU, such as for-profit entities and additional burdens on faculty and staff; those from the soft-pure (SP) disciplines included the need for institutional support and resources, such as a global center or department.

Awareness of IE at TCSU: Less than half of the interviewees from soft disciplines (SP and SA) rated their awareness of IE at TCSU as high (4-5); most soft discipline interviewees who worked <10 years rated their awareness of IE as high (4-5); one SA female adjunct interviewee rated her awareness of IE as zero; female term faculty from the soft disciplines tended to report a middle (3) rating on their awareness of IE at TCSU; one SP male abstained from rating his awareness of IE.

Differences in IoC definitions at TCSU: those from the hard disciplines (HP and HA) thought their disciplines were already internationalized; those from the soft disciplines (SP and SA) thought IoC should address the Eurocentric, Western-centric perspectives of the U.S. curriculum by including other perspectives; there was less agreement across the discipline categories (H,S,P,A) on what to do with IoC; adjuncts expressed unawareness of IoC; they felt left out of IoC; no consensus among interviewees on implementation of IoC at TCSU; suggestions were for TCSU to mandate and support development of CI.

Awareness of IoC at TCSU: only one HP interviewee rated his awareness of IoC as high (4); over half of the soft discipline faculty chose a middle rating (3) for their awareness of IoC at TCSU; these interviewees were three-quarters female, and either tenured or term faculty.

Common themes on roles and responsibilities for IoC at TCSU: apparent unawareness of interviewees, across discipline categories (H,S,P,A), of their roles and responsibilities for IoC at TCSU; faculty generally perceived their roles and responsibilities as developing their own course content, collaborating with their colleagues and departments on IoC, and developing programs aligned with TCSU goals for IoC; diversity was a common theme related to roles and responsibilities which included awareness of international students, domestic minorities, and cultural and linguistic issues that faculty were struggling to address in their classrooms; interviewees felt everyone at TCSU should have roles and responsibilities for IoC, such as

Institutional level – overall IoC mission (CI), initiation, leadership and oversight by Provost and Faculty Senate; some squarely balanced perceptions of their roles and responsibilities with those of TCSU’s administration which, in their view, included (a) leadership, (b) resources, and (c) support (including funding) for faculty IoC efforts.

Department level – coordination of IoC by Deans and Directors between faculty and university levels; Deans and Directors are ultimately responsible for IoC; department faculty committees develop IoC; departments plan and communicate IoC to the faculty;

Faculty level – decide on IoC such as relevant content; faculty should be aware of and accommodate cultural differences; discuss IoC at department faculty meetings; departmental teamwork to build IoC program for the discipline; all faculty including adjuncts should be involved in IoC; develop at least one IoC course within the discipline; faculty include “thinking globally” assurance of learning goals; need for faculty IoC training, roundtables and mini-conferences;

Awareness of roles and responsibilities for IoC at TCSU:  
hard disciplines – interviewees had some idea of their roles or responsibilities for IoC at TCSU, such as (a) teaching and learning relevant for international students, and (b) being involved in committees related to IoC; their awareness ratings

Differences in roles and responsibilities for IoC at TCSU: some interviewees felt nothing should be done; HP interviewees thought their course content was universal and thus by default was already internationalized [implying nothing was left to be done]; some acknowledged the issue of a Western-American perspective that would need to be addressed by IoC; hard-applied and soft-applied (HA and SA) interviewees felt that the university had a responsibility for supporting IoC with resources, such as a global center or department for teaching and learning to help faculty and staff implement IoC in their courses; also for development of IoC some suggested input from international students and faculty, as well as domestic minorities, on campus and in their classrooms [i.e. IoC capital].

Awareness of roles and responsibilities for IoC at TCSU:  
hard disciplines – only one HP interviewee reported a zero rating, saying, “I don’t see anything [needed for IoC];” one HP interviewee rated awareness of faculty roles and responsibilities for IoC at TCSU as high (5) and stated this was based on

# Faculty engagement in IoC

ranged from low to high (2-5); some reported an apparent lack of support or acknowledgement from TCSU for their past IoC efforts, claiming this was a disincentive; soft disciplines – most, two-thirds, seemed to rate their awareness of their roles and responsibilities for IoC at TCSU lower (2-3) than their hard discipline counterparts; approximately one-third of soft discipline interviewees rated themselves even lower (less than 2, or not able to answer the question); notably, most of these were adjunct faculty.

exposure to creating new courses for international students, and interaction with them; soft disciplines – only one of the soft discipline interviewees rated herself high (4) on awareness of her roles and responsibilities for IoC at TCSU; she mentioned her daily work environment and information from other faculty as contributing factors to her high awareness rating; one SA adjunct said she could not answer the question.

Common themes on international perspectives in their courses at TCSU: faculty across the discipline codes mentioned that their disciplines already incorporated international perspectives; those from hard disciplines focused on delivering the scientific, technical or application of course content, as well as the global (usually European) origins and international professional collaborations that contributed to their disciplines; those from the soft disciplines focused on delivering the international comparative nature and lens of their disciplines and course content; the increasing importance for these perspectives in the globalized world of this new, 21<sup>st</sup> century; interviewees from across the discipline categories recognized the impact of western thought on their disciplines and courses, as well as the need to address diversity within the classroom at TCSU.

Ratings of international perspectives in courses at TCSU: more than half of interviewees from hard disciplines and nearly half of those from soft disciplines rated the IoC of their courses as high (4-5) at TCSU; hard discipline interviewees unanimously claimed their courses were inherently IoC due to scientific, mathematical or technical content in their courses.

Differences concerning international perspectives in their courses at TCSU: faculty from the hard-pure (HP) disciplines mentioned being unaware of what internationalizing their courses meant beyond their already global scientific-technical content; faculty from the soft-applied (SA) disciplines mentioned the increasing importance of incorporating international perspectives into their curriculum.

Ratings of international perspectives in courses at TCSU: some soft discipline interviewees felt their courses were already embedded with IoC; about two-fifths of those from soft disciplines rated the IoC of their courses lower (only 2-3); these claimed lack of support for IoC; one HP interviewee rated course IoC low (1), and claimed departmental colleagues were resistant on the issue of accommodation of international students.



Common themes on resources for IoC at TCSU: interviewees across all discipline categories (H,S,P,A) indicated a definitive lack of awareness of resources for IoC at TCSU; many respondents said they didn't know, or had no idea about IoC resources; many made educated guesses or shared their wish lists for these resources; international students and programs were mentioned as IoC resources as well as international collaborations; interviewees from across the disciplines mentioned there was a lack of IoC resources and support at TCSU.

Awareness of IoC resources at TCSU: more than half of hard discipline interviewees and more than one-third of soft discipline interviewees rated themselves as having zero (0) awareness of IoC resources at TCSU; most of these were adjunct and some were term faculty; two additional hard discipline interviewees and two from soft disciplines rated their awareness of IoC resources at TCSU as low (1-2).

Differences concerning resources for IoC at TCAU: interviewees from the pure disciplines (HP and SP) mentioned their international collaborations as an IoC resource; those from applied disciplines (HA and SA) did not mention international collaborations as a resource; only interviewees from the soft-pure (SP) disciplines discussed faculty mentorships for IoC; further, only those from hard-applied (HA) disciplines mentioned the importance of the diversity statement required by TCSU on their syllabus as an IoC resource; those from soft-pure (SP) disciplines mentioned textbooks as an IoC resource.

Awareness of IoC resources at TCSU: only one hard discipline interviewee rated his awareness of IoC resources at TCSU as high (5), and mentioned the library as his resource; another hard discipline interviewee rated awareness of IoC resources at TCSU in the middle (3), stating that faculty needed to become more aware of international programs [at TCSU].

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## Biography

Marilyn K. Sharif is originally from Bucks County, Pennsylvania. Her research interests include international higher education, sociology of education and interdisciplinary research methods. Her interest in international higher education began when she was an international student at the American University of Beirut in Lebanon, where she earned both her Bachelor of Arts and Master of Arts degrees in Sociology. The title of her Master's thesis was *Youths' Aspirations for Social Mobility in the Yemen Arab Republic*. During her doctoral studies, Marilyn interned and taught research methods with the Individualized Studies Program (BIS) in the College of Humanities and Social Sciences at George Mason University (Mason), and earned a Graduate Certificate in College Teaching. Also, she was the founding Editor-in-Chief of the *Journal of Mason Graduate Research*, an online journal of interdisciplinary research. In addition, Marilyn presented at George Mason University's 2017 Innovations for Teaching and Learning Conference. Other presentations included annual conferences of the Association for Interdisciplinary Studies (AIS), NACADA: The Global Community for Academic Advising, and the Phi Beta Delta Honor Society for International Scholars. Also, she is scheduled to present on a panel at the 2018 Annual Conference of NAFSA: Association of International Educators in Philadelphia, Pennsylvania. During her professional career, Marilyn was a full-time academic advisor for undergraduate students in the School of Business at Mason, a demographic statistician for international data with the United States Bureau of the Census, and an instructor of English as a Second Language for the British Council in the Yemen Arab Republic. Also, she is a member of the Association for Interdisciplinary Studies, NAFSA: Association of International Educators, the Phi Beta Delta Honor Society for International Scholars, and the Honor Society of Phi Kappa Phi.