

INTERNATIONALIZATION INITIATIVES IN U.S. INSTITUTIONS OF HIGHER  
EDUCATION: THE IMPACT OBSERVED BY A SCHOOL OF MUSIC

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Educational Leadership and Policy  
Analysis

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by  
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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

INTERNATIONALIZATION INITIATIVES IN U.S. INSTITUTIONS OF HIGHER  
EDUCATION: THE IMPACT OBSERVED BY A SCHOOL OF MUSIC

presented by Brooke A. DeArman, a candidate for the degree of Doctor of Educational Leadership and Policy Analysis, and hereby certify that, in their opinion, it is worthy of acceptance.

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## Dedication

This work is dedicated first and foremost to my parents, Bonnie and Doyle. You instilled the importance of education from the day I was born and always encouraged my brother, Brian (my academic role model!), and I to reach for the stars. You have walked by my side throughout my educational journey – attending hundreds of my musical performances, spending hours on the phone either talking me through a rough day or tutoring me in College Algebra or Accounting, helping edit numerous papers – there are no words to truly express my gratitude for your never-ending love and support. I am so fortunate that God chose you to be my parents.

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## List of Abbreviations

ACE: American Council on Education

CIGE: Center for Internationalization and Global Engagement

HEA: Higher Education Act

IEA: International Education Act

IQRP: Internationalization Quality Review Process

JRME: Journal of Research in Music Education

NafME: National Association for Music Education

NAFSA: Association of International Educators (Formerly the National Association of Foreign Student Advisors)

NASM: National Association of Schools of Music

NDEA: National Defense Education Act

NSEP: National Security Education Program

OECD: Organisation for Economic Co-operation Development

TTU: Texas Tech University



## Abstract

This qualitative study was designed to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music. The critical approach of intercultural communication served as the conceptual framework to guide understanding of internationalization initiatives or efforts within higher education institutions toward preparing students, in particular music graduates, for the global society (Issa, 2015). Data collected from questionnaires and interviews with various stakeholders, organizational documents and the institution's website provided a more thorough understanding of the approach to, and challenges and benefits of internationalization initiatives in a school of music. This data was coded for consistencies and emerging themes in terms of approaches to, challenges, and benefits.

The results of this study could create social change for society and communities in better understanding the impact of internationalization initiatives implemented within higher education music departments toward enhancing the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole. Findings from this study will also inform practices of administrators of music departments within higher education toward attracting and preparing international students as well as preparing current domestic students for a globalized society.

## Section One

### Introduction to Dissertation

## **Background of the Study**

Leaders and scholars have seen the global impact of advancements in technology and transportation, leading to an increased interest in better understanding internationalization initiatives, particularly at the higher education level to produce competitive human capital (Brandenburg & De Wit, 2015). The term internationalization “means different things to different people and is thus used in a variety of ways” (Knight, 2004, p. 5) as different stakeholders have shaped aspects of internationalization to best fit their particular needs. The result was a difference in the quality of education and research (Brandenburg & De Wit, 2015). A conceptual model of internationalization was needed to provide clarity on meaning and principles to guide policy and practice, to reaffirm the core role of universities in helping students understand this world, and to improve our dealing with it (Brandenburg & De Wit, 2015).

In developing this conceptual model, Knight formulated what would become the most accepted definition of internationalization in the academic community (ACE, 2017, Mallea, 1996, de Wit, 2002). Her original definition of internationalization was, “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (Knight 1994, p. 7). After realizing that internationalization needed to be understood both at the national/sector level and at the institutional level, the definition was later amended to acknowledge the relationship and integrity between them, to become: “The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11).

Knight (1997) viewed internationalization of higher education as the response to the present and changing globalization effects in our environments. Like internationalization, globalization is defined in many ways (Knight, 1997). The terms are often interchanged by individuals. However, Knight (1997) cautions that the terms are not the same and should not be interchanged. Knight (1997) defined the two concepts as follows:

Globalization is the flow of technology, economy, knowledge, people, values, Ideas...across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture, and priorities.

Internationalization of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation (p. 6).

Many entities are involved in internationalization initiatives. One organization, in particular, is the American Council on Education (ACE). ACE is viewed as the umbrella organization for all institutions of higher education (King, 1975; Bailey, 1975; Cook, 1998). Its purpose is to coordinate relations between higher education and the federal government (King, 1975) and oversees institutional efforts within higher education. ACE has become involved in activities with an international focus and has openly adopted Jane Knight's 1994 definition of internationalization (Knight, 1999). The organization has created a number of initiatives to help institutions develop strategies to advance internationalization on their campuses, as well as guidelines for the Internationalization Quality Review Process (IQRP) for Institutions of Higher Education (Knight, 1999) that

would assist institutions of higher education in their internationalization efforts (Green & Olson, 2003).

By the early 2000s, ACE had begun a number of initiatives to help institutions develop strategies to advance internationalization on their campuses. Many of these programs are still in existence, continuously being updated as new ones are being developed by ACE's Center for Internationalization and Global Engagement (CIGE). According to ACE's website, CIGE provides in-depth analysis of critical international education issues and administers programs and services to support higher education institutions' internationalization and global engagement strategies (ACE, 2017). CIGE currently provides seven programs, one of which is the highly sought after Internationalization Laboratory.

According to ACE's website, the Internationalization Laboratory provides customized guidance and insight to help colleges and universities achieve their internationalization goals. To date, more than 100 institutions have participated in the 13 completed cohorts of the program. Participating institutions work closely with ACE experts to assemble an internationalization leadership team on campus, analyze current internationalization activities and articulate institutional goals, and formulate a strategic action plan to take internationalization efforts forward (ACE, 2017).

As part of ACE's programs, the NAFSA: Association of International Educators (NAFSA) recognizes U.S. colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization, especially those using innovative and creative approaches (NAFSA,

2017). The NAFSA Senator Paul Simon Spotlight Award is presented annually to no more than three institutions that highlight innovative internationalization programs and initiatives. The award stems from Simon's diligent work to persuade the federal government to support a new initiative that would create education abroad fellowships for domestic students. Simon prioritized the ability of this country's future leaders to know and understand the broader world. The fellowship effort continues to move forward today (NAFSA, 2017).

The Simon Award for Comprehensive Internationalization also recognizes overall excellence in internationalization efforts as evidenced in mission, strategies, programs, and results. This award does not require that institutions reach an "ideal" level of internationalization but rather recognizes those institutions making intentional, significant progress to effectively internationalizing with results of: expanding the reach of internationalization among students, faculty and staff, fostering collaboration across academic, administrative and student service arenas in the interest of internationalization; expanding student, faculty, and academic and support units contributing to internationalization; and assessing and measuring that progress (NAFSA, 2017). The award is granted to a limited number of institutions each year, usually to no more than five (NAFSA, 2017).

As efforts, and therefore recognition, of internationalization are becoming more common among higher education institutions, partnerships between institutions and between countries have been established. Only until this past decade has contact between music institutions in Europe and the United States developed. The dialogue was limited

in number and highly informal, although music training had always been an area with a strong international aspect. The National Association of Schools of Music (NASM) and the European Association of Conservatories (EAC) together have taken on the challenge of analyzing and compiling information in two different areas: (1) advancing and improving joint cooperation projects between European and American music institutions; and (2) considering common issues of curriculum and quality assessment and enhancement, with particular attention to their impact on student mobility (NASM, 2017). Curriculum content was addressed to understand better the requirements and expectations that could be built into exchange programs. Although American and European cultures share many commonalities, understanding was a point of discussion as ways of working, intellectual skill sets, and organizational structures are different. This project confirmed the importance of understanding the natures of these differences and how various approaches can help those involved reach educational and artistic goals (NASM, 2017).

### **Statement of Problem**

The partnerships that have developed between institutional leaders of schools of music within Europe and the United States have opened and identified the vast potential for expanding cooperation to enhance the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole (NASM, 2017). However, there still exists differing ideas of internationalization within higher education in the United States and between countries, as will be further explained in the literature review for this study.

Internationalization of higher education is one way a country responds to the impact of globalization, while at the same time respects the individuality of the nation (Knight, 2005). “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (Knight, 2004, p.18). As each institution, and therefore program, considers internationalization in respect to their particular needs, the result is inconsistent understanding of the world and ways to improve it (Brandenburg & De Wit, 2015).

### **Problem of Practice**

More research is needed to learn about institutional initiatives that lead toward developing human capital to be prepared for cultural success, within their own culture as well as others (Brandenburg & De Wit, 2015). Specifically, more research is needed in learning internationalization efforts within higher education programs, in particular, schools of music, as international partnerships currently exist in music education.

### **Existing Gap in the Literature**

A lack of research exists in the overall impact that internationalization initiatives have had on schools of music. Additional research will fill the gap in existing research on internationalization initiatives implemented within schools of music in higher education toward developing students, and programs, to be more knowledgeable, and competitive, within the global music society.

### **Purpose of the Study**

The purpose of this qualitative, single-site case study is to examine the impact internationalization initiatives have had on a school of music within higher education.



The initiatives implemented by the School of Music at Texas Tech University (TTU) in Lubbock, Texas are the focus of this study. TTU was a 2016 recipient of the Senator Paul Simon Spotlight Award for their K-12 Global Education Outreach (GEO) initiative. The population includes administrators and faculty within the school of music. Other participants include the Head of Arts Administration as many music students participate in her faculty led trip, and the Study Abroad/Faculty-Led Programs Administrator as she helps in the implementation of many of the School of Music's initiatives. The results of this study could create social change for society and communities in providing a better understanding of the impact of internationalization initiatives implemented within schools of music in higher education. This may lead to the enrichment of artistic and intellectual abilities, and enhance contributions of individuals, institutions, and the field of music as a whole. Findings from this study will also inform practices of administrators of music departments within higher education toward attracting and preparing international students as well as preparing current domestic students for a global society.

### **Research Questions**

Based on the purpose of this study, three research questions were used to guide this study:

1. What approaches have faculty and administrators in a School of Music taken towards the implementation of internationalization initiatives?
2. What challenges have faculty and administrators in a School of Music faced in implementing internationalization initiatives?

3. What benefits have faculty and administrators in a School of Music experienced by implementing internationalization initiatives?

### **Conceptual/Theoretical Framework**

The framework to guide this qualitative, single-site case study is intercultural communication. Three underlying theories exist under intercultural communication – the social sciences, or functionalist approach, the interpretive approach, and the critical approach (Issa, 2015). For the purposes of this study, the critical approach of intercultural communication was chosen as most appropriate. The framework guides understanding of internationalization initiatives or efforts within higher education institutions toward preparing students, in particular, music graduates, for the global society.

Intercultural communication is defined as communication across different cultural boundaries (Issa, 2015). It is the sharing of information on different levels of awareness and control between people with different cultural backgrounds, where the differences are connected with participation in the different activities that exist within a national unit (Allwood, 1985; Jens, 1985). Intercultural communication takes place when individuals influenced by different cultural communities negotiate shared meaning in interactions (Ting-Toomey, 1999). Understanding intercultural communication is important for a number of reasons: understanding one's personal identity; enhancing personal and social interactions; solving misunderstandings, miscommunication, and mistrust; enhancing and enriching the quality of civilization; and becoming effective citizens of their national communities (Issa, 2015). Internationalization initiatives are an example of intercultural communication, as the purpose of internationalization efforts within higher education is

to prepare students for opportunities and success not only within their own country but in other cooperating countries as well.

The critical approach of intercultural communication focuses on the macro context, such as political and social structures, that influence communication (Issa, 2015). The goal of the critical approach is to not only understand human behavior, but also to change the lives of everyday communicators. Critical scholars are interested in power relations in communication. In this perspective culture is, in essence, a plan where multiple interpretations come together however, a dominant force may prevail. The result is the shaping of contemporary culture through powerful voices; several institutions have to tackle cultural problems by way of communication, in particular dialogue with others rather than within their institution itself (Issa, 2015).

Higher education efforts towards internationalization are guided by ACE, the governing body in determining the quality of efforts, however, the institution itself is the determinant in how successful internationalization initiatives are based on their efforts. As music department chairs in the United States and Europe have begun to develop partnerships to prepare their students better culturally, the critical approach of intercultural communication provides a lens in which to understand the successful implementation of internationalization initiatives within other schools in doing so.

## **Design of the Study**

### **Setting**

A school of music that has developed and now utilizes internationalization initiatives served as the setting for this study. This was the School of Music at Texas

Tech University (TTU) in Lubbock, Texas. TTU was a 2016 recipient of the Senator Paul Simon Spotlight Award for their K-12 Global Education Outreach (GEO) initiative. Some of the initiatives in the School of Music have been ongoing for 20+ years. More about the University and the School of Music will be discussed in further detail in Section Two of this study.

### **Participants**

A purposeful sampling method was employed to recruit and select participants. Purposeful sampling refers to strategic choices about with whom, where, and how one does one's research; the sample must be tied to research objectives (Givens, 2008). Based on the purpose of this study, a sample size of six administrators, faculty and staff within the school of music, as well as from departments that collaborate with the school of music, were selected for interviews. Those selected for interviews must have played an active role in internationalization efforts within the school of music. Participants must have had at least three years of experience in their role. To preserve the study's confidentiality, participants were assured that pseudonyms rather than participants' names could be used to label, store, and present interview responses. However, participants chose to have their actual name used in the study.

### **Data Collection Tools**

An initial written questionnaire was sent to participants. The purpose of this questionnaire was to provide questions for introductory responses and to gain a better initial understanding of the initiatives in which each participant is involved. Since many of the participants lead multiple initiatives, a written questionnaire allowed them to

gather their thoughts more completely, and they were able to separate their responses by initiative.

This written questionnaire resulted in follow up questions for the participant interviews which were conducted via Skype. These face-to-face interviews served as the primary method of data collection. The conducting of interviews was an effective technique for addressing the research questions of a case study (Yin, 2013). The main benefit of the interview format was that it facilitated communication between the interviewer and the interviewee, which as a result allowed the interviewer to pay the highest attention to the topics and concerns of the goal and not digress (Rossman & Rallis, 2003; Yin, 2013). Furthermore, the interviews allowed the interviewer to get more in tune or familiar with the history and life of the interviewee, allowing the interviewer to make observations with much more awareness and greater perception. As a result, it aided in making solid and authenticated deductions about interviewee responses, something other forms of surveys or studies rarely achieve (Yin, 2013).

A semi-structured interview format was used for participant interviews. Semi-structured interviews allow the reality to surface, along with the opinions of those affected by it (Yin, 2013). Probing questions emerging from initial question responses further defined the topic under investigation but allowed interviewers and interviewees to talk about some of the topics in more detail (Yin, 2013). Probing questions were formed to further gain an in-depth understanding of participants' perceptions (Givens, 2008; Rossman & Rallis, 2003) regarding the implementation of internationalization initiatives.

Additional data was collected from organizational documents and the institution's website. Documentation included program brochures, flyers, written policies, procedures, and curriculum documents related to internationalization initiatives. The institution's website provided further information through electronic brochures, program advertisements, pictures and graphics, participant testimonials and reviews, online applications, etc. Such organizational documentation and information from the website provided support to interview responses (Givens, 2008; Yin, 2013). The purpose of collecting documentation related to internationalization initiatives was to gain further understanding of the efforts taken toward attracting future students and preparing current students for the global society.

### **Data Analysis**

Thematic analysis was conducted of the written questionnaires, interviews, organizational documentation and the institution's website. Prior to analysis, interview participants were asked to review their respective interview responses. Multiple reviewers of data provided more reliable results than would be gained if the analysis were conducted by the researcher alone. Once participants confirmed their respective transcribed interview responses, data was then organized into categories for subsequent coding and thematic analysis.

Responses from the written questionnaire and spoken interviews were combined into a single transcript for each participant. These transcripts were reviewed first. Recurring words and phrases generated codes that fit into emergent themes (Rossman & Rallis, 2003). Organizational documentation and the institution's website were reviewed

similarly. Words and phrases from interviews, organizational documentation and the website were then coded into descriptive categories derived from themes related to approaches to internationalization, challenges, and benefits, all of which are important aspects of the study. Categories associated with the conceptual framework of intercultural communication, of which guides this study, also were used to organize data and generate themes. Findings from the study provide insight into effective internationalization efforts within schools of music in higher education.

### **Limitations, Assumptions, and Design Controls**

#### *Limitations*

Limitations refer to potential weaknesses of the study (Givens, 2008). One limitation is that interviews served as the primary data collection instrument. Initial questions possibly limited participant responses in that the questions were designed to focus specifically on internationalization initiatives. To ensure comprehensive answers, follow-up questions were asked in cases where more clarity was needed, or where the initial interview questions were not enough for participants to provide all the information necessary. Furthermore, since many questions were researcher-developed, and not found within existing literature on internationalization, potential questions may have been overlooked or misunderstood by participants. To mitigate this, and to ensure that questions were worded clearly, that participants understood the questions as intended, and that the questions were appropriate for comprehensively answering the research questions, proposed questions were sent to department chairs who are not participating in the study who could provide feedback from a participant point of view.

Another limitation existed with the sample method. A purposeful sampling technique was employed to select a sample that was favorable to my viewpoint (Givens, 2008). This means that there was the potential for a 'biased' sample, which could have lessened the validity of the overall study. To mitigate this limitation, I recruited administrators and faculty from the school of music based on recommendations provided to me by a top administrator of the school of music.

Similarly, and lastly, a limitation existed with the institution selected for the study. Participants were only recruited from one institution. Other institutions that have schools of music may provide additional data on internationalization efforts, however efforts implemented may differ or not be as effective in institutions that have participated in the ACE Internationalization Laboratory or that have received a Sen. Paul Simon Award. As the existing research lacks evidence of successful implementation of internationalization initiatives among higher education institutions, findings of the study extend only to the participating institution.

### *Assumptions*

Assumptions are facts considered to be true but are not verified (Givens, 2008). Assumptions carry risk and should be treated as such. One assumption of the study was that participants would provide honest and detailed responses to interview questions. Another assumption regarding participants was that administrators and faculty who volunteer to participate in the interviews are most knowledgeable within the institution to describe implementation efforts of internationalization. Interview participants each had a minimum of three years of experience in their role at their respective institution. An



additional assumption was related to the institution from which participants were recruited. That is, participants were recruited from an institution that has received a Sen. Paul Simon Award. As this institution has received an award and has been recommended by professors in the field of music as an institution with a focus on internationalization, the assumption was that this institution has successful internationalization programs.

### *Design Controls*

Several design controls, or delimitations, existed in the proposed study. Delimitations refer to the bounds or scope of the study (Givens, 2008). The proposed study only included administrators and faculty of one school of music within a higher education institution that has received a Sen. Paul Simon Award. Administrators and faculty of music departments within other institutions were not asked to participate in the study. The sample for the interviews consisted of six school of music administrators and faculty with three or more years of experience in their respective role and who play an active role in internationalization efforts in their department. The data sources for the proposed study consisted of a questionnaire, interviews, organizational documentation and the institution's website. The combination of data sources was the most appropriate data collection method in gaining in-depth details and descriptions of efforts made within the institution towards successful internationalization initiatives.

### **Definition of Key Terms**

The following terms are defined to provide further context for the proposed study:

**ACE Internationalization Laboratory:** Provides customized guidance and insight to help colleges and universities achieve their internationalization goals.

Participating institutions work closely with ACE experts to assemble an internationalization leadership team on campus, analyze current internationalization activities and articulate institutional goals, and formulate a strategic action plan to take internationalization efforts forward (ACE, 2017).

**Globalization.** Globalization is the flow of technology, economy, knowledge, people, values, ideas across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities (Knight, 1997, p. 6).

**Higher education.** Higher education refers to a level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions, such as vocational schools, trade schools and career colleges that award academic degrees or professional certifications (Encyclopedia of Strategic Leadership and Management, 2017).

**Intercultural communication.** Intercultural communication is defined as communication across different cultural boundaries. It is the sharing of information on different levels of awareness and control between people with different cultural backgrounds, where the differences are connected with participation in the different activities that exist within a national unit. The critical approach of intercultural communication focuses on the macro context, such as political and social structures, that influence communication. The goal of the critical approach is to not only understand human behavior, but also to change the lives of everyday communicators (Issa, 2015).

**Internationalization.** For the purposes of this study, internationalization refers to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11).

### **Significance**

#### *Scholarship*

More research is needed to learn how internationalization initiatives are successfully implemented within higher education programs, and more importantly the impact the initiatives have on students. There is a lack of literature regarding internationalization initiatives within higher education, specifically within higher education music programs. This study will fill a gap in the existing research on the fostering of internationalization within curricular programs. Findings from the study will contribute to the existing body of literature on internationalization and its success within higher education toward preparing students to be global leaders.

#### *Practice*

From data collected in the study, institutional and program leaders within higher education can gain insight of successful implementation of internationalization as well as outcomes from successful internationalization initiatives. The results of this study can add value to higher education institutions by providing data to enhance policies and practices toward internationalization, at the institutional level as well as departmental level. The information could be useful for developing and improving curriculum to include cultural components that may be lacking. The results from this study can inform

administrators of how to attract international students as well as prepare current students for international opportunities and success at a global level.

### **Summary**

Internationalization refers to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). The universal definition, of which acknowledges the relationship and integrity between the national/sector level and the institutional level, provides a structure to reaffirm the core role of universities in preparing students for the world and how they deal with it (Brandenburg & De Wit, 2015). However, there are different approaches to internationalization within higher education in the United States and between countries; the result is inconsistent understanding of the world and preparation of students toward improving it (Brandenburg & De Wit, 2015). More research is needed to learn of institutional initiatives that lead toward bettering students, or human capital, to be successful within their own culture as well as among others (Brandenburg & De Wit, 2015). Specifically, more research is needed in learning internationalization efforts within higher education programs. Several higher education programs have established internationalization initiatives and recognized for their efforts. Further research is needed of programs, such as music education, where international partnerships currently exist and are acknowledged for successfully preparing their students to be global leaders.

The purpose of this qualitative, single-site case study was to examine the impact internationalization initiatives have had on a school of music within higher education.

Specifically, this case study addressed three research questions: What approaches have faculty and administrators in the School of Music taken towards the implementation of internationalization initiatives? What challenges have faculty and administrators in the School of Music faced in implementing internationalization initiatives? What benefits have faculty and administrators in the School of Music experienced by implementing internationalization initiatives?

Administrators and faculty from the school of music, as well as administrators and staff from other departments who have collaborated with the school of music, were asked to participate in the study. A total of six participants completed interviews. Data was collected from initial questionnaires, interviews, organizational documents and the school's website and the department webpage. The results of this study can create social change for society and communities in providing a better understanding of the impact of internationalization initiatives implemented within schools of music in higher education toward enhancing the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole. Findings from this study can inform practices of administrators of music departments within higher education toward attracting and preparing international students as well as preparing current domestic students for a global society.

## Section Two

### Practitioner Setting for the Study

## **Introduction**

Texas Tech University made a formal commitment to internationalization on May 14, 2010, with the adoption of its current Mission Statement, which states:

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world (Texas Tech University (TTU), 2018).

Texas Tech University was one of three recipients of the 2016 Paul Simon Spotlight Award for their “K-12 Global Education Outreach (GEO) Program” (NAFSA, 2017). This initiative was designed to foster cultural awareness while encouraging the pursuit of higher education through programs, partnerships, and outreach. The programs offered cater to students of all ages and are offered throughout the year (Texas Tech Today, 2016). President of TTU, Lawrence Schovanec, said about the award:

Through the Office of International Affairs and the K-12 Global Education Outreach Program, we are able to promote international awareness among our students at Texas Tech and youth in our community. This program is an innovative approach to introducing areas and cultures of the world to K-12 students, an experience not otherwise available to them. This award is wonderful recognition for Texas Tech and our commitment as an institution to promote

diversity and cultural awareness on our campus and in the local community as well (Texas Tech Today, 2016).

Texas Tech University's commitment to internationalization is apparent on the homepage of their website. The homepage highlights news articles about an international student's research, the College of Agricultural Sciences and Natural Resources receiving TTU's Campus Internationalization Award, the honoring of the recipients of TTU's Global Vision Award, and an article about the selection of a new Vice Provost for International Affairs. Pictures can be seen throughout the page with students seemingly from all parts of the world working together. (TTU, 2018).

In this section, a brief history and profile of Texas Tech University will be provided. The School of Music's history, current profile, and music ensembles will be highlighted further. An organizational analysis will be conducted within this section. Implications for Research in the Practitioner Setting will conclude this section of the study.

### **History of the Organization**

According to Texas Tech University's 2017 Profile, TTU is a public research institution and is one of 115 universities holding a Carnegie Classification of "Highest Research Activity." Originally known as Texas Technical College, TTU was created by legislative action on February 10, 1923, in Lubbock. With an enrollment of 914 men and women, it opened for classes on October 1, 1925. The name formally changed to Texas Tech University in 1969. It is the only campus in Texas that is home to a major university, law school and medical school (TTU, 2018).



The sixth largest university in Texas with an endowment of \$662.2 million, TTU is one of four component institutions under the umbrella of the Texas Tech University System (TTUS). The others are Texas Tech University Health Sciences Center Lubbock, Texas Tech University Health Sciences Center El Paso, and Angelo State University. The System is governed by the TTUS Board of Regents. TTU is accredited by the Southern Association of Colleges and Schools Commission on Colleges and offers over 150 Bachelor's, 100 Master's, and 50 Doctoral degree programs. Online and regional programs are offered in addition to programs offered on the main campus. Five satellite campuses are located throughout Texas, and one international Satellite Campus exists in Seville, Spain. To provide an accessible and affordable opportunity for students in Costa Rica and in the Latin American Region, TTU will open a campus in Costa Rica in August 2018. Twelve colleges and schools make up the academic areas, with 1,546 full-time faculty and 194 part-time faculty teaching courses (TTU, 2018).

The campus sits in the heart of Lubbock, a town with a population of 243,839. Rich in Spanish Renaissance architecture, the campus has been described by American author James A. Michener as the “most beautiful west of the Mississippi until you get to Stanford” and by Stewart Mandel of Sports Illustrated as “easily one of the ten most beautiful campuses” he had seen. Many of the newly constructed buildings qualify for LEED – Leadership in Energy and Environmental Design – certification, yet maintain the consistent Spanish theme throughout campus. Texas Tech's Red Raiders are members of the Big 12 Conference and compete in 17 Division I varsity sports (TTU, 2018.)

A selective university, Texas House Bill 588 guarantees Texas high school seniors in the top 10% of their class admission to any public Texas university. Although nearly 95% of students attending TTU each year are Texan residents paying an average of \$10,772 per year for in-state tuition, TTU has educated students from all 50 states and over 100 countries. In fall 2016, a record 36,551 students were enrolled in the University. Of those, 29,963 were undergraduate, 6,058 were graduate, and 530 were law students. Caucasian students account for 58.3 while Hispanic students make up 22.4 percent of the overall percentage, and African Americans make up 5 percent. Nearly 6 percent, 2,100, students identified as being international. The graduation rate at TTU is currently 59.9 percent (TTU, 2018).

Many academic degrees require study abroad experiences for students through exchange programs or one of the 87 faculty-led trips. During the 2016-2017 school year, 1,333 students participated in study abroad activities. To meet the demands of study abroad, a study abroad office was established in the Office of International Affairs to aid in the implementation, recruitment, and education of the study abroad initiatives at TTU. Many students choose to study abroad by attending the TTU Center in Seville, Spain. The Center provides students the opportunity to take catalog TTU courses taught by TTU faculty. Spanish and Engineering courses are regularly taught, with other courses taught depending on the visiting faculty. The many excursions and field trip activities provide students with unique educational opportunities while studying at the Center in Seville (TTU, 2018).

Accredited by the National Association of Schools of Music (NASM), the School of Music at Texas Tech University is a “vibrant, dynamic, and innovative musical environment led by a faculty of 56 nationally and internationally recognized artists, educators, and researchers” (TTU, 2018). Students participating in the School of Music’s programs learn to develop and refine their musical skills to be used anywhere in the world. Graduates have distinguished themselves as outstanding music educators in public schools, colleges, and universities around the country. Others have achieved considerable recognition in such specialized areas as composition, electronic music, or in the music industry. A growing number of distinguished alumni have achieved acclaim as performing artists in national and international venues (TTU, 2018).

The School of Music provides every student at the University an opportunity to experience music and serves as a center of musical art and culture for Lubbock and the surrounding area. The School provides a number of activities and courses for musical amateurs and other non-music majors, in addition to its primary responsibilities to music majors. Besides the standard TTU application requirements, those seeking degrees in music must audition, submit letters of recommendation, and apply separately to the School of Music. Nearly 580 students, 15 of which represent a growing international student population, are enrolled as majors and/or minors in the School of Music. This number is ideal for ensuring complete instrumentation for the larger ensembles while allowing individual attention for students in private applied music study, in classes, and in the many small ensembles. The faculty includes a performing specialist on all band and orchestral instruments as well as piano, voice, organ, harp, and guitar, and specialists

in conducting, composition, electronic music, music education, musicology, world music, and music theory (TTU, 2018).

In addition to the music holdings of the campus library, the School of Music maintains a smaller reference library of books and an extensive library of over 10,000 recordings and 2,800 study scores. Performance facilities include the 541-seat Hemmle Recital Hall, which houses an 84-rank Holtkamp Organ consisting of 4,469 pipes. Also used for performances are Fazioli and Steinway concert grand pianos, a Kingston French double harpsichord, and a Martin harpsichord. The campus is also fortunate to have a 36-bell carillon (TTU, 2018).

Students have the opportunity to perform in six bands, five choirs, three jazz ensembles and a variety of jazz combos, opera theatre, two orchestras, and multiple chamber ensembles. Students in the School of music are given many opportunities to perform and enhance their abilities throughout the United States as well as internationally. Various ensembles have toured internationally and students have participated in international masterclasses, festivals, and competitions. Many of the music faculty lead study abroad trips to all parts of the world as part of the music curriculum (TTU, 2018).

The School of Music's vision statement states that the school aims to emphasize synthesis and connection in all of its curricula. It will be engaged at the local, regional, state, national, and international levels to benefit the educational experiences of students, faculty, and staff. The School will also provide cultural enrichment and an understanding of the arts locally, regionally, nationally, and internationally (TTU, 2018.)

## **Organizational Analysis**

The School of Music at TTU is one of the larger academic departments on campus. The School has numerous levels of administration and areas of specialization within the majors. These levels lend itself to a clearly defined bureaucratic structure, which can easily be seen in the organization chart of faculty and staff.

According to the TTU website, 63 faculty members make up the School of Music, including many recognized artists, published authors, commissioned composers, and leading pedagogues in the field. They perform nationally and internationally in masterclasses, recitals, and concerts including such prestigious ensembles as the Dallas Symphony, the Houston Symphony, the Houston Ballet as well as the Lubbock Symphony Orchestra. They teach at many prestigious music festivals and camps including the Interlochen Summer Music Camp and lead masterclasses and present at research symposiums throughout the world (TTU, 2018).

In addition to teaching faculty, other full time faculty and staff positions within the Department of Music consist of the Director of the School of Music (department head), Associate Director for Graduate Studies, Associate Director for Undergraduate Studies, Assistant to the Director, Business coordinator, three Staff Accompanists, Administrative Assistant, Building and Equipment Manager, Piano Technician, Academic Advisor, Recital Hall Manager, Bands Coordinator, Travel Coordinator, Receptionist and Procurement, Publicity Coordinator, Admissions and Scholarships Coordinator, Opera Technical Director, and a Special Events Coordinator (TTU, 2018).

As with many Universities, the organization structure of TTU falls in the category of a divisionalized organization where the work is performed in quasi-autonomous units (Bolman and Deal, 2008). The School of Music is divided into the departments of Choral Studies, Bands, Orchestral Studies, Jazz Studies, Musicology, Music Education, Opera Theatre, and Vernacular Music. Each department is led by its own director, with an assistant director, who reports to the Director of the School of Music. Teaching Faculty and other faculty and staff report to their departmental director. The Director of the School of Music reports to the Dean of the College of Visual and Performing Arts who reports to the Provost who reports to the President. The chief governing body of the Texas Tech University System is the Board of Regents (TTU, 2018).

The department of music itself operates as a simple hierarchy (Bolman and Deal, 2008.) At the top of this hierarchy is the Director of the School of Music who serves as the direct liaison between the School and the Dean of the College of Visual and Performing Arts. The Director has the ability to make appointments and certain decisions about curriculum, department practices (such as meetings, etc), tenure review, and other miscellaneous issues that come up throughout the year (Texas Tech University, 2017a).

Other faculty of the department of music are organized by position as Full, Associate, or Assistant professor (tenured or on tenure-track), as well as Visiting Professor, Instructor, and Adjunct Instructor (non-tenure track). According to the faculty handbook, professors receive more decision-making abilities than instructors. The primary roles of the faculty are teaching, research, and service (TTU, 2017a).

## **Implications for Research in the Practitioner Setting**

The mission statement of the School of Music is, “The Texas Tech University School of Music provides a professional environment that stimulates the highest standards of excellence in music education, research, performance, creativity, and service” (TTU, 2018). Their first strategic goal is “to invest in the people of TTU by retaining, and graduating a more academically prepared and diverse student body by recruiting qualified and capable students with varied backgrounds and interests in music” (TTU, 2018). When reviewing the history of an institution, we see the developmental roots of the many aspects of the mission and goals of an institution. This history can help define the overall mission which may help administrators, faculty, staff, and students further evaluate how their internationalization efforts fit into the overall mission of the institution. The strategic goals of the School of Music clearly incorporate the desire for global engagement and the administration, faculty and staff continue to broaden internationalization initiative to fulfill this mission.

At TTU, internationalization initiatives are driven by the University’s overall mission statement, which the academic departments are helping to steer those initiatives further into the reach of their students. Departments are creating many study abroad opportunities for their students as well as bringing global perspectives into the curriculum not only through coursework and learning outcomes but through the recruitment of international scholars and students. A.C.E has recognized the value of buy-in from the administration for internationalization initiatives to be successful, and utilizing a top-

down approach – from mission statement to individual students – is something that could be of value to many other institutions of higher education.

Knowing the organizational structure can be a great benefit when developing and implementing new initiatives. With a department as large as TTU's School of Music, lines of communication must be clear for successful implementation. Many initiatives involve cooperation between the provost, dean, director, and faculty and in many cases, other offices on campus such as the Study Abroad Office. Knowing who the key players may be is important, as well as also realizing that others may be able to bring a certain level of expertise and prior experience, making involvement and communication very important.

Once an initiative has been in place for a while, a department has the opportunity to assess their internationalization efforts by reviewing the challenges and benefits of the initiatives. The TTU School of Music has had many initiatives in place for many years. By having the opportunity to publicly evaluate these initiatives, this study may help other schools of music and music departments, as well as other academic departments, become more aware of potential initiatives and how these can be used to benefit other departments to better prepare their students for a more global society.

### **Summary**

As a Simon Spotlight Award winner, Texas Tech University has displayed their commitment towards internationalization to prepare students for a global society. This commitment comes from a long history of providing service to all and developing programs to help students expand their service and educational outreach. To date, many



students participate in study abroad programs and TTU continues to recruit international students to their campus as 6% of the total student body is represented by international students.

Nearly 80 faculty and staff make up the School of Music at TTU, making it one of the larger departments on campus. Knowing the bureaucratic structure of a department of this size is necessary when conducting a study such as this. Many key players may be involved in any one of the initiatives being discussed, yet these players may all belong to separate divisions within the school or department.

The importance of creating globally engaged students is highlighted in the institution's mission statement and strategic goals. With this, it is likely that TTU has administrative buy-in for internationalization initiatives. This serves as a benefit for them as does a clear organizational structure, which shapes lines of communication. This study could serve as a resource for schools of music and music departments, as well as other academic departments, to outline the approaches towards internationalization initiatives and their challenges and benefits.

Section Three  
Scholarly Review for the Study

## **Introduction**

Following World War II, the world became a smaller place as advancements were being made in transportation, technology and industry. Leaders and scholars began to see the global impact of these advancements which led to an increased interest in better understanding internationalization initiatives, particularly at the higher education level. (ACE, 2017.)

Through the years, many definitions of the term internationalization were developed as different stakeholders shaped aspects of internationalization to fit their particular needs. The term internationalization continues to be vague, but through a review of the literature, a more concrete definition of the term will be established as it pertains to this study.

This literature review aims to shed light on the rationales for internationalization efforts in higher education, as well as various approaches to these efforts. Many entities are involved in internationalization initiatives which is why the American Council of Education (ACE) will be highlighted. ACE's involvement as the coordinating body for higher education will be further investigated through the literature, as well as their commitment and promotion of internationalization.

Internationalization efforts are a never-ending process and institutions are often recognized for their efforts. These awards, which will be discussed further in the literature review, serve as incentives for institutions and as marketing tools for institutions to attract a diverse population. Finally, the transatlantic cooperation program

between U.S. and European schools of music will be explained as a way to better understand the connection between internationalization and music programs.

### **Defining Internationalization of Higher Education**

Dr. Jane Knight, a leading expert and scholar on internationalization of higher education, best summed up the confusion around the complex idea of internationalization when she stated, “It is a term that means different things to different people and is thus used in a variety of ways” (Knight, 2004, p. 5). Through the years, the term internationalization has developed a diversity of meanings as each institution defined it in a way to best suit them. Arum and Van De Water (1992) noted that the absence of a common definition resulted in many serious consequences. One consequence is that the International Education Act (IEA) remained unfunded partly because of terminology. Legislators were confused over whether IEA was intended to support other nations or support the internationalization efforts of the U.S. educational community (Arum and Van De Water, 1992).

A 1996 report by the Organization for Economic Co-operation and Development (OECD) stated:

The support for internationalization from the government and the public has been based on the vagueness of the term. As internationalization becomes operationalized in obvious and visible forms, it may be harder to maintain the breadth of stakeholder support that has existed for the generic concept (as cited in Yelland, 2000, p. 298).

De Wit (2002) favored a more focused definition for internationalization in order for it “to be understood and be treated with the respect it deserves” (p. 114). Likewise, Knight (1997), though she acknowledged that a universal definition would be unlikely, brought to light the need to develop a conceptual model that would provide clarity on meaning and principles to guide policy and practice. In developing this conceptual model, she formulated what would become the most accepted definition of internationalization in the academic community. (ACE, 2017, Mallea, 1996, de Wit, 2002). Her original definition of internationalization is, “the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (Knight 1994, p. 7).

After realizing that internationalization needed to be understood both at the national/sector level and at the institutional level, Knight later amended the definition to acknowledge the relationship and integrity between them. The amended definition reads: “The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11).

Knight (2004) focused on key words used in the original and amended definition to explain the similarities and differences. The term “process” is present in both definitions to serve as a constant reiteration that efforts to internationalize are continuous. “Integration” is another keyword, which underscores the centrality and sustainability of internationalization in the mission and function of higher education. To make the new definition more applicable to both the institutional and sector levels, Knight (2004) added the terms purpose, function, and delivery of higher education, which go beyond teaching,

research and service, as the three main components of any college or university. This definition is most relevant for this study as it is the definition adopted by the American Council on Education.

Scholar B.J. Ellingboe also viewed internationalization as a process in her definition: “Internationalization is the process of integrating an international perspective into a college or university system. It is an ongoing future-oriented, multidimensional, multidisciplinary, 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) This definition also provides a bit of a strategic approach to internationalization. Like Knight’s definition, this definition highlights the dynamic nature of the process of internationalization, the involvement of multiple stakeholders, and the need for buy-in from institutional leaders. Like Knight’s definition, this definition applies not only at the institutional level but also at the higher education system as a whole.

Although the bulk of the internationalizing processes is taking place at the institutional level (Knight, 2004), it is important that these definitions are broader conceptually and spread to the national and sector level as well. “The national/sector level has an important influence on the international dimension through policy, funding programs, and regulatory frameworks” (Knight, 2004, p. 5).

## **Internationalization vs. Globalization**

Like internationalization, globalization is defined in many ways (Knight, 1997). The terms are often interchanged by individuals; however, Knight (1997) cautions that the terms are not the same and should not be interchanged. Knight (1997) defined the two concepts as follows: “Globalization is the flow of technology, economy, knowledge, people, values, ideas...across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (p. 6). “Internationalization of higher education is one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation” (p. 6). Knight (1997) viewed internationalization of higher education as the response to the present and changing globalization effects in our environments.

According to Scott (1998) “not all universities are (particularly) international but all universities are subject to the same process of globalization...internationalization is a condition with which universities have always been comfortable...globalization is a much more volatile and turbulent phenomenon” (p. 122). Knight (1994) argued that globalization presented new opportunities, challenges, and risks. Luijten-Lub, Van der Wende and Huisman (2005) related to this in stating that, “globalization has increased the component of competition, when cooperation was more prevalent” (p. 148). Competition is more often associated with globalization whereas cooperation is more often associated with internationalization. However, competition does not exclude cooperation. For example, countries like the Netherlands and Finland have made policy changes that have positively influenced the international competitiveness of their country's higher education

in response to the effects felt by globalization (Luijten-Lub, Van der Wende & Huisman, 2005).

### **Rationales for Internationalization**

Four categories of rationales exist that define internationalization policies and initiatives at both the national and institutional level. They are political rationales; economic rationales, academic rationales, and social/cultural rationales (de Wit, 1999, 2002; Knight, 1997, 2004).

***Political Rationales.*** The political rationales relate mainly to issues of national security, stability, and peace as well as issues concerning a country's position and role as a nation in the world. De Wit (1999) noted that the political rationale was particularly prevalent in the United States following World War II in a drive to maintain and expand influence over other world powers. De Wit (1999, 2002) and Knight (1997, 2004) categorized political rationales as follows:

- Foreign policy rationale: "Education, especially higher education, is often considered as a form of diplomatic investment for future political and economic relations. For example, scholarships for foreign students who are seen as promising future leaders are considered to be an effective way of developing an understanding of and perhaps affinity for the sponsoring country. This affinity can prove to be beneficial in future years in terms of diplomatic and economic relations" (Knight, 1997, p. 9).
- National security: According to de Wit (2002), this political rationale was especially prevalent in the United States during the Cold War. After the attacks of



9/11, national security considerations were revived through scholarship programs such as the National Security Education Program (NSEP).

- Technical assistance to other countries: Internationalization efforts were motivated by this rationale particularly after World War II as the U.S. provided assistance for the rebuilding of Europe and other countries devastated by the war (de Wit, 1998).
- Peace and mutual understanding. Based on the idea that understanding cultural differences makes it easier to maintain peace, this has been one of the most noticeable rationales of higher education internationalization efforts in the United States especially after World War I and World War II (Knight, 1997).

***Economic Rationales.*** These rationales are intended to improve competitiveness in the economy at the national level and raise revenue for the institution at the institutional level. Denman (2002) recognized that higher education as an export commodity has provided the stimulus for institutions to compete for students and staff for the purpose of making a profit, but he showed concern for the shift from civic responsibility to business opportunity that has resulted at times. Similarly, Knight (1997) advised institutions to find a balance between revenue motivation and academic benefits of internationalization.

***Academic Rationales.*** Internationalization efforts enrich teaching and learning to expand the horizon of students as well as faculty. Academic rationales have been established in the five areas below:

- Extension of the academic horizon: This aspect brings in a form of social learning by means of a multicultural experience (de Wit, 2002).
- Institution building: Local resources and expertise are not enough, but internationalization initiatives can bring major reviews or exercises to the institutional level that can build upon the core values of the institution (de Wit, 2002; Knight, 1997).
- Profile and status: The international profile of a university is a growing concern for institutional leaders as competition at the international level becomes more pronounced (Knight, 2004). There is a perception that the more international an institution is the better it is (de Wit, 2002). Therefore institutions are making major efforts to establish an international reputation or a brand name for themselves, which would launch them ahead of their competitors (Knight, 2004).
- International academic standards: Institutions strive to meet certain academic standard in an effort to be internationally recognized (de Wit, 2002).

***Cultural Rationales.*** Cultural rationales foster respect for cultural and ethnic diversity and promoting international understanding. They have often been considered a way to cultivate and spread a nation's cultural and moral values. Cultural rationales are often linked with the advancement of the universality of knowledge, as well as the role universities play as producers of new knowledge, preservers of culture, and social critics (de Wit, 2002).

***Social Rationales.*** These rationales focus on the ability to bring students a global awareness by allowing them to experience other cultures, therefore possibly leading to a

better appreciation for their own culture. A major motivation towards the development and expansion of study abroad programs in the United States has been the fear of parochialism, especially at the undergraduate level (de Wit, 2002).

Knight (1997) and de Wit (1999) both mentioned the importance of the stakeholder's perspective when analyzing these rationales. There are many stakeholders at the government, educational, and private sector. According to Knight (1997), "the different rationales can imply different means and ends to internationalization. Thus it is extremely important for a national system and an institution to be aware of the explicit and implicit motives of different groups" (p. 12).

**Approaches to Internationalization.** Knight (2004) cautions that an approach to internationalizing is different from a definition of internationalization. She explains that although many institutions may share the same definition of internationalization, implementation strategies may differ because of differing priorities, cultures, histories, politics, and resources. "An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization" (Knight, 2004, p.18).

Knight (2004) provided six types of approaches to internationalization at the institutional level. They are as follows:

- The Activity Approach: Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.

- The Outcomes Approach: Internationalization is presented in the form of desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects.
- The Rationales Approach: Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic standards, income generation, cultural diversity, and student and staff development.
- The Process Approach: Internationalization is considered to be a process where an international dimension is integrated into teaching, learning, and service functions of the institution.
- The At Home Approach: Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities.
- The Abroad (Cross-borders) Approach: Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery modes (face to face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc.) (Knight, 2004, p. 20).

Knight (2004) explains that these approaches are not limited nor are they meant to exclude other approaches. She states that “the purpose of developing these is to help institutions and policymakers reflect on the dominant features of their current approach to internationalization or what approach they would like to adopt in the future” (p. 21).

Knight (2004) believes this to be a useful and revealing exercise to analyze whether the

dominant approach being used is consistent and complementary to the rationales and values driving the efforts to internationalize.

### **The American Council on Education**

The American Council on Education (ACE) is viewed as the umbrella organization for all institutions of higher education (King, 1975; Bailey, 1975; Cook, 1998). At the time of its founding by 14 national education associations during World War I under the name Emergency Council on Education, ACE was formed to serve as the coordinator of these 14 associations, and to coordinate relations between higher education and the federal government (King, 1975). The name was changed to the American Council on Education in 1962; the same year ACE began adding dues-paying institutional members as a means to strengthen its finances. It was during this time that ACE created a governing body consisting mostly of presidents representing their own institutions rather than representatives of constituent associations (Bloland, 1985). ACE was no longer dependent on the constituent associations and assumed the role of the coordinating body of the higher education system as a whole rather than associations of higher education alone (Murray, 1976; Bloland, 1985; Cook, 1998).

According to ACE's website, ACE represents approximately 1,800 college and university presidents and the executives at related associations, and is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. ACE gathers experts from all sectors to tackle the toughest higher education challenges collectively, placing a focus on

improving access and preparing every student to succeed (“American Council on Education”, 2017).

According to its website, The American Council on Education is governed by a Board of Directors consisting of college and university presidents. ACE is divided into three commissions: Commission on Inclusion; Commission on Education Attainment and Innovation; Commission on Internationalization and Global Engagement. These commissions advise ACE on various mission-related issues and guide ACE in initiating new programs and policies, drafting action plans, and working with outside constituencies (ACE, 2017).

#### *ACE’s Involvement in Internationalization of Higher Education*

Soon after its founding, ACE became involved in activities with an international focus. At first, this focus was on international exchange and international educational cooperation. Charles Dobbins published a chronology in 1968 that listed the internationally focused activities initiated by ACE from the time it was founded in 1918 until 1968. Highlights from Dobbins’ chronology include:

- 1920: ACE administered the first exchange scholarships between American higher education institutions and French universities.
- 1941: ACE called a meeting between experts in the area of the Far East and the curriculum to explore the possibility of teaching subjects on what was then called “the Orient.”
- 1944: ACE received a grant in the amount of \$50,000 from the Department of State to conduct a two-year educational survey of the Arabic-speaking countries

of the Near East. That same year, it was contracted by the Department of State to administer a grant-in-aid intended to purchase educational materials for some schools in China, shortly after this, ACE established the Committee on International Education and Cultural Relations.

-1953: ACE established the Commission on Education and International Affairs.

-1954: an ACE executive committee approved a document which specified that the center of interest for the Council in its work in international education was “to concentrate on providing high-level planning and guidance on international education in all aspects” (p. 83).

-1960s: ACE played a critical role in the preservation of Title VI of the National Defence Education Act (NDEA) and pushed for the passage of the International Education Act (IEA), both supporting the funding of international education activities. (Dobbins, 1968)

According to ACE’s website, since the 1970s, ACE has written or recommended every change that has been made to Title VI of the Higher Education Act (HEA) (ACE, 2017). In an effort to make a case for international education and global competence, ACE released two publications, “What We Don’t Know Can Hurt Us” (1984) and “What We Can’t Say Can Hurt Us: A Call for Foreign Language Competence by the Year 2000” (1989). ACE began to heavily advocate for a more strategic approach to internationalization in the late 1990s.

During this time, ACE had adopted Jane Knight’s 1994 definition of internationalization as “the process of integrating an international/intercultural dimension

into the teaching, research, and service functions of the institutions,” (Knight, 1999) as well as Guidelines for the Internationalization Quality Review Process (IQRP) for Institutions of Higher Education (Knight, 1999) that would assist institutions of higher education in their internationalization efforts (Green & Olson, 2003).

By the early 2000s, ACE had begun a number of initiatives to help institutions develop strategies to advance internationalization on their campuses. Many of these programs are still in existence, continuously being updated as new ones are being developed by ACE’s Center for Internationalization and Global Engagement (CIGE). According to ACE’s website, CIGE provides in-depth analysis of critical international education issues and administers programs and services to support higher education institutions' internationalization and global engagement strategies (ACE, 2017). CIGE currently provides seven programs, one of which is the highly sought after Internationalization Laboratory.

According to ACE’s website, the Internationalization Laboratory provides customized guidance and insight to help colleges and universities achieve their internationalization goals. To date, more than 100 institutions have participated in the 13 completed cohorts of the program. Participating institutions work closely with ACE experts to assemble an internationalization leadership team on campus, analyze current internationalization activities and articulate institutional goals, and formulate a strategic action plan to take internationalization efforts forward (ACE, 2017).

*Commitment to and Promotion of Internationalization of Higher Education*



ACE is highly committed to the internationalization of higher education, and this is easy to see in the comprehensive and strategic approach to internationalization they have developed. Comprehensive internationalization, as defined by the Commission for International and Global Engagement (CIGE), is “a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.” (ACE, 2017.) The CIGE Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs. Each is listed below, including ACE’s description from the website:

- **Articulated Institutional Commitment:** Strategic planning involving key stakeholders articulates an institution’s commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.
- **Administrative Leadership, Structure, and Staffing:** The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.
- **Curriculum, Co-curriculum, and Learning Outcomes:** As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-

focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

- **Faculty Policies and Practices:** As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.
- **Student Mobility:** Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.
- **Collaboration and Partnerships:** Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. (ACE, 2017.)

ACE's commitment to help institutions is seen throughout their literature and online resources. Many of ACE's publications such as "Internationalizing the Campus: A User's Guide" (2003); "Building a Strategic Framework for Comprehensive Internationalization" (2005); "Campus Tools for Internationalization" (2007); and "A

Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn” (2006) continue to serve as valuable tools for leaders working to internationalize their campuses.

One strategy ACE has adopted for the purpose of promoting internationalization has been to focus on certain themes such as engaging faculty in internationalization, internationalizing the curriculum, collecting strategies that member institutions have successfully used in internationalizing their campuses, and publicizing them among its membership. Similarly, ACE has identified key aspects from its many programs and projects to a wider audience through its website, web-based publications, and other publications (ACE, 2017).

Another strategy that ACE has employed has been to showcase outstanding programs or practices in its publications and on its official website. This began with its 2002 publication “Promising Practices: Spotlighting Excellence in Comprehensive Internationalization” which highlighted the experiences of eight institutions that have taken a comprehensive approach in integrating an international element to undergraduate coursework. Also, web links such as Internationalization in Action provide members with institutional strategies and good practices gathered from participants in CIGE programs and other experts in the field. Topics rotate regularly, and each installment includes examples, sample documents, and advice from a variety of institutions. (ACE, 2017). The ACE website is vast and serves as a comprehensive resource for any practitioner in the field.

## **National Recognition for Internationalization Initiatives**

Each year the NAFSA: Association of International Educators (NAFSA) recognizes U.S. colleges and universities that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization, especially those using innovative and creative approaches (NAFSA, 2017).

According to the NAFSA website, this award is named in honor of the late Senator Paul Simon who served as a strong voice for civil rights, prison literacy, peace initiatives, and international education. Throughout his career, Simon promoted international education, using his positions on various committees in the Senate to advocate for exchange. His leadership in this area was especially evident in his strong support, along with Senator David Boren, for the creation of the National Security Education Program (NSEP), which addresses critical national security deficiencies in language and cultural expertise (NAFSA, 2017).

Prior to his death in December 2003, Simon worked diligently to persuade the federal government to support a new initiative that would create education abroad fellowships for domestic students because he prioritized the ability of this country's future leaders to know and understand the broader world outside its borders. This fellowship effort continues to move forward today (NAFSA, 2017).

The Simon Awards consist of the Spotlight Award as well as the Comprehensive Award. The NAFSA Senator Paul Simon Spotlight Award is presented annually to no more than three institutions that highlight innovative internationalization programs and

initiatives. This was first awarded in 2003 and has been awarded each year since to a total of 56 institutions (NAFSA, 2017).

According to the NAFSA website, The Simon Award for Comprehensive Internationalization is granted to a limited number of institutions each year, usually to no more than five. The award recognizes overall excellence in internationalization efforts as evidenced in mission, strategies, programs, and results. This award does not require that institutions reach an “ideal” level of internationalization. Rather, it is meant to recognize those institutions making intentional, significant progress to effectively internationalize with results of: expanding the reach of internationalization among students, faculty and staff, fostering collaboration across academic, administrative and student service arenas in the interest of internationalization; expanding student, faculty and academic and support units contributing to internationalization; and assessing and measuring that progress. This was first awarded in 2003 and has been awarded each year since to a total of 72 institutions (NAFSA, 2017).

### **Transatlantic Cooperation between NASM and EAC**

Up until 2002, contact between music institutions in Europe and the United States was limited in number and highly informal, although music training had always been an area with a strong international aspect. The National Association of Schools of Music (NASM) - the accrediting agency for schools of music in the U.S. - and the European Association of Conservatories (EAC) together took on the challenge of analyzing and compiling information in two different areas:

- Advancing and improving joint cooperation projects between European and American music institutions.
- Considering common issues of curriculum and quality assessment and enhancement, with particular attention to their impact on student mobility (NASM, 2017).

The Music Study, Mobility, and Accountability Project, as this project became known as, developed a number of studies on transatlantic exchange and on student achievement and evaluation. Curriculum content was addressed to better understand the requirements and expectations that could be built into exchange programs. Although American and European cultures share many commonalities, cultural understanding was a point of discussion as ways of working, intellectual skillsets, and organizational structures are different. This project confirmed the importance of understanding the natures of these differences and how various approaches can help those involved reach educational and artistic goals (NASM, 2017.)

This two year project produced dialogue among institutional leaders within Europe and within the United States and between leaders in Europe and the United States. It established a new level of partnership between the pre-eminent associations of music schools in Europe and the United States. In developing this dialogue, the project opened and identified the vast potential for expanding cooperation to enhance the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole. (NASM, 2017).

## **Summary**

The four parts that comprised Section Three summarize the literature on four important components that are interconnected as part of this study. Part one provided an understanding and concrete definition of the term internationalization as it pertains to this study and made the distinction between the terms internationalization and globalization. Rationales for and approaches to internationalization of higher education were also provided. Part two introduced the American Council on Education and described its involvement in, commitment to, and promotion of the internationalization of higher education. Part three presented the significance of and criteria for the Senator Paul Simon Awards for Internationalization Initiatives. Part four discussed the transatlantic cooperation efforts made between the U.S. and European nations as a way to expand cooperative efforts and enhance partnerships in the field of music training. A review of the literature has revealed a gap in research covering the overall impact that internationalization initiatives have had on schools of music, and this study aims to fill that void.

Section Four  
Contribution to Practice



### **Type of Document**

I will request to present a whitepaper to the Department of Music Chair at Southeast Missouri State University and the Comprehensive Internationalization Leadership Team at Southeast. I will discuss my research and findings and elaborate on areas where internationalization initiatives could benefit not just the music department at Southeast, but all departments. I will also highlight the approaches that the participating school of music took towards their initiatives and how they implemented them. I will also discuss areas for further research and options that may further benefit the overall internationalization initiatives at Southeast.

### **Rational for Contribution Type**

From data collected in the proposed study, institutional and program leaders within higher education can gain insight of successful implementation of internationalization as well as outcomes from successful internationalization initiatives. The results of this study can add value to higher education institutions by providing data to enhance policies and practices toward internationalization, at the institutional level as well as program level. The information could be useful for developing and improving curriculum to include cultural components that may be lacking. The results from this study can inform administrators of how to attract international students as well as prepare current students for international opportunities and success.

### **Outline of Proposed Contents**

The analysis of the study will include an introduction to the study and a summary of detailed findings from the questionnaires and interviews with various stakeholders,

organizational documents and the institution's website. I will focus on particular findings that may be of particular interest to this University. I will conclude with a summary of areas for further research.

### **Plan for Dissemination of Practitioner Contribution**

I will propose to present a PowerPoint presentation at the National Association for Music Education (NAfME) Music Research and Teacher Education National Conference discussing the research in a whitepaper report format. The NAfME is among the world's largest arts education organizations, with many administrators and educators in music holding memberships. NAfME is recognized as the only association that addresses all aspects of music education while advocating at the local, state, and national levels. NAfME provides resources for teachers, parents, and administrators; hosts professional development events; and offers a variety of opportunities for students and teachers.

I will share the findings of this study using a PowerPoint presentation at the NAfME Music Research and Teacher Education National Conference. The presentation will highlight the challenges and benefits departments of music have experienced with the implementation of internationalization initiatives. Approaches to the initiatives will be discussed in detail as this may be of particular interest to administrators. I hope to have a roundtable discussion format during the presentation so administrators and faculty present can share additional ideas about internationalization initiatives at their schools.

## **Whitepaper Report**

### **Introduction**

Internationalization of higher education refers to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). The universal definition, which acknowledges the relationship and integrity between the national/sector level and the institutional level, provides a structure to reaffirm the core role of universities in preparing students for the world and how they deal with it (Brandenburg & De Wit, 2015). However, there are different approaches to internationalization within higher education in the United States and between countries, resulting in an inconsistent understanding of the world and preparation of students toward improving it (Brandenburg & De Wit, 2015).

More research is needed to learn of institutional initiatives that lead toward bettering students, or human capital, to be successful within their own culture as well as among others (Brandenburg & De Wit, 2015). Specifically, more research is needed in learning internationalization efforts within higher education programs. Several higher education programs have established internationalization initiatives and have been recognized for their efforts. Further research is needed of programs, such as music education, where international partnerships currently exist and are acknowledged for successfully preparing their students to be global leaders.

### **Background**

Leaders and scholars have seen the global impact of advancements in technology and transportation, leading to an increased interest in better understanding internationalization initiatives, particularly at the higher education level to produce competitive human capital (Brandenburg & De Wit, 2015). Internationalization of higher education is one way a country responds to the impact of globalization, while at the same time respects the individuality of the nation (Knight, 2004). “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (Knight, 2004, p.18).

The initiatives implemented by the School of Music at Texas Tech University (TTU) in Lubbock, Texas are the focus of this study. TTU was a 2016 recipient of the Senator Paul Simon Spotlight Award for their K-12 Global Education Outreach (GEO) initiative. From data collected in the study, institutional and program leaders within higher education can gain insight of successful implementation of internationalization as well as outcomes from successful internationalization initiatives. The results of this study can add value to higher education institutions by providing data to enhance policies and practices toward internationalization, at the institutional level as well as departmental level. The information could be useful for developing and improving curriculum to include cultural components that may be lacking. The results from this study can inform administrators of how to attract international students as well as prepare current students for international opportunities and success at a global level.

## **The Study**

This qualitative study was designed to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music. The critical approach of intercultural communication served as the conceptual framework to guide understanding of internationalization initiatives or efforts within a school of music in higher education toward preparing students, in particular music graduates, for the global society (Issa, 2015). Data collected from semi-structured interviews with administrators, faculty and other staff, organizational documents and the institution's website provided a more thorough understanding of the approach to, and challenges and benefits of internationalization initiatives in a department of music. This data was coded for consistencies and emerging themes in terms of approaches to, challenges, and benefits.

Specifically, this case study addressed three research questions: What approaches have faculty and administrators in the School of Music taken towards the implementation of internationalization initiatives? What challenges have faculty and administrators in the School of Music faced in implementing internationalization initiatives? What benefits have faculty and administrators in the School of Music experienced by implementing internationalization initiatives?

### **Findings**

The results indicated the perceptions of six faculty and staff members from the School of Music, as well as from departments that collaborate with the School of Music. Additional results were drawn from organizational documents and the institution's website. The themes for faculty and staff included: approaches to internationalization,

benefits of internationalization, and challenges associated with internationalization. The themes from organizational documents and the website included: activity approach, social and cultural benefits, and support for students.

**Faculty and staff.** Six faculty and staff members from the School of Music and from departments that collaborate with the School of Music in internationalization initiatives were asked to complete emailed questionnaires and to participate in a follow-up interview via Skype. Four participants were faculty members, one of who also serves in an administrative role, from the School of Music, and two participants were administrators or staff from other departments that collaborate with the School of Music in internationalization initiatives. One faculty member from the School of Music completed the questionnaire but was unable to participate in a follow-up interview. All other participants completed both the questionnaire and the interview.

In describing the approach to internationalization taken by the School of Music, five out of six participants responded in terms of the activities in which students could participate. Activities included study abroad courses and programs, recruitment of international students and faculty, and international performances, competitions, and master classes. Study abroad programs were described as involving overnight excursions away from the primary destination, concert attendance, visits to sites associated with famous musical compositions, and exposure to local musical styles. All faculty and staff responded with enthusiasm when speaking of the activities associated with internationalization. Participants noted that internationalization efforts were faculty-led, such that faculty leaders were responsible for selecting and planning the associated

activities, with the assistance of an in-country study abroad provider and of the Study Abroad Office (for credit-bearing experiences).

Three participants described an abroad approach to internationalization. This approach involved the establishment of international teaching centers in locations such as Spain, Germany, and Costa Rica. Although the international teaching centers were primarily used for providing study abroad experiences to domestic students, the centers also enrolled local students. Local students who were receiving secondary education at the centers could be recruited to do their undergraduate work at the School of Music.

All six participants described a rationale approach to internationalization, in which they described internationalization efforts in terms of motivations or expected benefits. Rationales for or benefits of internationalization included academic benefits and social benefits. All six participants referred to the extension of academic horizons as an academic benefit of and rationale for internationalization. Participants reported that academic horizons were extended by unique and immersive learning environments, evolution of the curriculum as a result of international influence, facilitation of faculty members' international research, and the exposure of School of Music students to international schools or styles of playing.

Five out of six participants described the enhanced profile and status of the university and the School of Music as an academic benefit of internationalization. Internationalization was perceived as enhancing the department's visibility and reputation, and was perceived as a point of distinction for the university as a whole. Additionally, giving domestic students the opportunity to study abroad with

internationally renowned instructors was seen as a source of validation for domestic programs.

All six participants described social benefits of internationalization. Five participants described bringing students a global awareness by allowing them to experience other cultures as a social benefit of internationalization. Participants indicated that many students who participated in study abroad programs had not previously been outside of the United States, and that exposure to a different culture was often a life-changing experience for them. Perceived effects on students of an increasingly global awareness included greater intellectual curiosity, greater openness to new experiences, enhanced ability to communicate with people from other cultures, and a lessening of prejudice. Social benefits for faculty included exposure to different academic and intellectual contexts and the opportunity to make international contacts who facilitated international research, teaching, and recruitment efforts.

All six participants had encountered challenges associated with internationalization. For all six participants, the necessity of finding sufficient financial support for students was perceived as a challenge. Participants described the university as primarily serving an economically disadvantaged student population, such that the significant costs of program fees, tuition, and travel expenses were often prohibitive for students who might otherwise be interested in study abroad programs, international competitions, and other internationalization initiatives that required travel. Although some assistance was available to students in the form of competitive scholarships and



financial aid, this was perceived as insufficient to meet the needs of all interested and qualified students.

The high cost for students of studying abroad contributed to the difficulty of recruiting a sufficient number of students for a study abroad program to be viable, a challenge mentioned by three participants. Participants reported that approximately 30% of planned study abroad programs were cancelled due to insufficient enrollment. Cancellation occurred after faculty and staff had invested an estimated average of 150 hours in planning and promoting a program, according to participants. Participants described faculty leaders' commitment to advertising the programs with flyers and other promotional media as an important determinant of whether minimum enrollment would be made.

**Organizational documents and institutional website.** The competitive scholarship application document and the Study Abroad in Music flyer were reviewed, as were the relevant materials on the institutional website. These sources indicated an activity approach to internationalization with a social and cultural rationale, in which the initiatives were described in terms of travel destinations and site visits. Social and cultural benefits associated with an opportunity to study at the teaching center in Spain included a chance to visit localities associated with famous operas and dance styles.

Indications of the necessity for financial support for students were found in materials describing an estimated program fee of nearly \$4,000 (exclusive of tuition, a \$200 education abroad fee, and travel expenses). Available supports for students included room and board with a family in the destination city, financial aid, and

competitive scholarships. Competitive scholarships typically ranged from \$250 to \$750 and were awarded according to merit rather than need.

### **Recommendations**

Texas Tech University serves as an excellent institution for benchmarking for institutions or academic programs seeking to grow their internationalization efforts. This research demonstrates the importance of having a centralization of key support services, such as a Study Abroad Office and having a “go-to” staff member who helps coordinate and provide resources to faculty and students for study abroad programs and faculty-led trips. If such a position does not exist, institutions of higher learning should consider adding a Director or Coordinator of Study Abroad, someone who is knowledgeable and has the ability to market and grow these initiatives.

As interview participants explained, study abroad and other trips can be quite expensive, making it difficult for most students to participate. The \$4 per-semester study abroad fee assessed to enrolled students at TTU is used to fund scholarships and travel expenses for faculty when leading trips. Institutions that do not already have a fee such as this in place should consider. A fee as low as \$1 could help establish a study abroad scholarship fund. Having this fee in place could bring awareness to study abroad and could incentivize the programs.

Many participants mentioned students participating in international festivals, competitions and master classes. These are relatively short trips that provide opportunities for more students to be exposed to a variety of teaching methods and levels of discipline from around the globe. Faculty and staff could seek out these opportunities

through their professional organizations or musicians guilds and help guide their students to these.

In a world where many schools and disciplines of teaching exist, particularly in the world of music, it is important to bring awareness to these. Many students do not have the means or the opportunities to study abroad. One way to expose more domestic students to the rest of the world is through the recruitment of more international students and international faculty/visiting professors to U.S. institutions. Institutions should work to continue to grow their international populations through scholarship and program incentives to bring more of a global viewpoint to domestic students.

More partnerships could be established between U.S. universities in order to provide more students with international opportunities. Many universities have the means to provide these programs, but many times the programs do not make due to a lack of interest and enrollment. Other universities do not have the means, yet have many students interested in these programs. Partnerships could be established between institutions so that interested students at one institution could participate in programs at another institution, which would potentially result in higher enrollment numbers needed for these programs to make. Through partnerships, issues of credit transferability could be eliminated.

## **Conclusion**

Findings in this research study indicated that faculty and staff perceived the university as taking an activity-, abroad-, and rationale-approach to internationalization. Benefits associated with internationalization included academic benefits such as extended

academic horizons and an enhanced institutional status and profile, and social benefits such as bringing students a global awareness and allowing faculty members to make contacts who could help with research, recruitment, and international teaching appointments. Challenges associated with internationalization included inadequate financial support for interested and qualified students, and the related difficulty of recruiting a sufficient number of students to make minimum enrollment for study abroad programs.

The results of this study could create social change for society and communities. This study has created a better understanding of the impact internationalization initiatives implemented within a higher education school of music or department of music have had in enhancing the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole.

### **Limitations**

One limitation is that interviews served as the primary data collection instrument. Initial questions possibly limited participant responses in that the questions were designed to focus specifically on internationalization initiatives. To ensure comprehensive answers, follow-up questions were asked in cases where more clarity was needed, or where the initial interview questions were not enough for participants to provide all the information necessary. Furthermore, since many questions were researcher-developed, and not found within existing literature on internationalization, potential questions may have been overlooked or misunderstood by participants. To

mitigate this, and to ensure that questions were worded clearly, that participants understood the questions as intended, and that the questions were appropriate for comprehensively answering the research questions, proposed questions were sent to department chairs who are not participating in the study who could provide feedback from a participant point of view.

Another limitation existed with the sample method. A purposeful sampling technique was employed to select a sample that was favorable to my viewpoint. This means that there was the potential for a 'biased' sample, which could have lessened the validity of the overall study. To mitigate this limitation, administrators and faculty from the school of music were recruited based on recommendations provided to me by a top administrator of the school of music.

Similarly, and lastly, a limitation existed with the institution selected for the study. Participants were only recruited from one institution. Other institutions that have schools of music may provide additional data on internationalization efforts, however efforts implemented may differ or not be as effective in institutions that have participated in the ACE Internationalization Laboratory or that have received a Sen. Paul Simon Award. As the existing research lacks evidence of successful implementation of internationalization initiatives among higher education institutions, findings of the study extend only to the participating institution.

Future research could include the opinions and experiences of students, not just faculty and staff. Research should also be conducting at a number of institutions and

within various academic programs to provide a more in-depth study of internationalization of higher education.

## References

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Section Five  
Contribution to Scholarship



## **Target Journal**

The Journal of Research in Music Education

### **Rationale for this Target**

My research is intended to serve as a resource for administrators and faculty within departments of music who wish to move forward with a plan for internationalizing their department. I plan to submit Section 1 and Section 4 of my dissertation as a journal article to the Journal of Research in Music Education (JRME). I chose the JRME because it is the journal of the National Association for Music Education (NAfME), which is among the world's largest arts education organizations. Most departments of music hold NAfME memberships for administrators, faculty and students. NAfME is recognized as the only association that addresses all aspects of music education while advocating at the local, state, and national levels. NAfME provides resources for teachers, parents, and administrators; hosts professional development events; and offers a variety of opportunities for students and teachers. The Association orchestrates success for millions of students nationwide and has supported music educators at all teaching levels for more than a century (NAfME, 2017).

According to the NAfME website, NAfME has worked to ensure that every student has access to a well-balanced, comprehensive, and high-quality program of music instruction taught by qualified teachers since 1907. NAfME's activities and resources have been largely responsible for the establishment of music education as a profession, for the promotion and guidance of music study as an integral part of the school

curriculum, and for the development of the National Standards for Arts Education (NAfME, 2017).

According to the JRME website, the mission of the JRME is to encourage, publish, and disseminate research of the highest caliber for the advancement of music teaching and learning. This peer-reviewed journal considers quantitative, qualitative, historical, and philosophical research relevant to national and international settings. An essential objective of the JRME is to communicate research findings that support the NAfME's strategic plan of encouraging the study and making of music by all (JRME, 2017). The author guidelines, provided online by the JRME, are as follows:

### **Submission Guidelines**

#### Abstract and Keywords

- An abstract of 150-200 words should be included.
- Provide up to five keywords/phrases that describe the contents of the manuscript to help readers find your article via online searches. Suggestions for selecting keywords can be found at <http://www.uk.sagepub.com/journalgateway/findArticle.htm>. Keywords will be entered as part of the submission process, and also should be included at the bottom of the abstract.

#### Manuscript

- The manuscript should represent the highest standards of research design and scholarly writing.
- Implications for music teaching and learning should be provided in all manuscripts.
- Manuscripts must conform to one of the following style manuals:
  - *Publication Manual of the American Psychological Association* (6th edition, 2010),
  - *The Chicago Manual of Style* (15th edition, 2003), or
  - *A Manual for Writers of Term Papers, Theses, and Dissertations* (K. L. Turabian, 7th edition, revised by Wayne C. Booth, Gregory Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff, 2007).
- Authors may not mix styles within a single manuscript.

- Authors should write in clear, readable English, limit the use of passive voice, and avoid excess words.
- To ensure anonymity in the reviewing process, the manuscript and the abstract should contain no clues to the author's identity or institutional affiliation. Manuscripts not adhering to these guidelines will be returned.
- Note that the *JRME* does not publish action research, literature reviews, essays, or book reviews.

#### Manuscript Length

- Manuscripts are typically 20-25 pages in length.
- Articles longer than 25 pages for which extensive narrative is essential will be considered at the discretion of the editor/editorial committee.
- Authors may submit short-form articles (4-10 pages) for research involving new reports related to an ongoing line of research and for replications. Short-form articles must be identified as such in the cover letter.

#### Tables and Figures

- Up to three tables and/or figures may be included. These must be publishable in black and white.
- Additional tables and/or figures may be submitted for use as online-only supplemental material, and should be labeled accordingly.
- Online supplemental material may include *any* digital files including documents images, media, recordings, video, and/or illustrations (see Permissions information in the section that follows). These materials will be posted as provided, and will not be typeset or otherwise reformatted.
- Music examples, figures, photographs, and other illustrations must be checked for accuracy before submission.

#### Permissions

- If any copyrighted materials are used (music notation, illustrations, figures, and so forth), documentation verifying that the author has permission to use the material must be included. [Please complete a Request for Permission to Reprint Material form.](#)
- Authors are responsible for obtaining written permission to publish any author-submitted photographs, videos, or audio examples. For minors, written permission of a parent or guardian is required before such images are published. [Please complete an Audio/Visual Likeness Release form.](#)

#### References

- All references must include DOI or persistent URL information if available.
- References must be formatted according to the style guide used in the preparation of the manuscript.

#### Ethical Considerations

- Authors are expected to comply with APA ethical standards (<http://www.apa.org/ethics/code/index.aspx>) and institutional and federal regulations on the treatment of human subjects. Compliance with the institutional review process should be stated clearly in the manuscript, typically in the Methods section, by mention of study approval and/or the use of the informed consent process.
- Authors are expected to comply with the NAFME Society for Research in Music Education “Research Publication and Presentation Code of Ethics” ([http://www.sagepub.com/upm-data/62972\\_Code\\_of\\_Ethics\\_SRME.pdf](http://www.sagepub.com/upm-data/62972_Code_of_Ethics_SRME.pdf)) and the APA guidelines for Ethical and Legal Standards in Publishing (*Publication Manual of the American Psychological Association* (6th edition, 2010, p. 11-16).
- Submitting a manuscript indicates that it has not been published previously and is not currently submitted for publication elsewhere, either in its entirety or in part. Distribution on the Internet may be considered prior publication and may compromise the originality of the paper as a submission to the *JRME*. Authors must describe in what form and how a manuscript has been previously disseminated. Submission of an article based on a doctoral dissertation is permissible, and there will be a question during the submission process for the author to provide dissertation information.

Piecemeal publication, or publishing data from one study in multiple articles, is generally not acceptable. A study conceived as one study should be published as one study (e.g., it would not be appropriate to divide a mixed methods study into qualitative and quantitative articles; a study designed to investigate multiple research questions should not be divided into separate articles addressing different research questions, and so forth). A possible exception may be an historical study divided by topic or time period. Public datasets may be used in differing ways for multiple manuscripts, and articles comprising a multi-article type of doctoral dissertation may be published separately.

- When in doubt about any aspect of the ethics of manuscript submission, the author should contact the Editor, who will make the final decision in consultation with editorial committee members. In all cases, authors should disclose any circumstances about which there may be questions.

#### Contact Details for Submission

All e-mail correspondence concerning editorial matters should be addressed to Dr. Steven J. Morrison, Editor, University of Washington, Seattle, WA, USA, at [jrme@uw.edu](mailto:jrme@uw.edu). All manuscripts must be submitted online at <http://mc.manuscriptcentral.com/jrme> (JRME, 2017)

### **Plan for Submission**

I will submit the article for publication upon the successful defense of my dissertation, target date in April of 2018. I will create an online account to submit the completed manuscript for online review.

Internationalization initiatives in U.S. institutions of higher education: The impact  
observed by a School of Music

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## Abstract

This qualitative study was designed to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music. The critical approach of intercultural communication served as the conceptual framework to guide understanding of internationalization initiatives or efforts within higher education institutions toward preparing students, in particular music graduates, for the global society (Issa, 2015). Data collected from questionnaires and interviews with various stakeholders, organizational documents and the institution's website will provide a more thorough understanding of the approach to, and challenges and benefits of internationalization initiatives in a school of music. This data will be coded for consistencies and emerging themes in terms of approaches to, challenges, and benefits.

The results of this study could create social change for society and communities in better understanding the impact of internationalization initiatives implemented within higher education music departments toward enhancing the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole. Findings from this study will also inform practices of administrators of music departments within higher education toward attracting and preparing international students as well as preparing current domestic students for a globalized society.

## Keywords

Music education; internationalization of higher education; study abroad

## **Introduction**

Internationalization of higher education refers to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). The universal definition, which acknowledges the relationship and integrity between the national/sector level and the institutional level, provides a structure to reaffirm the core role of universities in preparing students for the world and how they deal with it (Brandenburg & De Wit, 2015). However, there are different approaches to internationalization within higher education in the United States and between countries, resulting in an inconsistent understanding of the world and preparation of students toward improving it (Brandenburg & De Wit, 2015).

More research is needed to learn of institutional initiatives that lead toward bettering students, or human capital, to be successful within their own culture as well as among others (Brandenburg & De Wit, 2015). Specifically, more research is needed in learning internationalization efforts within higher education programs. Several higher education programs have established internationalization initiatives and have been recognized for their efforts. Further research is needed of programs, such as music education, where international partnerships currently exist and are acknowledged for successfully preparing their students to be global leaders.

## **Background**

Leaders and scholars have seen the global impact of advancements in technology and transportation, leading to an increased interest in better understanding



internationalization initiatives, particularly at the higher education level to produce competitive human capital (Brandenburg & De Wit, 2015). Internationalization of higher education is one way a country responds to the impact of globalization, while at the same time respects the individuality of the nation (Knight, 2004). “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (Knight, 2004, p.18).

The initiatives implemented by the School of Music at Texas Tech University (TTU) in Lubbock, Texas are the focus of this study. TTU was a 2016 recipient of the Senator Paul Simon Spotlight Award for their K-12 Global Education Outreach (GEO) initiative. From data collected in the study, institutional and program leaders within higher education can gain insight of successful implementation of internationalization as well as outcomes from successful internationalization initiatives. The results of this study can add value to higher education institutions by providing data to enhance policies and practices toward internationalization, at the institutional level as well as departmental level. The information could be useful for developing and improving curriculum to include cultural components that may be lacking. The results from this study can inform administrators of how to attract international students as well as prepare current students for international opportunities and success at a global level.

### **The Study**

This qualitative study was designed to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music. The

critical approach of intercultural communication served as the conceptual framework to guide understanding of internationalization initiatives or efforts within a school of music in higher education toward preparing students, in particular music graduates, for the global society (Issa, 2015). Data collected from semi-structured interviews with administrators, faculty and other staff, organizational documents and the institution's website provided a more thorough understanding of the approach to, and challenges and benefits of internationalization initiatives in a department of music. This data was coded for consistencies and emerging themes in terms of approaches to, challenges, and benefits.

Specifically, this case study addressed three research questions: What approaches have faculty and administrators in the School of Music taken towards the implementation of internationalization initiatives? What challenges have faculty and administrators in the School of Music faced in implementing internationalization initiatives? What benefits have faculty and administrators in the School of Music experienced by implementing internationalization initiatives?

### **Findings**

The results indicated the perceptions of six faculty and staff members from the School of Music, as well as from departments that collaborate with the School of Music. Additional results were drawn from organizational documents and the institution's website. The themes for faculty and staff included: approaches to internationalization, benefits of internationalization, and challenges associated with internationalization. The

themes from organizational documents and the website included: activity approach, social and cultural benefits, and support for students.

### **Faculty and Staff**

Six faculty and staff members from the School of Music and from departments that collaborate with the School of Music in internationalization initiatives were asked to complete emailed questionnaires and to participate in a follow-up interview via Skype. Four participants were faculty members from the School of Music, one of who serves in an administrative role as well, and two participants were administrators or staff from other departments that collaborate with the School of Music in internationalization initiatives. One faculty member from the School of Music completed the questionnaire but was unable to participate in a follow-up interview. All other participants completed both the questionnaire and the interview.

**Theme 1: Approaches to internationalization.** Knight (2004) wrote, “An approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (p.18). In describing the approach to internationalization taken by the TTU School of Music, five out of six participants responded in terms of the activities in which students could participate, indicating an activity approach. Knight (2004) noted that the activity approach involves describing internationalization in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.

Internationalization activities at the TTU School of Music included study abroad courses and programs, overnight excursions away from the primary destination, concert attendance, visits to sites associated with famous musical compositions (e.g. the sites of the operas Don Giovanni, Carmen, and The Marriage of Figaro in Seville, Spain), and exposure to local musical styles. All faculty and staff responded with enthusiasm when speaking of the activities associated with internationalization. Participants noted that internationalization efforts were faculty-led, such that faculty leaders were responsible for selecting and planning the associated activities, with the assistance of an in-country study abroad provider and of the Study Abroad Office (for credit-bearing experiences). Faculty responsibility for study abroad activities potentially extended to personal financial liability, according to Dr. Donahue, Associate Professor and Head of Arts Administration:

The dean and chair approve the budgets, as they can be as much as \$50,000. And basically I have to sign off saying that if I overspend something, I will pay for it myself, or the college will pay for it. (Dr. Donahue, follow-up interview)

Ms. Chalex Boyle, Assistant Professor of Violin, stated in a questionnaire response that she participated in internationalization activities that included international masterclasses, international performances and competitions, recruitment of international students and faculty, and teaching at summer music festivals that attracted international students. Dr. Fried, Associate Professor of Music and faculty leader for the Music of Spain trip, described a variety of cultural activities on which he led his students during study abroad excursions:

We usually take students to Granada and Córdoba, and to other historic cities. Sometimes we take them to Malaga on the Mediterranean coast...For my course, we do a set number of things outside the classroom. I usually take them, when it is available, to a concert in the Royal Palace, the Real Alcázar of Seville...Almost every night there is some kind of concert that is happening and I try to pick very carefully which ones I take them to...I've taken them to a concert of the old Sephardic music of the ancient Jews in Spain, I've taken them to concerts of Islamic music. I try to take them to something they probably wouldn't have experienced before. Sometimes it's a classical music concert...I once took them the students to a performance of Sufi music. (Dr. Fried, follow-up interview)

On her questionnaire, Dr. Donahue described her activities approach to internationalization:

I take students for a month-long study abroad trip, alternating between Prague and Seville (Spain). The Prague trip is a graduate class, "The Arts in Prague," and is generally populated by music, dance, visual art, or theatre students in the Fine Arts Doctoral Program. In Spain, I teach Theatre Appreciation, generally to TTU undergraduate Engineering students, at the TTU Center. Additionally, I bring two graduate students with me to help teach the class; they get credit to practice teaching. (Dr. Donahue, questionnaire)

In her follow-up interview, Dr. Donahue provided further details about the activities she undertook with her students during study abroad programs, noting that these activities contributed to experiential learning. She stated that when she and her students studied

the arts under communism and the Holocaust in Eastern Europe, she hired a subject-matter expert to act as a local guide: “I hire somebody who is an American in Prague and who is a scholar in the Holocaust, and he takes us to the Jewish synagogues and to the Jewish cemetery.”

Three participants described an *abroad approach* to internationalization. The abroad approach is seen as the cross-border delivery of education to other countries through a variety of delivery modes (e.g. face to face, distance, and e-learning) and through different administrative arrangements (e.g. franchises, twinning, and branch campuses) (Knight, 2004, p. 20). At TTU, the abroad approach involved the establishment of international teaching centers. Although the international teaching centers were primarily used for providing study abroad experiences to domestic students, the centers also enrolled local students. Local students who were receiving secondary education at the centers could be recruited to do their undergraduate work at the School of Music. Dr. Smith, Professor and Chair of Musicology, referred to the international teaching centers:

We have a teaching center in Seville. We had one in south eastern Germany for quite some time. We're getting ready to open one in Costa Rica. Those are primarily for domestic students to go and do their study abroad experiences there.

(Dr. Smith, follow-up interview)

Dr. Fried, who served as the Faculty Leader for the Music of Spain program at TTU's teaching center in Seville, noted that the program was open to all TTU students and served to fulfill the core curriculum requirement for Creative Arts. Dr. Donahue said of

the teaching center in Costa Rica that it would serve international students from Central America, who would likely, “be more comfortable going to Costa Rica rather than coming to Lubbock; they speak Spanish there and feel more comfortable” (follow-up interview).

**Theme 2: Benefits of internationalization.** All six participants described a rationale approach to internationalization, in which they discussed initiatives in terms of motivations or expected benefits (Knight, 2004). Rationales for internationalization included expected academic, social, and cultural benefits, categories indicated by Knight (2004) and de Wit (2002). All six participants referred to the extension of academic horizons as an academic benefit of and rationale for internationalization. Participants reported that academic horizons were extended by unique and immersive learning environments, evolution of the curriculum as a result of international influence, facilitation of faculty members’ international research, and the exposure of School of Music students to international schools or styles of playing.

Dr. Fried described the expected academic benefits of exposing domestic students to international students and faculty:

International students in classes are a really good influence on our local students. This broadens their horizons and provides opportunities for students to interact with people who are different from themselves...A large percentage of our faculty applicants are not U.S. citizens. Many are from Asian countries, Eastern Europe, Central America, and Mexico, and possess amazing qualities of musicality and technique, as well as an incredible work ethic. (Dr. Fried, follow-up interview)

For Dr. Donahue, academic horizons were broadened by the facilitation of her own research: “my study abroad trips have been life-changing and totally contribute to my research. I study international arts and cultural policy, so actually living abroad and experiencing the effects of various policies is important” (Dr. Donahue, questionnaire).

Dr. Garner Santa, Professor of Flute, explained that internationalization was expected to broaden students’ academic horizons by exposing them to different styles of playing:

There are different schools of playing, related to different types of qualities of sound or real fingerings versus alternate fingers, colors or not, or volume or not.

The British School of flute playing, or that more European School of flute playing is very different from the French tradition, which is my personal lineage. So the students had an opportunity to experience that very first hand. (Dr. Garner Santa, follow-up interview)

Dr. Smith wrote of, “Unique and valuable immersive learning environments”

(questionnaire) as an academic benefit of internationalization, while Ms. Chalex Boyle stated that the benefits of internationalization to the curriculum included opportunities for development: “We are constantly evolving, being influenced by new experiences/people” (questionnaire).

Five out of six participants described the enhanced profile and status of the university and the School of Music as an academic benefit of internationalization. Dr. Smith stated that internationalization efforts, “Enhance the university’s international research profile, visibility, and recruitment” (questionnaire). In his follow-up interview, Dr. Smith spoke of the benefits of study abroad programs to the university’s profile:



“those faculty members who do commit to doing study abroad are providing absolutely incalculable value to the university's brand.” Ms. Longnecker, Director of Study Abroad, spoke of precedent-setting in internationalization as a benefit to TTU: “We were also the first college of engineering in the entire nation that implemented an international experience requirement for their students. And so it kind of put Texas Tech on the map in that regard.” Additionally, internationalization was seen as a source of validation for domestic music programs, according to Dr. Garner Santa: “when we’re going abroad to study with big names in the profession, this can bring validation to what we have going on at home as well.”.

All six participants described social benefits of internationalization. Five participants described bringing students a global awareness by allowing them to experience other cultures as a social benefit of internationalization. Dr. Smith said of the benefits to students,

Certainly students who have had international experiences are more sophisticated, more intellectually curious, more aware of wider global experience and considerations, more open to new experience, more pro-active in their own learning. (Dr. Smith, questionnaire)

Dr. Fried spoke of giving students a new perspective through international experiences:

Many of our students have never been out of Texas, much less traveled abroad. Studying internationally gives them an entirely different perspective of the world. Most of them come back changed, more open, with fewer prejudices. They figure

out that Texas and the U.S. are not necessarily the center of the world. (Dr. Fried, follow-up interview)

Social benefits for faculty included exposure to different academic and intellectual contexts and the opportunity to make international contacts who facilitated international research, teaching, and recruitment efforts. Ms. Longnecker stated,

I do also think that there are a lot of benefits that the faculty receive, especially when leading students abroad or working with students in an international capacity...so I think that's definitely an area where I know that the faculty are kind of growing and developing in their own ways. (Ms. Longnecker, follow-up interview)

Dr. Fried discussed social and intellectual benefits that he had experienced while leading students abroad:

I learn more about my teaching /research area and about the culture each time I teach abroad. I've also made some Spanish friends, which has enabled me to communicate better and improve my language skills. (Dr. Fried, follow-up interview)

Three out of six participants indicated that they expected themselves, their students, and TTU to receive cultural benefits from internationalization. De Wit (2002) described cultural benefits or rationales as fostering respect for cultural and ethnic diversity and promoting international understanding. Dr. Fried described the cultural benefits of internationalization in the following terms:

Students and faculty alike gain a world perspective and return home with a better understanding and acceptance of cultures and peoples different from their own.

They learn to live and coexist with diverse customs and interact with people whose languages and traditions may be, at first, intimidating. (Dr. Fried, questionnaire)

In his questionnaire, Dr. Fried further described internationalization as, “leading to better globalized communications and understanding” for faculty and students. Ms.

Longnecker wrote of the cultural benefits of internationalization to students and to TTU as a whole, “The University notes the study abroad program as a means of increasing the international efforts of the University and also as a way to foster global citizens and globally-minded graduates” (questionnaire).

**Theme 3: Challenges of internationalization.** All six participants had encountered challenges associated with internationalization. For all six participants, the necessity of finding sufficient financial support for students was perceived as a challenge. Participants described the university as primarily serving an economically disadvantaged student population, such that the significant costs of program fees, tuition, and travel expenses were often prohibitive for students who might otherwise be interested in study abroad programs, international competitions, and other internationalization initiatives that required travel.

Dr. Donahue indicated that internationalization activities at TTU were funded in part by a \$4.00-per-term study-abroad fee which all students paid, whether or not they took advantage of the study abroad programs. The money from this fee was used to fund

the Study Abroad Competitive Scholarships. The amount of the study-abroad fee was set by the state of Texas, and was not at the discretion of TTU administrators. Ms.

Longnecker said of the use of this funding, “Annually, the Study Abroad Office awards about \$450,000 to TTU students studying abroad as well as international students studying on campus at Texas Tech” (questionnaire). Additionally (as indicated by Dr. Donahue and Ms. Longnecker in their questionnaires), students who decided to study abroad were required to pay a \$200 fee, which was used to fund the Office of International Affairs, where the study abroad staff worked.

This funding was seen by all participants as insufficient to meet the needs of all interested and qualified students. Ms. Longnecker described some of the reasons why obtaining adequate funding for students was challenging:

Summer is a very popular time to study abroad, not just at Texas Tech, but also nation-wide, and therefore scholarship options are limited. Also, most students are not eligible for summer financial aid. The cost of the programs, therefore, basically has to be paid out of pocket or through loans. (Ms. Longnecker, questionnaire)

Ms. Longnecker described some of the costs and fees that students needed to meet in order to study abroad:

Students are charged a program fee, which is developed to cover the on-the-ground expenses of the program, plus the faculty leader(s) per diem and travel expenses. The sponsoring academic department pays the faculty leader salary. In addition, the students must pay for the cost of tuition for the course(s) to be

completed as part of the program, a \$200 Education Abroad Fee, and the cost of international health insurance (\$1.76/day). These charges are placed on the students' Student Business Services account. (Ms. Longnecker, questionnaire)

The high cost for students of studying abroad contributed to the difficulty of recruiting a sufficient number of students for a study abroad program to be viable, a challenge mentioned by three participants. Dr. Donahue explained the relationship between program enrollment and program fees:

Mainly the issue has been to register enough students for the class to "make." Officially, I need 5 graduate students or 10 undergraduates. In fact, though, I need a minimum of 10 for all classes because I amortize the expense of the trip over ten students. It's challenging to keep the trips affordable. Most of our students want to study abroad, but the expense is always an issue. (Dr. Donahue, questionnaire)

Ms. Longnecker expressed that the responsibility for meeting minimum enrollment requirements fell entirely on the faculty leaders of study abroad programs, and that faculty leaders therefore needed to invest a great deal of time in promoting their programs:

It is up to the faculty leaders to recruit students for their program...The largest resource is likely faculty time and my team's time [in the Study Abroad Office]. One faculty leader told me she spends about 150 hours per year working on her program, recruiting, etc., before actually getting abroad with students. Many

faculty leaders don't realize the amount of time it takes to craft a successful program. (Ms. Longnecker, questionnaire)

Ms. Longnecker added that about 30% of the study abroad programs that received the required approvals from the Department Chair and College Dean failed to meet minimum enrollment and therefore had to be cancelled, despite the investment of time and effort by faculty leaders and the Study Abroad Office team. With her extensive experience in helping to organize study abroad programs, Ms. Longnecker stated, "I can usually tell from the start which programs will make [minimum enrollment] and which will not." She therefore recommended that the Study Abroad Office be given some discretion in determining which study abroad programs received approval to begin recruitment, so that she and her team could assist in screening out programs that were unlikely to succeed before her team and the faculty leaders invested dozens of hours in organizing and promoting them. At present, the Study Abroad Office is not consulted during the approval process for study abroad program proposals.

The Study Abroad Office team assisted faculty leaders in promoting study abroad programs by creating an individualized webpage for each faculty-led program, a flyer which the faculty leader could post around campus, and a brochure (Ms. Longnecker, questionnaire). Dr. Donahue printed her own brochures to obtain a customized design: "so when I start recruiting I get mine because they've got eye-catching pictures on them" (follow-up interview). To help faculty members meet the challenge of recruitment, Ms. Longnecker had created a guide entitled, "Marketing Faculty-Led Programs" (Ms. Longnecker, questionnaire).

## **Organizational Documents and Institutional Website**

The competitive scholarship application document and the Study Abroad in Music flyer were reviewed, as were the relevant materials on the institutional website. These sources indicated an activity approach to internationalization with a social and cultural rationale, in which the initiatives were described in terms of travel destinations and site visits. The flyer for Dr. Fried's Music of Spain study abroad trip indicated that activities included, "excursions to sites related to the course material, both in Seville and in other locations." The flyer indicated academic and cultural rationales for the excursions: "The course content comes alive when students are 'on location' and actually visit the places where great works of music and art took place and/or were produced." In elaborating on the cultural opportunities made available through the program, the flyer indicated, "[Seville] is the home of the legendary Spanish lover Don Juan, the sultry cigarette maker Carmen, and the birthplace of flamenco, just to name a few."

In detailing the expenses associated with the Music of Spain study abroad trip, the flyer indicated that the estimated program fee per student would be \$3,985. This fee included: "Seville TTU Center fees; family stay including 3 meals/day + weekly laundry; health insurance; orientation upon arrival in Seville, [and;] planned excursion costs, excluding meals." The program fee did not include: "TTU tuition and fees; airfare to/from Spain; personal spending money; meals on excursions," and the \$200 education abroad fee, discussed above. The flyer further indicated that interested students were invited to apply for the Study Abroad Competitive Scholarship, with typical award amounts ranging from \$250 to \$750.

Students interested in receiving a competitive award were invited to complete the Study Abroad Competitive Scholarship application online through the university's website. The application comprised three parts, including: statement of need, statement of purpose, and recommenders. The statement of need was required to include a listing of all expected expenses for the semester abroad, including but not limited to the costs and fees listed on Dr. Fried's Music of Spain flyer. Potential expenses listed in the application instructions but not on the flyer included those for books, a car, and a phone. Students were required to list dollar amounts for each expense, and to list all contributors who would help the student meet the expenses (e.g. parents, friends, scholarships, and loans), quantifying each expected contribution as specifically as possible.

The instructions for the statement of purpose indicated that the scholarship was awarded according to merit rather than need, and included the instruction,

Remember: you are making a case here. Now is no time for brevity, careless or hasty construction, or false modesty. Tell the truth, give concrete details, articulate just how important the Study Abroad experience can be in your future career, and get that on paper. (Study Abroad Competitive Scholarship application instructions)

The instructions included the further suggestion that students specifically describe any family connection to the destination, if applicable. Instructions related to the selection of recommenders included the advice that the student ask for endorsements from persons at TTU who were well acquainted with the student's recent accomplishments, and who would be conscientious in submitting a thorough and timely recommendation.



## **Conclusion**

Findings in this research study indicated that faculty and staff perceived the university as taking an activity-, abroad-, and rationale-approach to internationalization. Benefits associated with internationalization included academic benefits such as extended academic horizons and an enhanced institutional status and profile, and social benefits such as bringing students a global awareness and allowing faculty members to make contacts who could help with research, recruitment, and international teaching appointments. Challenges associated with internationalization included limited financial support for interested and qualified students, and the related difficulty of recruiting a sufficient number of students to make minimum enrollment for study abroad programs.

The results of this study could create social change for society and communities. This study has created a better understanding of the impact internationalization initiatives implemented within a higher education school of music or department of music have had in enhancing the artistic and intellectual abilities and contributions of individuals, institutions, and the field of music as a whole.

## **Limitations**

One limitation is that interviews served as the primary data collection instrument. Initial questions possibly limited participant responses in that the questions were designed to focus specifically on internationalization initiatives. To ensure comprehensive answers, follow-up questions were asked in cases where more clarity was needed, or where the initial interview questions were not enough for participants to provide all the information necessary. Furthermore, since many questions were

researcher-developed, and not found within existing literature on internationalization, potential questions may have been overlooked or misunderstood by participants. To mitigate this, and to ensure that questions were worded clearly, that participants understood the questions as intended, and that the questions were appropriate for comprehensively answering the research questions, proposed questions were sent to department chairs who are not participating in the study who could provide feedback from a participant point of view.

Another limitation existed with the sample method. A purposeful sampling technique was employed to select a sample that was favorable to the researcher's viewpoint. This means that there was the potential for a 'biased' sample, which could have lessened the validity of the overall study. To mitigate this limitation, administrators and faculty from the school of music were recruited based on recommendations provided to the researcher by a top administrator of the school of music.

Similarly, and lastly, a limitation existed with the institution selected for the study. Participants were only recruited from one institution. Other institutions that have schools of music may provide additional data on internationalization efforts, however efforts implemented may differ or not be as effective in institutions that have participated in the ACE Internationalization Laboratory or that have received a Sen. Paul Simon Award. As the existing research lacks evidence of successful implementation of internationalization initiatives among higher education institutions, findings of the study extend only to the participating institution.

Future research could include the opinions and experiences of students, not only faculty and staff. Research should also be conducted at a number of institutions and within various academic programs to provide a more in-depth study of internationalization of higher education.

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## Section Six

### Scholarly Practitioner Reflection

“Everything happens for a reason.” This is a phrase I have heard my entire life from my parents, teachers, pastors, mentors, and friends. Prior to diving into this dissertation process, it was simply a phrase that I never thought too much about – people just said it to be saying it – but now this statement is something I truly believe. Prior to this dissertation experience, I thought of myself as being very successful in my academic endeavors. I always set goals for myself and usually met those goals without too many speedbumps along the way, most likely a result of hard work and/or sheer luck.

This dissertation taught me what it feels like to not meet goals and to hit many, MANY speedbumps and roadblocks. I felt a sense of complete failure that I have never felt before in my life as a student. At the beginning of the Ed.D. coursework, I set a goal for myself of graduating within one year of completing the coursework. I was on track to do so with my original topic of mentoring programs within departments of music. I had completed six months’ worth of work and 78 pages of writing. I suddenly hit a brick wall and realized I was not going to get anywhere with my research as I realized my own biases in the subject. I knew I would have to change my topic completely and would not be meeting my goal of graduating within one year of completing my coursework.

Utter devastation...as dramatic as that sounds, I had never failed like that before. I had to tell my parents to stop planning that graduation party and tell my husband that I would be paying more tuition than expected to complete the program and there would be many more nights and weekends devoted to writing instead of hanging out with him. I had to sit and watch my classmates from my cohort graduate from the program while I wasn’t, after not just one, but three semesters. I couldn’t apply for that job that required a

completed doctorate that I was hoping to apply for. I had hit an all-time low both mentally and physically. I never imagined that a dissertation process could do that to someone.

I will never forget my advisor, Dr. David Stader, coming to see me in my office at that low point and just saying with genuine concern, “Hi Brooke, how are YOU doing? So what’s next and how are we going to get there?” WHAT? He’s not upset or frustrated and not ready to throw in the towel? What came next was an amazing conversation and throwing around research ideas. When he left that morning, I had never felt more motivated in my life. After our discussion, he made me truly realize this dissertation is not about that graduation party, tuition dollars, or being jealous of friends who are completing before me, but that it is about conducting meaningful research and making a significant contribution to my field.

When I was thinking about a new topic, I had hit a pivotal point in my life where my focus was no longer just music and becoming a professor of music. I had gained a huge interest in the field of international education as well. This is where that phrase, “everything happens for a reason” first hit me. My original topic only dealt with music, and honestly, if I had been able to complete the research, it really would not have made a meaningful contribution to scholarship. I knew with the new topic that I’d not only be playing to both my interests, but that it could produce significant research that could affect multiple fields and make a meaningful impact on the internationalization of higher education, and most importantly, students.

I only mention this next part to bring up another instance of everything happening for a reason. I began writing my literature review for my new topic in December 2016, the month I was originally supposed to graduate. I was busy writing on graduation day, a day that a massive ice storm had hit Columbia, MO where the graduation ceremony was being held. Many of my friends did not make it to their graduation ceremony in time due to the weather and were very upset. I thought, “I was supposed to be there today, but good thing I’m not.”

I continued to write throughout the Spring 2017 semester and had even recruited a school to participate in the study. I was ready to propose my research to my committee. Thirty minutes before my proposal, I received a phone call from the participating school telling me they were pulling out of my study. Again I was hit with feelings of devastation and I still had to get through my proposal. I learned a lot about myself that day and that I do not work well in that mindset. I still thank my committee to this day for showing compassion, understanding, and guidance that day to help me make it through that proposal to the point they accepted my proposed research. They showed me qualities of great educational leaders that day.

I spent the next five months trying to find a new participating school. I was turned down by seven different schools until one day, after waiting weeks for an email response, I was contacted by phone by someone interested in my study and was willing to have their school participate. I sent out my questionnaires and a month later realized that only the main contact person was willing to participate. It was December 2017, a year after I had chosen my new topic. I was very frustrated and finally got to the point where I posted



a shout out on Facebook to all of my colleagues in the music field and asked if anyone had any connections that could help with my topic. Within 30 minutes Dr. Barb Lamont, Director of Choral Activities at Southeast Missouri State University, contacted me and got me in touch with her former dissertation advisor at Texas Tech University. The faculty and staff at Texas Tech University were wonderful to work with from day one and provided excellent information so I could complete this study. For a practitioner study, Texas Tech University was a better school for comparison when researching internationalization as they also have to think outside the box as they serve a lower socioeconomic population in a region that doesn't naturally attract international students. Again, everything happens for a reason.

I chose to tell my story of my rather difficult dissertation journey for this section because handling failures and overcoming feelings of devastation is something that all educational leaders and scholars are going to face. If they cannot regain control, learn from their mistakes, turn a negative into a positive, or see that everything happens for a reason, then they are setting themselves up for a downward spiral into a pit they may not be able to come away from.

Prior to the Ed.D. program, I did not like depending on other people in order to accomplish what I needed to accomplish. I even said this during my interview for the Ed.D. program and thought, "I probably shouldn't have said that as this is a very group-work-heavy program." Luckily, they saw me as someone they could transform and accepted me anyway. Throughout the coursework and especially the dissertation process, I have learned to trust others and that it is okay to ask for help from multiple people, even

if that means swallowing every ounce of pride I have left in me. I learned that I have more people than I could have ever imagined supporting me and cheering me on along the way. Seeing that as a student and seeing how just a simple note of encouragement motivated me as much as it did made me realize that I need to be there for my students and colleagues. I will always be willing to help them and motivate them through their smallest tasks as well as their largest endeavors.

I have become very confident in my research and writing skills as a result of this process. I think back to a time that my thought process and time management was set up in a way that I could not write unless I sat down and wrote for hours, even days at a time. I did not rely on outlines or timelines, I simply sat down and wrote until I was finished, even my two Master's theses. That is not healthy and the end product I'm certain was not as good as it could have been. I appreciate the organizational skills I have developed in the past year in order to accomplish this dissertation. These skills, both writing and organizational, are skills I'm now applying in my everyday life.

People who know me know I love to talk. However, there have been many occurrences where I have experienced intimidation or debilitating anxiety while presenting to a group or conducting interview-type conversations with professionals. I literally had to take beta blockers (prescription anxiety relieving medication) just to make it through these situations, something I did not like having to do. Throughout the program and with this dissertation, I was able to practice and gain experience presenting to groups and interviewing people to the point that I do not experience this anymore to the extreme degree that I used to. It thrills me to say I have not taken a beta blocker in over a year as a

means to control my nerves. To some, this may not seem like a big deal, but I'm in a field where I have to speak to groups of students or professionals every day and being able to get beyond that fear of saying something stupid and being able to keep my thoughts organized is a big step for me. I've had colleagues tell me that I've gone from being noticeably nervous, to calm and engaging during various presentations and conversations during the past two years, and that is a great feeling of accomplishment for me and I do attribute it to this program and process.

My research has given me many ideas for further research in both the fields of music and internationalization of higher education. With the networking skills, experience, and tools I've gained throughout this process, I'm excited to have the ability to dive into each of these topics and possibly produce articles for journals such as *The Journal of Research in Music Education*, *The Chronicle of Higher Education*, and *The Journal of Research in International Education*. I look forward to the possibility of working directly with professionals from ACE, NAFSA, NASM and other organizations to make further contributions to scholarship.

After going through this program and dissertation process, I feel as though I'm well equipped to teach in the areas of educational leadership and international education, not just my specialty of music. My ultimate goal is to one day be a college professor working with adult learners, either full-time or in an adjunct role in addition to my current position. I want to be in the classroom helping others reach their goals while having the opportunity to continuously educate myself and produce research to help make

this world a better place. And of course, I'll continue to remind everyone who hits those speedbumps to learn from the experience and that everything happens for a reason.

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## Appendix A

### **CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY**

**Researcher's Name: Brooke A. DeArman**

**Project Number: #2009138 C**

**Project Title: Internationalization Initiatives in U.S. Institutions of Higher Education: The Impact Observed by a School of Music.**

#### **INTRODUCTION**

You are being asked to participate in a research study. This research is being conducted to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music and how these efforts are helping to prepare students, in particular music graduates, for the global society. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

Your participation is voluntary. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

#### **PURPOSE OF THE STUDY**

The purpose of this qualitative study is to examine the impact internationalization initiatives have had on a school of music within higher education.

#### **HOW MANY PEOPLE WILL BE IN THE STUDY?**

Six faculty/administrators from the School of Music and other collaborating departments at Texas Tech University will take part in interviews for this study.

#### **WHAT AM I BEING ASKED TO DO?**

You will be asked to provide answers to the questions provided in the written questionnaire. You may be asked follow up questions to your response through a spoken interview via Skype or Facetime. The researcher will email you to coordinate a follow up interview time.

#### **HOW LONG WILL I BE IN THE STUDY?**

The written interview questions should take approximately 30 to 40 minutes to answer. Follow up Skype/Facetime interviews will take no more than 20 minutes.

### **WHAT ARE THE BENEFITS OF BEING IN THE STUDY?**

The benefits of your participation are an increased understanding of the impact of internationalization initiatives on schools of music which could lead to further improvement of the overall student experience.

### **WHAT ARE THE RISKS OF BEING IN THE STUDY?**

There is limited risk with your participation.

### **WHAT ARE THE COSTS OF BEING IN THE STUDY?**

There is no costs to you.

### **WHAT OTHER OPTIONS ARE THERE?**

You have the option not to participate, and will not be penalized for your decision.

### **CONFIDENTIALITY**

Full answers to written questionnaires and typed notes from spoken follow up interviews will only be accessed by the researcher and will be stored in a personal flash drive. If you prefer an alias be used in place of your name, please inform the researcher and “Participant A, B, C, etc.” will be used in place of your name.

### **WILL I BE COMPENSATED FOR PARTICIPATING IN THE STUDY?**

You will receive no payment for participating in this study.

### **WHAT ARE MY RIGHTS AS A PARTICIPANT?**

Participation in this study is voluntary. You do not have to participate in this study.

### **WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?**

If you have any questions regarding your rights as a participant in this research and/or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the University of Missouri Campus Institutional

Review Board (which is a group of people who review the research studies to protect participants' rights) at (573) 882-9585 or [umcresearchcirb@missouri.edu](mailto:umcresearchcirb@missouri.edu).

You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact:

Brooke DeArman (Researcher)  
Southeast Missouri State University  
One University Plaza  
Cape Girardeau, MO 63701  
Cell Phone: 573-579-2863  
Email: [bdearman@semo.edu](mailto:bdearman@semo.edu)

Dr. David L. Stader (Research Advisor)  
Southeast Missouri State University  
One University Plaza  
Cape Girardeau, MO 63701  
Office Phone: 573-651-2137  
Email: [dstader@semo.edu](mailto:dstader@semo.edu)

A copy of this Informed Consent form will be given to you before you participate in the research.

### **SIGNATURES**

I have read this consent form and my questions have been answered. My signature below means that I do want to be in the study. I know that I can remove myself from the study at any time without any problems.

---

\_\_\_\_\_

Subject

---

\_\_\_\_\_

Date

## Appendix B

### Recruitment E-mail Message

Hello,

Dr. Smith has made me aware that he has asked you to serve as a participant in my dissertation study and I'm very grateful that you have agreed to participate. This qualitative study is designed to evaluate the impact internationalization initiatives in U.S. institutions of higher education have had on a school of music and how these efforts are helping to prepare students, in particular, music graduates, for the global society. The overall research questions I intend to answer with your input are:

1. What approaches have faculty and administrators in the School of Music taken towards the implementation of internationalization initiatives?
2. What challenges have faculty and administrators in the School of Music faced in implementing internationalization initiatives?
3. What benefits have faculty and administrators in the School of Music experienced by implementing internationalization initiatives?

My initial questions are attached to this email and you may answer at any length you deem necessary. You may also choose not to answer certain questions. Please email the completed word document back to me as an attachment to [bdearman@semo.edu](mailto:bdearman@semo.edu). If I need clarification or further explanation about a response, I would like to arrange a time, via email, with you to do a 20 minute follow up interview via Skype.

I have also attached the informed consent for this study to this email. If you have an issue with anything regarding the informed consent, please let me know and we can work together to better meet your needs as a participant.

I realize you are a very busy person, but if you could send your responses back to me in the next two weeks I would greatly appreciate it.

Thank you so much for your time,

Brooke DeArman

## Appendix C

### Interview Questionnaire

1. What is your name?
2. How long have you been with the School of Music at Texas Tech University?
3. What is your title or role?
4. What is your involvement in the internationalization initiatives within your department?
5. Is there a specific initiative you lead (if you are answering as someone who recruits int'l students or has a number of them in your studio please mention that here, and feel free to adapt the following questions to better suit that.)?
6. How long have you participated in this effort (If this was a one-time event you led that is fine)?
7. How did you or the department as a whole go about implementing this initiative?
8. What resources did/does the initiative require?
9. What are some of the barriers or challenges you or the department (faculty, students, curriculum) has faced in regards to this initiative?
10. How did you overcome those challenges? Can you give me an example?
11. Have any initiatives failed? Can you give me an example of why an initiative failed to reach its intended goal?
12. What benefits do you see that have been a result of this initiative?
13. How do you believe it has benefitted the faculty?

14. How do you believe it has benefitted all the students?
15. How do you believe it has benefitted the curriculum?
16. Did another initiative evolve from this?
17. What do you believe is the future for internationalization initiatives within your department?
18. Is there anything else you would like to tell me that you believe is pertinent to this study?
19. Are there any web links or electronic documents/brochures you would be willing to share with me?
20. Are you willing to participate in a follow up Skype/Facetime (your preference) interview should one be needed?

## Vita

Brooke DeArman was born and raised in Kennett, Missouri and she is the daughter of Doyle and Bonnie Privett. She has one brother, Dr. Brian Privett, M.D. Brooke was married to Ken DeArman on December 17, 2011 and they established their home in Cape Girardeau, Missouri soon after. Brooke holds a Bachelor of Music degree in Trumpet Performance and a Master of Arts degree in Higher Education Administration from Southeast Missouri State University. She also holds a Master of Music degree in Trumpet Performance from Oklahoma City University. Brooke has worked at Southeast Missouri State University since 2012 and currently serves as an International Student Counselor. She maintains an active freelance performance schedule and provides private trumpet instruction to students throughout the Cape Girardeau region. Her plans after graduating with the Ed.D. are to stay involved in international education as well as music, and hopes to provide further research in both international education and music education.