

OKLAHOMA STATE UNIVERSITY FACULTY
SUPPORT FOR STUDY ABROAD AS A
COMPONENT OF UNIVERSITY
INTERNATIONALIZATION EFFORTS

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CHAPTER I

INTRODUCTION

Since the early twentieth century, when affluent university students were sent abroad for the grand tour in an effort to gain and subsequently project a European mindset perceived at the time as the desirable culture, Americans have held respect and fascination with the concept of study abroad. A century later, students at American universities continue to travel abroad to an ever expanding list of countries and cultures beyond the European continent for international education experiences. As technology and economic advances create a more globalized world universities find that to remain competitive they must explore ways to create international experiences for their students. With its inherent international quality, study abroad is a natural component of these greater internationalization efforts.

Traditionally, international education was seen as representing the university internationally (Bond, Qian, and Huang, 2003). Universities focused on such efforts as opening branch campuses overseas, marketing to prospective international students, and participating in international research programs. These efforts helped to increase the presence of the university within the world and helped promote the academic interests of American universities. Only in the past few decades has the focus of international education shifted from the purely academic to that of instrument of growth - preparing students to compete in the increasingly globalized environment (Edwards, Hoffa, and Kanach, 2005).

Because of the direct involvement of faculty with students, the focus on personal student growth increases the already important role of faculty in the international education process. This thesis explores the role of faculty in university internationalization efforts, including curriculum and

classroom development, and examines how this role is reflected within the study abroad component. Chapter One introduces the thesis in six sections. First is a background to the thesis with an examination of study abroad and university internationalization. The second section presents the problem statement for this thesis. The third section presents the professional significance of the study. Section four provides an overview of the methodology. Section five presents the delimitations and definitions of the study. Section six summarizes Chapter One and introduces the literature review to follow in Chapter Two, as well as the methodology of Chapter Three.

Background of the Study

In an era when citizenship and knowledge are both becoming more global, universities seek ways to provide students with international experiences (Ungar, 2008). Because it involves international academic opportunities, study abroad is often a key element of their plan. By leaving the familiarity of the home campus for exposure to new people and cultures, students face challenges and learning environments different than those at home. As technological advances result in a social and cultural evolution, American students experience less exposure to risk and failure in their home culture (Curran, 2007). Study abroad allows them the opportunity to explore new horizons and live beyond the often overly protective home environment to which they are accustomed (Curran, 2007). With the development of easier and more affordable international transportation, and with the increase in the use of the English language in international education, globalization has increased the availability, feasibility and affordability of international study across a broader spectrum of American university students.

This globalization trend experienced within universities is a reflection of greater international globalization and competition. As global competition within the knowledge economy increases, universities are motivated by profits, prestige, and students to increase their levels of internationalization (Altbach and Knight, 2007). Since American students may still not be as

experienced after study abroad as their fellow international students, universities continue expanding efforts to increase the global competency of their students through improved study abroad and campus based experiences (Edwards, Hoffa, and Kanach, 2005). As university efforts increase for developing overall, internationalized campuses, so too do these increase the study abroad offerings as vital components of these efforts (Van Damme, 2001). This increase in the number of study abroad courses requires institutions to focus greater attention on the educational outcomes of these programs and their effectiveness at adequately preparing students for globalization (Edwards, Hoffa, and Kanach, 2005). In an effort to address the outcomes within internationalization and study abroad, universities often seek the assistance of faculty in internationalization to develop better course curriculum and monitoring processes (Paige, 2003).

Traditional study abroad programs involve primarily semester and year-long programs in which students are more fully immersed in international cultures and university environments. In an effort to increase the number of students benefiting from study abroad opportunities, universities are expanding their short-term study abroad program options. A program shorter than a full semester, sometimes as short as seven to ten days, can provide programs better suited to a variety of students. Chieffo and Griffiths (2004) note that short-term study abroad programs allow students who work or have other constraints to participate in study abroad with less financial hardships and shorter time commitments. These programs also allow students in less flexible majors, like engineering and those pursuing multiple degrees, to complete their degrees within the structure and time frame of the different degree programs.

The wide variety of students served by short-term programs is appealing to universities trying to meet the needs of a diverse student body (Chieffo and Griffiths, 2004). While questions remain regarding the academic value of short-term study abroad programs, universities continue to increase the number of programs offered because of the cost benefits and popularity among students participating in the courses (Zamastil-Vondrova, 2005). Dwyer (2004) finds that even with a decrease in the average time spent abroad, with the increase of short-term programs the

positive effect of study abroad on student's professional lives after graduation continues to increase.

Internationalization of a university requires a shift in the mindset of the institution and faculty are critical to achieving this shift throughout the university system (Schoorman, 2000). Contemporary universities are normally structured with departmental independence based on individual disciplines, resulting in a specialization of the faculty (Vincenti, 2001). This growing specialization creates more separation between faculty and departments. Therefore, achieving the shift in mindset needed to internationalize the university requires faculty involvement to overcome the hurdles created by specialization and departmentalization.

Faculty must possess a level of global competence before they can teach students the significance of global awareness and a global mindset (Schuerholz-Lehr, 2007). This thesis examines the role of faculty at Oklahoma State University within the university's greater internationalization efforts to identify the level of faculty interest and involvement in those efforts and their support for study abroad programs. The following section presents the problem statement for this thesis.

Problem Statement

Bond, Qian, and Huang (2003) find that faculty play a key role in the internationalization of curriculum and classroom experiences. Their personal beliefs, opinions, and values are reflected in the classroom environment, as well as the curriculum developed by the faculty. As universities increasingly strive for internationalized curriculum and learning diversity, faculty are called upon to participate in greater numbers and are expected to be open to the changes needed for achieving greater internationalization. Yet support for internationalization among faculty varies and efforts to internationalize the university without faculty involvement risk failure (Wallace, Cates, Ricks, and Robinson, 2005). Bond, Qian, and Huang (2003) find that factors

suggesting greater faculty support often include foreign language abilities and personal, international experiences.

Faculty also play a key role in study abroad, and thus it is important to involve faculty from disciplines such as engineering and the natural sciences which are traditionally less supportive of study abroad efforts (Wallace, Cates, Ricks, and Robinson, 2005). Faculty from a wide spectrum of disciplines are needed to achieve the shift in university mindset regarding internationalization and study abroad. Faculty are important not only in promoting and supporting international opportunities for students, but also, with the increasing numbers of short-term programs, leading study abroad courses.

Faculty often face challenges when participating in study abroad programs. Most significant are time and costs associated with preparing for and leading short-term programs (Dewey and Duff, 2009). Universities are not always well prepared to deal with these challenges. Dewey and Duff (2009) observe that frequently administrators view short-term programs as “perks” for faculty which can cause friction over the actualization of internationalization efforts. The work load for preparing to lead a short-term program can be significant for faculty, and many institutions are not equipped with the systems and procedures for readily initiating new courses and programs (Dewey and Duff, 2009).

The goal of this study is to examine the relationships between faculty, internationalization, and study abroad. Although student participation in study abroad continues to increase each year, approximately only 1 percent of all nationally enrolled university and college students participate in study abroad programs (Obst, Bhandari, and Witherell, 2007). However, a study in 2008 by the American Council on Education, Art & Science Group, and College Board found that nearly 50 percent of college bound students desire enrolling in study abroad programs during their college careers (American Council on Education, Art & Science Group, and College Board, 2008). This disparity between college bound students’ interest and enrolled students’ participation suggests the need for a system to help students actualize their study abroad goals. Faculty attitudes and support for student interest play a significant role in

actual student participation in study abroad (Salisbury, Umbach, Paulsen, and Pascarella, 2009). By communicating the value of international experiences to students, faculty can have an impact on the level of student participation. Curran (2007) notes that any study abroad experience can have many potential benefits to students, both in their careers and life achievements. Thus the relationships between faculty, internationalization, and study abroad are significant.

Building upon the research of Bond, Qian, and Huang (2003), who find that personal factors play a role in individual faculty support for and participation in university internationalization, this thesis looks at how faculty support for internationalization translates into support for study abroad. The research question of this study is as follows:

Do faculty members at Oklahoma State University who participate in and support current university internationalization efforts also participate in and support increasing study abroad efforts?

From this research question, this study hypothesizes that:

- Faculty who are involved in campus internationalization efforts will also be involved in study abroad programs to some degree, be it support for programs or actually leading courses abroad
- Faculty who are involved in campus internationalization efforts will promote study abroad for their students
- Faculty who have greater international experiences, including foreign language aptitude, will be more likely to support study abroad programs, and
- Faculty who themselves studied and lived abroad will be more likely to promote study abroad for their students.

Professional Significance of the Study

Nearly 90 percent of the American public believes that international awareness and understanding benefits society and is important as younger generations seek employment (American Council on Education, Art & Science Group, and College Board, 2008). As a country, the United States seems to have reached a consensus that international education and study abroad are important not only to the educational process but also to greater economic stability and national security (American Council on Education, Art & Science Group, and College Board, 2008). This belief in the importance of internationalization brings to universities and colleges responsibilities for preparing students with the skills and knowledge needed to perform and succeed in the competitive global environment.

Faculty play an important role in the decision to study abroad and the significant experiential learning that occurs during the study abroad process. The degree to which faculty support internationalization and study abroad directly relates to the level of study abroad student participation. It is therefore significant to study this faculty role and the involvement of the faculty in internationalization. By more fully understanding the role of faculty in this process the university is better prepared to meet the challenges of internationalization. The results of this study will not only provide insights into faculty involvement, they may also help guide university programs and policy related to increasing faculty participation in internationalization of the institution. This study provides one part of the research needed into the faculty role and hopefully will increase the understanding of the relationships between the faculty, internationalization, and study abroad.

Gray, Murdock, and Stebbins (2002) suggest that the international mission of the university plays a significant role in faculty decisions to work at an institution. When competing in a globalized knowledge economy, faculty increasingly desire employment at institutions with clear international mandates. The international mission is therefore linked to the recruitment and hiring of faculty and is linked to their subsequent participation in campus internationalization. It is not only important to identify how the faculty participate in internationalization efforts, but also the

skills and factors which encourage or discourage their participation. By better understanding the place of faculty in the process, and the motivating factors for support and participation, the goal of providing students with meaningful, international experiences can more easily be realized. With the increase in short-term study abroad programs, the level of faculty involvement also increases. Short-term programs are not only dependent on faculty to promote student participation, but also on faculty responsibility for creating and leading the actual courses abroad. In a short-term course, it is the faculty leader who creates the environment and opportunity for meaningful cultural exposure and reflection on the experiences. With this critical role in the hands of the faculty leader it is important to understand how best to involve the faculty in the overall process to maximize students' global competency knowledge and awareness. Understanding what works for encouraging faculty involvement, as well as deficiencies needing focus and attention, helps university administrators to better prepare for successful international and short-term study abroad programs.

The purpose of this study is to examine the relationship between internationalization efforts at Oklahoma State University and the role of faculty in promoting and participating in study abroad programs. This study looks at what factors play key roles in faculty involvement with study abroad and the relationship between faculty and study abroad as a part of the greater internationalization efforts on campus.

Through the administration of a survey patterned on a Bond, Qian, and Huang (2003) survey examined further in Chapters Two and Three, the objectives of this study are to:

1. Observe how faculty perceive their role in internationalization
2. Identify key factors related to individual faculty support for and involvement in internationalization
3. Determine faculty opinions toward the administrative factors which motivate and hinder the internationalization process
4. Observe the level of which faculty are internationalizing their classroom
5. Compare faculty internationalization participation with study abroad involvement, and

6. Observe any relationships between faculty values for internationalization and support for study abroad.

The scope of this study is limited to the set of faculty employed by Oklahoma State University during the Spring 2010 semester. This population contains approximately 1200 members.

The following assumptions are made for this study:

1. The faculty will provide honest answers to the survey
2. The faculty have a genuine concern that students are better prepared for career and life upon graduation than they were when they entered the university
3. The faculty hold opinions and beliefs related to internationalization and curriculum development which affect the internationalization of their classroom and student interactions, and
4. The level and existence of an international environment among faculty, staff, and students at Oklahoma State University will affect the opinions and beliefs of the faculty.

Overview of Methodology

This research study was conducted during the spring 2010 semester at Oklahoma State University. All faculty members, regardless of involvement in international educational activities, within 21 randomly selected departments across the six colleges focused on undergraduate education at the university were sent an electronic survey. The 32-question instrument for this study was patterned on a survey developed by Bond, Qian and Huang (2003) for their research into the internationalization of undergraduate curriculum and classroom experiences at Canadian universities.

The survey was distributed electronically and followed the Dillman Tailored Design Method for survey implementation (Dillman, 2007). The scores from the survey were analyzed

and compared to the Bond, Qian and Huang (2003) research as well as analyzed independently for observations and relationships that are unique to Oklahoma State University.

Delimitations and Definitions

It is assumed that faculty who support and are involved in internationalization efforts for curriculum development and internationalized classrooms will also support and potentially get involved in study abroad efforts. It is also assumed, based on previous research, including that of Bond, Qian and Huang (2003), that faculty who speak languages in addition to English and have lived outside the United States will be more likely to support internationalization and thus study abroad. Based on these assumptions, the following limitations exist within this study:

1. The faculty possess biases toward international education, the role of faculty and students in education, the role of internationalization within education, and the importance of study abroad which will limit this study. Personal experiences at Oklahoma State in international education and on their own study abroad experiences will affect the responses given on the survey.
2. Faculty who possess greater interest in international education will likely have a higher response rate than those faculty members who do not value internationalization. This skew of the responses will limit the results of the study.
3. Generalization beyond Oklahoma State University may be limited due to the characteristics, beliefs, and opinions of faculty opting to participate in the study and the level at which this study can confidently say the sample represents faculty as a population.

This study is based upon an understanding of international education through a set of definitions for internationalism, globalization, internationalization, global competency, study abroad, and short-term study abroad programs. For the purpose of this study, the following

definitions are used to define the place of this research within the greater study of international education:

1. Internationalism – a focus on global concepts and issues (Husen, 1990)
2. Globalization – the standardization of systems and procedures across cultures (Bond, Qian, and Huang, 2003)
3. Internationalization – the process based response to globalization in an effort to increase global competency (Hser, 2005; Jones, 2000; McCabe, 2001)
4. Global Competency – the openness to seek and understand actively other cultural norms to leverage within one’s own culture (Hunter, 2004)
5. Study Abroad – any activity conducted by university students for which they receive academic credit from a U.S. institution of higher education at the completion of the study experience (Institution of International Education, 2009)
6. Short-term Study Abroad Programs – study abroad programs which last less than one semester in length, often only one to two weeks (Woolf, 2007).

Summary

Chapter One examines the background of this study and the need to further explore the role of faculty in the university internationalization process. The introduction and background sections illuminate the shift that is presently occurring in international education as the focus on representing the institution internationally, from an academic standpoint, is replaced by a focus on the personal growth and global competence of students to better prepare them for a globalized environment. This shift is part of a greater change in international globalization in which universities find they must compete.

In an effort to increase service to students, and to meet demand for study abroad opportunities, universities are increasing their number of short-term programs. This increase results in questions regarding the academic value of such programs. To address these concerns,

and to improve the quality of the study abroad curriculum, faculty members are enlisted by their institutions to participate more fully in the study abroad process. This participation requires a shift in global mindset on the part of faculty, as well as a new focus on global competency, which was not as defined before the current shift toward a greater purpose of study abroad within international education.

The problem statement section of this chapter introduces the challenges and importance of the role of faculty within study abroad, as well as the personal factors identified in the Bond, Qian, and Huang (2003) study, which lead to the research question regarding the relationship between faculty participation in university internationalization and study abroad. This problem statement leads to the four hypotheses listed for examination by this study.

The section on the significance of the study introduces the importance of this study in continuing research within the field of study abroad and international education. Faculty play an important role in study abroad and, especially with the desired increases in short-term programs, faculty involvement is critical. By better understanding the role of faculty, and what motivates and discourages their participation, this study hopes to provide insight into the relationships between the faculty, university internationalization, and study abroad.

Following the significance of the study, a brief overview of the survey methodology is provided. By administering the survey, six objectives for this study, including the observation of how faculty perceive their role in internationalization and any relationships between faculty support for internationalization and study abroad, are identified. The assumptions and limitations of this study are introduced and definitions for key terms, including globalization, internationalization, and study abroad, are provided in this chapter.

While this chapter provides the background, problem statement, professional significance, methodology overview, and delimitations and definitions, the following chapters look further into the topic of internationalization as well as the structure of this study. Chapter Two reviews existing literature regarding internationalization and the role of faculty in curriculum

development and study abroad. It presents definitions of key concepts within the topic of internationalization as well as explores the place of faculty and their influence on the development of international institutions. Chapter Two also introduces the Bond, Qian, and Huang (2003) study and survey upon which this research is patterned. Following the literature review, Chapter Three examines the methodology of the study and provides details on the survey instrument and how the study will be conducted.

CHAPTER II

REVIEW OF LITERATURE

This chapter will examine existing literature related to internationalization and the component of study abroad as it relates to the greater aims of international education on university campuses. While Chapter One outlined internationalization, study abroad, and the need for greater research on these topics as they relate to university faculty, this chapter will review in greater detail what has been collected to date providing a base for this thesis project. Chapter Two is comprised of six sections. The first section examines existing research on internationalization as it specifically relates to a standard definition of the topic. The second section examines how universities approach internationalizing their institutions. The third section examines challenges universities face in adapting curriculum to internationalize the classroom experience as well as the place curriculum development holds in internationalization. The fourth section examines the role of faculty in the effort to internationalize the university. The fifth section examines this role of faculty as it applies specifically to their participation in the study abroad component of internationalization and analyses the impact this role of faculty involvement has on students through participation, or lack of same, in study abroad programs. The final section summarizes the review of literature and introduces how the survey used for this research thesis applies to the greater body of knowledge in study abroad.

Defining Internationalization

In recent decades, advancements in technology and the effect of globalization have changed how people work, spend their leisure time, and structure their educational institutions (Scott, 2006). As Altbach (1998) notes, changes in higher education have also affected the educational setting, including more economically and socially diverse student bodies and professoriate, an increase in the number of female students, a shift in the appeal of education to potential faculty, growth of international academics, an increase of power for university administrators, and an increase in demand for new financing sources. Hser (2005) observes that a focus on international education plays a role in university administration because it is seen as a way to participate in efforts to enhance national security and support world peace. There is a general belief across American university campuses that internationalization will lead to students with greater international experience, which creates an advantage for supporting the international interests of the United States (Hser, 2005). These shifts in educational and political thinking all play a role in the increasing presence of internationalization at the university level.

To approach an understanding of internationalization, this literature review first examines the prevailing definitions of internationalization, internationalism, globalization, and global competence in an effort to better understand the overall context in which the internationalization trend exists on university campuses. Knight (2004) notes that the term internationalization is not new, having existed in the political and governmental sciences for centuries. While the term's popularity in higher education has seen most of its growth in recent decades, it can mean different things to different people. Internationalization on a university campus may incorporate some combination of increasing mobility for students and faculty abroad, acquiring additional international institutional partnerships, expanding to other nations with branch campus programs, revising curriculum to reflect international dimensions in the classroom, increasing the numbers of inbound international students and scholars, and improving global research and development projects (Knight, 2004). Ellingboe (1998) identifies six elements of internationalization, including the integration of international students; the internationalization of curriculum; the involvement of

faculty; the adaptation of educational structures; the support of international leadership; and the increase in study abroad programs. Yet de Wit (2002) cautions that the term internationalization cannot fully serve as the phrase for everything international on a campus. With that in mind, further definition review is needed.

Jones (2000) defines internationalization as simply a common sense approach to international cooperation among an international community with an interest in promoting global peace and well being. Arum and van de Water (1992) propose that the definition include “multiple activities, programs and services that fall within international educational exchange and technical cooperation” (Arum and van de Water, 1992, p. 202) while Knight (1994) adds the addition of an international dimension to specifically include the integration of intercultural dimensions into the mission functions of an institution. Schoorman (2000) points out that internationalization at an institutional level should include comprehensive programs which are integrated into all aspects of the institution and which view societies as part of a larger and inclusive world. Knight (2003) proposes a more precise working definition that “internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education” (Knight, 2003, p.2). In a similar vein, Soderqvist (2002) suggests that internationalization in higher education be defined as:

A change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies (Soderqvist, 2002, p.29).

Within this broad spectrum of definitions, Jones (2000) contends that a differentiation between internationalization and similar terms is needed. As an example, Husen (1990) defines internationalism as a focus on global issues and the associated learning concepts. As demonstrated above, the concept of internationalization continues to evolve in its use (Knight, 2004). It can reach beyond the institutional limits to include all efforts seeking to meet the

challenges of globalized societies (van der Wende, 1997). But what are globalized societies? Ladson-Billings (2005) believes global citizens are critical thinkers who dialogue with those interested in improving the rights and welfare of others. This parallels Jones' (2000) above definition of internationalization.

Along with internationalism, internationalization and globalization are often used interchangeably, yet the literature definitions are not the same (McCabe, 2001). Altbach and Knight (2007) define globalization as the “economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (Altbach and Knight, 2007, p. 290). This includes the focus of global capital into the knowledge economy in an attempt to foster greater economic growth (Altbach and Knight, 2007) through technology, economy, knowledge, people and ideas across borders (Knight, 2003). As Knight (2003) notes when comparing the two terms, “internationalization is changing the world of education and globalization is changing the world of internationalization” (Knight, 2003, p.3).

Bernstein and Cashore (2000) contrast the finance, investment and trade economic forces of globalization with the increased active processes of internationalization along with the military, environmental and cultural elements which exist between people and international institutions (Keohane, 2000). The various definitions of internationalization and globalization seem to reflect a common theme of positive cooperation and understanding as a process within internationalization contrasted with a more external, financially dominated approach of globalization, which is viewed by many in a more negative context (McCabe, 2001). Bond, Qian, and Huang (2003) observe that while globalization is more a goal of standardization, within and between cultures, internationalization serves more to nurture the differences among different cultures.

The need for a global competency also appears in literature discussions of university internationalization, often as a significant desired result of such efforts (Dewey and Duff, 2009; Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009; Schuerholz-Lehr, 2007; Hunter, White & Godbey, 2006; Knight, 2004). Hunter's (2004) discussion on defining global competence leads to

a definition that “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment” was to achieve the goal of global competence (Hunter, 2004, p. 1). Van Gyn, Schuerholz-Lehr, Caws, and Preece (2009) believe that “education for world-mindedness” best communicates the desired goal universities should hold when expressing a desire to internationalize their institutions (Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009, p. 26).

From this first section, internationalization can be defined in terms of a process based response to globalization seeking to achieve among other things a greater global competency in society. As opposed to the standardization of globalization, it is more the process of developing knowledge of specific cultures which leads to greater relationships between different areas of the world (McCabe, 2001). The increase in cross-cultural awareness increases the successful participation in a greater global community (Asaoka and Yano, 2009). This research thesis follows the thinking of Bond, Qian, and Huang (2003) that “globalization implies standardization, whereas internationalization is more multifaceted and recognizes, values, and nurtures respect of difference among the cultures and communities of the world” (Bond, Qian, and Huang, 2003, p. 1). How then does this affect the actual university in adapting to the shift in thinking that results from greater internationalization? The next section examines research into the response of universities to internationalization as well as the role internationalization plays in the evolution of contemporary institutions of higher education.

Internationalizing the University

Van Damme (2001, p. 417) examines the term internationalization as it relates to higher education and finds that in respect to the activities of the institution it is:

often supported or framed by multilateral agreements or programs, to expand their reach over national borders. Internationalization activities and policies can serve a broad

variety of objectives, such as the diversification and growth of financial input by the recruitment of fee-paying foreign students, the broadening of curricula and educational experiences for domestic students in foreign-partner institutions, regional networking in order to allow a more cost-effective use of resources and to provoke a process of collective institutional learning and development, or the enhancement of the quality of education and research by bringing students and staff in the realm of international competition.

Through this mission of internationalism, universities may, through internationalization, develop study abroad programs, examine curriculum development from an international scope, explore international research opportunities, and increase their numbers of international students on campus (Van Damme, 2001). Efforts to increase faculty involvement are also often a part of wider internationalization efforts (Paige, 2003). Edwards (2007) notes that the increase in internationalization activities is a direct response to globalization, resulting in part in the international knowledge economy (Lee, 2008). This knowledge economy serves as a component of globalization (Lee, 2008). In the knowledge economy, education serves as a commodity of free trade with private benefit not just public service (Altbach and Knight, 2007). Many institutional reforms are based around the existence of a knowledge economy (Lee, 2008) and therefore, money and profit are key motivating factors in many university internationalization efforts as they strive to compete globally (Altbach and Knight, 2007; Edwards, 2007).

“International higher education has become a significant industry” (Lee, 2008, p. 77). With more than 2 million international students worldwide, most self-funded, students provide more direct funds for their academic endeavors than governments, universities or charities and bring billions of dollars into the global economy annually (Altbach and Knight, 2007). While this commercialization of education may be considered unfortunate by some in the field of American education, it is often considered as a way to sensitize the United States to the increasing global competition affecting most sectors of industry (Lee, 2008).

While globalization and the knowledge economy are relatively new discussions, international education is not a new phenomenon. Teichler (2004) notes that intra-European student mobility was approximately 10% in the 17th century, as compared to approximately 3% today. He notes that “the term ‘re-internationalization’ might be more appropriate to describe the current development” (Teichler, 2004, p. 9). Though profit and globalization were not necessarily motivating factors, universities in the Middle Ages, German (Humboldtian) Era, and Victorian Britain are all historical examples of previous internationalizing institutions (Scott, 2006). Today, the global economy continues to expand to include education which encompasses even the most remote regions of the world (Kehm and Teichler, 2007).

Contemporary universities are also motivated by factors other than profits, including finding ways to increase cultural understanding among their students and faculty. Traditionally, international efforts were motivated by competition, prestige, and strategy rather than profits (Altbach and Knight, 2007). Crosling, Edwards, and Schroder (2008) observe that universities identify global competency as a key attribute of their graduates and thus will revise their programs to increase global awareness and the ability of students to adjust to a variety of cultures as they encounter people from different backgrounds. Students and faculty are able to mix with peers from other countries to increase cultural understanding and the presence of the university abroad can increase student and faculty mobility (McBurnie, 2000). The rapid growth of international trade and development has expedited faculty adaptation of their curriculum for a more international scope to prepare their students for the emerging global business environments (Van Damme, 2001). This curriculum development increases informed internationalization across the university (McBurnie, 2000). Since universities must not only adjust to new economic developments but also adapt to new social relations and organizational structures resulting from globalization (Stromquist, 2007), the path of adaptation is that of internationalization as defined at the end of section one.

McBurnie (2000) finds that universities internationalize in part to provide attractive options for students, to create an internationally aware workforce, to expand on the traditions of

internationalism in education, and to define the place of education and scholarship in a global context. Edwards (2007) notes that university administrators often believe internationalization is critical to remaining competitive yet their approach to internationalization is not always clearly defined. She identifies two likely paths to internationalization: It may grow from isolated events found randomly on campus, such as a faculty member deciding to lead an international study trip; or it may be activities taken on as a result of higher level planning on the part of the university, such as increasing the support and financing for an international education office (Edwards, 2007). Universities may include internationalization in their mission statements, but such priorities are often not supported university wide by policy and practice (Bond, Qian, and Huang, 2003).

Institutions striving to implement internationalization policy and practice to support their missions tend to follow six approaches identified by Knight (2004):

Activity – study abroad, academic programs, institutional networks, and branch campuses

Outcomes – student competency, international agreements and projects

Rationales – academic standards, cultural diversity and staff development

Process – integrating internationalization into teaching, learning and service at the institution

Home Culture – focus on intercultural awareness through campus-based activities

Abroad Culture – cross border delivery of education including distance and e-learning, as well as administrative arrangements such as branch campuses and exchange agreements (Knight, 2004, p.20)

These often take the tangible forms of institutional partnerships, campus life activities, curriculum development, faculty research and teaching, and study abroad programs (Dewey and Duff, 2009). With Bond, Qian, and Huang (2003), and a focus on internationalizing the curriculum and classroom experience as a guide for this thesis, the following sections will first examine

curriculum development, then faculty involvement in internationalizing curriculum, and finally the aspects of study abroad within the context of university internationalization efforts.

Internationalizing the Curriculum and University Classroom

Curriculum is the centerpiece of university students' learning and therefore is a key to developing the institution. Detailed examinations of their internationalized practices are increasing as state legislatures link funding to performance (Stohl, 2007). This scrutiny affects internationalization efforts as well as curriculum development. Because internationalization is often based upon the activities of an institution, the planning for internationalization tends to be focused on the best practices which can be integrated into an international program, rather than focusing on any particular strengths of the faculty and the existing curriculum (Edwards, 2007). Yet Bond, Qian, and Huang (2003) find that curriculum development is the most significant component expressed by faculty and administrators as an internationalization strategy tool, which creates a conflict between generally accepted practices for internationalization and the desired developmental paths from the faculty and administrators perspectives.

Motivations for internationalizing the curriculum can include competition for advantages in global education as well as ideological goals for preparing graduates for a global future (Crosling, Edwards, and Schroder, 2008). With an increase in the international trade of professional services, many professions are refocusing on an international scale (Van Damme, 2001). This encourages universities to adapt their curriculum to meet the needs of expanding professions. Collaboration across disciplines is needed for internationalizing the curriculum, but often a lack of awareness across campus of departmental approaches hinders the ability for successful collaboration (Edwards, 2007). These random acts of international activities within individual departments do not achieve institutional internationalization.

Yet internationalizing curriculum, including short-term study abroad programs, involves more than simply adding international content to a course (Van Damme, 2001). Creating a

greater global mindset among students is more than simply allowing them the opportunity to explore the differences between two cultures (McCabe, 2001). The number of foreign language programs and international degrees offered by a university usually indicates the level of internationalization at a university by reflecting the level at which the institution values international curriculum development and programs focused on preparing students for globalization (Hser, 2005). While Crosling, Edwards, and Schroder (2008) offer that the first step toward internationalization involves “infusing the curriculum with international example cases and perspectives” (Crosling, Edwards, and Schroder, 2008, p. 109), internationalization also requires a scrutiny of existing curricula with careful examination of the elements which are entrenched within academic departments and disciplines (Bond, Qian, and Huang, 2003). Van Gyn, Schuerholz-Lehr, Caws, and Preece (2009) note that the first step in internationalizing the campus is in fact “capturing the ‘hearts and minds’ of university and college educators” regarding internationalization and its implications for the curriculum and classroom experience (Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009, p. 28). A change in action first requires a change in perspective, which includes the expectations of the university students.

A study conducted by Absalom and Vadura (2006) at UniSA in Australia finds a significant difference between the expectations of students for an internationalized curriculum and their observed experiences in the classroom. Students in the study express a broader understanding of the concept of internationalization than they observe in the classroom curriculum. While classroom content addresses an international scope of “here versus there,” included a focus on international tasks, and encourages the development of international skills, the students express that fundamental comparative tasks for applying knowledge to the abstract and gaining an interactive understanding of the broader international perspectives are absent in the curriculum (Absalom and Vadura, 2006). Observing only the inclusion of international content in the classroom experience, the students’ responses highlighted the fact that faculty were missing the opportunity to develop broad pedagogical approaches for internationalization in the curriculum. With an increasing interdependence of internationalization between disciplines, the simple addition of international elements into the classroom experience at UniSA, without

embedding greater international perspectives into the curriculum, is not enough to achieve the university's goal of more globally aware students (Absalom and Vadura, 2006).

While introducing greater international content into the classroom and increasing short-term study abroad programs to support internationalization may be relatively easy for some institutions, the significant and worthwhile curriculum changes needed can be a difficult process involving large numbers of faculty, staff, and students (Crosling, Edwards, and Schroder, 2008). Curriculum changes involve many cross-cultural issues, learning support development, and a need to meet the learning requirements of diverse and expanding student groups (Leaske, 2001). Traditionally, international curriculum development has focused on content, but successful approaches include not only a focus on international content but also rely on the inclusion of teaching and learning centered processes to achieve the desired scope of internationalization among all students (Leaske, 2001). Crosling, Edwards, and Schroder (2008) identify three levels of curriculum internationalization. The first level is based in classroom content to increase the inclusion of international topics and themes. The second level is based upon efforts to build greater inter-cultural relationships within the university experience. The third level involves the development of an "international literacy" through cultural immersion, education abroad and other elements which allow students to apply knowledge gained in the first two levels (Crosling, Edwards, and Schroder, 2008, p.109). This departure from the traditional goal of creating knowledge to a process-oriented goal of fostering activities which produce a desired result and the application of learned knowledge and skills allows the university to better integrate internationalization efforts uniformly across the institution (Edwards, 2007).

Individual elements of internationalization, such as study abroad, are also not outside the discussion of curriculum development. The importance of developing and including substantive, academic elements, as opposed to observational learning, especially in short-term study abroad, is continuing to grow in significance within academic discussions on the topic (Ziegler, Mahoney, and Cates, 2009). Internationalization is a holistic work in progress continually expanding and developing to meet the needs of the interconnected forces that play a role in the life of the

university (Paige, 2003). When fully developed, internationalization will no longer be seen as a list of individual activities, but dissolve into the interconnected, everyday fabric of the university system (Schoorman, 2000). The following section examines the role of faculty as one of these interconnected forces in university internationalization.

The Role of Faculty in Internationalization

The role of faculty in internationalizing the university is significant and any universal approach to internationalization cannot occur until faculty view the importance of a global mindset across all disciplines (Schoorman, 2000). In reality, not all faculty are initially interested in international research, teaching or program development, but those who are interested are seeking institutions with strong international focus (Gray, Murdock, and Stebbins, 2002). Those faculty with an interest in internationalization seek opportunities at institutions where they may participate in international conferences and research, consult on international projects, and certainly influence students' global mindsets (Dewey and Duff, 2009). When faculty select international resource materials for courses, generate international learning models, and serve as key role models in encouraging students to participate in study abroad activities, they contribute significantly to the internationalization efforts of the institution (Paige, 2003). Bond, Qian, and Huang (2003) find that those faculty members who possess an ability to read and speak more than two languages, who have lived outside the country, or are active in international programs, are more likely to agree on the importance of faculty involvement in internationalization efforts on campus. Those generally with the least agreement on the importance of faculty involvement tend to be males in the science disciplines who lack foreign language experience and have never lived outside of North America (Bond, Qian, and Huang, 2003). However, Schwietz (2006) observes that while the science disciplines are less likely to agree consistently on the importance of internationalization, they may be going abroad for a variety of reasons including research and data collection in the field. Participation in internationalization may be occurring without a direct,

conscious awareness of these faculty members on their participation in the greater institutional efforts for internationalization.

Because American universities generally function with a high level of autonomy, faculty work within ever more specialized departments. With specialization comes a need for increased interdisciplinary work and Vincenti (2001) observes that while interdisciplinary work does not require international/intercultural experience, the qualities needed for intercultural effectiveness overlap with those qualities that benefit successful interdisciplinary work. Vincenti's (2001) research suggests that some level of intercultural ability is required to achieve interdisciplinary success. Even with this increase in the need for interdisciplinary collaboration, Edwards (2007) points out that the lack of understanding campus wide for internationalization may lead to failure when universities attempt broad collaborative initiatives. Bond, Qian, and Huang (2003) observe that the academic culture is an environment where faculty are encouraged to think differently from each other, which can lead to a fragmentation of internationalization efforts. Faculty prefer to teach in their area of expertise and students are often encouraged to learn highly specialized information which discourages much holistic, intercultural, interdisciplinary learning (Vincenti, 2001, p. 43). This only further complicates the difficulty in creating a uniform approach to internationalization across disciplines as reviewed in the previous section.

While there has been an increasing awareness of the lack in curriculum development which meets the needs of a diverse and ever more international student population, change in the design and implementation of internationalized curriculum has not been consistently significant (Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009). To successfully teach global awareness and mindset, faculty must be culturally knowledgeable, world minded, and globally competent themselves (Schuerholz-Lehr, 2007). While Bond, Qian, and Huang (2003) find in their survey of Canadian university faculty that 80 percent of those responding see themselves as having the most significant role in new curriculum development, actual involvement of faculty is less than expected. Schuerholz-Lehr (2007) finds that faculty most qualified to teach from their personal, international experiences are more likely to follow a research rather than teaching path, which

means that those with the most to share in classroom experiences and curriculum development are less likely to hold positions where they interact with students and can encourage global competency and internationalization of the classroom. With existing curriculum degree plans fully in place, faculty may observe that adding new, international courses could result in existing courses or electives being dropped from the curricula (Dewey and Duff, 2009), and with the ever increasing specialization of disciplines discussed above, faculty are more concerned with the content of their courses than with the learning processes of internationalization university wide (Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009).

A study by Schuerholz-Lehr (2007) finds that faculty members often overestimate their own abilities at intercultural sensitivity and often function at the ethnocentric stage where they view their own culture as being “universal.” The study also finds that high levels of different cultural and language exposure do not always translate into competence to deliver interculturally sensitive curriculum (Schuerholz-Lehr, 2007). While a majority of faculty rank high on indicators for multicultural diversity, or their ability to identify, accept and adapt to cultural differences on campus, significant numbers report they “seldom or very-seldom incorporate multicultural instructional materials in their teaching” (Schuerholz-Lehr, 2007, p. 189). These factors significantly affect the level of faculty participation and success in the curriculum changes needed for greater internationalization (Bond, Qian, and Huang, 2003).

Faculty also face institutional barriers to their internationalization efforts. These can include a lack of funding for the increased costs of participating in international programs and research, an increase in bureaucracy and documentation for international efforts, complex international research protocols and compliance procedures, as well as calendar differences between domestic and international institutions (Dewey and Duff, 2009). Many institutions neglect to account for increased time demands on faculty involved in internationalizing the university nor do they provide the professional development needed to guide the faculty through the process (Bond, Qian, and Huang, 2003).

As faculty face the challenges of internationalizing their classrooms and curriculum, support for or involvement in short-term study abroad programs often allows them an obtainable outlet for the university's internationalization goals without having to participate in deeper curriculum adjustments (Crosling, Edwards, and Schroder, 2008). The following section examines how faculty approach study abroad in the overall scheme of curriculum and institutional internationalization.

The Participation of Faculty and Students in Study Abroad

Study abroad can typically be traced to the work of a small group of core faculty (Hser, 2005). While universities may provide opportunities for students to participate in study abroad as a component of greater institutional internationalization, without greater faculty involvement the study abroad experience will neither deliver the desired learning and world mindedness for students nor the internationalization of the university as a whole (Stohl, 2007). Although 70 percent of the public believes that study abroad should be encouraged or required for undergraduates, and 48 percent of university bound students express an intention to study abroad, only around 3 percent of students actually participate in study abroad programs annually (Stohl, 2007). Many faculty, especially in the sciences, perceive that while study abroad enriches student awareness of other cultures, it has the effect of lowering the quality of the student's overall education as well as delaying their graduation and professional development (Hser, 2005). Yet students in science fields are no less interested in study abroad if given the opportunity to pursue an intent to participate (Salisbury, Umbach, Paulsen, and Pascarella, 2009). Many in university administration question the involvement of faculty in internationalization efforts, especially in teaching overseas or participating in international research, as they view these activities as diminishing the faculty responsibilities at the home institution (Hser, 2005). If faculty do not value internationalizing efforts, they can easily communicate this to the students by suggesting such activities are not as important as completing a degree quickly, going to graduate school, participating in the honors program, or with countless other reasons expressed for not

participating (Stohl, 2007). As well, some faculty simply lack the knowledge of academic programs suitable for their students abroad (Hser, 2005). With the desired increase in institutional wide efforts to internationalize and to increase study abroad, participation by greater numbers of faculty is needed to achieve results and help overcome many of the hurdles to student and faculty participation (Stohl, 2007).

The decision to study abroad is a complex mix of social and cultural factors acquired before attending college with those gained during the first years of college, suggesting that faculty interaction with freshman and sophomores has an especially significant role in promoting internationalization efforts on campus, including the decision to study abroad (Salisbury, Umbach, Paulsen, and Pascarella, 2009). Stohl (2007) believes that by tapping into faculty excitement for learning and discovery, universities can increase faculty involvement in internationalization. The key is convincing faculty that their efforts in internationalization will be rewarded not only by their university but also by their colleagues through their increased scholarship (Stohl, 2007). Asaoka and Yano (2009) found that students are more willing to follow the suggestions of faculty, family and friends (university and society) than they are to create new paths for their academic choices. Therefore, the role of faculty and the university in encouraging, as well as discouraging, study abroad is significant.

Faculty members who have led study abroad courses often become the leaders in campus internationalization efforts, including encouraging greater student participation in study abroad, after they have experienced a view of their academic programs outside of a strictly American perspective (Fischer, 2008b). To internationalize a university, one must first internationalize the faculty and study abroad can provide an avenue for that exposure to new global perspectives (Stohl, 2007). Yet the time commitment and expense involved in participating in study abroad programs often discourages many faculty from either getting involved or developing new courses (Dewey and Duff, 2009). Faculty may experience or anticipate problems with program funding, personal income and family relationships during their time abroad which can affect their opinions on study abroad, thus incentives and rewards are key factors for

supporting and promoting internationalization (Hser, 2005). Junior faculty are particularly susceptible to falling into groups lacking enthusiasm for study abroad since without the luxury of tenure, they may be focused on publishing research and other activities which reduce the time they have available to support internationalization efforts (Stohl, 2007). The strain on departments when faculty devote time and energy to study abroad programs, not to mention the incentives and salaries associated with additional course work, can discourage administrative support for faculty led programs as well (Dewey and Duff, 2009).

Criticism of short-term study abroad often includes these concerns over faculty and administrative support. The benefits to the students must also be examined. The actual cultural immersion which occurs on any given program is a concern, since simply being abroad does not always translate into cultural awareness and since there can be a blurring between academic learning experiences with observational, exotic vacations (Woolf, 2007). When abroad, students will often practice a form of self-adapted immersion, deciding when and how they will interact with the host culture, making faculty mindfulness to encourage cultural participation an important factor (Woolf, 2007). Hser (2005) finds that the academic quality when compared to the home university is also often questioned for study abroad, yet students perceive a well planned and organized course as being more academically worthwhile and less of an exotic vacation than an obviously unplanned program (Hulstrand, 2008). This role of students in self-determining the benefits of their study abroad experience is significant and has implications for preparation of the students before and after the study abroad experience.

Although the benefits of study abroad can be identified and manipulated by students, the cost of study abroad can discourage many from even pursuing the opportunity to participate. Salisbury, Umbach, Paulsen, and Pascarella (2009) confirm that students eligible for financial aid based on family income are less likely to study abroad and that males are less likely to study abroad than females. For students from economically disadvantaged families and from recent immigrant families, when they do actually go on study abroad experiences adjusting to a new culture can be much less significant than for a "typical" university student who is fully immersed in

a more affluent American lifestyle (Ungar, 2008). These lower income students are 14 percent more likely to study abroad if they have intercultural experiences in their curriculum which encourage diversity learning between students (Fischer, 2008a), signifying the importance of faculty involvement in curriculum development and classroom participation with a world view. For many students, especially the non-traditional student, the short-term experience may be their best opportunity for participation in internationalization (Woolf, 2007).

With the increase in short-term programs, students are more likely to participate in more than one study abroad course, experiencing more than one culture, which may be comprised of multiple short-term or a mix of short-term and longer programs (Chieffo and Griffiths, 2004). Short-term study abroad traditionally is considered anything short of a full semester abroad (Woolf, 2007). Predominantly occurring in summer, recent increases in short-term programs have resulted in the addition of courses over university holidays and term breaks, many of which are as short as a week to ten days (Woolf, 2007). The continued increase in global mobility alone has encouraged greater student mobility and study abroad exchange participation which in turn fosters a greater awareness of international life in the global economy and thus further perpetuates the cycle of increased global mobility (Van Damme, 2001). With this increase in short-term study abroad programs, and thus an increase in the overall number of students participating in study abroad, research demonstrates that education abroad plays an ever increasing impact on students' careers and their ability to find jobs after graduation (Dwyer, 2004). Chieffo and Griffiths (2004) found that even after short-term programs students perceived an effect on their academic and personal activities. Llanes and Muñoz (2009) found that the lower the academic proficiency before a short-term study abroad program the greater the academic impact on the student during the experience, even when they did not take advantage of all opportunities for growth while on the program, suggesting that short-term programs serve a significant purpose and have a greater impact on students with some level of academic challenge.

Study abroad produces students that are uniquely well suited to serve in research, economics and diplomacy on an international scale once they complete their university studies (Asaoka and Yano, 2009). When compared to students who do not participate in study abroad opportunities, those who do study abroad have a greater awareness and understanding of other cultures and an increased appreciation and identification of their home lifestyles and culture (Vincenti, 2001). Dolby (2007) observes that since September 11 an increase in the need for a self-awareness of American culture has grown and that students participating in study abroad programs are more likely to develop greater awareness of their own cultural identity as they travel outside the country and experience other cultures. This greater appreciation for the home culture and their place in it, along with the increased global competence, helps define the significance of study abroad for the student. The process of internationalization has inherent value when observed from the standpoint of student learning about, from, and with others (Stohl, 2007). Significant learning can occur between US students together abroad, including a greater awareness of their home culture, through discussion, exchange, and social interaction (Woolf, 2007); therefore, it is critical that faculty involved in leading short-term programs foster an environment for such learning opportunities.

Study abroad programs not only serve as a component for university internationalization, but also as an avenue for faculty participation in the internationalization process. Not only in leading study abroad, but by supporting efforts to provide worthwhile opportunities to students, the faculty can help foster students' learning and growth that comes from the study abroad experience. The final section of Chapter Two summarizes the chapter and introduces the study discussed in Chapter Three by Bond, Qian, and Huang (2003) on which this research is based.

Summary

The previous five sections of Chapter Two have provided an overview of the research literature related to the process of university internationalization and the role of study abroad in

that process. The definitions examined in the first section provide an insight into the difficulty of defining internationalization, internationalism, globalization and global competency across the broader selection of research. With an increase in the global economy, global mobility, the knowledge economy, and more diverse student bodies, universities seek ways to better participate and compete in the international education arena. Participation in international education provides a way for universities to be perceived as participating in and forming greater national security, global peace and prosperity (Hser, 2005).

Although the terminology is not new, the popularity of internationalization and its supporting concepts is becoming more prominent. With an increase in globalization, or the standardization of economic structures around the world, internationalization is a natural offshoot of this movement. While internationalism can be viewed as simply a focus on and appreciation of global issues and concepts, internationalization is the greater constructive process of actually translating internationalism into the globalized world. Internationalization is defined by the actions and systems created to increase a greater awareness, respect and appreciation between different cultures (Bond, Qian, and Huang, 2003). By participating in these internationalization efforts, students as well as faculty are able to develop the global competency desired to function in the globalized world. They are able to increase their awareness of global cultures and apply that knowledge for successful participation in the larger global community (McCabe, 2001; Asaoka and Yano, 2009).

The overview in section two, of the activities, outcomes, rationales, and processes by which a university may seek to approach its internationalism mission through internationalization, provides an introduction into the functional aspects of internationalization for the university institution. While the motivations for internationalization may be as diverse as educational competition and profitability, universities also seek to provide their students with the tools and skills necessary to compete post-graduation in ever globalizing careers (Crosling, Edwards, and Schroder, 2008). In fostering an environment which supports global competency, the university is able to increase international student populations as well as create international partnerships,

study abroad programs, and international research opportunities for their faculty and scholars. To create globally competent students, the university must first support and create globally competent faculty leading to a more globalized curriculum (Van Damme, 2001; McBurnie, 2000).

Curriculum is a critical component of the university's ability to meet the institutions learning goals as well as the expectations of their students. As section three notes, Bond, Qian, and Huang (2003) find that curriculum development can serve as the most significant strategy tool in internationalizing the university. Yet collaboration across the campus is needed for curriculum changes to provide the broad impact for increased global competency. Significant curriculum development involves more than simply introducing international elements into the classroom. Crosling, Edwards, and Schroder (2008) identify three levels of curriculum development including increased classroom content, followed by increased inter-cultural relationships, and finally the development of cultural immersion opportunities, such as study abroad, which provide students the ability to apply the global competence and knowledge gained in the classroom setting within a larger cultural context and environment. Any universal curriculum development that increases this global competency will involve a broad spectrum of faculty from diverse, interdependent disciplines.

The role of faculty in curriculum development is essential for creating a broad internationalized institution. While faculty identify their role as most significant in curriculum development, actual involvement is often less than expected (Bond, Qian, and Huang, 2003). From the review of section four, this can be affected by faculty's time constraints, global competence, interest in pursuing research versus classroom instruction, concern over changes to existing and established curriculum programs, and other institutional barriers to internationalization efforts (Schuerholz-Lehr, 2007; Dewey and Duff, 2009; Van Gyn, Schuerholz-Lehr, Caws, and Preece, 2009; Bond, Qian, and Huang, 2003). Study abroad often provides faculty with an outlet for curriculum development that is more manageable within the scope of these institutional constraints.

In studying abroad, students will learn in different ways than they do at their home institution (Vande Berg, 2007). While the role of faculty participation in study abroad may sometimes be questioned by the greater university, just as faculty may question the benefits of study abroad for students, as section five observes, if faculty do not themselves value internationalization efforts they may communicate their beliefs to students, thus undermining the university's overall mission for greater internationalism (Hser, 2005; Stohl, 2007). While faculty may project their own ethnocentrism and stereotyped cultural beliefs in the classroom (Festervand and Tillery, 2001), in order for study abroad learning possibilities to be met it is essential that faculty involve themselves in the learning process before, during, and after the study program (Vande Berg, 2007). Study abroad provides students the exposure to new information which they can apply through experiential learning within the broader scope of their education (Zamastil-Vondrova, 2005). Faculty guidance in processing and applying this information allows a more significant and successful transition from the traditional cognitive learning setting of the home campus to the application of knowledge gained during study abroad.

While it is hoped that the experience of study abroad is applied substantially to a greater body of knowledge, research in the levels to which students are actually successful at applied experiential learning and the role of faculty in that process is not extensive or validated (McLeod and Wainwright, 2009). Based upon research by Bond, Qian, and Huang (2003), this thesis will further explore the role of faculty in the study abroad educational process.

Sponsored by the Canadian Bureau for International Education (CBIE), the Bond, Qian, and Huang (2003, p. 2) study developed around five research questions to gain insight into the faculty role within internationalization. The five objectives of these questions are as follows:

1. Understand the ways in which faculty conceive and practice their role in internationalizing undergraduate courses.
2. Identify the variety of methods for faculty curriculum creation and the pedagogical approaches useful to internationalizing courses.

3. Identify ways that universities and colleges motivate and hinder faculty efforts at internationalization.
4. Identify the extent to which faculty utilize students with international expertise and experience in the internationalization of their courses and classrooms.
5. Identify exemplary practices that not only change the curriculum but also change the student.

In understanding these elements, the Bond, Qian, and Huang (2003) study seeks a better understanding of the integration of international components into the curriculum and to understand the changes to students this integration creates.

Bond, Qian, and Huang (2003) conducted a survey of 175 professionals, both faculty and international staff, at universities across Canada. Based on this research, they observe that the number of languages spoken, the level of experience living outside of North America, the participation in international research, and the professional discipline of the faculty all play a role in the participation of faculty in the internationalization of the classroom experience and curriculum. The data suggests that faculty view their role as primary in the internationalization process of curriculum and the majority say that they construct their courses to teach students broader concepts with a worldview perspective (Bond, Qian, and Huang, 2003). Yet over one third of the respondents express concern that they or their fellow faculty members are not well equipped to suitably internationalize their courses and thus agree that this creates part of the difficulty in internationalizing curriculum. Often, this problem is blamed on a lack of institutional support through resources and time allowances for faculty participation. Lack of involvement on the part of the majority of faculty with the university's international student office is also a factor which keeps faculty from getting further involved in the process of greater curriculum and classroom development to increase international experiences for all students.

Among the factors deemed important to the faculty in the Bond, Qian, and Huang (2003, pp.6-7) study, concern for other people and cultures, cultural sensitivity, interest in teaching global perspectives, and foreign language skills were all included as significant to successful

faculty participation in internationalization. According to Bond, Qian, and Huang (2003, pp.12-13), these factors, as acted upon by faculty and with the development of curriculum and classroom environments in turn, lead to students who upon graduation should:

1. Embrace pluralism
2. Be sensitive to differences
3. Be respectful of different ways of understanding the world and how it works
4. Be curious
5. Be open-minded
6. Demonstrate competence in at least two languages

Following the path of Bond, Qian, and Huang (2003) in looking at faculty roles in internationalizing the curriculum and classroom, this study conducts a survey patterned on their survey with a sample of university faculty in the United States and examines how those roles extend into support and participation for study abroad as a component of greater internationalization efforts. Chapter Three will review the methodology used to conduct this survey at Oklahoma State University, as well as the methods for analyzing the data, to observe the role of faculty in the study abroad component of university internationalization.

CHAPTER III

METHODOLOGY

This chapter examines how the information presented in Chapters One and Two was applied to research on the role of faculty and study abroad, within the greater concept of internationalization at the university level. As noted by Bond, Qian, and Huang (2003) in their research on the role of faculty in internationalizing the curriculum and the classroom, the level of international experience among the faculty affects faculty participation in internationalization. Siaya and Hayward (2003) and Schwietz (2006) also find that faculty with positive opinions about internationalization are more likely to get involved in internationalization efforts. This research explores if international experience and support for internationalization also influence faculty participation in and support for study abroad at Oklahoma State University.

Although the current mission statement for Oklahoma State University does not refer to any specific goals related to internationalization, it does mention improving the lives of people throughout the world. [See Appendix A] This involvement is not unexpected from a land-grant institution with a history of state, national, and global outreach efforts. While the mission statement lacks clear reference to internationalization, or a purposeful direction for preparing students for globalization, the current university president and other administrators regularly refer in speeches, interviews, and presentations to goals and objectives related to internationalizing the campus and preparing students to participate actively in a globalized world. This suggests that Oklahoma State University is interested in being a part of the greater internationalization and globalization efforts being actualized in higher education around the world.

This research will look at the level which faculty at Oklahoma State University agree with, participate in, and provide support for internationalization efforts, including study abroad. Chapter One introduces the background of the study, the problem statements and the professional significance of the research. Chapter Two provides a review of existing literature which illustrates not only the challenges of defining and implementing internationalization but also the role of faculty in the internationalization movement. This chapter presents the general perspective of the study, the research context, the research participants, the instrument used, the procedures, the data analysis, and finally a summary of this methodology.

General Perspective of the Study

Outreach efforts at land grant institutions like Oklahoma State University are shifting from roles which provide education and outreach work internationally to preparing students for life and work in a globalized world (Bond, Qian, and Huang, 2003). These efforts involve direct policy shifts, program development, and less tangible constructs related to the creation of a global mindset and intercultural sensitivity among faculty and students in support of internationalization efforts. While primarily a quantitative study, this research used a mixed methods approach as participants provided an open, qualitative response to one question at the end of the survey. This allowed to a small degree for better analysis and understanding of the more abstract constructs related to internationalization, such as faculty encouragement, agreement, or apathy. This study looked for the links that exist between faculty support for and participation in campus internationalization and study abroad efforts with the objective of internationalizing Oklahoma State University. The following section examines the context of the research to better understand the university environment.

Research Context

This research study was conducted during the spring 2010 semester at Oklahoma State University which ran from January 11, 2010 to May 7, 2010. The university is located in Stillwater, Oklahoma and currently enrolls approximately 23,000 undergraduate and graduate students including nearly 1,800 international students. While the student body is primarily drawn from residents of Oklahoma, the university enrolls students from all 50 states and over 114 countries as well as hosting over 75 national and international study abroad exchange students each year. The university currently sends over 2 percent of its student body, primarily undergraduate students, on study abroad programs annually.

Oklahoma State University is a four-year, land-grant institution which provides over 200 degree programs. With over 1200 faculty, the university has a 19:1 student to faculty ratio. The university is a part of the state regent's system which oversees 25 state institutions of higher education. The university is structured with a president, a provost and senior vice-president, six vice-presidents, two associate vice-presidents, and 9 college deans. The university has increased funding for study abroad grants and international campus activities in recent years. It is currently undertaking an independent review of all international efforts and activities on campus to prepare for expanded university policy on internationalization including increased international participation requirements for all enrolled students.

Research Participants

Participants for this study came from a convenience sample population of faculty members at Oklahoma State University during the spring 2010 semester. Because study abroad is primarily an undergraduate activity at OSU, faculty participants were selected from each of the six colleges at the university that focus on undergraduate curriculum. These colleges are Agricultural Sciences and Natural Resources, Arts and Sciences, Education, Engineering,

Architecture and Technology, Human Environmental Sciences and the Spears School of Business.

Within five of the six colleges, three departments were chosen at random to participate in the survey. Due to the large number and diversity of departments within the College of Arts and Sciences when compared to the other five colleges, six departments were selected at random to provide a more accurate representation of the Arts and Sciences faculty. The randomly selected departments for each college were:

- College of Agricultural Sciences and Natural Resources
 - Agricultural Economics
 - Entomology and Plant Pathology
 - Plant and Soil Sciences
- College of Arts and Sciences
 - Geography
 - Geology
 - History
 - Military Science
 - Philosophy
 - Zoology
- College of Education
 - Applied Health
 - Educational Studies
 - Teaching and Curriculum
- College of Engineering, Architecture and Technology
 - Industrial Engineering
 - Electrical Engineering
 - Mechanical Engineering
- College of Human Environmental Sciences
 - Design, Housing and Merchandising
 - Human Development
 - Nutritional Science
- Spears School of Business
 - Accounting
 - Finance
 - Management

In anticipation that a selected department might decline to participate, a fourth, alternate department was also selected for each college. All faculty members within the selected departments, regardless of involvement in international educational activities, were sent the web-based survey.

Survey Instrument

The instrument for this study is patterned on a survey developed by Bond, Qian and Huang (2003) for their research into the internationalization of undergraduate curriculum and classroom experiences at Canadian universities. The Bond, Qian, and Huang (2003) study was sponsored by the Canadian Bureau for International Education (CBIE) and is comprised of thirty-eight questions. Thirty-two questions in the original survey ask participants to respond to a five-point Likert scale followed by space for open responses to each question. Two questions are checklist items. Three questions are open-ended for obtaining unanticipated responses. Dr. Sheryl Bond has approved the use of the survey as a template for this thesis. [See Appendix B] For the purpose of this study, the 38-question instrument was abbreviated to 20 questions to narrow the focus of the study and increase the response rate on campus. To improve the clarity of intended question responses, the Likert scale headings of the original survey were altered. The original survey scale was labeled with Strongly Disagree, Agree, and Strongly Agree to guide respondents. With Agree as the middle response option, the survey limited the ability for responses which neither disagreed nor agreed. The revised scale was labeled with Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree headings to eliminate this problem.

The web-based survey was adapted slightly for United States' institutional terminology and with the addition of demographic questions to obtain the level of participation in study abroad by the faculty sample members. [See Appendix C] The additional demographic questions related to study abroad which were added are:

- Have you ever studied at a university outside the United States?
No_____ Yes_____
 - If yes, where and for how long? _____
- Have you ever led a short-term (less than one semester in length) study abroad course? No_____ Yes_____
 - If yes, where and how many times? _____
- Do you encourage students in your classes to study abroad? No_____ Yes_____
 - If yes, which type of program do you encourage students to consider (select all appropriate responses):
 - Short-term Programs (duration of eight weeks or less) _____
 - Semester Programs (duration of one academic semester) _____
 - Long-term Programs (duration of one academic or one calendar year) _____

To hopefully increase the response rate, the open response questions from the Bond, Qian, and Huang (2003) survey were removed. A single question at the end of the survey was added to provide participants the opportunity to include an open response regarding their personal thoughts on university internationalization. These open responses allowed an opportunity to further assess the current faculty mindset regarding internationalization.

Through the use of the web-based survey, no information was collected that identified names or other personal items which might compromise the confidentiality of the respondents. No respondent IP addresses were saved and only the IT Tech and Educational Institution Support administrator had access to incoming data. The researcher received only aggregate data in an excel spreadsheet which could not be linked to any respondent.

Procedures

This was a mixed-method (quantitative and qualitative), descriptive study to observe faculty opinions and actions within university internationalization and how these relate to faculty

approaches and involvement in study abroad. A web-based survey was given to faculty at Oklahoma State University to collect data to demonstrate how undergraduate faculty value internationalization and study abroad and how those values translate into action.

The survey was distributed as a web-based survey to all faculty in randomly selected departments in six colleges at the university. After receiving Institutional Review Board approval, the survey was conducted at Oklahoma State University during the spring 2010 semester. [See Appendix D] Prior to the survey being e-mailed, a brief pre-notice e-mail was sent to all heads of the randomly selected departments requesting their department's participation in the study. [See Appendix E] Following departmental agreement to participate, the link to the survey was sent to departmental faculty within an e-mail explaining the study and the survey. [See Appendix F] While a database of faculty was used for e-mail purposes, there was at no time a connection between the faculty names and the responses given on returned surveys. This confidentiality was explained in the letter sent to all faculty. By opting out of responding to any e-mail and telephone communication, one of the originally selected departments declined to participate in the survey – Mechanical Engineering within the College of Engineering, Architecture and Technology. An alternate department, Civil and Environmental Engineering, was selected but also declined to participate in this manner. Therefore, only two departments from the college were included in the study – Industrial Engineering and Electrical Engineering.

One week after the initial survey was sent, a thank you e-mail was sent to all faculty participants thanking those who had completed the survey and reminding those who had not completed the survey to do so. [See Appendix G] Approximately two weeks after the reminder e-mail was sent, a final contact e-mail was sent reminding all faculty who had not completed the survey to please do so before the closing deadline. [See Appendix H]

Data Analysis

The scores from the survey were analyzed using the statistical software Statistical Program for the Social Sciences (SPSS) Version 16. Descriptive results were compared for general pattern similarities to the Bond, Qian, and Huang (2003) research as well as analyzed independently for observations and relationships that illustrated any unique and current picture of faculty within the undergraduate internationalization process at Oklahoma State University. Responses to the open-ended questions were compared for significant themes and indicators of faculty involvement in internationalization and study abroad.

Summary

This chapter examines the structural elements pulled from the Bond, Qian, and Huang (2003) research on which this thesis is based. With the role of faculty central to internationalization efforts on campus, this study provides further insight into the level of support and involvement of faculty in these efforts. By conducting a survey of faculty at Oklahoma State University, this study examined faculty internationalization of their courses, motivations and hindrances for faculty efforts in internationalization, the extent to which faculty encourage student participation in internationalization, the level of faculty involvement in study abroad, and the amount of encouragement for student participation in study abroad.

By collecting survey data this research provides better understanding of faculty participation in study abroad elements and the greater institutional internationalization efforts. This information may be considered for planning and policy suggestions for more meaningful and significant student development. Ideally, this research will provide information that helps better facilitate preparing students for working and living in a globalized, international society.

CHAPTER IV

RESULTS

This study examines faculty involvement in, as well as their opinions on, internationalization and study abroad. Based on data from a survey of faculty at Oklahoma State University during the spring 2010 semester, this study looks at the factors and relationships between faculty, internationalization and study abroad. [See Appendix C] With a focus on faculty members at the university who participate in and support internationalization efforts, the study observes the relationship between those faculty members' internationalization activities and their participation in and support for increasing study abroad efforts. To do this, the study examines the statistically significant factors that demonstrate faculty attitudes and behaviors related to study abroad and internationalization.

Of the 357 web-based surveys distributed to randomly selected departments in the 6 academic colleges with undergraduate students at Oklahoma State University, 123 participants completed the survey and 7 responded declining participation because they thought the survey was not applicable to their faculty position. This resulted in a 36 percent overall response rate with a 7.16 confidence interval at the 95 percent confidence level. Of the 123 participants, 37 declined to provide their department or college affiliation on the survey which greatly reduced the individual college response rates and the confidence intervals.

Of the randomly selected departments in each college, only the College of Engineering, Architecture and Technology had departments which declined to participate. Of the three initial departments chosen, Mechanical Engineering declined to participate. Upon contacting the alternate department for the college, Civil and Environmental Engineering, that department also

declined to participate by opting not to respond to any and all efforts to contact the department. Therefore, only two departments in the College of Engineering, Architecture and Technology participated in the study.

The College of Agricultural Sciences and Natural Resources had a 28 percent response rate with a 17.05 confidence interval. Arts and Sciences also had a 28 percent response rate with a 17.40 confidence interval. The College of Education had a 12 percent response rate with a 41.69 confidence interval. The College of Engineering, Architecture and Technology had a 14 percent response rate with a 41.25 confidence interval. Human Environmental Sciences had a response rate of 27 percent with a 20.47 confidence interval. Finally, Spears School of Business had a response rate of 25 percent with a 24.84 confidence interval. A summary of each college's high and low mean response scores was prepared at the completion of the survey for comparison. [See Appendix I]

Of the 123 participants, 47 were female and 76 were male. This closely reflects the current faculty gender ratio at Oklahoma State University. Participants speaking only English numbered 64, while 59 participants reported speaking English plus at least one other language. With regard to time spent living abroad, 68 have lived outside the United States at some point in their life while 55 reported they have only lived in the United States. As far as studying at a foreign institution, 31 participants have studied at the university level outside the United States. The average time spent teaching at the university level for the participants was 14.24 years.

Of the 19 questions on the survey asking for a Likert response of strongly disagree (1) to strongly agree (5), questions 19 and 20 received the most consistently positive response. Question 19 asked for a response on support for internationalization efforts on campus with an overall mean score of 4.37. Question 20 asked for a response on support for study abroad efforts at the university with an overall mean score of 4.43. Question 11 received the least positive response. With an overall mean score of 2.45, question 11 asked for a response on the level at which the faculty participant uses institutional resources to help internationalize their courses. Table 1 provides the overall mean response for each of the 19 quantitative questions.

Table 1

Mean Responses for Survey Questions with a Likert Scale

Survey Question and Subject		Mean Score
Q1	The faculty participant's department encourages participation in internationalization efforts	3.66
Q2	The faculty participant's department encourages participation in study abroad	3.85
Q3	The faculty participant's students gain a broadened worldview in their classes	4.08
Q5	The faculty participant collaborates with a variety of disciplines to help internationalize their courses	2.86
Q6	The faculty participant participates in international activities to help internationalize their courses	3.55
Q7	The faculty participant believes it is important for faculty members to understand the learning needs, learning styles, and cultural experiences of their students	4.10
Q8	The faculty participant encourages students with international experiences to contribute their knowledge and understanding in class activities	4.02
Q9	The faculty participant designs course content to incorporate knowledge of other cultures to encourage students to think globally	3.66
Q10	The faculty participant has invited people with first-hand cultural knowledge into their classrooms within the last five years	3.05
Q11	The faculty participant uses institutional resources for internationalization	2.45
Q12	The faculty participant believes there is enough institutional support for participation in internationalization efforts	2.78
Q13	The faculty participant believes the faculty within their department believes it is important to participate in internationalization	3.48
Q14	The faculty participant believes international activity and experience is valued for hiring, promotion and tenure within their department	2.72
Q15	The faculty participant believes their work load is too great to participate in internationalization	3.24
Q16	The faculty participant believes additional administrative help would allow for greater participation in university internationalization	3.41
Q17	The faculty participant believes faculty members' lack of knowledge, skill, or expertise prevents participation in internationalization efforts	3.02
Q18	The faculty participant believes individual disciplines must take the lead if internationalization is to succeed on campus	3.37
Q19	The faculty participant supports internationalization on campus	4.37
Q20	The faculty participant supports study abroad efforts on campus	4.43

As shown in Table 1, support for study abroad, support for internationalization, the importance of understanding students' cultural experiences, the belief that students gain a greater world view in the faculty participant's courses, and the level to which faculty encourage students with international experience to participate in the class all had high mean score results.

Conversely, the use of institutional resources for internationalization, the belief that international efforts are factors in hiring, tenure and promotion, the belief that there is adequate institutional support for internationalization, and the level to which faculty collaborate across disciplines all had low mean score results.

This chapter presents the study results in four sections. First, the chapter examines the four study hypotheses and the results supporting each hypothesis. Additional results of note are presented by general category in the second section. Section three provides a review of the qualitative responses followed by a summary of the results chapter in section four.

Hypotheses and Results

Based on the research of Bond, Qian, and Huang (2003), who find that personal factors play a significant role in support for study abroad and internationalization, this study hypothesizes that:

- Faculty who are involved in campus internationalization efforts will also be involved in study abroad programs to some degree, be it support for programs or actually leading courses abroad
- Faculty who are involved in campus internationalization efforts will promote study abroad for their students
- Faculty who have greater international experiences, including foreign language aptitude, will be more likely to support study abroad programs, and
- Faculty who themselves studied and lived abroad will be more likely to promote study abroad for their students.

Personal factors that influence internationalization support and participation identified by Bond, Qian, and Huang (2003) include gender, a history of living outside the United States, and participation in international research. In addition to these factors, this research considers participation in study abroad, leading short-term study abroad programs, and encouraging study

abroad to students. Bond, Qian, and Huang (2003) also identify discipline as a factor affecting participation. This study includes discipline by college along with level of instruction and appointment status in looking for significance.

Beyond a descriptive statistical overview of the results, this study conducted t-tests, ANOVA tests, and Tukey HSD tests to determine significance and difference among responses. T-tests were performed on responses to compare factors related to the study hypotheses plus: male and female participants; faculty who have lived outside the US with those who have not lived outside the country; faculty who have studied abroad with those who have not studied abroad; faculty who have participated in international research projects with those who have not; faculty who have led short-term study abroad programs with those who have not; faculty who are more likely to encourage study abroad to their students with those less likely to encourage study abroad. ANOVA tests and post hoc Tukey HSD tests were conducted comparing colleges, faculty level of instruction, and faculty appointment status. An alpha level of .05 was used for all statistical tests.

Hypothesis One

Faculty who are involved in campus internationalization efforts will be involved in study abroad programs to some degree, be it support for programs or actually leading courses abroad.

Six questions on the survey measure the level of faculty involvement in and support for campus internationalization. These dependant variables are:

Question 5: I collaborate with faculty members from a variety of disciplines to help me internationalize my courses and teaching.

Question 6: I participate in international activities which help me internationalize my courses and teaching.

Question 8: I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments.

Question 9: I design course content that incorporates knowledge from other cultures and cultural traditions to encourage both domestic and international students to think globally.

Question 10: In the last 5 years, I have invited people with first-hand knowledge of other cultures and countries to be guests in my classes.

Question 11: I use institutional resources which have international/cross-cultural mandates to help internationalize my classes.

This study first examines the responses to these six questions as a foundation for determining if the study supports the hypothesis. When compared with independent variable questions 20 (I support the study abroad efforts at Oklahoma State University.) and 31 (Have you ever led a short-term study abroad course?), five of the six tests measuring the level of faculty involvement in and support for campus internationalization result in significant support for Hypothesis One. Per Table 2, a significant number of faculty involved in internationalization efforts on campus are encouraging students to study abroad and leading study abroad programs. (See Table 2.)

Table 2

T-tests for Hypothesis One

Question 5 – I collaborate across disciplines to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 67	4.46	.611	.863	114	.303
	<3 = 51	4.35	.770			
31	Yes = 68	1.29	.459	1.035	116	.390
	No = 48	1.21	.410			
Question 6 – I participate in international activities to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 91	4.54	.602	2.520	115	.013*
	<3 = 28	4.04	.793			
31	Yes = 90	1.31	.466	3.574	117	.001*
	No = 27	1.07	.267			
Question 8 – I encourage my students to help internationalize the classroom						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 110	4.46	.659	2.369	116	.018*
	<3 = 8	3.88	.835			
31	Yes = 110	1.27	.447	1.487	114	.140
	No = 6	1.00	<.001			
Question 9 – I design course content to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 98	4.52	.596	.860	117	<.001*
	<3 = 21	3.95	.865			
31	Yes = 96	1.30	.462	2.461	115	.015*
	No = 21	1.05	.218			
Question 10 – I invite guests to help internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 66	4.56	.500	2.563	117	.012*
	<3 = 53	4.25	.830			
31	Yes = 68	1.32	.471	1.974	115	.051
	No = 49	1.16	.373			
Question 11 – I use institutional resources to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
20	>=3 = 43	4.65	.482	2.821	115	.006*
	<3 = 74	4.30	.735			
31	Yes = 44	1.43	.501	3.472	114	.001*
	No = 72	1.15	.362			

*Significant support for Hypothesis One based on $\alpha=.05$

When compared with independent variable question 31 (Have you ever led a short-term study abroad program?), four of the six dependent variable survey questions measuring support and involvement in internationalization generated responses resulting in significant differences between the two groups. (See Table 3.)

Table 3

Significant Results Based on Leading a Short-term Study Abroad Program

Question	Have Led		Have Not Led		df	t	p
	M	SD	M	SD			
5	3.27	1.230	2.77	1.014	114	-2.195	.030
6	4.37	.809	3.30	1.152	115	-4.686	<.001
9	4.10	.845	3.51	1.088	115	-2.720	.008
10	3.63	1.326	2.89	1.205	115	-2.858	.005

Based on the preceding statistical analyses, the results demonstrate support for Hypothesis One that faculty with involvement in internationalization are more likely to be involved in study abroad activities on campus.

When examining the responses on support of internationalization for a deeper understanding of the results, comparisons by gender initially indicate that the female participants are significantly more likely than the male participants to believe it is important to understand the learning needs and cultural experience of their students (question 7), encourage students with international experience to contribute in the classroom (question 8), and design course content to encourage global thinking (question 9). (See Table 4.)

Table 4

Female to Male Comparisons

Question	Women		Men		df	<i>t</i>	<i>p</i>
	M	SD	M	SD			
7	4.38	.610	3.92	.749	120	-3.560	.001
8	4.26	.773	3.87	.905	119	-2.454	.016
9	3.91	.929	3.49	1.095	120	-2.191	.030

When comparing the results for these three questions not only by gender but also by college, the results were less conclusive. The College of Engineering, Architecture and Technology had no female participants and the College of Education had no male participants, so comparisons by gender within those colleges was not possible. The College of Human Environmental Sciences was the only college with significant differences by gender. Female faculty were more likely to respond that they design course content to encourage global thinking than were the male faculty.

When comparing the results between colleges, an analysis of variance indicates that faculty in the College of Education and the College of Human Environmental Sciences are more likely to state they believe it is important to understand the learning styles and cultural experiences of their students than are the faculty within Spears School of Business. Faculty in all other colleges are significantly more likely than the faculty within the College of Engineering, Architecture and Technology to encourage students with international experience to contribute their experience in the classroom. This is significant in part because the College of Engineering, Architecture and Technology receives over 30 percent of the incoming international students on campus which is the largest number of international students when compared with the other colleges (International Students and Scholars 2009 Census, 2009).

An analysis of variance shows that when looking at participation in internationalization, there is also a significant difference between appointment status and faculty belief that work load prevents participation in internationalization (question 15), $F(3,118)=2.686$, $p=.050$. Participants

were asked to select the best description of their current appointment status from four choices – Full-time, Part-time, Tenure-track, and Tenured. With only two participants responding that they hold part-time status, data was not sufficient for post hoc analysis using the Tukey HSD test for significance to compare all four choices. However, when Full-time, Tenure-track, and Tenured responses are compared separately from Part-time responses, the analysis of variance still shows a significance, $F(2, 118)=3.783, p=.026$. As shown in Table 5, Post hoc analysis using the Tukey HSD test for significance indicates that faculty on tenure track are significantly more likely to believe work load prevents participation in internationalization than do tenured faculty. Full-time faculty with appointments not on a tenure track do not show significantly different results from tenured faculty when considering work load and participation in internationalization. (See Table 5.)

Table 5

Appointment Status Compared to Work Load in Regards to Participation in Internationalization

Appointment Status	Mean (M)	Standard Deviation (SD)	Significance (p)
Full-time	3.30	1.093	.168
Part-time	-	-	-
Tenure-track	3.56	.746	.022*
Tenured	2.88	1.308	n/a

*Significant at the $\alpha=.05$ level

An analysis of variance test shows that there is also a significant difference between colleges in faculty opinions regarding work load and participation in internationalization, $F(6,115)=3.178, p=.006$. Post hoc analysis using the Tukey HSD test for significance indicates that when the colleges are compared with each other, Human Environmental Sciences faculty are significantly more likely when compared to Arts and Sciences faculty to believe work load is a factor in discouraging participation. (See Table 6.)

Table 6

Faculty by College Compared to Work Load in Regards to Participation in Internationalization

College	Mean (M)	Standard Deviation (SD)	Significance (p)
Agricultural Sciences and Natural Resources	3.50	1.630	.914
Arts and Sciences	2.70	1.105	.007*
Education	2.40	1.140	.864
Engineering, Architecture, and Technology	3.20	.447	.093
Human Environmental Sciences	3.88	.270	n/a
Spears School of Business	3.00	1.128	.295

*Significant at the $\alpha=.05$ level

An analysis of variance also shows a significant difference between colleges in faculty belief that it is important to understand the learning needs, learning styles, and international or cross-cultural experiences of their students, $F(6,115)=3.022$, $p=.009$. While not directly a factor of internationalization, this belief is linked to faculty participation in internationalization. Post hoc analysis using the Tukey HSD test for significance indicates that when the six colleges are compared with each other the College of Education and the College of Human Environmental Sciences faculty are significantly more likely than Spears School of Business faculty to state that understanding students in this manner is an important component of their classroom. (See Table 7.)

Table 7

Faculty by College and Belief That Understanding Students Cultural Experiences is Important

College	Mean (M)	Standard Deviation (SD)	Significance (p)
Agricultural Sciences and Natural Resources	3.96	.976	.905
Arts and Sciences	4.09	.596	.737
Education	4.80	.447	.044*
Engineering, Architecture, and Technology	3.80	.447	1.000
Human Environmental Sciences	4.53	.514	.023*
Spears School of Business	3.67	.492	n/a

*Significant at the $\alpha=.05$ level

With the results indicating support for Hypothesis One along with the supplemental data analysis examining the underlying significance of the results, this study finds that faculty involved in internationalization on campus are in fact more likely to be involved in study abroad efforts. There is also indication that factors related to support for internationalization identified in previous research also exist in this study and warrant further discussion in the final chapter.

Hypothesis Two

Faculty who are involved in campus internationalization efforts will promote study abroad for their students.

A similar concept that international activities influence study abroad support and participation also applies to Hypothesis Two. Analyzing the responses to dependent variable questions 5, 6, 8, 9, 10, and 11 (each of which measures the level of faculty involvement in or support for campus internationalization as demonstrated above for Hypothesis One), T-test comparisons with independent variable question 32, which measures faculty encouraging students to study abroad on a dichotomous scale, result in five of the tests showing significant support for Hypothesis Two. Per Table 8, a significant number of faculty involved in internationalization efforts on campus are encouraging students to study abroad. (See Table 8.)

Table 8

T-tests for Hypothesis Two

Question 5 – I collaborate across disciplines to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 69	1.86	.355	1.754	114	.082
	<3 = 47	1.72	.452			
Question 6 – I participate in international activities to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 91	1.85	.363	2.202	115	.030*
	<3 = 26	1.65	.485			
Question 8 – I encourage my students to help internationalize the classroom						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 110	1.85	.363	5.680	114	<.001*
	<3 = 6	1.00	<.001			
Question 9 – I design course content to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 97	1.86	.353	3.244	115	.002*
	<3 = 20	1.55	.510			
Question 10 – I invite guests to help internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 68	1.88	.325	2.581	115	.011*
	<3 = 49	1.69	.466			
Question 11 – I use institutional resources to internationalize my courses						
Question	N	Mean	Standard Deviation	t	df	p
32	>=3 = 44	1.91	.291	2.022	113	.046*
	<3 = 71	1.76	.430			

*Significant support for Hypothesis Two based on $\alpha=.05$

Based on the preceding statistical data analysis, Hypothesis Two is supported by results in this study.

When examining the responses on support of internationalization for a deeper understanding of the results, independent variable question 30 (which separates participants into those who have participated in international research projects and those who have not) produces results that show significance between those who have participated in international research with

those who have not when it comes to collaborating with faculty members from a variety of disciplines (question 5), participating in international activities to internationalize the classroom (question 6), and inviting guests with international experience to participate in the classroom (question 10). (See Table 9.)

Table 9

Significant Results Based on Participation in International Research

Question	Have Participated		Have Not Participated		df	T	P
	M	SD	M	SD			
5	3.13	1.070	2.60	1.015	113	-2.710	.008
6	4.05	1.007	2.96	1.073	114	-5.611	<.001
10	3.27	1.273	2.75	1.191	114	-2.236	.027

Comparing the same responses to questions measuring the level of faculty involvement in campus internationalization with independent variable question 32 (which separates participants on a dichotomous scale into those who encourage their students to study abroad and those who do not), results indicate significance between faculty who do and do not encourage their students to study abroad with the same factors as those in Table 9 (questions 5,6, and 10) in relation to international research plus two additional factors. Faculty who encourage their students to study abroad are also more likely to encourage students with cultural experience to contribute in the classroom (question 8) and to use available institutional resources to internationalize their classroom (question 11). (See Table 10.)

Table 10

Significant Results Based on Encouraging Students to Study Abroad

Question	Encourage Students		Do Not Encourage Students		df	t	p
	M	SD	M	SD			
5	3.02	1.103	2.48	.846	114	-2.204	.030
6	3.76	1.084	2.91	1.164	115	-3.291	.001
8	4.19	.613	3.48	1.238	114	-3.970	<.001
10	3.23	1.265	2.48	1.082	115	-2.637	.010
11	2.61	1.147	1.90	.700	113	-2.687	.008

An analysis of variance shows that there is a significant difference between colleges regarding faculty encouragement for students with international experience to contribute their knowledge in the classroom (question 8), $F(6,114)=5.00$, $p<.001$. Post hoc analysis using the Tukey HSD test for significance indicates that when compared with the College of Engineering, Architecture, and Technology, the College of Agricultural Sciences and Natural Resources, College of Education, College of Human Environmental Sciences, and Spears School of Business are all significantly more likely to encourage students with international experience to participate in the classroom. (See Table 11.)

Table 11

Faculty by College and Encouraging Students to Share Their Cultural Experience in the Classroom

College	Mean (M)	Standard Deviation (SD)	Significance (p)
Agricultural Sciences and Natural Resources	4.26	.964	.001*
Arts and Sciences	3.78	.795	.075
Education	4.80	.447	.001*
Engineering, Architecture, and Technology	2.60	.894	n/a
Human Environmental Sciences	4.41	.618	<.001*
Spears School of Business	3.92	.289	.039*

*Significant at the $\alpha=.05$ level

With the results indicating support for Hypothesis Two along with deeper analysis into the role of research in internationalization, this study finds that faculty involved in internationalization on campus are in fact more likely to encourage their students to study abroad. There is also indication that factors related to research and classroom internationalization identified in previous research also exist in this study and warrant further discussion in the final chapter.

Hypothesis Three

Faculty who have greater international experience, including foreign language aptitude, will be more likely to support study abroad programs.

Four dependent variable questions on the survey measure the level of faculty international experience. These are:

Question 27: Measures languages spoken in addition to English

Question 28: Measures if faculty have ever lived outside the United States

Question 29: Measures if faculty have ever studied at a university outside the United States

Question 30: Measures if faculty have ever participated in an international research project

Comparing the responses with t-tests on those measures with independent variable questions 20 (I support the study abroad efforts at Oklahoma State University.), 31 (Have you ever led a short-term study abroad course?), and 32 (Do you encourage your students to study abroad?) only one of the tests results in significant support for the hypothesis. Per Table 12, a significant number of faculty involved in international research have led a study abroad program and thus are encouraging study abroad programs. (See Table 12.)

Table 12

T-tests for Hypothesis Three

Question 27 – Participant speaks at least one language in addition to English						
Question	N	Mean	Standard Deviation	t	Df	p
20	<3 = 58	4.35	.762	-.948	114	.345
	>=3 = 58	4.47	.599			
31	No=59	1.20	.406	-1.234	113	.220
	Yes= 56	1.30	.464			
32	No = 59	1.78	.418	-.556	113	.580
	Yes = 56	1.82	.387			
Question 28 – Participant has lived outside the United States						
Question	N	Mean	Standard Deviation	t	Df	p
20	<3 = 53	4.40	.743	.428	113	.669
	>=3 = 62	4.45	.645			
31	No = 55	1.18	.389	1.803	114	.074
	Yes = 61	1.33	.473			
32	No = 55	1.80	.404	.044	114	.965
	Yes = 61	1.80	.401			
Question 29 – Participant has studied at a university outside the United States						
Question	N	Mean	Standard Deviation	t	Df	p
20	<3 = 86	4.40	.724	.838	113	.404
	>=3= 29	4.52	.509			
31	No = 87	1.26	.444	-.243	114	.809
	Yes = 29	1.24	.435			
32	No =86	1.79	.409	.840	113	.403
	Yes = 29	1.86	.351			
Question 30 – Participant has participated in an international research project						
Question	N	Mean	Standard Deviation	t	Df	p
20	<3 = 52	4.37	.658	.540	112	.590
	>=3 = 62	4.44	.716			
31	No = 53	1.13	.342	2.754	114	.007*
	Yes = 63	1.35	.481			
32	No = 52	1.79	.412	.320	114	.749
	Yes = 64	1.81	.393			

*Significant support for Hypothesis Three based on $\alpha=.05$

Based on this statistical analysis, the hypothesis is supported by this study only in limited regards to participation in international research. Faculty who have participated in international research are more likely to lead a short-term program. This alone does not support the hypothesis that greater international experiences create more support for study abroad.

Hypothesis Four

Faculty who themselves studied and lived abroad will be more likely to promote study abroad for their students.

Two dependent variable questions on the survey measure the level of faculty international experience studying and living abroad. These are:

Question 28: Measures if faculty have ever lived outside the United States

Question 29: Measures if faculty have ever studied at a university outside the United States

Comparing the responses with t-tests on those measures with independent variable question 32 (which measures faculty encouragement of study abroad for their students) neither of the t-tests result in significant support to reject the null hypothesis. No statistically significant differences were indicated for either of the survey questions when comparing those who have studied or lived abroad with those who have not. These findings do not support the hypothesis that faculty who have studied or lived abroad will be more likely to promote study abroad for their students. Based on this data analysis, Hypothesis Four is not supported.

Question 13 measures participant's opinion that their department believes it is important to participate in university international efforts. Results indicate a significant difference when considering a faculty member's history of living outside the United States. Faculty who have not lived outside the United States ($M=3.72$, $SD=.899$) are significantly more likely than faculty who have lived outside the United States ($M=3.25$, $SD=.933$) to think it is important to participate in internationalization efforts, $t(115)=2.753$, $p=.007$. This finding does not support the hypothesis that faculty with greater international experience will be more likely to support internationalization through study abroad.

Other Notable Results

The study also produced results that are not directly related to a hypothesis but that are nonetheless worth reporting. These results fall into one of four categories: the classroom; the

department/discipline; internationalization; study abroad. Following are the additional results for each category.

The Classroom

Faculty reporting direct, personal involvement in international activities are significantly more likely to think students in their classes are receiving a broadened worldview. Faculty who have participated in international research (M=4.35, SD=.786), faculty who have led a study abroad program (M=4.50, SD=.572), and faculty who report they encourage their students to study abroad (M=4.21, SD=.926) are all significantly more likely to think their students gain a broadened worldview in their classes. (See Table 13.)

Table 13

Significant Activities for Faculty When Compared With a Belief Students in Their Classes are Gaining a Broadened Worldview

Activity	Involved		Not Involved		df	t	p
	M	SD	M	SD			
Participate in International Research	4.35	.786	3.69	1.076	113	-3.777	< .001
Lead Study Abroad Programs	4.50	.572	3.93	1.049	114	-2.826	.006
Encourage Students to Study Abroad	4.21	.926	3.48	.994	115	-3.361	.001

An analysis of variance shows a significant difference between level of instruction (undergraduate, graduate, or both) and faculty opinions that their students gain a broadened worldview in their classes, $F(2,118)=3.634, p=.029$. Post hoc analysis using the Tukey HSD test for significance indicates that faculty teaching only undergraduate or both undergraduate and

graduate students are significantly more likely to hold the opinion that their students are gaining a broadened worldview than those who only instruct graduate students. (See Table 14.)

Table 14

Significance of Level of Instruction When Compared to Faculty Belief Students in Their Classes are Gaining a Broadened Worldview

Level of Instruction	Mean (M)	Standard Deviation (SD)	Significance (p)
Undergraduate	4.17	.963	.047*
Graduate	3.30	1.059	n/a
Both	4.15	.947	.024*

*Significant at the $\alpha=.05$ level

Departments/Disciplines

Faculty who have not led short-term study abroad courses are shown in the study to hold significant views on the role of their department in fostering study abroad and internationalization. A notable example is that faculty who have not led a study abroad program (M=2.84, SD=1.098) are significantly more likely than faculty who have led a course (M=2.33, SD=1.028) to think that international activity is highly valued for hiring, tenure and promotion decisions in their department, $t(115)=2.209$, $p=.029$. These same faculty who lack study abroad leadership experience (M=3.98, SD=.934) demonstrate through their responses that they are also significantly more likely than faculty who have led a program (M=3.40, SD=.894) to think their department encourages students to study abroad, $t(116)=2.953$, $p=.004$.

In a similar vein, faculty who report that they encourage their students to study abroad (M=3.96, SD=.944) are significantly more likely than faculty who report they do not encourage their students to study abroad (M=3.30, SD=.822) to believe their department likewise encourages students to study abroad, $t(116)= -3.049$, $p=.003$. When it comes to hiring and tenure, faculty who report they encourage their students to study abroad (M=2.82, SD=1.107) are significantly more likely than faculty who report they do not encourage their students to study

abroad (M=2.22, SD=.951) to think that international activity is highly valued in their department for hiring, tenure, and promotion, $t(115) = -2.398, p = .018$.

Examining results related to departments and disciplines further, an analysis of variance shows a significant difference between level of instruction (undergraduate, graduate, or both) and faculty belief that there is not much that can be done to internationalize the campus without the individual disciplines taking the lead, $F(2, 118) = 4.279, p = .016$. Post hoc analysis using the Tukey HSD test for significance indicates that faculty teaching graduate students are significantly more likely to hold the opinion that internationalization efforts are limited without the leadership of disciplines. (See Table 15.)

Table 15

Significance of Level of Instruction When Compared to Faculty Belief that Internationalization is Limited Without Leadership from the Individual Disciplines

Level of Instruction	Mean (M)	Standard Deviation (SD)	Significance (p)
Undergraduate	3.67	1.007	.529
Graduate	4.10	.568	n/a
Both	3.21	1.122	.036*

*Significant at the $\alpha = .05$ level

Internationalization

While this study focuses on the factors related to internationalization from the standpoint of faculty with active participation in international efforts, results indicate that faculty who have not participated in international research (M=3.32, SD=.872) are significantly more likely than faculty with international research experience (M=2.85, SD=1.038) to think that faculty members' lack of knowledge, skills, and expertise prevents participation in internationalization efforts, $t(113) = 2.581, p = .011$. Similarly, faculty in this study who have not led a study abroad program (M=3.59, SD=.870) are significantly more likely than faculty who have led a program (M=3.20, SD=.1.064) to think it is important to participate in internationalization efforts, $t(115) = 1.977, p = .050$. However, faculty who have actually led a study abroad program (M=4.73, SD=.521) are significantly more

likely than faculty who have not led a program ($M=4.25$, $SD=.665$) to support the specific efforts at Oklahoma State University's to internationalize the campus, $t(116) = -3.613$, $p < .001$.

Similar results are derived from faculty who encourage students to study abroad. Faculty who report they encourage their students to study abroad ($M=3.56$, $SD=.922$) are significantly more likely than faculty who report they do not encourage their students to study abroad ($M=3.13$, $SD=.968$) to believe that it is important to participate in internationalization efforts, $t(115) = -2.001$, $p = .048$. These same faculty who encourage study abroad ($M=4.48$, $SD=.581$) are also significantly more likely than faculty who do not encourage study abroad participation with their students ($M=3.87$, $SD=.815$) to support internationalization efforts specifically at Oklahoma State University, $t(116) = -4.185$, $p < .001$.

Study Abroad

Finally, in supporting study abroad efforts at the university, faculty in this study who have led a study abroad program ($M=4.63$, $SD=.669$) are significantly more likely than faculty who have not led a program ($M=4.35$, $SD=.667$) to support study abroad at Oklahoma State University, $t(113) = -1.977$, $p = .050$. As well, faculty who report they encourage their students to study abroad ($M=4.53$, $SD=.583$) are also significantly more likely than faculty who report they do not encourage their students to study abroad ($M=3.96$, $SD=.887$) to support the study abroad efforts at Oklahoma State University, $t(113) = -3.797$, $p < .001$.

Qualitative Responses

Two questions on the survey permitted free response from the participants. Question 4 asked for the selection of appropriate responses from 9 possibilities to the statement, "I believe the following groups are responsible for encouraging and supporting the efforts of faculty members in the internationalization process." Participants were permitted to select as many as they thought appropriate. Following are the responses. (See Table 16.)

Table 16

Question 4 Responses

Response Option	N
Senior Administrators	88
Deans and Department Heads	106
Colleagues	77
International Students	34
Domestic Students	13
Disciplinary Associations	18
Granting Councils	43
NGO's/International Development Organizations	40
No One	1

Question 4 also permitted for free response for any other groups not provided. Twelve additional responses were received. Outreach Coordinators located in each college were listed four of the twelve times. Participants also listed the state and federal funding agencies, the military, and university academic advisors. Five of the responses provided were explanations of the participant's response to the provided options or opinions. Examples include:

"I believe all those checked should be involved but from my own experience the support has come from colleagues, granting agencies and disciplinary associations."

"These [responses] should be but they do not. The pay for study abroad courses is too low. No incentive."

Question 21 provided space for free responses from participants to the survey or any related topic. Instructions for question 21 were, "Please provide any comments, thoughts, opinions, or suggestions regarding internationalization and study abroad at Oklahoma State University that you think this study should consider. (Optional)" Thirteen responses were received. They ranged from thoughts for the researcher to shared observations from the

respondent's department. Some responses offered criticism while others praised current programs. Examples include:

"Many of our faculty simply don't know where to start and the OAES does not encourage study abroad for faculty, nor do they support it financially. There is a great deal of rhetoric about international experience, but when it comes right down to it the administration wants to know what you are doing for the Oklahoma stakeholders."

"The United States Army sponsors a program called Cultural Understanding and Language Program (CULP). This summer, we are sending three cadets overseas to the Baltic states, Ghana, and Indonesia. Last year we sent someone to China. The Army realizes that experience with other cultures creates an awareness that fosters adaptable leaders who can make sound decisions in any environment, especially when cultural considerations are critical."

"Study Abroad programs funded by each university college are the catalyst for the continued growth and success of the universities internationalization and study abroad objectives. These offices serve our primary line with the student population with regard to program opportunities and objectives – program Ambassadors with our student population. The consolidation of our internationalization / study abroad efforts under a centralized office or directorate without the continued support of trained and enthusiastic program leader's would be counterproductive. Our ability to effectively communicate program opportunities, mentor student prospects, and assess student response to program initiatives would be greatly diminished. Highly recommend that we reinforce success through the allocation of additional funding to programs that have demonstrated a consistent record of growth and innovation."

"International experiences should be valued when promotion and tenure decisions are made for faculty. You are taking an institutional view and failing to consider all the incentive systems that are not well designed and actually are negative."

"The College of Education and the School of Teaching and Curriculum Leadership, of which I am part, has done an excellent job of maintaining and expanding study abroad opportunities, especially, but not limited to, international student teaching."

All text for free responses to questions 4 and 21 are located in the appendix section. [See Appendix J]

Summary

Chapter Four presents the results of the data analysis for this study. Two of the four study hypotheses can be supported with statistically significant data. The third hypothesis has

limited supportive results and the fourth hypothesis regarding living and studying abroad did not have significant data results to statistically reject its null hypothesis and thus was not supported.

Statistical analysis indicates that there may be similarities between colleges with some notable differences. Of the factors introduced by Bond, Qian, and Huang (2003), along with the additional considerations of this study, findings indicate significance to support, in varying degrees, the following factors:

- gender differences
- participation in international research
- leading short-term study abroad programs
- encouraging study abroad to students
- discipline
- level of instruction
- appointment status

A history of living outside the United States and participation in study abroad were not supported with significant results in this study as factors to participation in internationalization.

While this chapter reviewed results of the study, Chapter Five will discuss these results in greater detail. Relationships to prior research, implications of the study, and possible explanations of unanticipated findings will be included. The chapter will conclude with recommendations for further research.

CHAPTER V

SUMMARY AND DISCUSSION

This final chapter reviews the problem statement introduced in Chapter One and summarizes the significance of the results of this study as they relate to internationalization and study abroad at Oklahoma State University. Developed with a focus on the research of Bond, Qian, and Huang (2003), who find that personal factors play a role in faculty support for and participation in university internationalization, this study looks at how faculty support for internationalization translates into support for study abroad. Do faculty who participate in current university internationalization efforts also support study abroad and promote the idea of study abroad to their students? This study observes the factors that play a role in faculty support at Oklahoma State as a comparison to the findings of Bond, Qian, and Huang (2003) as well as other previous research and how those factors are related to the study abroad and internationalization efforts on campus. Through the use of a web-based survey, the study collected primarily quantitative data to measure the level of faculty participation and support in internationalization and study abroad. Faculty in randomly selected departments of the six academic colleges that serve undergraduate students completed the survey instrument for analysis. The results are summarized in this chapter followed by a discussion of the results and recommendations for further research.

Summary of Results

With an overall response rate of 36 percent and a confidence interval of 7.16 based on a 95 percent confidence level, the results of this study are based upon the responses provided by faculty in six academic colleges: College of Agricultural Sciences and Natural Resources, College of Arts and Sciences, College of Education, College of Engineering, Architecture, and Technology, College of Human Environmental Sciences, and the Spears School of Business. Instrument measures for determining support of study abroad, support of internationalization, the importance of students' cultural experiences and students gaining a broadened worldview, and encouraging participation of students in classroom internationalization received the most positive responses from participants. This suggests a generally positive response to internationalization on campus. Survey questions measuring the use of institutional resources, the role of internationalization in departmental hiring and promotion, institutional support for campus internationalization, and faculty collaboration with other disciplines generated the least positive responses from participants. This suggests that specific factors related to internationalization measured in the survey may be subject to more specific circumstances related to each individual participants. Two of the four hypotheses devised to measure the results in relation to the problem statement are supported by the results. One hypothesis has limited significant results and the final hypothesis is not supported by the study results.

Hypothesis One states that faculty involved in campus internationalization efforts will be involved in study abroad programs to some degree, be it support for programs or actually leading courses abroad. With significant results for study abroad participation by faculty who participate in international activities, encourage students and cross-cultural guests to help internationalize the classroom, design course content to internationalize classes, and use institutional resources, the hypothesis is supported by the results of this study.

Hypothesis Two predicts that faculty involved in campus internationalization efforts will support study abroad for their students. With similar results as the measures for Hypothesis One, the study identified significant results for those faculty members actively involved in campus

internationalization efforts and their support for students studying abroad. Hypothesis Two is also supported by the results of this study.

Hypothesis Three predicts that faculty who speak languages other than English and have other international experiences are more likely to support study abroad programs. Only one factor is shown to be significant for faculty at Oklahoma State in this study and that is their participation in international research. The study finds that faculty who have participated in international research are significantly more likely to lead a study abroad course. With this single finding, the study results do not support Hypothesis Three beyond this limited group of faculty.

With a similar focus as the previous hypothesis on faculty experience, Hypothesis Four addresses the concept that faculty who have lived outside the United States or participated in their own study abroad experience are more likely to promote study abroad for their students. No statistically significant differences were identified in the data analysis to support this hypothesis for any of the participant categories. Therefore, Hypothesis Four is not supported by this study.

Other notable results of the study include observations related to classroom internationalization as well as faculty opinions regarding their department's participation in campus internationalization and the overall support for study abroad. Regarding the classroom experience, the data demonstrates that faculty involved in international activities think their students are gaining a broad worldview in their classes. This is particularly true of faculty teaching undergraduate students or a combination of undergraduate and graduate students. Faculty working only with graduate students are significantly less likely to believe worldview is increased by attending their classes.

Considering departmental hiring and tenure practices within departments, data analysis shows that faculty with no experience in leading study abroad programs are more likely to hold the belief that international activity is a factor in departmental hiring and promotion. These same faculty are also more likely to think their department encourages students to study abroad more so than do faculty who are actually leading the study abroad programs. These data show that

faculty not actively involved in study abroad within their departments perceive the behavior of the department to be more supportive and encouraging of programs with a study abroad focus and of the students who participate in those programs.

Faculty with no experience leading study abroad programs are also more likely to think it is important to participate in the broad concept of internationalization, however, faculty with study abroad leadership experience are more likely to support not only the internationalization efforts but also study abroad efforts specifically at Oklahoma State University. This result demonstrates a difference in the perception of internationalization, showing that faculty personally involved in study abroad program leadership are more likely to understand internationalization as an effort within the university as opposed to simply a concept across higher education as a whole. These faculty take internationalization more personally than do faculty without invested energies in the efforts.

Finally, as a study population, the faculty overall (106 participants) thought that deans and department heads are most responsible for promoting and supporting the internationalization efforts on campus. Second is senior administration (88 participants) followed by colleagues (77 participants), indicating a preference for administrators and faculty over students and outside interests for guiding internationalization on campus. Regarding faculty support and participation in internationalization and study abroad, individual factors identified in the study as significant for faculty include gender, discipline, level of instruction, appointment status, international research, study abroad leadership, and willingness to encourage study abroad. These factors reflect the findings of Bond, Qian, and Huang (2003) and are examined further in the discussion section of this chapter, as is the wider scope of the significant results summarized here.

Discussion

While many stakeholders on university campuses use internationalization and study abroad as examples of one of the prevailing changes in higher education, and point to

globalization and the knowledge economy as significant motivators for internationalizing the campus, the disparity between concept and actualization is often apparent. Bond, Qian, and Huang (2003) observe that institutional policy and practice often do not reflect the institutional priorities for internationalization. With an increase in global competition within the knowledge economy, universities are motivated in part by profits, prestige, and student expectations to increase their levels of internationalization (Altbach and Knight, 2007). With the focus of international education shifting to that of preparing students for the globalized environment (Edwards, Hoffa, and Kanach, 2005), it is the faculty who are most likely to be charged with the responsibility for producing students with global mindsets and international perspectives.

Study abroad is often expected by university administration to provide the remedy for solving the challenge of creating globally focused students. Programs are developed, scholarships are created, and staff are trained as means to increase student participation in study abroad. As focus on participation increases, so too increases the need for program options. The solution to this need is often short-term, faculty led programs developed to provide affordable programs and often to increase participation numbers. Data on total participation numbers are often held up as evidence of internationalized students, often without regard to the quality or effectiveness of programs in helping students gain a global perspective. Ensuring the quality of the academic experience in these programs, as well as educating global citizens on the home campus, requires qualified, motivated, and globally aware faculty. This research looks at the faculty at Oklahoma State University to observe not only their preparedness and willingness to take on a key role in developing global mindedness but also to create a picture of where the faculty are currently when it comes to internationalization. Understanding the significant factors of their participation in and support for internationalization helps determine if these factors reflect similar behaviors and attitudes toward study abroad. As analysis of these factors can shed some light on the specific hypothesis results, this paper will examine below the significant results of these factors and then compare and contrast those with the support or lack of support for the four hypotheses.

Factors of Participation and Support

Bond, Qian, and Huang (2003) identified several factors for Canadian faculty related to participation in internationalization including gender, academic discipline, teaching experience, number of languages spoken, experiences living outside North America, and participation in international programs and activities. While the results of this study are based on the unique faculty participants at Oklahoma State, similarities in faculty participation in certain aspects of internationalization were found.

Gender Factor

With 38 percent of the participants female, this study closely aligns with the current university faculty ratio which is 36 percent female (Five Year Academic Ledger, 2010). Had the ratio of females been higher, the responses could have been argued as skewed to reflect a more female faculty perspective. In this study the gender ratio of the study participants is consistent with the overall university ratio and, therefore, the results are more likely to represent those of the general faculty population. However, the ratio of female faculty by college presents limitations for interpreting the results. With no female participants from the College of Engineering, Architecture, and Technology and no male participants from the College of Education, identifying results within those colleges as being significant by gender is not possible. Schwietz (2006) found in her study that male faculty were more likely to be involved in international activities. This directly contrasts with the Bond, Qian, and Huang (2003) study and suggests that factors other than gender may affect the results.

Schwietz (2006) observed that faculty discipline had an effect on favorable opinions toward internationalization. Faculty in the humanities, for example, had a significantly higher participation in international activities than did faculty in mathematical sciences. This reflects the findings of Bond, Qian, and Huang (2003) that faculty in social sciences are significantly more likely to respond favorably to internationalization. It is conceivable that in some instances factors such as discipline could affect the results in a manner that conceals the role of gender. When

examining the differences between colleges as a possible clue to the variable results for gender significance in this study, data analysis between colleges also generated mixed results. Since this study did not identify discipline for each participant, it is difficult within the scope of this study to determine fully the true effect of gender differences versus simply differences between disciplines or other factors unrelated to gender.

With this significant limitation in mind, according to the results of this study, the female participants across the university as a whole are significantly more likely than the male participants to believe it is important to understand the learning needs and cultural experiences of individual students which suggests that the female participants are more interested in directing their international education efforts in the classroom through processes specifically directed to the individual students. Leaske (2001) observed that it is this shift from content focus to process focus that provides the environment for successfully internationalizing the curriculum and institution. Schwietz (2006) also found that female faculty have more positive attitudes about internationalization when looking specifically at curriculum and the impact on students. Their focus and ability to adapt the classroom format to their individual students is found to by Auster and MacRone (1994) to promote increased student participation. This study supports this prior research. Willingness to accept differences among students suggests openness on the part of female faculty to diversity of the class structure and use of cultural differences in the learning process.

The female participants are also more likely to encourage students with international experience to contribute their knowledge and cultural experiences in the classroom. Closely linked to the item above, it is not surprising that faculty interested in better understanding the needs and cultural experiences of their students will in turn encourage students to express those differences and more fully engage in the learning environment. Since the female participants show a greater appreciation for individual student characteristics, it is conceivable they have the potential to encourage sharing of those differences in the classroom to a greater degree than their male counterparts.

With an increase in the international scope of most professions, universities are encouraged to adapt their curricula to focus on greater international concepts and topics (Van Damme, 2001). Supporting curricula with international course content allows faculty to achieve internationalization in the classroom. When faculty use international materials for their courses, incorporate international learning models, and serve as role models in encouraging students to participate in study abroad activities, they contribute significantly to the internationalization efforts of the institution (Paige, 2003). This study indicates that the female participants are more likely to design course content that encourages global thinking and thus support the observations of Paige (2003), Schwietz (2006), and others. Crosling, Edwards, and Schroder (2008) note that study abroad and other cultural immersion activities usually follow earlier efforts to develop classroom content and increase inter-cultural relationships on campus. Therefore, the role of faculty in internationalizing the classroom may be a key stage in the development of greater student participation in study abroad and thus significant in those disciplines with greater female faculty participation.

Direct educational content is important if creating globally aware students is to be an achievable goal. While this study does not produce a clear connection between female faculty and the likelihood to participate in overall internationalization and its various components, when compared to prior research, such as Bond, Qian, and Huang (2003) and Schwietz (2006), it appears that female faculty may be significantly better prepared to incorporate the goals of internationalization into the classroom through their greater interest in individual student qualities, their willingness to allow student-to-peer cultural learning, and their interest in creating course content with an international perspective. Auster and MacRone (1994) note that when male faculty engage in activities which mimic these more typical, female approaches in the classroom, they are more likely to increase their students' participation and interaction, both qualities that enhance internationalization efforts and increase collaborative learning (Umbach and Wawrzynski, 2005). The results of these specific classroom processes are directly linked to increasing study abroad participation by expanding the already significant role faculty play regarding the influence they have with students when deciding to study abroad (Crosling,

Edwards, and Schroder,2008). The more involved approach to students and classroom, on the part of female faculty evidenced in this study and prior research, indicates that the role of female faculty in study abroad development may be significant. Even though studies such as Schwietz (2006) indicate that males are more likely to be involved in a broader range of internationalization activities, the results of this study indicate that, similar to the findings of Crosling, Edwards, and Schroder (2008), female faculty may be involved in activities related to classroom development which are more directly linked to the study abroad component of internationalization than are other internationalization activities dominated by males.

Academic College Factor

Schwietz (2006) observes that faculty involvement in internationalization is higher in the humanities, business, and social sciences while lower in the life, mathematical, and applied sciences. As with the Bond, Qian, and Huang (2003) model, which observes academic discipline based on college affiliation to be a significant factor, this study resulted in similar findings. However, with 37 participants declining to identify their college affiliation on the survey, the results when comparing colleges should be interpreted with caution and an understanding that further research is needed to collect data with a stronger sample size. To interpret the college specific results of this study beyond the sample group must be done with an understanding that the individual college response rates were not great enough to generalize the findings beyond this sample without additional research and analysis.

With that understanding, just as the female faculty participants are more likely to think it is important to understand the learning styles and cultural experiences of students, participants in this study from the College of Education and Human Environmental Sciences are also more likely to think it is important and are significantly more likely than other faculty to hold this opinion. Historically more progressive when it comes to female leadership in the academic endeavors of these colleges, it is possible the opinion concerning the importance of individual student understanding is linked to the results above and in the previous research examining faculty gender. As well, both colleges contain academic programs that are distinctly student focused

with attention to individual learning styles in Education and hands-on learning with direct faculty involvement in Human Environmental Sciences. These academic environments could also affect attitudes within the disciplines conducive to internationalizing the classroom.

As with gender differences, the willingness to encourage students with international experience to contribute in the classroom may also be supported as well by colleges as a factor in internationalization activity. The College of Education and the College of Human Environmental Sciences are both more likely in this sample to encourage student participation in the classroom, which mirrors the findings on gender and makes sense based on the focus toward the individual student. The engineering college sample is the least likely to respond that they directly encourage students with international experiences to share in the classroom, however, with a significant population of international students in the college, cultural sharing may in fact be happening without faculty perceiving a need to encourage the participation of experienced students. Currently over 30 percent of all incoming international students at the university enroll in College of Engineering, Architecture, and Technology degree programs making it the college with the single largest international student enrollment on campus (International Students and Scholars 2009 Census, 2009). The level of internationalization within the engineering college may be great enough that it is not perceived as a separate component of the educational experience for engineering students.

Experience/Appointment Status Factor

Previous studies such as Schwietz (2006) find that tenured faculty are more involved in campus internationalization and suggest that faculty over time are more likely to contribute to internationalization efforts. When it comes to faculty participation in internationalization this study finds that experience as demonstrated by appointment status plays a role. The average time spent teaching suggests participants in the study are generally well established in their positions within their departments which, based on prior research, may support the results indicating generally high mean scores for support of internationalization and study abroad on campus. This supports the findings of Bond, Qian, and Huang (2003) who find that faculty with more experience

are significantly more likely to respond favorably to internationalization. However, faculty currently on tenure track appointments are significantly more likely to feel they do not have time to participate in internationalization. This supports studies by Bond, Qian, and Huang (2003), Hser (2005), Schwietz (2006), Stohl (2007), Dewey and Duff (2009), and others that find that time and administrative support, both constraints of a faculty member focused on achieving tenure, have a negative impact on faculty participation in internationalization. Unless tenure track faculty believe their success at achieving tenure holds expectations for international activity, they will focus their time and energy on activities that will better serve their aspirations for tenure.

Language Ability Factor

While Bond, Qian, and Huang (2003) found that the number of languages spoken had an effect on participation in study abroad, the results of this study do not show a significant difference at Oklahoma State between those faculty who speak only English and those who speak at least one other language. The number of participants who speak only English is 64 compared with 59 who speak at least one additional language. Consistently, the means for each group on questions related to participation are quite similar. There are a couple of possibilities for why this is the case. Hser (2005) observes that a key indicator of campus internationalization is the number of foreign language courses offered, yet foreign language instruction at Oklahoma State University is not a well supported discipline; therefore, the university as an institution does not appear to highly value learning other languages. This value perception may permeate across campus and thus cause language to play a diminished role in internationalization. Faculty who speak at least one additional language have mean scores that are higher on internationalization measures than those who speak only English, but these means are not statistically significantly higher.

Another possible explanation could be that a significant number of international scholars participated in the study. While they speak another language, English may be their second language learned out of necessity to study and work in the United States. Siaya and Hayward observe in their 2003 study for the American Council on Education that English is increasingly

becoming the language of international scholarship. This may affect the level at which faculty value languages other than English with regard to internationalization. With this importance placed upon English, faculty may not perceive language as a factor critical to influencing American student internationalization in the classroom. This study did not ask for nation of origin to compare for significance between domestic and international faculty with regard to language, education and internationalization, but that may be a measure for consideration in future studies.

Finally, it is possible that participants in the study are already somewhat predisposed to participation in internationalization regardless of their language abilities, so the study may be skewed because of these higher positive opinions regarding international participation that overshadow the effects of language ability on faculty support for internationalization. With relatively similar response rates from those speaking only English and those with foreign language abilities, factors other than language may have held greater influence over the sample when opting to participate in the survey and respond to questions regarding support for and participation in international programs.

Experience Living Outside the United States Factor

Those faculty with experiences living outside the United States produce similar results as those speaking at least one language other than English. While those with experience living outside the country (68 participants) had slightly higher mean scores for supporting study abroad, none were statistically, significantly different than those with no living experiences outside the country (55 participants). Reasons for this could be similar to the effect of language on support for internationalization. International faculty may view study abroad differently due to the fact that they have lived outside the country, chose to move to the United States for their higher education, and remained in the country to work. As well, faculty who have never lived outside the country but who harbor more positive beliefs regarding study abroad may have been more likely to complete the survey instrument and thus skewed the results. Similar to language ability, with relatively similar response rates between those with experience living abroad and those without, factors other than living abroad may have held greater influence over the sample when opting to

participate in the survey and respond to questions regarding support for and participation in international programs.

Results for those faculty members with specific experience studying at a university outside the United States are more mixed than the responses on language ability or living outside the country. While none of the results were statistically significant, faculty who have studied outside the United States had a higher mean score for supporting university study abroad and encouraging their students to study abroad. This suggests support for studies such as Bond, Qian, and Huang (2003) and Schwietz (2006) which observe that faculty with increased international experiences have greater involvement in international activities on campus. However, faculty who have studied outside the United States had a lower mean score than faculty who have not studied at an international university for actually leading study abroad programs. This suggests that more of the participants leading study abroad programs have not actually studied abroad in their own right as a student. This implies that institutional efforts at increasing faculty participation in study abroad may have been successful, not only with faculty who have study abroad experience but with those who have not studied abroad. It is possible these faculty members regret not studying abroad and are thus more likely to participate in the opportunities as a faculty member. As well, international faculty may not perceive their own educational experience as study abroad and thus not categorize it as such when responding to questions in this survey.

These results do not necessarily mean study abroad experience does not play a role. It is possible faculty age or other factors affected the level of study abroad opportunities for faculty to study abroad as students. As Schwietz (2006) found, the interest of American faculty for participation in international activities increases as time progresses. Since age of participants was not collected, this cannot be compared for significance. However, the mean time spent teaching at the university level is 14.24 years, suggesting many of the faculty are well established in their careers and that they entered the profession before the more recent increase of study

abroad opportunities in higher education. Therefore the opportunity to study abroad may not be a significant factor for these participants.

International Programs and Activities Factor

Participation in international programs and activities is considered a factor for predicting support for internationalization (Bond, Qian, and Huang, 2003). Siaya and Hayward (2003) find that faculty participating in internationalization are involved in a wide range of international activities both on and off campus. The results of this study support this prior research and also indicate that international activity is a predicting factor for study abroad support. Faculty participating in this study with direct involvement in international activities are significantly more likely to support campus study abroad efforts, to encourage their students to study abroad, and to lead short-term study abroad courses. Their participation in such activities as international research, classroom and curriculum development, and interdisciplinary collaboration is linked to their efforts within study abroad.

Collaboration across disciplines, especially for curriculum development, is needed for internationalization (Edwards, 2007) and faculty who have participated in international research are significantly more likely to collaborate across disciplines, to participate in other international activities, and to invite guests with international experience into their classrooms. As mentioned above, this study indicates these factors are directly related to support for study abroad.

Participation in international research is also linked to the likelihood that a faculty member will lead a study abroad course. Schuerholz-Lehr (2007) notes this link between faculty participation in research and competency for leading global education efforts, further supported by the findings of this study. This suggests that university investment in supporting international research could generate additional benefits for the institution by creating opportunities for faculty development. Such efforts may encourage internationalization and participation in study abroad by faculty on campus. An additional benefit for supporting faculty research internationally may be an increase in faculty internationalization and support for international efforts at the home institution.

The Faculty at Oklahoma State University

This study seeks to gain insight into the link between faculty participation in internationalization and their support for study abroad. To better understand the faculty, in order to more clearly understand their place within internationalization, the factors discussed above are assembled to form a picture of the faculty involved in this study within the scope of internationalization. Although the description is limited in nature to this study and the fact that it paints a broad picture, the faculty connected most significantly with internationalization as revealed by this study are most likely to be female, however, this varies depending on college and discipline. Tenured faculty teaching primarily undergraduate students are likely more receptive to collaboration with other disciplines and likely to have participated in international research projects that increased their appreciation for internationalizing their classroom and curriculum. While they may not necessarily speak another language nor have they lived abroad, they do participate in a wide range of international activities and believe that these activities allow them to better provide an educational experience in which their students have the opportunity to gain a global mindset. They are not likely to rely on institutional resources for internationalizing their courses, but they are willing to rely on students with various cultural experiences to help internationalize the classroom. While they believe that lack of knowledge and skills prevents many faculty members from participating more fully in internationalization, they strongly support internationalization and study abroad at Oklahoma State.

As noted in this picture of faculty, those involved in international activities think their students are gaining a broader worldview in their classes. This suggests faculty perceive that their own interest in internationalization and experiences from international participation are benefitting students in their classroom. Conceivably, this is a goal of campus internationalization. An internationalized faculty creates internationalized students. Measuring the actual effectiveness leading to a broader worldview for students would be a logical next step in research to see if in fact the faculty perceptions are actually affecting their students as they believe.

It is interesting to note that faculty teaching undergraduates only or along with graduate students are more likely to believe their students are gaining a broadened worldview in the classroom as well. This suggests that faculty-student dynamics in the classroom for undergraduate classes may be more conducive in the minds of faculty to impart global knowledge and skills, or that those undergraduates are more receptive to these concepts. Faculty may perceive graduate level education as more narrowly focused and thus less conducive to broad global thinking or they may believe graduate students are already significantly more globally competent than undergraduates and thus less likely to be influenced by the faculty member's own global mindset. Faculty working only with graduate students may also be more heavily involved in research over classroom activities and thus less likely to identify classroom situations as global competency building experiences. Along with Schuerholz-Lehr's(2007) study indicating a preference for international education leadership by faculty favoring research appointments, Schwietz (2006) found support for previous studies that faculty involved in research are more inclined to support internationalization efforts. With Oklahoma State University being a research institution, and with results indicating participation in international research may play a role in support for internationalization, faculty working only with graduate students may be more influenced by their research when it comes to support for internationalization and may not observe a significant role in the classroom. Since the majority of students working within faculty research are graduate students, the perception of expanding worldview with these students may not be as significant to the faculty as is the actual research process. Faculty may perceive they are more effective in their research capacity rather than creating an international impact in the classroom.

In looking beyond the typical faculty involved directly in international activities, faculty with no experience in leading study abroad programs are more likely to hold the belief that international activity is a factor in departmental hiring and promotion than are faculty leading programs. This suggests that faculty outside the study abroad activities of a department perceive benefits or rewards as being granted to faculty leading study abroad programs, while the faculty leading the programs may actually believe they are not compensated sufficiently for their efforts.

Faculty not involved in study abroad are also more likely to think their department encourages students to study abroad more so than do faculty who are actually leading the study abroad programs. This potentially suggests that departmental resources are perceived as being more positively focused on students studying abroad than other faculty initiatives and student programs. These examples raise interesting questions regarding the intra-departmental politics on campus and how perceptions can potentially affect the relationships between departmental faculty when it comes to questions of internationalization.

The same faculty with no experience leading study abroad programs are also more likely to think it is important to participate in a broadly conceived internationalization initiative, however, faculty with study abroad leadership experience are more likely to support not only internationalization efforts but also study abroad efforts specifically at Oklahoma State University. This suggests that faculty with no experience leading study abroad programs are in fact open to internationalization. Efforts to provide them with opportunities to participate actively in university study abroad courses may increase their participation in specific university programs and thus increase faculty support for even larger strategic planning for university international development. Faculty who have led study abroad programs view their role as more that of a stakeholder in campus internationalization. Increasing this sense of connectedness among greater numbers of faculty could increase the overall impact of campus internationalization and study abroad efforts.

Finally, as a study population, the faculty overall (106 participants) believe that deans and department heads are responsible for promoting and supporting the internationalization efforts on campus. This suggests that internationalization efforts may be most successful when they are perceived by faculty to be generated from or at least directed by the deans and department heads in their college. Second is senior administration (88 participants) followed by colleagues (77 participants), suggesting that faculty look to university hierarchy for leadership on internationalization. Although universities may be motivated to increase international efforts by student demand, the students are not perceived by faculty as having as significant a role in

campus efforts. Examining this mindset further and exploring ways in which students could more actively participate in internationalization leadership might decrease the reliance on limited numbers of higher education professionals to internationalize the campus.

Hypotheses

In looking toward faculty and internationalization at the university, this study questions whether faculty support for study abroad is linked to their participation in existing international activities on campus. Study abroad currently receives attention across higher education as a growing trend for students and as a way for universities to improve the quality of the education their students receive. While this study relies on previous research to examine the effectiveness and value of study abroad (Dwyer, 2004; Chieffo and Griffiths, 2004; Llanes and Muñoz, 2009, among others), based on studies by Dewey and Duff (2009), Paige (2003), and others, this study hypothesizes that faculty involved in internationalization efforts on campus are more involved in and supportive of students participating in study abroad. As a way of interpreting the role of faculty in internationalization, the various factors discussed previously are examined to develop the picture of faculty involved in international efforts. Study abroad programs provide an avenue for faculty participation in the internationalization process. Not only by leading study abroad programs, but also by providing worthwhile opportunities to students, the faculty can help nurture students' learning and growth possibilities from the study abroad experience. By better understanding these faculty participants, the results of this study can then be interpreted as they relate to the four hypothesis.

Hypothesis One specifically considers the participation in and support for study abroad by faculty who are involved in campus internationalization. Statistical analysis of the data determines that, as with the Bond, Qian, and Huang (2003) study on which this study is based, faculty participating in international activities are significantly more likely to support study abroad and lead study abroad programs. Faculty supporting study abroad are more likely to encourage their students to participate in the classroom internationalization process, to design course content that helps internationalize the course, invite guests with cultural expertise into the

classroom, and explore institutional resources to help internationalize their classes. The results clearly indicate that faculty involved in internationalization efforts on campus are likely to also be more supportive of study abroad efforts and open to leading courses abroad. These results reflect similar results of previous research including Schwietz (2006) and Fisher (2008b). As in the study by Siaya and Hayward (2003), this study finds that faculty with positive opinions and support for internationalization are linked with actual participation in programs and university activities. Once faculty have observed their academic disciplines in another cultural context, they are more likely to expand their view of the possibilities within their field of expertise and share those views with their students and other faculty.

Hypothesis Two focuses more specifically on faculty promoting study abroad for their students. Similar results as those for Hypothesis One were observed. A significant point of data analysis conducted for this hypothesis determined that the College of Engineering, Architecture, and Technology was the least likely to encourage students with international experience to contribute their cultural perspectives in the classroom as a method of internationalizing the course. Considering this result, it is possible that the sciences of engineering require a more universally standard approach that has fewer margins for cultural interpretation. Considering the significant participation of international students in the college, it may also be the case that international experience and culture are being shared consistently but are not identifiable to faculty and students due to the level of internationalization that is incorporated in the program already.

Factors for encouraging students to study abroad matched those for Hypothesis One, including participation in international activities, encouraging student participation in internationalization, developing internationally focused course content, and inviting guests with cultural experience into the classroom. As with the assumptions of Hypothesis One, this anticipated outcome shared results that indicate support for Hypothesis Two.

Hypothesis Three considers international experiences, found to be significant in the Bond, Qian, and Huang (2003) study, as predictors to faculty support for study abroad. The only

directly significant result from analysis of the data set is that faculty who have participated in international research are significantly more likely to have led a study abroad program. Speaking languages other than English, living outside the United States, or studying abroad did not generate significant results. Since previous research indicates these are factors in predicting support for internationalization, the question after review is why this is not the case at this university or within this study? While it is possible, as mentioned above, that the study includes participants more interested in internationalization, there may be other elements worth exploring in future research. It is possible these factors are limited in their influence because other elements exist on campus that overshadow these factors, or it is possible that support for study abroad is less influenced by these factors than is internationalization as a whole. Since faculty who speak languages other than English had similar mean scores as those who speak only English, and since these mean scores are in the range favorable to supporting internationalization, the results do not indicate a lack of support for study abroad at OSU. They simply demonstrate that language may not be a factor determining support at the university. Other factors may play a larger role and thus focus on language ability instead of other factors will likely not increase the already high level of support for study abroad on campus.

The role of faculty within internationalization efforts may also be significant to the question of support for study abroad. As Hser (2005) observed, faculty resources for study abroad can often be connected with a small, core group of faculty. As study abroad is simply one component of greater internationalization efforts, faculty may in fact be involved in internationalization through research efforts, international student recruitment, international teaching and travel, and other activities while not necessarily supporting study abroad efforts on campus. Therefore, they may support internationalization, as demonstrated by the results of this study, but that support may not necessarily be reflected by participation in study abroad efforts specifically.

Since personally studying abroad does not appear to be a significant factor in predicting the promotion of study abroad at OSU, participation in international research may be one of the

more significant triggers for faculty given the various factors of faculty participation. Sharing the educational experience of international research may be a catalyst for faculty participation to provide similar opportunities at the student level to gain greater global awareness. As Schwietz (2006) observed, participation in research has a significant connection to support for international activities on campus. Thus at a research institution such as OSU, promoting and supporting increased international research or even a full range of research, may in fact carry with it an increase in support for international efforts. While international research indicates limited support for Hypothesis Three, the analysis of all data did not support the hypothesis as significant for the Oklahoma State University campus. However, further examinations of the role of research in internationalization may prove fruitful in expanding the understanding of the subject.

Finally, Hypothesis Four develops from the Bond, Qian, and Huang (2003) study that experience living and studying abroad encourages faculty to promote internationalization. This study looks to see if the same is true for study abroad. None of the measures create significant results to support this thesis. Again, this does not indicate a lack of support for study abroad but simply that the differences between faculty participants is not significant. Faculty generally strongly support study abroad at OSU. The results may be due to the fact that there is limited study abroad experience among the participants and the reasons for living abroad were not necessarily by choice and thus do not reflect in as positive a manner as other opportunities for living abroad. Faculty raised abroad may view their current culture in the United States such that the promotion of study abroad for living or educational purposes is not sufficient. Having chosen to live and study in the United States may influence their opinions about the educational opportunities outside the country. As well, with the continuing strength of US higher education globally, a consistent flow of international scholars and students to US institutions, and the increase of English as a global language for communication, American faculty may be more inclined to view higher education in the United States as a global standard (Altbach and Peterson, 1998). Therefore, American faculty may be less likely to support study abroad while they may in fact support other components of internationalization more in line with these views of the US educational system.

One particularly interesting result of the data analysis for this hypothesis is that faculty who have not lived outside the United States are significantly more likely to think it is important to participate in international efforts. While this finding does not support the hypothesis, it does generate new questions as to the reasons for such a result. It is possible that this finding is related to the observations above on faculty and the global standard of higher education in America. It is also possible that faculty without significant international experience view their lack of experience with regret and therefore believe participation is more valuable than those with more experience. They hold the unknown with higher regard. However, it may also be the case that faculty with more international experience find it harder to differentiate between international and non-international experiences in their scope of understanding the world and thus find it more difficult to articulate preferential beliefs toward one direction or the other. They may support their current direction, which in reality may be quite internationalized but accepted as normal from their standpoint, rather than uniquely international in scope.

Factors such as an increased level of international faculty participation or an increased rate of positively biased participants could potentially explain the lack of support for Hypothesis Four. Since mean scores reflect an overall positive attitude toward study abroad, this study only suggests that factors more significant than experience abroad may project the results. Faculty who have studied outside the United States had a higher mean score for supporting university study abroad. They are likely to encourage their students to study abroad. While it cannot be noted that there is a significant difference when compared to faculty without experience abroad, this study suggests that there is support for prior research indicating that faculty with increased international experiences are involved in and express positive opinions toward international activities on campus.

Faculty who have studied outside the United States had a lower mean score than faculty who have not studied at an international university for leading study abroad programs. Since previous research such as Schwietz (2006) indicates that involvement increases over time and with a mean score indicating that much of the sample has been involved in higher education

since before the boom of recent study abroad programs, this suggests that actually studying abroad is not as significant as other factors for the faculty leading study abroad. Limited experience is not an indicator that they are less likely to be involved in study abroad activities. Therefore, Hypothesis Four may be misdirected for this sample simply because of their experience level and other unique characteristics.

Qualitative results

Qualitative responses collected with the quantitative data reflect faculty opinions that participation in study abroad is low due to low pay and lack of incentives to participate. Faculty also express concern that most faculty simply do not know where to start in developing programs. They observe that rhetoric is prevalent regarding study abroad but in fact believe the university is focused more on serving Oklahoma interests rather than global interests. Concerns regarding the value of international experience for tenure and a loss of current support for successful international efforts are also expressed by the participants. [See Appendix J]

With results supporting two of the four hypotheses, and with indications that support for study abroad and internationalization is greater for the sample, this study produces results that substantiate many of the findings of previous research which observe that support for internationalization is linked to common factors among faculty. The findings regarding the significance of experience on study abroad efforts are less conclusive in part simply because the results were consistently supportive of the internationalization measures without significant differences in responses. While questions are closer to being answered, new questions are revealed to be addressed in further research. These questions are addressed in the next section of this chapter.

Recommendations for Further Research

While this study addresses many significant factors in the relationship between internationalization and study abroad, the limited scope of this study only supports the need for

further research and greater understanding of the root elements of this relationship. While factors of internationalization appear related to active involvement in study abroad, the causes and correlations of these relationships are still not clearly understood. This study identified four general areas that warrant further research: the faculty environment, the classroom environment, the departmental and college environment, and the institutional environment.

This study generated several results indicating that within the faculty environment opinions and experiences related to internationalization may be disparate with actual behaviors. Faculty with no experience living outside the United States appear as likely to participate in internationalization efforts. What is unique about faculty at OSU that produces results that seem to counter the results of previous research? Identifying ways to examine the reasons for such results might reveal significant factors in the role of international faculty within the university's international efforts but also to some of the root causes of these perplexing behaviors fostered by the greater university environment. Significant to this may also be differences by discipline and the divergent perceptions of departmental support for study abroad faculty and students. If faculty with no participation in study abroad perceive the department supports study abroad and those currently leading study abroad programs believe departmental support is lacking, research is needed to examine the political, sociological, and other potential causes of these differing opinions.

While perhaps illustrated most by the participants within the College of Engineering, Architecture, and Technology, this study also reveals questions regarding the relationships between international and domestic faculty and students and their participation in internationalization on campus. Factors such as age, nation of origin, life experiences, motivation for living in the United States, and participation in international research may all provide insights into the inclinations of various faculty groups and the resulting efforts they bring to or withhold from their departmental, college, or university internationalization efforts.

In addition, the opinions and beliefs of study participants regarding the classroom environment are not clearly supported with results regarding effectiveness. While faculty with

international experience believe their students are gaining a worldview, for example, further research is needed to determine the true impact on students exposed to faculty with international experience in the classroom. Research into the significance of the student focus for classroom internationalization within the College of Education and the College of Human Environmental Sciences is also needed to better understand why the participants from these colleges are more likely to incorporate factors of internationalization, such as participation of students with international experience, in the classroom more readily than the participants in the other colleges. This might also wisely include further research into gender significance within disciplines and the role not only of gender in internationalization but also within and between colleges. Looking into the links between traditional curriculum and classroom structure in relationship to internationalized course design and content may provide a better understanding of the existing pathways that already lead to greater international understanding and could be identified as models for other colleges.

Due in great part to the college response rates and the size of each sample, further research is also needed regarding differences within and between departments and colleges with regard to individual disciplines and the role of faculty in internationalization and support for study abroad. While the results of this study are limited due to sample size, the data for the College of Engineering, Architecture, and Technology suggests a possible limited awareness of internationalization within the college as defined in other colleges and a disinterest in participation in efforts to support study abroad. Research is needed to better understand the relationships between international faculty and students working within the various colleges and the departmental personalities reflected by these relationships. Further research could potentially improve understanding of the international dynamics within and between the various colleges, as well as across the university.

Finally, within the greater institutional environment, with results indicating that factors such as the value of foreign languages at a university, the role of faculty teaching undergraduate versus graduate students, and the impression among some faculty that incentives and favoritism

exist for study abroad participants all play a role in faculty opinions and behaviors regarding internationalization, this study would suggest that greater research into the institutional environment creating these faculty opinions is needed. Since graduate education and research are often closely linked, and with prior research supported by this study suggesting that participation in international research is significantly related to participation in internationalization, further investigation into the role of international research as well as the role of graduate student participation and education is warranted. Different perceptions of departmental and institutional support for internationalization and study abroad programs may directly affect the end results achieved by efforts on the part of the administration to internationalize the institution.

In Conclusion

While this study suggests that faculty international involvement does play a role in university internationalization and the growth of study abroad programs, without understanding more fully the intricacies of faculty behaviors and opinions regarding study abroad it will be difficult to expand successfully institutional efforts further. To develop and maintain growing program options that provide academically sound, global educational experiences for the university's students, improved understanding of faculty is required. With a significant role in encouraging and influencing students to participate, the faculty serve as a primary source of information, enthusiasm, and support for students' decisions to study abroad. They also provide the ability to create the academically valid study abroad courses needed. As the demand and interest for programs increases, greater understanding of faculty participation factors, incentives, and challenges can only help illuminate the next steps in the development of successful, university based study abroad and internationalization programs.

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APPENDICES

Appendix A

Oklahoma State University Mission and Vision Statements

(www.okstate.edu, retrieved on November 22, 2009)

Mission Statement

Oklahoma State University is a multi-campus public land grant educational system that improves the lives of people in Oklahoma, the nation, and the world through integrated, high-quality teaching, research, and outreach. The instructional mission includes undergraduate, graduate, technical, extension, and continuing education informed by scholarship and research. The research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its application.

Vision Statement

Oklahoma State University System will advance the quality of life in Oklahoma by fulfilling the instructional, research, and outreach obligations of a first-class, land grant educational system.

Appendix B

Approval E-mail from Dr. Sheryl Bond for Use of the Survey Instrument

Sheryl Bond [slb2@queensu.ca]

Sent: Monday, September 14, 2009 8:59 PM

To: M
Simpson, Jeff

Cc: M
steve.wanger@okstate.edu

Good evening, Jeff. I was glad to hear of your academic work and to give you permission to use my survey instrument for the purposes described in your email message below. I you prefer this permission to be sent on Queen's University letterhead, for inclusion in your thesis appendices, just let me know and I will provide such a letter. Given our research has much in common, I would like to propose working with you on a collaborative research article arising from our individual and collective findings. This would of course take place after your thesis defense. I do not know what your plans are with regards to your career but research is my passion and working collaboratively has produced strong results in the past. What do you and your supervisor think about this suggestion? Best wishes, Sheryl Bond

Appendix C

Faculty and the Internationalization of the Curriculum and Classroom Experience



Oklahoma State University
School of International Studies

Faculty and Internationalization at Oklahoma State University

Faculty and Internationalization at Oklahoma State University Survey

This research study is being conducted by Jeff Simpson as part of a master's thesis examining the opinions and practices of the faculty at the Stillwater campus of Oklahoma State University regarding internationalization and study abroad. As the Study Abroad Advisor at OSU, and as a student in International Studies, the researcher is interested in the relationships between faculty, internationalization, and study abroad.

Because of your role as a faculty member at Oklahoma State, your personal insight into university internationalization and study abroad will be a valuable addition to this study. Determining how faculty define their role in these efforts will hopefully lead to a better understanding of overall faculty involvement in internationalization and study abroad.

This survey should take approximately 10 minutes to complete.

Responses on this survey are completely confidential. No IP addresses or other information linking you to your responses will be collected or recorded anywhere in the survey process. The researcher will not have access to information that links you to your survey responses. Findings will be reported only in aggregate form and will be released only as thesis data in which no responses can be traced to participants.

This survey is strictly voluntary and you may discontinue participation at any time without reprisal or penalty by either opting not to participate in the survey or by exiting the survey before completion. There are no known risks associated with participation in this survey that are any greater than those encountered in daily life.

The research data will be stored securely on an OSU server and only the researcher and individuals responsible for research oversight will have access to the records. The consent process and data collection may be observed by research oversight staff responsible for safeguarding the rights and wellbeing of all participants.

Clicking on one of the links below indicates your consent to either participate or to decline to participate.

Thank you for your consideration and willingness to be involved in this important research project. For further information regarding this research study, please contact:

Jeff Simpson
060G Student Union
Oklahoma State University
Stillwater, OK 74078

jeff.simpson10@okstate.edu
(405) 744-5593

Dr. Stephen Wanger
309 Willard Hall
Oklahoma State University
Stillwater, OK 74078

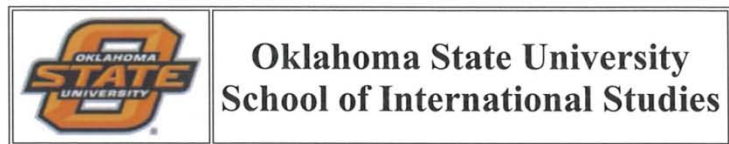
steve.wanger@okstate.edu
(405) 744-3982

If you have further questions about your rights as a research volunteer, you may contact
Dr. Sheila Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078
(405) 744-3377

[Agree to Participate](#)

[Decline to Participate](#)

Jeff Simpson
jeff.simpson10@okstate.edu
© Day Month Year



Faculty and Internationalization
at
Oklahoma State University

Oklahoma State University encourages students to participate in one or more study abroad opportunities during their time at OSU. Study abroad opportunities are part of the institution's internationalization efforts that focus on the preparation of global leaders for the 21st century. The relatively recent institutional emphasis on internationalization and study abroad warrants greater understanding.

The following survey is part of a master's thesis examining the opinions and practices of the faculty at Oklahoma State University regarding internationalization and study abroad.

The survey is completely voluntary, entirely confidential, and will take approximately 10 minutes to complete.

If you have questions regarding this survey, please contact Jeff Simpson at jeff.simpson10@okstate.edu or Dr. Stephen Wanger at steve.wanger@okstate.edu.

Definitions:
 For the purpose of this survey, *internationalization* is defined as a response to globalization that attempts to increase global competency.
 For the purpose of this survey, *study abroad* is defined as any activity conducted outside the United States for which a student will receive academic credit

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My department encourages me to participate in internationalization efforts.					
My department encourages student participation in study abroad.					
I believe my students can gain a broadened worldview from being in my classes.					

I believe the following groups are responsible for encouraging and supporting the efforts of faculty members in the internationalization process?
Select all appropriate responses.

<input type="checkbox"/> Senior Administrators	<input type="checkbox"/> Deans and Department Heads	<input type="checkbox"/> Colleagues
<input type="checkbox"/> International Students	<input type="checkbox"/> Domestic Students	<input type="checkbox"/> Disciplinary Associations
<input type="checkbox"/> Granting Councils	<input type="checkbox"/> NGOs/International Development Organizations	<input type="checkbox"/> No One
<input type="checkbox"/> Other, please specify		

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I collaborate with faculty members from a variety of disciplines to help me internationalize my undergraduate courses and teaching.					
I participate in international activities which help me internationalize my courses and teaching.					
It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic and international) in his/her courses.					
I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments.					
I design course content (lectures, seminars, assignments, and assessment) that incorporates knowledge from other cultures and cultural traditions to encourage both domestic and international students to think globally.					
In the last 5 years, I have invited people with first-hand knowledge of other cultures and countries to be guests in my classes.					
I use institutional resources (International Students and Scholars Office, Study Abroad/NSE Office, Student Organizations, Inclusion Center, etc.) which have international/cross-cultural mandates to help internationalize my classes.					
There is adequate institutional support at Oklahoma State University for me to participate in internationalization efforts.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Faculty members in my department believe it is important to participate in university internationalization efforts.					
When it comes to hiring, promotion, and tenure in my department, international activity and experience are highly valued.					
My faculty work load prevents me from participating in campus internationalization efforts.					
If I had administrative help from skilled professionals, I could do more to participate in university internationalization and study abroad efforts.					

Faculty members' existing lack of knowledge, skill, or expertise currently prevents them from participating in internationalization and study abroad.					
There is not much that can be done to internationalize the university unless the individual disciplines determine it is important and take on leadership roles.					
I support the internationalization efforts at Oklahoma State University.					
I support the study abroad efforts at Oklahoma State University.					
Please provide any comments, thoughts, opinions, or suggestions regarding internationalization and study abroad at Oklahoma State University that you think this study should consider. <i>Optional:</i>					

Department/Academic Unit:	
Level of Instruction:	
<input type="checkbox"/>	Undergraduate
<input type="checkbox"/>	Graduate
<input type="checkbox"/>	Both
Appointment Status:	
<input type="checkbox"/>	Full-time
<input type="checkbox"/>	Part-time
<input type="checkbox"/>	Tenure-track
<input type="checkbox"/>	Tenured
How many years have you taught at the university level?	
Gender:	
<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

Which languages do you speak/read?	

Have you ever lived outside the United States? No Yes	
Where?	How long?

Have you ever studied at a university outside the United States? No Yes	
Where?	How long?

Have you ever participated in an international research project? No Yes	
--	--

Have you ever led a short-term (less than one semester in length) study abroad course? No Yes	
Where?	How many times?

Do you encourage students in your classes to study abroad? No Yes	
If yes, which type of program do you encourage students to consider <i>select all appropriate responses:</i>	
<input type="checkbox"/>	Short-term Programs (duration of eight weeks or less)
<input type="checkbox"/>	Semester Programs (duration of one academic semester)
<input type="checkbox"/>	Long-term Programs (duration of one academic or one calendar year)

Submit Form Reset Form

Jeff Simpson
jeff.simpson10@okstate.edu
© Day Month Year

Appendix D

Institutional Review Board Approval

Oklahoma State University Institutional Review Board

Date: Friday, February 26, 2010
IRB Application No ED1036
Proposal Title: Oklahoma State University Faculty Support for Study Abroad as a
Component of University Internationalization Efforts

Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 2/25/2011

Principal

Investigator(s):

Stephen P. Wanger
309 Willard
Stillwater, OK 74078

Jeff J. Simpson
060G Student Union
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

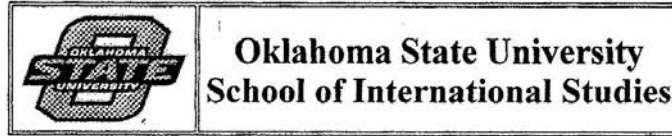
1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board



Faculty and Internationalization at Oklahoma State University

Faculty and Internationalization at Oklahoma State University Survey

This research study is being conducted by Jeff Simpson as part of a master's thesis examining the opinions and practices of the faculty at the Stillwater campus of Oklahoma State University regarding internationalization and study abroad. As the Study Abroad Advisor at OSU, and as a student in International Studies, the researcher is interested in the relationships between faculty, internationalization, and study abroad.

Because of your role as a faculty member at Oklahoma State, your personal insight into university internationalization and study abroad will be a valuable addition to this study. Determining how faculty define their role in these efforts will hopefully lead to a better understanding of overall faculty involvement in internationalization and study abroad.

This survey should take approximately 10 minutes to complete.

Responses on this survey are completely confidential. No IP addresses or other information linking you to your responses will be collected or recorded anywhere in the survey process. The researcher will not have access to information that links you to your survey responses. Findings will be reported only in aggregate form and will be released only as thesis data in which no responses can be traced to participants.

This survey is strictly voluntary and you may discontinue participation at any time without reprisal or penalty by either opting not to participate in the survey or by exiting the survey before completion. There are no known risks associated with participation in this survey that are any greater than those encountered in daily life.

The research data will be stored securely on an OSU server and only the researcher and individuals responsible for research oversight will have access to the records. The consent process and data collection may be observed by research oversight staff responsible for safeguarding the rights and wellbeing of all participants.

Clicking on one of the links below indicates your consent to either participate or to decline to participate.

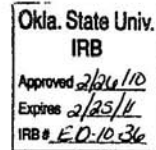
Thank you for your consideration and willingness to be involved in this important research project. For further information regarding this research study, please contact:

Jeff Simpson
060G Student Union
Oklahoma State University
Stillwater, OK 74078

jeff.simpson10@okstate.edu
(405) 744-5593

Dr. Stephen Wanger
309 Willard Hall
Oklahoma State University
Stillwater, OK 74078

steve.wanger@okstate.edu
(405) 744-3982



If you have further questions about your rights as a research volunteer, you may contact
Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078
(405) 744-3377

<input type="checkbox"/> Agree to Participate	<input type="checkbox"/> Decline to Participate
---	---

Jeff Simpson
jeff.simpson10@okstate.edu
© Day Month Year

Oklahoma State Univ.
IRB
Approved 2/26/10
Expires 2/25/11
IRB # ED-10-36

Appendix E

Department Head Pre-notice E-mail

Dear _____:

Your department was randomly selected from the College of _____ to participate in a survey prepared primarily as a part of my International Studies Master's Degree Thesis but also in my role as Study Abroad Advisor at Oklahoma State University. This survey examines faculty involvement in internationalization and study abroad.

I would like to request your permission to e-mail the web-based survey to the faculty in your department. Below is a link to the survey, should you wish to review it:

<http://frontpage.okstate.edu/coe/jeffsimpson/>

This brief and confidential study provides the opportunity for faculty with diverse views on study abroad to express their opinions. If a broad representation of the faculty campus-wide is achieved, this study may serve as a guide for future program and policy recommendations for campus internationalization.

I would be happy to meet with you in person on this survey if that is helpful. You may contact me at 405.744.5593 or at jeff.simpson10@okstate.edu. If e-mailing your department is acceptable to you, I simply need an administrative contact in your department who can assist me with the e-mail list for your faculty.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Jeff J. Simpson

Appendix F

Survey Introduction E-mail

This e-mail is sent to request your participation in a study being conducted for my master's thesis on the role of faculty in the internationalization efforts at Oklahoma State University. This study is part of a larger effort to examine the growth of internationalization on campus. You have received this e-mail because of your status as a faculty member at Oklahoma State whose personal insight into university internationalization would be helpful.

Results from this survey will be used to examine the existing and desired roles of faculty members within the greater university system for planning and implementing internationalization on campus, in the curriculum, and in the classroom. By determining how faculty define their role in these efforts and examining how they would like to be involved, this thesis will hopefully lead to a better understanding of overall faculty involvement in internationalization.

Your answers are completely confidential. Findings will be reported only in aggregate form and will be released only as thesis data in which no individual's answers can be identified. While this survey is strictly voluntary, I hope that you will take a few minutes to share your valuable opinions on internationalization efforts at Oklahoma State.

If you have any questions or comments about this study, I would be happy to speak with you further at 405.744.5593 or you may e-mail me at jeff.simpson10@okstate.edu. You may also contact my committee chair, Dr. Stephen Wanger, at 405.744.3982 or at steve.wanger@okstate.edu.

Please click on the link below to participate in the web-based survey.

<http://frontpage.okstate.edu/coe/jeffsimpson/survey.htm>

Thank you very much for you time and participation in this important study.

Sincerely,

Jeff J. Simpson

Appendix G

Thank You / Reminder E-mail Sent a Week After Survey

Recently, a link to a web-based survey was e-mailed to you requesting your opinions on faculty involvement in campus internationalization. If you have already completed the survey, thank you very much for your participation. I appreciate you completing the survey so that we can better understand the role of faculty in this growing area of focused attention at Oklahoma State.

If you have not yet completed the survey, please consider doing so today. Your input is valuable and greatly appreciated. The brief survey will take approximately 10 minutes to complete and all responses are entirely confidential.

Please click on the link below to access the web-based survey.

<http://frontpage.okstate.edu/coe/jeffsimpson/>

If you have any questions or comments on the survey, please contact me at 405.334.3699 or e-mail to jeff.simpson10@okstate.edu. If you prefer, you may also contact my thesis committee chair, Dr. Stephen Wanger, at 405.744.3982 or e-mail to steve.wanger@okstate.edu.

Sincerely,

Jeff Simpson

Appendix H

Final E-mail Sent Four Weeks After the Initial Survey

During the past month I have sent several e-mails regarding a study I am conducting on the internationalization process at Oklahoma State University and the role of faculty in this process. The purpose of this study is to provide greater insight into the current and desired involvement of faculty in internationalization and study abroad.

The study will close on May 3, 2010 and this will be the final e-mail sent to faculty requesting your participation. If you have already completed the survey, thank you very much for your time and valuable input.

While this survey is entirely voluntary, it is important that we hear from faculty across disciplines and departments to gain a better understanding of how faculty view their role within the internationalization efforts at Oklahoma State University. I appreciate your willingness to consider participating in this survey and providing information regarding your thoughts and opinions on the process of internationalization as it relates to Oklahoma State.

The survey is entirely confidential. Please consider completing the web-based survey at the link below by the May 3 deadline, if you have not already done so. If you have any questions, please contact me at 405.334.3699 or e-mail jeff.simpson10@okstate.edu. You may also contact Dr. Stephen Wanger, my thesis committee chair, at 405.744.3892 or by e-mail at steve.wanger@okstate.edu.

Following is a link to the survey:

<http://frontpage.okstate.edu/coe/jeffsimpson/>

Thank you very much for your time and valuable input.

Sincerely,

Jeff J. Simpson

Appendix I

Individual Colleges' High and Low Mean Scores

When examined by college, the general data show some consistencies between colleges but also notable differences. Five of the six colleges produced means above 4.00 within the “agree to strongly agree” range for questions 19 and 20 regarding support for internationalization and study abroad. The College of Engineering, Architecture and Technology, while still in the neutral to agree range, was slightly lower than the other five with a mean of 3.80 for question 19 and 3.60 for question 20. The College of Agricultural Sciences and Natural Resources generated the narrowest range of all 19 mean scores with a range of 1.75, skewed toward the agree end of the scale. The College of Education produced the widest range of mean scores with a range of 2.80 centered mostly on the neutral center of the scale. The College of Education generated the highest single mean score of 4.80 for question 8 which asked participants to rate the level to which they encourage students who have lived or worked in another culture to contribute knowledge from those experiences in the classroom. The College of Engineering, Architecture and Technology produced the lowest single mean score of 1.80 for question 14 which asked participants to rate how important international experience and activity were to hiring, tenure and promotion in their department.

The following pages contain the notable high and low mean scores results for each of the six colleges.

College of Agricultural Sciences and Natural Resources

Questions with Highest Mean Scores		Mean	Standard Deviation
Q20	I support the study abroad efforts at Oklahoma State University	4.46	.721
Q19	I support the internationalization efforts at Oklahoma State University	4.37	.711
Q8	I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments	4.26	.964
Q3	I believe my students can gain a broadened worldview from being in my classes	4.09	1.019
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q14	When it comes to hiring, promotion, and tenure in my department, international activity and experience are highly valued	2.71	1.160
Q11	I use institutional resources which have international/cross-cultural mandates to help internationalize my classes	2.78	1.347
Q17	Faculty members' existing lack of knowledge, skill, or expertise currently prevents them from participating in internationalization and study abroad.	2.79	.833
Q12	There is adequate institutional support at Oklahoma State University for me to participate in internationalization efforts.	2.91	1.311

Arts and Sciences

Questions with Highest Mean Scores		Mean	Standard Deviation
Q20	I support the study abroad efforts at Oklahoma State University	4.50	.598
Q3	I believe my students can gain a broadened worldview from being in my classes	4.43	.728
Q19	I support the internationalization efforts at Oklahoma State University	4.39	.656
Q7	It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic and international) in his/her courses.	4.09	.596
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q11	I use institutional resources which have international/cross-cultural mandates to help internationalize my classes	2.23	.973
Q5	I collaborate with faculty members from a variety of disciplines to help me internationalize my undergraduate courses and teaching	2.65	.982
Q15	My faculty work load prevents me from participating in campus internationalization efforts	2.70	1.105
Q17	Faculty members' existing lack of knowledge, skill, or expertise currently prevents them from participating in internationalization and study abroad.	2.95	.999

College of Education

Questions with Highest Mean Scores		Mean	Standard Deviation
Q7	It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic and international) in his/her courses.	4.80	.447
Q8	I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments	4.80	.447
Q9	I design course content that incorporates knowledge from other cultures and cultural traditions to encourage both domestic and international students to think globally.	4.60	.548
Q20	I support the study abroad efforts at Oklahoma State University	4.60	.548
Q19	I support the internationalization efforts at Oklahoma State University	4.60	.548
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q12	There is adequate institutional support at Oklahoma State University for me to participate in internationalization efforts.	2.00	.707
Q15	My faculty work load prevents me from participating in campus internationalization efforts	2.40	1.140
Q17	Faculty members' existing lack of knowledge, skill, or expertise currently prevents them from participating in internationalization and study abroad.	2.60	1.140
Q5	I collaborate with faculty members from a variety of disciplines to help me internationalize my undergraduate courses and teaching	2.60	1.140

College of Engineering, Architecture and Technology

Questions with Highest Mean Scores		Mean	Standard Deviation
Q1	My department encourages me to participate in internationalization efforts	4.00	1.225
Q7	It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic and international) in his/her courses.	3.80	.447
Q19	I support the internationalization efforts at Oklahoma State University	3.80	.837
Q20	I support the study abroad efforts at Oklahoma State University	3.60	.548
Q18	There is not much that can be done to internationalize the university unless the individual disciplines determine it is important and take on leadership roles	3.60	.894
Q2	My department encourages student participation in study abroad	3.60	.894
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q14	When it comes to hiring, promotion, and tenure in my department, international activity and experience are highly valued	1.80	.837
Q11	I use institutional resources which have international/cross-cultural mandates to help internationalize my classes	2.25	.500
Q5	I collaborate with faculty members from a variety of disciplines to help me internationalize my undergraduate courses and teaching	2.60	1.140
Q8	I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments	2.60	.894
Q10	In the last five years, I have invited people with first-hand knowledge of other cultures and countries to be guests in my classes	2.60	1.342

Human Environmental Sciences

Questions with Highest Mean Scores		Mean	Standard Deviation
Q7	It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic and international) in his/her courses.	4.53	.514
Q19	I support the internationalization efforts at Oklahoma State University	4.53	.514
Q20	I support the study abroad efforts at Oklahoma State University	4.50	.516
Q8	I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments	4.41	.618
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q12	There is adequate institutional support at Oklahoma State University for me to participate in internationalization efforts.	2.41	1.326
Q11	I use institutional resources which have international/cross-cultural mandates to help internationalize my classes	2.94	1.144
Q14	When it comes to hiring, promotion, and tenure in my department, international activity and experience are highly valued	3.00	1.323
Q5	I collaborate with faculty members from a variety of disciplines to help me internationalize my undergraduate courses and teaching	3.18	1.185

Spears School of Business

Questions with Highest Mean Scores		Mean	Standard Deviation
Q19	I support the internationalization efforts at Oklahoma State University	4.75	.452
Q20	I support the study abroad efforts at Oklahoma State University	4.67	.492
Q3	I believe my students can gain a broadened worldview from being in my classes	4.25	.965
Q8	I encourage students who have lived and worked abroad or in another culture to contribute their knowledge and understanding in class discussions, projects, or assignments	4.41	.618
Questions with Lowest Mean Scores		Mean	Standard Deviation
Q14	When it comes to hiring, promotion, and tenure in my department, international activity and experience are highly valued	2.25	.754
Q11	I use institutional resources which have international/cross-cultural mandates to help internationalize my classes	2.42	1.240
Q10	In the last five years, I have invited people with first-hand knowledge of other cultures and countries to be guests in my classes	2.75	1.422
Q17	Faculty members' existing lack of knowledge, skill, or expertise currently prevents them from participating in internationalization and study abroad.	2.60	1.140

Appendix J
Qualitative Data

Question 4: I believe the following groups are responsible for encouraging and supporting the efforts of faculty members in the internationalization process?

Senior Administration	88
Deans and Dept Heads	106
Colleagues	77
Intl Students	34
Domestic Students	13
Disciplinary Assoc	18
Granting Councils	43
NGO's	40
No one	1

Question 4 Free Response:

State and Federal funding agencies

My professional association

The key is Senior Administration, Deans & Department heads. If they set up positive incentives for faculty to engage students, then faculty will recruit students.

I believe all those checked should be involved but from my own experience the support has come from colleagues, granting agencies, and disciplinary associations

Academic advisors need to start with freshmen to convince students to participate in international study tours (especially to developing countries) and other opportunities. This must continue throughout the years until graduation. If the student's advisor does not push international study tours, chances are the student will not make to investment of time and money.

Our outreach department is very supportive too.

These should be but they do not. The pay for study abroad courses is too low. No incentive. outreach: Vallory Vencil

extension managers

US Army Cultural Language Program

Primary organizations responsible for OSU's success in this area are the Study Abroad Coordinators located at each college

The dean(s); yes; the Dept Head: no

Question 21: Please provide any comments, thoughts, opinions, or suggestions regarding internationalization and study abroad at Oklahoma State University that you think this study should consider.

Many of our faculty simply don't know where to start and the OAES does not encourage study abroad for faculty, nor do they support it financially. There is a great deal of rhetoric about international experience, but when it comes right down to it the administration wants to know what you are doing for the Oklahoma stakeholders.

International efforts are really important for a well rounded world view of a particular discipline.

International efforts will become increasingly important with time as the US adapts to globalization efforts. Some disciplines such as the sciences are heavily internationalized in many respects and share a common language and discipline. The sciences already teach this internationalized vision in all parts of the world. In the sciences there is no need to distinguish between cultures, but there is an importance attached to the exchange of information and personal contacts in this area.

Some of the questions are not relevant to me because I am not currently teaching an study abroad course on campus.

The United States Army sponsors a program called Cultural Understanding and Language Program (CULP). This summer, we are sending three cadets overseas to the Baltic states, Ghana, and Indonesia. Last year we sent someone to China. The Army realizes that experience with other cultures creates an awareness that fosters adaptable leaders who can make sound decisions in any environment, especially when cultural considerations are critical.

Study Abroad programs funded by each university college are the catalyst for the continued growth and success of the universities internationalization and study abroad objectives. These offices serve our primary line with the student population with regard to program opportunities and objectives – program Ambassadors with our student population. The consolidation of our internationalization / study abroad efforts under a centralized office or directorate without the continued support of trained and enthusiastic program leader's would be counterproductive. Our ability to effectively communicate program opportunities, mentor student prospects, and assess student response to program initiatives would be greatly diminished. Highly recommend that we reinforce success through the allocation of additional funding to programs that have demonstrated a consistent record of growth and innovation.

International experiences should be valued when promotion and tenure decisions are made for faculty.

You are taking an institutional view and failing to consider all the incentive systems that are not well designed and actually are negative.

As a research professor in biological and agricultural sciences, it is quite easy to work internationally and to bring that experience and contacts to my classroom and graduate programs. All my graduate students in our dept are mainly from outside the country, so most of this survey does not apply to us. I also worked in Europe before arriving in Oklahoma.

Most of the questions regarding course content do not apply to my subject area. It is difficult to participate in international efforts when there is little funding; and to be away from campus means I am not getting my work done.

The College of Education and the School of Teaching and Curriculum Leadership, of which I am part, has done an excellent job of maintaining and expanding study abroad opportunities, especially, but not limited to, international student teaching.

In general, OSU has many obstacles to effectively supporting funded work, international collaborations, and excellence in both areas. The lack of instrumental support in helping faculty members access funds (e.g., adding new categories to Pcard and Business accounts, allowing course reduction, providing a mentoring program for doctoral students and adjuncts to effectively teach courses when buyouts are made, and the institution of universal policies to support international and funded work) need to be address. A focus group of faculty who have funded awards and who have seen effective process elsewhere is needed.

VITA

Jeff J. Simpson

Candidate for the Degree of

Master of Science

Thesis: OKLAHOMA STATE UNIVERSITY FACULTY SUPPORT FOR
STUDY ABROAD AS A COMPONENT OF UNIVERSITY
INTERNATIONALIZATION EFFORTS

Major Field: International Studies

Biographical:

Education:

Completed the requirements for the Master of Science in International Studies at Oklahoma State University, Stillwater, Oklahoma in July, 2010.

Completed the requirements for the Bachelor of Science in Design and Housing at University of Arkansas, Fayetteville, Arkansas in 1992.

Experience:

Study Abroad Advisor, Oklahoma State University, Stillwater, Oklahoma from January, 2010 to Present.

Operations Manager, Gilliam's Center for Creative Design, Scottsdale, Arizona from April, 1993 to January, 2010

Professional Memberships:

NAFSA: Association of International Educators

Name: Jeff J. Simpson

Date of Degree: July, 2010

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: OKLAHOMA STATE UNIVERSITY FACULTY SUPPORT FOR
STUDY ABROAD AS A COMPONENT OF UNIVERSITY
INTERNATIONALIZATION EFFORTS

Pages in Study: 126

Candidate for the Degree of Master of Science

Major Field: International Studies

Scope and Method of Study:

Modeled after a study by Bond, Qian, and Huang (2003) and based on data from a survey administered during the spring 2010 semester at Oklahoma State University, this study looks at faculty, internationalization and study abroad. With a focus on faculty members at the university who participate in and support internationalization efforts, the study observes the relationship between those faculty members' internationalization activities and their participation in and support for the increasing study abroad efforts on campus. The study examines the factors that demonstrate faculty attitudes and behaviors related to study abroad and internationalization.

Findings and Conclusions:

With an overall response rate of 36 percent and a confidence interval of 7.16 based on a 95 percent confidence level, the results of this study indicate that support for and participation in study abroad is connected to faculty involvement in internationalization at the university. Faculty involved in international activities are more likely to also support study abroad. The following factors related to faculty participation in internationalization supported by the results of this study include: gender, discipline, level of instruction, appointment status, and participation in international research.

Two of the four hypothesis devised to measure the results in relation to the problem statement are supported by the data. Faculty involved in campus internationalization efforts are likely to be involved in study abroad programs as well, and faculty who are involved in campus internationalization efforts are also more likely to promote study abroad for their students.

The study does not demonstrate significance for the remaining two hypotheses. Faculty at OSU with greater international experience, including foreign language aptitude, are not shown in the results to be more likely to support study abroad programs, nor are faculty who themselves studied and lived abroad more likely to promote study abroad for their students. Further research is needed to examine the factors at play in these results in an effort to better understand the role faculty serve in students' decisions to study abroad. As the demand and interest for programs increases, this study begins to provide an understanding of the participation factors, incentives, and challenges for faculty within study abroad.

ADVISER'S APPROVAL: Dr. Stephen Wanger
