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Internationalizing higher education: A case study of a Midwest comprehensive university

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INTERNATIONALIZING HIGHER EDUCATION: A CASE STUDY OF A MIDWEST
COMPREHENSIVE UNIVERSITY

A Dissertation
Submitted
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education


Approved:




Dr. Carolyn R. Bair, Chair



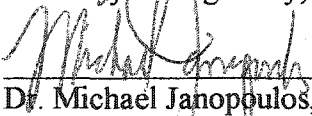
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December 2003

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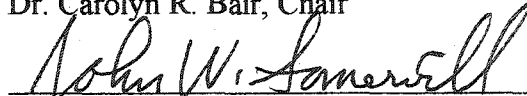
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ABSTRACT

The international component of higher education has faced significant challenges over the past two decades due to the effects of globalization. The realization that international interdependence is not an abstract theory but a reality has prompted institutions of higher education in the United States to internationalize their campuses.

The purpose of this qualitative research study was to examine how and to what extent a Midwest comprehensive university has developed its internationalization process. Special focus was placed on understanding and drawing conclusions from the perceptions of administrators and faculty members regarding the importance of internationalizing a campus and the factors that either facilitate or hinder the process.

The primary modes of data collection were individual interviews and document analysis.

The participants included 32 upper-level administrators and faculty members.

This study concluded with several aspects of the internationalizing higher education. They are: (a) internationalizing is a complex concept; (b) internationalizing needs to be a concerted effort; (c) internationalizing requires a multilevel approach; and (d) internationalizing the campus is an inevitable process

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Proverbs 3: 5-6

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CHAPTER ONE

INTRODUCTION

One of the challenges facing American colleges and universities is the expansion of the international education component of higher education due to globalization (Johnston & Edelstein, 1993). Globalization is the impact of worldwide societal changes that influence local events (Armove, 1999). One of these impacts is the significant role information technology plays in the dissemination of information, especially in the global market. Information can now be retrieved at a much faster pace than before and shared with a wider audience. Consequently, there has been a massive increase in international business transactions among large corporations because communicating across the globe is no longer a formidable task. This change implies that knowledge about global markets is imperative to the success of these transactions.

An emerging knowledge economy is dependent on nations that can provide the required labor force to meet the needs of an increasingly globalized economy. Hence, globalization has influenced the way universities and colleges conduct their research and structure their academic programs. As Wit (2002) predicted, "The globalization of our societies and markets and its impact on higher education and the new knowledge society based on information technology will change higher education profoundly and will also change the nature of internationalization of higher education" (p. 17). Gregor (2002) pointed out that, "A number of changes currently taking place in universities and colleges worldwide find their origin in the belief that societies are rapidly becoming knowledge societies. The key assumption underlying this belief is that

economic productivity and wealth will be increasingly dependent on the production and application of new knowledge by highly trained knowledge workers” (p. 4).

Institutions of higher learning will need to consider the internationalization process in order to prepare their future graduates to work in a globalized environment. The meaning of internationalization has been commonly linked with international activities or initiatives and is often synonymously referred to as multicultural education, international education, international programs, and study abroad. Researchers in the field of internationalization have defined it more broadly and comprehensively in order to describe its meaning and importance to higher education.

Knight (1997) defined internationalization as “the process of integrating an international dimension into the teaching/training, research, and service functions of a university or college or technical institute” (p. 29). This definition describes internationalization as an effort to include an international perspective in some of the most fundamental roles performed by an institution of higher learning such as teaching, research, and service.

Internationalization has been described as an important conceptualization and change agent that may have resulted in the expansion of international education programs and activities or the reconsideration of their importance to institutions of higher learning. Some educators consider internationalization as a significant redirection in the development of American higher education (Groennings, 1990). The interconnectedness of the world, which is obvious in the world market, may have prompted institutions of

higher learning to consider the reality of the impact of globalization on its future graduates.

Most institutions of higher learning understand the importance of the internationalization process for their institutional development and their role in preparing future graduates who will be able to contribute to a globalized working environment. Supporters of internationalizing post-secondary education agree on the importance of internationalizing the university, but the approaches adopted vary from institution to institution (Aigner, Nelson, & Stimpfl, 1992). Consequently, these approaches result in different universities or colleges prioritizing certain elements of international education such as international students and scholars and study abroad programs as the main developmental internationalization efforts.

The Rhetoric and Reality of Internationalization

The initiative for developing the international component on campuses is not something new (Scanlon, 1990). International students have been flocking to American universities and colleges since the 1950s. However, institutions that rely on the presence of international students as a pivotal indicator of internationalization may have based their efforts on wrong indicators (Gagliano, 1992). Altbach (1998) said, "The world comes to the United States and therefore international initiatives are superfluous" (p. 77). According to Gagliano (1992), "If one were to look at campus mission statements alone, one might conclude that internationalization or globalization was doing very well in our nation's academy. But the rhetoric does not match reality. As in the courtroom when judges give their *obiter dicta* to one side, their decision to the other, university presidents

and other senior administrators have learned to be grandiloquent in their lip-service to globalization” (p. 327).

Internationalization requires more than statements about its importance. It requires an institution’s commitment toward initiating the internationalizing process, creating and developing the international components and activities, and evaluating the content and process.

Common Indicators of Internationalization

The most tangible indicators of internationalization are the presence of international students, study abroad programs, international exchanges, research conducted in other countries, international publication by faculty, infusion of international concepts and comparative concepts and international courses into the curriculum.

International Students

The increasing number of international students enrolled in American universities and colleges is likely to be an indicator that more campuses are becoming internationalized. The flexibility of the American higher education system enables students to build their program and transfer to other institutions easily and America’s leading research in science and technology are two primary reasons that attract international students to study in the United States (Tonkin & Edwards, 1981).

According to the Institute of International Education (2002), there were 582,996 international students pursuing academic work in universities and colleges in the United States during the 2001/2002 academic year as compared to 547,867 students the previous academic year. This 6.4% increase is the largest since 1980. International students made

up approximately 4.6% of the 2001/2002 total enrollment in universities and colleges in the United States.

Study Abroad

Similarly, the number of American students studying abroad has continued to increase in the 2001/2002 academic year despite the September 11, 2001 tragedy. Nineteen men linked to a terrorist network, Al-Qaeda, hijacked four planes. Two of the four planes were flown into the Twin Towers in New York. One plane hit the Pentagon and another crashed in Pennsylvania. A total of 3,114 individuals lost their lives on that day (Prados, 2002).

In a similar manner, the total number of study abroad students increased nearly 11%, to a total of 143,590 during the 1999/2000 academic year as compared to 129,770 students during 1998/1999 (Institute of International Education, 2001). The following 2001/2002 academic year reflected a continuous interest in studying abroad as a total of 154,168 American students participated in study abroad programs (Institute of International Education, 2002).

Internationalization Initiatives

The turning point for international exchanges between the United States and other countries started when the government introduced the Fulbright program of 1946, which enabled students and scholars from the United States to study and conduct research in other countries. In exchange, international scholars studied and conducted research in the United States under the Fulbright program. The first international education legislation introduced before Congress was the International Education Act of 1966, initiated by

President Johnson to promote international education, although it was never funded (Vestal, 1994).

Various commissions have studied the importance of international education. The President's Commission on Foreign Languages and International Studies strongly recommended that the knowledge of United States' citizens be broadened (President's Commission on Foreign Language and International Studies, 1979). One of its recommendations implored colleges and universities to play an important role in improving the study of foreign languages and international business. That 1979 study was the turning point for many institutions of higher education in the United States to internationalize their campuses (Rahman & Kopp, 1992). Additionally, the National Governor's Association (1989) pointed out that national economic growth could be promoted if the United States was more knowledgeable about the cultures of its economic partners and competitors. The National Governor's Association concluded that it is important for American students to become competent in world affairs and fluent in a second language.

The international component of higher education has faced significant challenges over the past two decades due to the effects of globalization. Interdependence among countries has grown in the late twentieth and early twenty-first centuries, especially in the area of economic affairs, as more and more industries entered multinational phases (Adler, 1997; Kanet, 1996). The development of information technology has allowed countries to conduct business with one another at a much faster pace and at a higher level

of productivity than ever before. Sharing information among countries is presently easy and quick. In addition, the volume of information that is shared has increased.

The continuous development of information technology has created a world economy that is dependent on knowledge about different countries and cultures, especially the expertise to localize products and services to meet the demands of a specific nation's market. This implies that knowledge about global economies and nations has become a form of priceless intellectual property. Indeed, intellectual property has been referred to as the most valuable driving force of the global economy (Groennings, 1997).

The realization that international interdependence is not an abstract theory but an important reality has prompted more and more institutions of higher education in the United States to take steps toward the internationalization of their campuses.

Rationale for Internationalization

Internationalizing the campus is an important facet of the development of higher education institutions in order to prepare their students for the challenges of globalization that are currently creating a high degree of interdependence among nations (American Council on Education, 1995). Although the development of international education as a dimension of higher education was initiated decades ago, the underlying premise for it has changed. The reasons for internationalizing higher education in the United States are now closely linked with the developments of world events. Groennings (1990) has stated that the rationale for internationalization has moved from a former focus on national security to an emphasis on international economic competitiveness. The impact of

globalization has created an awareness of the need to educate future generations to live in a world where cross-cultural understanding and communication skills have become increasingly important.

Economic Competitiveness and Growth

Johnston and Edelstein (1993) claimed that the dominant rationale for internationalization is to ensure that the United States maintains its economic competitiveness in the growing world market. Global competition among businesses and industries in the present world requires companies to improve their cross-cultural management abilities (Adler, 1997). In addition, the emergence of transnational mergers in the 1980s created the need for a workforce that can communicate in different languages and promote cross-cultural understanding. Foreign investments in the United States have increased significantly over the years as its import and export relationships with other countries continue to expand (Groennings, 1990).

The demands of a changing world create a pragmatic reason for internationalization to be considered because future employers will consider students who have working knowledge about world affairs and the ability to function in a cross-cultural working environment as more employable than those without such skills (Cavusgil, 1991; Smart, 1971).

The exposure students would receive when encountering a world of cultures different from their own will expand their thinking, especially their ability to be open-minded and to understand the perspectives of others who are different from them culturally (Marden & Engerman, 1992). Students who decide to participate in study abroad programs will

need to leave their homes and learn to survive in different cultures in other parts of the world. There is a great need for graduates who realize that cooperation across diversity is crucial to the future of the interdependence of nations (Knight, 1997). Internationalizing a college or university, especially the curriculum, strengthens the United States' foreign policy and economic welfare with more experts in the fields of international affairs (Deutsch, 1970; Groennings, 1990; Johnston & Edelstein, 1993).

The former U.S. Secretary of Education, Richard W. Riley, provided his insights regarding the growth and importance of international education in relationship to the growth of a nation, saying:

I strongly believe that the growth of democracy, economic prosperity and economic stability throughout the world is linked to the advance of education. This is one of the strongest reasons why the United States should have an active and strong international education agenda. Education and democracy should go hand in hand. (Riley, 2001, p. 8)

It is in the best interest of the United States to continuously promote international education as one way to accomplish future economic growth. Also, economic prosperity and economic stability are dependent on the advancement of education, which is the primary objective of universities and colleges.

World Peace

Kanet (1996) and Lambert (1989) have argued that universities and colleges should internationalize what they do in order to achieve their objectives of helping to prepare leaders and a general citizenry who are able to live in this increasingly interdependent world. The preparation of a citizenry to have an understanding of world affairs and the complex nature of cross-cultural communication is imperative to the future of world

peace. The internationalization of the curriculum will help students to develop global awareness and understanding about diverse cultures as part of a liberal education (Harari, 1992; Marden & Engerman, 1992).

Over the past decade, the rampage of violence between ethnic groups has increased and it has become increasingly necessary for unified forces of the world (such as the United Nations) to intervene. Currently, many problems faced by humankind are international or global in nature (Guttek, 1993). In the future, leaders of many nations may be graduates from institutions of higher education in the United States. Leaders who have positive attitudes toward diversity will be able to function in an increasingly interdependent world, especially economically and politically (Kanet, 1996). Consequently, the advancement of international understanding through international education should remain a national and international priority.

National Security

The United States had to change its isolationist attitude towards the world after World War II because knowledge about other nations and cultures became an important defense tool (Burn, 1980). In addition, the United States was asked to help with the rebuilding efforts throughout the world after World War II. It was seen as the “leader of the free world” (Johnston & Edelstein, 1993). As a result, the scholars of universities and colleges in the United States became directly involved in nation building efforts around the world (Michie, 1969).

The United States as a nation realized that understanding other cultures for the sake of national security was crucial to its own nation building efforts. This prompted the

enactment of the National Defense Education Act (NDEA) in 1958, a year after the former Soviet Union launched Sputnik (Vestal, 1994). According to Michie (1969), the NDEA provided funding for intensive foreign language training and area studies about other nations. In addition, the National Security Education Act (NSEA) was passed in 1991, which provided funding for undergraduate study abroad programs (Pickert, 1992). This act also increased the support for the training of language and area studies specialists.

The realization that the study about other nations and foreign languages is crucial to the national security of the United States established a greater need for universities and colleges to provide international expertise in the study of foreign languages and in area studies about other nations after World War II. According to Johnston and Edelstein (1993), this situation created the first substantive pressure for universities and colleges to be actively involved in international activities.

Internationalization Concerns

Some of the barriers that deter effective internationalization include the constraints of geography, funds, institutional support, and faculty time (Backman, 1984; Burn, 1980). According to Tonkin and Edwards (1981), a comprehensive internationalization of a college or university requires the strong support of its senior administrators.

The internationalization process of one campus is likely to differ from that of another campus, causing different versions of internationalization to emerge (Ellingboe, 1998). Different types of institutions such as research, comprehensive, four-year liberal arts universities and colleges are also likely to differ in their administrative systems, sources

of funding, and types of academic programs. Individual colleges and universities have different policies and procedures for creating and changing academic programs, thus making institutional comparisons difficult (Mestenhauser, 1998). Each campus interprets the meaning of internationalization somewhat differently (Arum & Van De Water, 1992; Ellingboe, 1998). For example, the strategies for internationalizing a research university may differ from those of a comprehensive university. Consequently, different internationalization processes can be found among different institutions of higher education.

Purpose of the Study

The purpose of this study was to examine how and to what extent a Midwest comprehensive university has developed its internationalization process. The main focus of the study was understanding and drawing conclusions from the perceptions of selected stakeholders, which included administrators and faculty members, regarding an internationalized campus, the importance of internationalizing the campus and the factors that either facilitate or hinder the process.

Research Questions

The central question guiding this proposed study was “How is internationalizing a comprehensive university understood and perceived by its administrators and faculty?”

The research questions that guided this study follow:

1. What are the important components for internationalizing the university?
2. What are the media of the internationalization processes?

3. What are the potential benefits of an internationalized university? Who will benefit and how will they benefit?

4. What constitutes a successful internationalized comprehensive university?

Conceptual Framework

The conceptual framework chosen for this study is Cavusgil's (1991) conceptualization of an internationalization process for business and economic programs within a university curriculum. S. Tamer Cavusgil is a professor of marketing and international business at Michigan State University. Additionally, he is the Executive Director of the Center for International Business Education and Research (CIBER) at Michigan State University. This framework identifies the components needed to start an internationalization process, the events that must take place in order for internationalization to materialize, and the results of the process. It guided the formulation of the overarching research questions as well as the interview questions.

According to Cavusgil (1991), there are three phases (inputs, value adding process and outputs) in the internationalization process of an academic program (see Figure 1).

Inputs

The inputs phase refers to the components that are pertinent to the success of an internationalizing process. There are eight different components, which include a strategy and agenda, a favorable institutional climate, resource allocation, curriculum and instruction, faculty, students, linkages to business community, and collaboration with other colleges and universities.

INTERNATIONALIZATION PROCESS

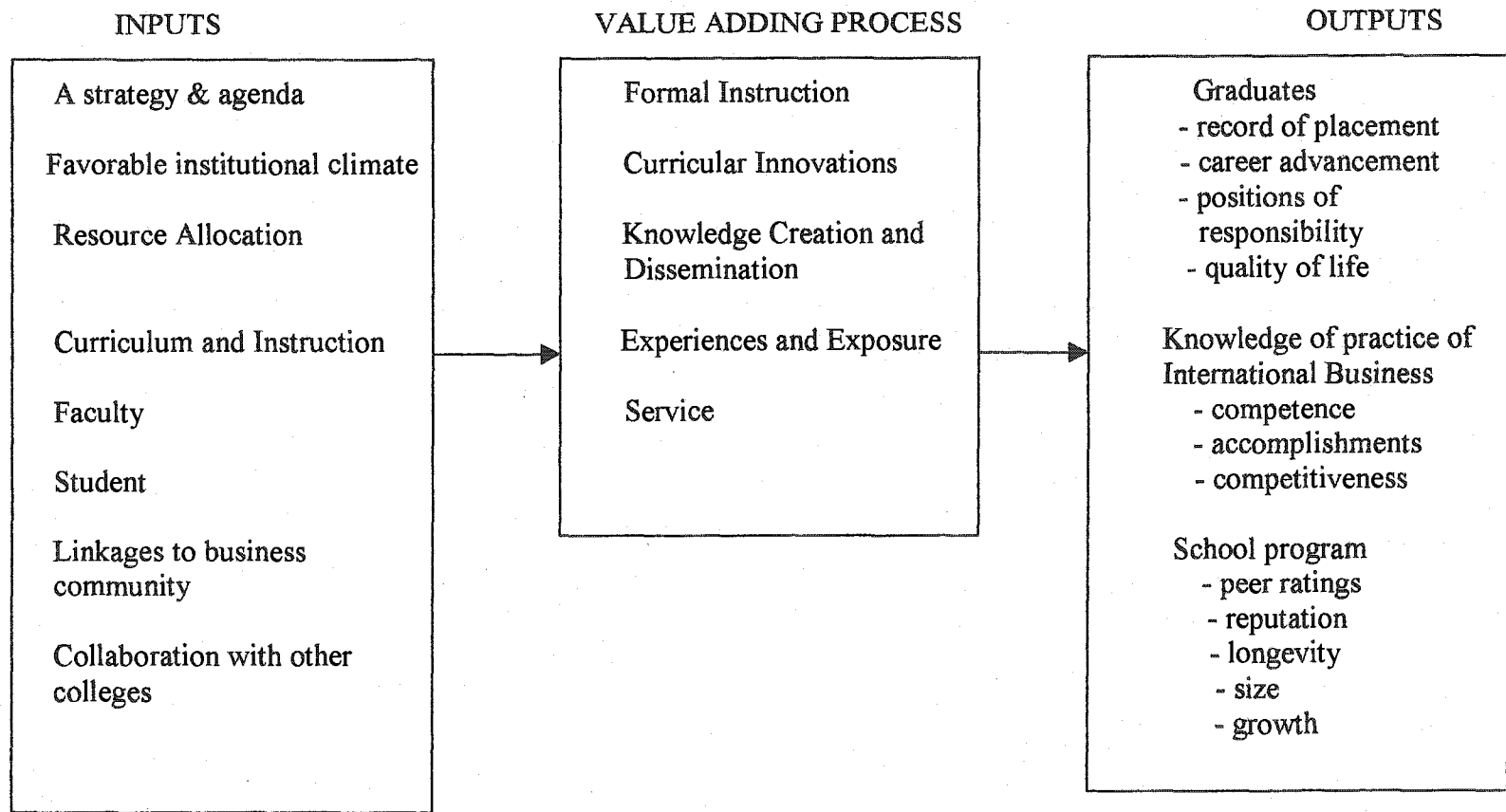


Figure 1. Internationalization process.

A strategy and agenda. The strategy and agenda are a blueprint or map that identifies the general goals of the internationalization process. A strategy and agenda outlines the strategic plans that a university or college intends to pursue in order to attain its internationalization goals, which includes individuals in the institutions who can help promote this process.

A favorable institutional climate. The whole institution needs to be involved in the internationalization process. The goals and mission statement of the institution should reflect the importance and necessity of internationalization. Commitment from upper-level administrators is necessary to achieving the internationalization objectives. The setting up of an international center or program is necessary to provide the infrastructure for the internationalization process.

Allocation of resources. Financial support from within the institution is necessary to ensure that activities such as professional development of faculty, travel, release time, internships, visiting professors, and others can materialize. Support from outside the institution such as businesses, alumni, federal and state agencies, and other sources can also be garnered.

Curriculum and instructional materials. The methods for internationalizing the curriculum such as infusion, addition of an international course, and majors must be considered. The infusion approach introduces an international dimension into the existing curriculum for comparative purposes. Including research and scholarly work that have an international perspective into an existing course would be an example of an infusion approach for internationalizing the curriculum. Conversely, the addition

approach includes creating new courses that are internationally focused to augment the existing curriculum. Creating a course such as Global Marketing for a business major is an example of an addition approach to internationalizing a curriculum. Creating international majors in an academic discipline is another approach to internationalizing the curriculum. For example, some universities offer International Business as one of their undergraduate majors.

Internationalization of faculty. Opportunities for faculty members to participate in international teaching and research are crucial to the internationalization process. The international experiences obtained by faculty members are invaluable to bridging the gap between the happenings and changes that are taking place in the larger world into the classrooms.

Internationalization of students. An institution should provide its students with international experiences through study abroad programs, international internships, and jobs to enhance their off-campus education. International students when present on campus can be a valuable resource to the extent that they participate in cross-cultural events and they provide direct access to another culture. By sharing their cultures with their American classmates they bring their cultures to a foreign environment. Also, international students who are willing to share their cultures will in return learn more about themselves and their American friends. Programming activities for residence life can include an international dimension.

Linkages with the business community. Associations or groups that have an international connection or interest can be invited to participate in the internationalization

process of the university. An advisory board that can actively participate in the internationalization process through problem solving and program development provides the institution with an outsider's perspective.

Collaboration with other educational institutions. International activities such as study abroad programs are expensive initiatives. Hence, cooperative ventures with other institutions can help to reduce the costs of starting a study abroad program. In addition, such collaborative efforts among universities or colleges to internationalize their institutions require them to work together as a team to ensure that the impact of the internationalization effort is maximized.

Value Adding Process

This phase of adding value describes the basic processes involved in internationalizing an academic program. The processes in this phase are formal instruction, curricular innovations, knowledge creation and dissemination, experiences and exposure, and service. They are considered added value because these are the important media or approaches of internationalization.

Formal instruction. The most direct impact a faculty member has over his or her students would be through the teaching that takes place daily in the classrooms. An initiative to include or add an international component into a syllabus would allow the faculty member to introduce an international perspective to the subject matter and engage the students in critically thinking about it.

Curricular innovations. Universities or colleges make changes to their curriculum when there are compelling reasons to initiate new courses or to change the

focus of the existing courses. Consequently, these institutions of higher learning can introduce an international requirement to their curriculum, for example the general education core, by making it mandatory for students to complete one or two courses with an international orientation.

Knowledge creation and dissemination. Scholars' expertise in their area of study provides the knowledge needed by students, community, and the government regarding specific issues or concerns. The scholars' knowledge is continuously built as they conduct research nationally or internationally. When research is conducted, knowledge is either created or reinforced and when the results are shared, knowledge is disseminated.

Experiences and exposure. Providing international experiences and exposure is one of the invaluable approaches to internationalizing a university or college. Students who participate in study abroad programs gain direct international experience and exposure to different cultures and they bring this experience back with them and into their future classroom experience. Similarly, faculty members who teach and conduct research abroad will gain international experience and exposure to a different culture, which can help make their teaching more interesting as experiences are shared first hand.

Service. Students, faculty members, and administrators can through service initiate and promote certain international activities or programs. Students who join the Peace Corps program upon graduation provide service in the areas of need of their host countries. Faculty members provide service to an international community when they participate in programs that help to educate refugee communities regarding health

concerns. Administrators provide service when they bring the community in contact with international students through the sharing of cultures.

Outputs

This phase identifies the outcome or benefits of the internationalization process. The components are graduates, knowledge, and an established school program.

Graduates. Students who graduate from universities or colleges with international experience or exposure may potentially be more employable than their peers without this experience, especially by organizations or corporations that have global subsidiaries. The quality of lives of these students, especially those who studied abroad, includes interactions with people from other cultures. These international experiences and exposure may help advance the graduates' careers, as well as help launch them.

Knowledge. Graduates with international internship experiences or with international experiences are most likely the more competent and accomplished employees in organizations or corporations that have global connections. They may have the foreign language skills required to handle communication with global partners. In addition, these graduates can provide an insight into the complex nature of cross-cultural communication.

School program. Potential domestic or international students might regard universities or colleges with established internationalized programs as the institutions of higher learning they would like to attend. Such programs may receive higher peer ratings and reputation for offering something that is invaluable and unavailable at other

institutions of higher learning. This may result in further growth of the program and its longevity.

Cavusgil (1991) recommends that a university that is considering internationalizing its campus start with an overall strategy that puts internationalization on its agenda. The campus community must be supportive of the internationalization process in order for it to proceed. Adequate and appropriate financial and human resources are imperative to ensure that any program required to internationalize the campus can be developed. Internationalizing the curriculum and teaching are important because the content of materials must include information that represents the current changes that are taking place worldwide and the most effective way of disseminating this information (Cavusgil, 1991).

Faculty members are at the forefront of educating students. Internationalizing faculty members through international teaching, research, and outreach is crucial to the success of internationalizing a campus. Overseas experiences such as study abroad programs or overseas internships are a form of experiential learning for students. The community outside the campus, such as the business community, may have closer ties to international developments than college and university administrators and faculty members. A relationship between the campus community and the business community may be helpful for students to gain firsthand experience regarding international issues. Similarly, collaboration with other universities that have strong international resources and programs may help to minimize the extensive cost of internationalization (Cavusgil, 1991).

The “value adding” process identifies events that need to take place during the internationalization process. Curricular changes that either infuses international issues or that revamp an entire curriculum must be considered. Changes in formal instruction that facilitate the teaching of an internationalized curriculum must be developed simultaneously with curricular changes. Faculty members who have international experiences will be more likely to participate in any internationalization efforts than will their other colleagues (Cavusgil, 1991).

According to Cavusgil (1991), students in the present era of easy access to global communication seek international experiences. One of the outputs of an internationalized campus is the knowledge graduates carry with them and how that knowledge is put into practice in their future careers and lives. This goal is important as countries enter multinational and international political, business, and educational collaborations. The ability to communicate in a cross-cultural setting is imperative to the success of any kind of international collaboration. The longevity of the university’s international programs will depend on the success of its internationalization process.

Definition of Terms

Terms used in this study include:

Comprehensive universities. Institutions that offer a wide range of master’s and baccalaureate programs. Comprehensive Universities Type I awarded 40 or more master’s degrees per year in at least three or more disciplines during the period studied. Comprehensive Universities Type II awarded 20 or more master’s degrees per year during the period studied (Carnegie Foundation, 2000).

Four-year liberal arts colleges. Institutions that concentrate on baccalaureate programs. These institutions awarded at least 50% of their baccalaureate degrees in liberal arts fields (Carnegie Foundation, 2000).

Globalization. Globalization is the influence of universal societal changes on local affairs (Arnove, 1999).

Intellectual property. The ownership of a specific area of knowledge.

International education. Events, programs, and services for faculty and students that are related to an international component within international studies, international programs, and international exchanges (Scanlon, 1990).

International student. A student who is a non-American citizen or permanent resident studying at an American institution.

Internationalization. Internationalization is the act of including an international perspective into the instructional, training, research, and service responsibilities of a university, college, or institute (Knight, 1997).

Internationalize. To internationalize is to institute an international dimension or perspective into the development of a university, college, or institute.

Research universities. Institutions that offer a wide range of doctoral, masters, and baccalaureate programs. Extensive research universities awarded 50 or more doctoral degrees per year in at least 15 disciplines during the period studied. Intensive research universities awarded at least 10 doctoral degrees per year in at least three or more disciplines or at least 20 doctoral degrees per year during the period studied (Carnegie Foundation, 2000).

Study abroad. Participating in academic programs or related activities in an international setting for a specific time period. Academic programs or related activities include but are not limited to: (a) international summer recreation and leisure field experiences with military and host country children; (b) cross cultural field experiences in teaching and learning in American, International or host country schools; (c) practicums or internships in a specific major, minor, or area of study; (d) academic course work from a university outside the United States; (e) performance tours/competitions of musical, theatrical or athletic groups; or (f) volunteer activities with a sponsoring host country institution.

Two-year colleges. Institutions that offer associate degrees and certificate programs and rarely award baccalaureate degrees (Carnegie Foundation, 2000).

Significance of the Study

There is a lack of research on the internationalization of higher education in that higher education scholars have not recognized it as a research theme (Teichler, 1996; Wit, 2002). Altbach (2000) pointed out that research on the internationalization of higher education is increasingly important as academic environments become more globalized.

According to Mestenhauser (1998), one of the difficulties of internationalizing higher education is the conceptual confusion regarding the meaning of international education. There is a gap between what administrators and faculty at a college or university understands as internationalizing a campus and the process of achieving it. Hence, the perceptions of administrators and faculty members regarding the importance of

internationalizing a campus, especially its curriculum and programs, are crucial to the success of any internationalizing process.

The results of this study may help universities or colleges understand the complicated nature of an internationalization effort from multiple perspectives as presented by selected stakeholders. In addition, specific issues regarding the internationalization process such as the approaches that needed to be employed, potential benefits and difficulties that may be encountered during the process and its scope for the future may be identified. Additionally, it may serve as a model for similar universities or colleges in their internationalization processes.

CHAPTER TWO

LITERATURE REVIEW

Internationalizing higher education in United States is not a new phenomenon. Some universities and colleges in the United States have attempted to internationalize their campuses by enrolling international students and hosting international exchanges. Other universities and colleges may have attempted to implement curricular changes by adding an international dimension to their curricula. The attempts to introduce an international dimension into the curriculum and programs of universities or colleges started before World War II but the efforts were modest as there were no specific agendas (Deutsch, 1970; Groennings, 1990).

Although universities and colleges have attempted internationalizing higher education, there have been certain periods in the United States history where the pressure was felt by these institutions to actively engage in international education activities. During World War II the United States discovered that its knowledge of other cultures around the world, especially in foreign languages and geographical areas of the world, was minimal. This country's emergence as a world leader after World War II created an urgent need for language and geographical area experts with the new era of global political competition (Groennings, 1990; Vestal, 1994). Hence, international education became an important component of higher education development after the Cold War ended as the United States realized that its universities and colleges are the sources of language, geographical, and technical experts (Mestenhauser, 1998).

This chapter describes the known and unknown issues regarding internationalizing higher education, the historical context for internationalizing higher education in the United States, the national context and development of internationalizing higher education in the United States, related research on internationalizing higher education, and the trials of internationalizing higher education.

The Known and Unknown Issues about Internationalizing Higher Education

The concept and meaning of internationalizing higher education or the internationalization process is perceived differently by various advocates of international education. Consequently, the internationalization of a campus is shaped by its stakeholders' assumptions regarding the components of the internationalizing effort and the internationalizing process. What is internationalizing higher education? What is internationalization?

An internationalized campus is often described as a place where certain "international" components or activities exist. The presence of individuals from other countries such as international students, international scholars, and international faculty is often listed as an indicator of an internationalized campus. Similarly, the existence of a study abroad program, American faculty conducting research abroad, and the celebration of different cultural events are some of the international activities that are used to define an internationalized campus. These components are considered to be strands of internationalization but they do not reflect the full internationalization process.

According to Harari (1992), internationalization is an overall change of higher education, which includes multiple levels of approaches to the change effort. Scholars

who conduct research in international education often describe internationalization as a process. Internationalization has been described as the process of creating an internationally focused campus (Hanson & Meyerson, 1995; Harari, 1989).

Ellingboe (1998) said:

Internationalization as a process could be described as a colorful ribbon that weaves throughout college structures, from individual faculty of one discipline to a college dean's office. Sometimes the ribbon begins in a dean's office and makes its way throughout selected disciplines within a college or professional school, taking different routes to reach various departments, leaving its own pattern for others to follow. As it sews and loops throughout a college's many-tiered, multi-layered, and mega-veined structure, it encounters everything from blockades to wide pathways as it integrates international, cross-cultural, and comparative perspectives within and across collegiate units. (p. 199)

The internationalization effort of a campus is seldom mentioned as an overall campus change because the assumptions of an internationalized campus almost always refers to the individuals from foreign countries, study abroad programs, and international activities because these components are visible. The internationalizing process involves the changing of a paradigm when a university or college decides to promote international education. Stakeholders such as administrators, faculty members, and students need to share the common belief that internationalization is important to the institution. The process of creating a common culture that values international students, exchange scholars, study abroad, and curricular innovations is often unseen. The translation of these values results in efforts such as recruiting more international students, providing scholarships for study abroad programs, and funding for international research and conferences.

Consequently, internationalizing higher education needs to be reconsidered as a process that results in certain “content” components. The process of internationalizing a campus has to be understood and well defined in order for the components to materialize.

The Historical Context for Internationalization in the United States

Efforts to internationalize higher education in the United States can be traced back to its involvement in world developments, especially in relation to its national security. The United States’ involvement in both the world wars resulted in the knowledge that most of its citizens, especially its military personnel, lack foreign language skills and geographical expertise of other cultures in different nations. Consequently, universities and colleges began to expand their foreign language programs and the geographical study of other countries. The demand for these programs was dependent on the country’s involvement with other countries. The September 11, 2001 tragedy has once again raised the level of awareness regarding the need to study another culture, especially the study of the Islamic religion and the Arabic language. Again, the internationalizing of higher education in the United States seemed to closely follow events that are related to its national security.

This section will describe internationalization efforts before and after World War I and after World War II. Many internationalization efforts were spawned after World War II as the United States began to emerge as a world leader with the impending need to understand other cultures and nations.

Internationalization Before and After World War I

The earliest records of international education exchanges can be traced to the travels and exchanges through educational sojourning, missionaries, and the growth of colonialism in the eighteenth century (Deutsch, 1970; Mestenhauser, 1998; Michie, 1969; Veysey, 1973). Many of the individuals who traveled across the globe before World War I were mostly missionaries who took on the calling to spread their religious beliefs (Michie, 1969). Its European ancestry influenced the United States educational system, especially during its infant stage as a country. European models of higher education were reproduced in the United States with similar organizational hierarchy, architecture, staff, curriculum, and teaching styles (Samoff, 1999).

Students who wanted to pursue graduate education went abroad for graduate education and to experience European culture (Veysey, 1973). According to Deutsch (1970), most of the educational sojourning to the mother nation took place during the 18th century. The European model was the legacy of the colonial rule for the United States' higher education system.

The academicians' involvement in new international organizations was another factor that contributed to the United State's interest in international affairs before World War I. The United States' interest in international affairs during this period can be attributed to the role played by academia in new international organizations such as The Hague Conventions, which took place in 1889 and 1907, and the League of Nations in 1920 (Michie, 1969).

Institutions of higher learning before World War I era did not actively pursue international education or initiate any internationalization process because there did not seem to be any urgent need to do as can be observed after World War I.

According to Pickert (1992) and Backman (1984), the government of the United States was not directly involved in international educational exchange until after World War I. International education as a university discipline emerged after World War I as universities and colleges attempted to promote a study of international relations in the 1920s (Scanlon, 1960). Funding for the development of international education or the study of international relations in particular was not initially provided by the government. In fact, it was the philanthropic support of industrialists such as Andrew Carnegie, Daniel Guggenheim, John D. Rockefeller, and W. K. Kellogg, who provided funding for international studies and exchanges between 1920 and 1940 (Butts & Cremin, 1935; McCaughey, 1984).

Internationalization After World War II

The emergence of the Cold War, from 1949-1989, impelled the United States to protect its interest in the political arena because many of the world's nations were either allies of the former Soviet Union or the United States (Gutek, 1993). The United States was especially determined to reduce the influence of the former Soviet Union in Western Europe. The events of World War II also brought the United States to the realization of its inability to deal with other cultures of the world because specialists were needed to communicate in Japanese, Chinese, Russian, Malay, French, German, Italian, and African and other Asian languages (Goodwin & Nacht, 1991). Subsequently, the United States'

higher education institutions began to open their doors to foreign students and enrollments began to grow, which led to the formation of the National Association of Foreign Student Advisors (NAFSA) in 1948 to oversee the needs of these students (Pickert, 1992). Kulman (1992) pointed out that NAFSA was founded on the understanding that higher education institutions should be more actively involved in international exchange activities as the enrollment of foreign students began to rise. Currently, this association is known as the Association of International Educators but NAFSA is still used because of its familiarity to the professionals in international education.

The launching of Sputnik in 1957 not only heightened the United States' concern regarding its political leadership in the world but also its ability to compete with the development of science and technology of other countries (Tonkin & Edwards, 1981). Subsequently, the United States government realized that its defense system was being threatened and proceeded to pass the National Defense Education Act (NDEA) in 1958 under the leadership of the former Senator Carl Elliot. This act provided funding directly to universities for area studies centers and foreign language programs (Backman, 1984; Pickert, 1992).

The role of the United States' government in international affairs was initially a political concern regarding its power and prestige as a leading nation. The need to communicate with different cultures of the world made foreign languages an important area of study in elementary, secondary, and higher education. However, when the former Soviet Union challenged the United States in the area of technology, it was through

scientific development that international education became an important component of this country's government agenda. Currently, there is renewed interest in the role of education and its relationship to political stability and development. The disintegration of the former Soviet Union into newly independent republics and the economic crises of 1997 that affected the Southeast Asian countries reflect the importance and value of an interconnected world (Arnove, 1999).

The National Context for Internationalizing Higher Education in the United States

The development of international education as an aspect of higher education cannot be independent of the government's influence because international exchanges and agreements involve political and educational understandings.

The Fulbright Program

One of the earlier programs initiated by individual politicians is the Fulbright Program of 1946, which in 1961 was renamed as the Fulbright-Hays Program. This program aims to facilitate the preparation and exchanges of expertise through the provision of technical assistance and area studies (Deutsch, 1970; Groennings, 1997). In 1946, Senator J. William Fulbright of Arkansas proposed that the money obtained from selling artillery to other countries, especially European countries, after World War II should be used to fund international exchanges (Johnson & Colligan, 1965). Groennings (1997) stated that approximately 71,000 Americans have gone abroad and 128,000 foreigners have come to the United States through the Fulbright and Fulbright-Hays Program.

The National Defense Education Act

The most significant initiative by the federal government to promote international education was the passage of the National Defense Education Act (NDEA) during the Eisenhower administration in 1958 (Vestal, 1994). After this was enacted the government shifted its focus from helping only European countries to newly founded nations in Africa and Asia (Tonkin & Edwards, 1981). Thus, a partnership between the government and universities and colleges was forged in order to develop quality graduate programs in science, math, foreign languages, and area studies (Groennings, 1990; Vestal, 1994). The NDEA continued to be supported as Title VI of the Higher Education Act of 1968.

The International Education Act

Another federal initiative, the International Education Act (IEA) of 1966 was passed during President Lyndon B. Johnson's administration and it heightened the importance of international education on campuses because it proposed that grants be allocated for international studies and research for undergraduate and graduate education (Vestal, 1994). The IEA was included, as part of the amendments to the Higher Education Act of 1968, but it was never funded. The United States' involvement in the Vietnam War and domestic problems during the 1970s and 1980s became the focal point of its Congress (Johnston & Edelstein, 1993; Pickert, 1992).

Vestal (1994) claimed that President Johnson's lack of continued support of IEA might be the determining factor that resulted in its defeat for funding by Congress. The President's involvement in Southeast Asia caused a substantial monetary drain from this

country and the public questioned his leadership. Consequently, the federal government's political and financial support for international education began to decline (Coombs, 1985). When IEA was dropped from the budget, many college campuses began to doubt the seriousness of the government's attitude to international studies (Kerr, cited in Burn, 1980). Unfortunately for those institutions that are involved in internationalization, IEA has remained an act without any funding appropriations.

The President's Commission on Foreign Languages and International Studies

The federal government conducted an extensive study when President Jimmy Carter appointed a commission on the state of international education in the United States. The report, President's Commission on Foreign Languages and International Studies, was published in November 1979 and the findings were presented in relationship to national political and economic security (Rahman & Kopp, 1992). Essentially, the results indicated that American students' abilities in foreign languages and their knowledge about world affairs were minimal (Pickert, 1992; Pike, Barrows, Mahoney, & Jungeblut, 1979). The study pointed out the need for international education as a prerequisite for the United States' national security (Scanlon, 1990). As a result, the interest in international education reemerged because politicians, corporate leaders, and educators agreed that something had to be done about this educational neglect.

Rahman and Kopp (1992) claimed that this report became the turning point of the "internationalization" process in universities and colleges because it became an agenda in higher education. However, this report was not followed up with any substantial funding

for change and once again an international education initiative ended as rhetoric (Vestal, 1994).

The National Security Education Act

The National Security Education Act of 1991 was another federal effort to provide support for several aspects of international education in higher education. This Act provides financial support for undergraduate study abroad programs, graduate fellowships in international studies, and curriculum grants in international and area studies, and foreign languages (Vestal, 1994). This Act was welcomed by the higher education community as a very timely initiative because fewer than 2% of American undergraduates studied abroad in 1991 (Pickert, 1992).

The Common Approaches of Internationalizing Higher Education in the United States

The development of international education in the United States is closely related to its political and economic developments. In the 1950s and 1960s, foreign policy studies and area studies were common international education perspectives (Becker, 1979). The study of foreign languages compels a person to appreciate a culture different from his/her own, which may help to reduce a nation's parochialism (Burn, 1980). Although the President's Commission on Foreign Language and International Studies (President's Commission, 1979) stressed the importance of competency in languages, the number of students enrolled in foreign language courses actually dropped in the 1970s and 1980s (Pickert, 1992). According to Lambert (1986), the non-existence of a comprehensive national plan for language studies may have contributed to the lack of interest in foreign languages. Groennings (1990) pointed out that there is an inverse relationship between

the interest of the academic and foreign affairs communities in languages and the involvement of the United States in that geographical area.

A common method adopted by universities and colleges to internationalize their campuses is setting up study abroad programs (Lambert, 1989). The interest in study abroad began in the 1970s and is currently a popular option for American students to include some international experience as part of their undergraduate and/or graduate education. The unstructured manner in which the study abroad programs grew, the limited areas of concentration, and the connection between going abroad and the student's own program of study have caused many faculty members to question their quality (Johnston & Edelstein, 1993; Lambert, 1989; Michie, 1969). Goodwin and Nacht (1991) stated that institutional administrators for the study abroad programs seldom identify its effects when designing the programs.

International students are a major part of international education in the United States because of the diverse cultures and languages brought to the campuses. The uniqueness of the American higher education system offers many advantages to foreign students because there are different types and levels of institutions, the presence and maintenance of quality, and the open access to most institutions (Lambert, 1995). The enrollment of foreign students has increased tremendously over the decades as universities and colleges started recruiting internationally and international travel became more feasible and accessible. The number of foreign students was 34,232 in 1954-55 as compared to 582,996 in 2001-02 (Institute of International Education, 2002). Many universities have realized the cost benefits of enrolling foreign students because approximately 80% of

international undergraduate students are supported by their families or by their personal funds and an additional 5% are supported by their own governments (Lambert, 1995). In addition, these students are an easy and direct resource for universities and colleges for cross-cultural learning and teaching opportunities.

The most significant way of promoting international education in universities and colleges is through internationalizing the curriculum. An academic program that has an international curriculum, which is offered by many universities and colleges, is the International Relations degree program for undergraduates (Mestenhauser, 1998). The support of the faculty in achieving this objective is essential because curricula and disciplines can be changed only if the faculty members are internationally minded (Johnston & Edelstein, 1993). Some university and college administrators prefer to set up international centers and participate in international projects, rather than internationalize the curriculum, so as to avoid potential confrontations with individual faculty members who are resistant to the idea (Mestenhauser, 1998).

The Trials of Internationalizing Higher Education in the United States

The gradual acknowledgment of an increasing interdependence among countries has prompted higher education institutions to include international education concerns or diversity in their mission statements and strategic planning efforts during the past two decades. However, the process of internationalizing higher education has been approached differently by universities and colleges. There are conceptual and implementation constraints in the growth of internationalizing higher education.

The professional organization for international educators, NAFSA, articulated an objective for a national education policy in 1999. This policy proposed that cultural and foreign language be promoted at the primary and secondary levels so that future undergraduates may graduate with a certain level of proficiency in a foreign language and with basic knowledge about at least one area of the world. In addition, this policy recommended international collaboration among institutions of higher learning so that an internationalized curriculum may be developed, international research can be collaborated, and more student and scholar exchanges can take place.

Subsequently, a memorandum was signed by former President William J. Clinton on April 19, 2000, urging heads of executive departments and agencies to collaborate with the private agencies to promote international education. In the past, government-supported activities have been influenced by its political position in world affairs. When the war in Vietnam ended, the United States' role in the development of international higher education ended as well (Pickert, 1992). Although the International Education Act of 1966 was passed, no funding was appropriated. Consequently, the development of international of education has not been perceived as something important for national development because the federal government's role in international education has always been largely dependent on its external affairs.

International education has been linked with other terms such as global education, international studies, and multicultural education. It is a term that is often heard and generically refers to anything having to do with cultural diversity. International education is interchangeably used with other terms such as international affairs,

international programs, the international perspective, and the international dimension (Arum & Van De Water, 1992). According to Kobus (1983), a major problem of international education is the lack of a precise definition and conceptualization, and the implementation of programs. Smart (1971) stated, "What international education is depends primarily on what it is for" (p. 442).

An accepted definition for international education among professionals and non-professionals alike is needed in order to advocate for the development of this field because a common conceptual understanding will facilitate proposals for funding and the development of professionalism among internationally-minded educators (Arum & Van De Water, 1992; Becker, 1982; Kobus, 1983; Lamy, 1983; Tonkin & Edwards, 1981).

The federal and state governments and university and college administrators often acknowledge the value of an international component in higher education, but the follow-up on these concerns in funding appropriation has been minimal. Given this continuing situation, it is unlikely that internationalization will be seriously considered as an important development of higher education (Gagliano, 1992; Vestal, 1994).

Over the past several decades' most federal initiatives for international education programs have suffered from major budget constraints that significantly reduced or eliminated the resources of international agencies (Kanet, 1996; Vestal, 1994). Even the funding for the well-known Fulbright program experienced cutbacks when Congress decreased its appropriation from \$126 million to \$94 million in 1998. Similarly, programs such as the National Security Education Program, and United States Information Agency programs as well as State Departments have had significant cuts in

funding (Kanet, 1996). This trend had a significant impact on the continuity of the development of long-term international projects. Study abroad programs and student and scholar exchanges will most likely decrease (Chandler, 1999). Also, universities and colleges that want to continue their international activities will have to depend on their own resources by cutting corners. If these institutions are not prepared to accommodate and fund such activities, the internationalizing of campuses may not materialize.

Internationalizing a campus requires more than having a study abroad program or admitting foreign students. Universities should have a comprehensive understanding of their role in the development of world affairs (Wilson, 1951). This means that a certain level of institutional self-evaluation is important to ascertain the importance of international education to the institution (Auer, 1995).

Other obstacles include the lack of institutional commitment to international education among top-level administrators and the hesitance of the faculty to make changes in the academic curriculum (Backman, 1984; Mestenhauser, 1998). Institutional leadership is extremely important in any institutional internationalizing effort, especially for faculty members who are internationally minded. They can be easily discouraged in their efforts to promote international components in their curriculum if their deans do not support what they do (Goodwin & Natch, 1991; Harari, 1992; Tonkin & Edwards, 1991). According to Johnston and Edelstein (1993), the heart of internationalizing a campus is internationalizing the curriculum. Internationally minded faculty members are extremely important in affecting curricular changes because they are directly responsible for changes in academic disciplines (Kwok, Arpan, & Folks, 1994). Faculty members have

to be made aware of the benefits of international education, understand what it means, and understand the importance of developing strategies needed to internationalize the curriculum (Arpan, 1993).

Related Research on Internationalizing Higher Education

The following studies show research relevant to international education and the internationalization of higher education. They include investigating the response of institutions towards international studies at the undergraduate level, the experiences of faculty in relation to international teaching and research, the perceptions of stakeholders towards internationalizing higher education, and the current development of internationalization in the United States. These studies show multiple levels of understanding towards internationalizing higher education.

The Lambert Study

Lambert (1989) conducted an extensive study to determine the response of the undergraduate level of education to the challenges of promoting international studies. The data were collected from responses to letter survey, the twenty-first annual report of the Cooperative Institutional Research Program on freshmen; information from surveys conducted the American Council on Education, site visit sample, and course offerings at forty-two institutions. The institutions included research and comprehensive universities, baccalaureate colleges, and two-year colleges. Summary findings were discussed under study abroad, foreign language instruction, and internationally focused courses concentrations, and institutional priorities and presidential commitment.

Lambert found that the overall proportion of American students participating in study abroad is quite low except in the prestigious private liberal arts colleges. It is far lower than the effort by the European Economic Community to have at least 10% of its students to study in each member country. Also, most American students go to Western European countries while neglecting most developing countries.

The percentage of undergraduate students who take foreign language classes is relatively low. Institutions that require a foreign language for graduation have a short period of either one semester or one year of study. The dropout rate was between one-third and one-half for the students enrolled in a foreign language during the first and second semester. By the second and third year the decline in enrollment reached approximately 80%.

The foreign language requirement is the most common form of international studies requirement by the institutions studied. Institutions that include an international component in their general education requirements tend to offer courses in Western history or civilization. Approximately 47% of four-year institutions and 33% of two-year institutions offered such courses in their general education requirements. Generally, international studies were offered under a more general component, which allowed the student the liberty of taking an internationally focused course, or one that was related to it.

The presidents of most of the institutions believe that international education is extremely important for the next generation of students. However, the presidents of two-year institutions did not rate it as highly as the presidents of other institutions. They were

asked to rate the importance of foreign affairs knowledge with other disciplines such as math, English, natural science, foreign language, U.S. history, economics, western heritage, and job preparation. International affairs knowledge was considered important but not more so than most of the other disciplines. The presidents were asked to prioritize their spending if they were given an additional \$100,000 per year to support international studies. Almost all the presidents indicated that they would spend most of the money on either hiring faculty with international expertise, hiring additional foreign language faculty, or sending faculty abroad.

This study examined the challenges faced by undergraduate educators in higher education institutions in this country. The results indicate that the approaches to this challenge of promoting and including the international studies component as part of the curriculum vary, as different institutions tend to respond differently. Most of the presidents consider international studies as an important component of undergraduate education but considerations for other disciplines prevent them from prioritizing the former as an urgent need for curricular changes in their institutions.

The Goodwin and Nacht Study

Goodwin and Nacht (1991) studied the international experiences of American faculty. A total of 37 institutions in four different regions: 10 in Washington and Oregon, 7 in Georgia and South Carolina, 10 in Massachusetts, and 10 in Utah and Colorado were the sample of this study. The researchers held discussions and interviews with faculty from different disciplines and with chancellors, presidents, provosts, deans, and department chairpersons.

Faculty members who were involved in overseas service such as the Peace Corps, church missions, and military were the most eager to consider going abroad again.

Faculty who are area specialists on less studied parts of the world in Asia, Africa, and Latin America and trained in the 1950s, 1960s, and 1970s were more inclined to travel abroad to teach and conduct research. They had mentors who instilled a sense of necessity to go abroad to widen their knowledge.

Although there are major benefits of gaining an international experience, faculty do incur personal costs. Some of the concerns included health and safety, finances, and family issues. Travels to underdeveloped countries pose more health hazards than others. Personal fears regarding the possibility of being held in countries with political turmoil is another matter of concern. Financial loss was frequently experienced by faculty because of fixed expenses and also the loss of their salaries during their leave of absence in some institutions. Other personal costs include family complications with working spouse and school age children. Professional costs for faculty members vary from institution to institution. Others often consider any overseas experience that result in publications as a good use of time. Conversely, faculty members who do not publish may be anxious about their academic advancement. In general, most faculty members were skeptical about the value of an international experience.

Most presidents and provosts indicated that promoting international activities among faculty members requires extra funding. This implies that the faculty will most likely have to seek funding from other resources if they are keen on an international experience. Deans and department chairs tend to internationalize their departments if other campuses

are doing it or if funding is available. Most faculty members indicate that they depend on the support provided by the leadership of their deans and department chairs to encourage them to explore teaching and researching overseas.

The results of this study reflect the complicated and formidable task of encouraging internationalization on campuses. Institutional leadership is an extremely important factor that either encourages or discourages faculty members to internationalize their teaching and their research. Funding is another major concern because administrators cannot promise what they do not have and faculty members must think about their own personal and professional costs and loss if they embark on an international experience.

The Knight Study

Knight (1997) reported the findings of a survey study on the perceptions of different stakeholder groups regarding the Canadian higher education system and internationalization. These groups consisted of 62 different national associations, government departments, and private sector groups. The components of the study were rationale for internationalization, elements of internationalization, barriers to internationalization, and private sector involvement.

All the groups studied agreed that the most important rationale for internationalization is to prepare graduates to have knowledge about world affairs and to be interculturally competent. However, the groups gave different reasons for this rationale. The education sector thought that it was important for future graduates to understand the increasing interdependence between countries so that they will be able to work cooperatively with others. The government sector stated that graduates need to

understand the relationship between globalization and its impact on the economy of the country. The private sector thought that increasing transnational mergers would require graduates who are competent to work with worldwide corporations.

The internationalization of the curriculum was ranked the highest among the elements, on a scale of 1 to 10, while foreign language studies were given low priority. The private sector ranked research as its second priority while the government and education sectors ranked it as 7 and 8, respectively. All the groups ranked joint activities with local ethnic and cultural groups as the lowest priority.

A general consensus was found among all the groups regarding barriers preventing the inclusion of an international dimension. The education sector's ranking on the lack of cooperation among education institutions and public and private sectors was not as high as the private sector's ranking. In addition, the education sector ranked the element, confusion as to why internationalization is important, higher than the government and private sectors. All three groups felt that potential employers may not value graduates who are competent in international affairs. Lack of commitment by institutions was ranked as very high (second) as a barrier to internationalization by the government sector, while the education sector ranked it as low (seventh). The role of the private sector was mainly perceived as providing work placements and internships for students. The broad range of suggested internationalization activities for the private sector implies that all three sectors may need to work collaboratively to implement their ideas. The different perceptions on internationalizing Canada's higher education system imply that a collaborative effort among all three groups may facilitate the process. All these groups

have their own reasons for advancing the international dimension of the higher education system. Consequently, these differences have to be understood so that these groups can become the stakeholders of international education.

The Ellingboe Study

Ellingboe (1998) conducted a qualitative case study of the University of Minnesota campus to determine this institution's internationalization pattern and development. This multidimensional case study sought to discover and compare the strategies adopted by five colleges of the University of Minnesota for internationalizing the curriculum. The colleges included in the study were the College of Agricultural, Food, and Environmental Sciences, the College of Ecology, the College of Education and Human Development, the College of Liberal Arts, and the Curtis Carlson School of Management. In addition, the study allowed the participants to recommend institutional strategies for the university's internationalization development.

A total of 42 semi-structured interviews were conducted. The participants included 17 faculty members, 13 upper-level administrators, and 12 professional staff members from international units of the university and colleges. The interviews were conducted over a five-month period.

The major findings of the study were categorized into several sections, which included a rationale for internationalization, components of internationalization, resistance factors, and encouragement factors. The rationale for internationalizing the university was described in terms of benefits for the institution, the college, and for the individuals. The university would be recognized nationally and internationally as an

internationalized campus. In addition, a university with an internationalized curriculum would attract international students, international scholars, and international faculty to study, teach, and conduct research at the institution. This might create more opportunities for future international collaboration between the University of Minnesota and other institutions of higher learning.

One of the primary benefits of a college that internationalizes its curriculum included graduates who are able to function in a more globalized society. Additionally, the quality of teaching will be enhanced as studies on cross-cultural comparisons and international disciplines are included in the curriculum. Internationalizing the university could expose individuals to different world cultures, gain an understanding about these cultures, and raise their level of awareness about issues and events around the world.

Ellingboe (1998) discovered that the internationalization effort consisted of six components or strands that are the media for internationalizing the University of Minnesota. College leadership, faculty members' international experiences and involvement in international activities, the curriculum, study abroad programs, the presence of international students and scholars, and international curricular units such as residence halls, student activities, and student organizations, etc. are the important components the participants used to describe an internationalized university.

Ellingboe (1998) found nine factors that contributed to the perceived resistance towards making changes that would internationalize the university and the curriculum. Cognitive component, incentive ingredient, financial factor, institutional dilemma, disciplinary direction, public perception syndrome, future orientation fear, collaboration

component, and graduate school preparation piece are the perceived challenges that may hinder the internationalization of the university.

Providing faculty members with international experiences would help them make the cognitive change from connecting these experiences to their teaching. Faculty members need to be encouraged to explore international activities by the leadership of the university. Sufficient financial resources must be available in order to encourage faculty members to consider taking part in international activities. Institutional dilemmas for faculty members, especially junior faculty members, might prevent them from considering teaching and conducting research abroad if such efforts do not help in their promotion and tenure.

It is difficult to make curricular changes when it requires faculty members to remove material from the curriculum, especially if the content to be covered is voluminous. The value of participating in international activities such as teaching and researching abroad may raise questions about the faculty members' absence from their teaching responsibilities. The public may consider participation in internationalizing activities such as spending time abroad to be a traveling perk and not entirely necessary.

The internationalizing process is sometimes hindered when the connection between what is currently learned at the university and its usefulness to one's future is not realized. The paradigm for teaching and conducting research was more individualistic in nature. International collaboration in teaching and research is not the norm among the colleges studied. Many faculty members described their graduate school education inadequately exposed them to international experience or interests.

Although resistance factors towards internationalizing the curriculum were present in this study, there were encouraging factors identified by the participants. Some participants pointed out that internationalization is important for the students' educational process and the curricular portfolio. Internationalization could help the university achieve its goal of becoming one of the top five public universities in the United States. The university plays an important role in preparing a workforce that is competent in a globalized working environment. Curricula that were being internationalized continue to encourage the internationalization process. Additionally, the recognition awarded to colleges that were actively pursuing international education strategies and goals continued to help the internationalization agenda at the university to be pushed forward.

The results of this study reflected the complexity of internationalizing an institution of higher learning. The participants acknowledged the value of an internationalized university but resistance factors exist. The university's mission of becoming one of the top five research universities in this country requires it to form a comprehensive internationalization policy (Ellingboe, 1998).

Internationalization of United States' Higher Education: Preliminary Status Report 2000

The American Council on Education (ACE) conducted three surveys to determine the status of internationalization of higher education in the United States in 2000, which were funded by the Ford Foundation (Siaya & Hayward, 2003). The first survey included 725 community colleges, liberal arts colleges, comprehensive universities, and research universities. The second survey was conducted among 1,027 undergraduate faculty

members from the surveyed institutions. The third survey gathered data from 1,290 undergraduate students from the surveyed institutions.

The internationalization components that were surveyed included foreign languages, study abroad, international dimensions of the curriculum, academic requirements, international awareness, international students and faculty, institutional support for internationalization, and government and non-government support for international education. In addition, the data on employment demands and attitudinal and experiential data in relation to internationalization were included.

The overall foreign language enrollments have declined over the past 40 years. The enrollment was 16% in the 1960s and from the mid-70s to the present the enrollment averaged less than 8%. Although only 0.8% of the students enrolled participated in study abroad per year, the number of countries that were visited increased (Hayward, 2000). In addition, shorter study abroad programs have become more popular.

The international content of the curriculum of the universities and colleges was minimal as graduates' knowledge about other countries and cultures was shown to be lacking, which shows the lack of international awareness among the students. The requirements for admission and graduation that included an international education component experienced a significant drop. The percentage of universities and colleges that require a foreign language for admission dropped from 34% in 1965 to approximately 20% in 1995. The percentage of universities and colleges that required a foreign language for graduation was only 17.

The enrollment of international students and the number of international scholars continue to grow. The universities and colleges from 1998 to 1999 hosted more than 70,000 international scholars. According to Hayward (2000), some form of administrative support for study abroad programs and international student services are provided by a vast majority of four-year institutions. Both federal and state funding has declined over the last decade. However, several states did increase their international activities during the past few years.

Research on the demand for employment of individuals with international expertise is few and far in between. However, there is an increasing need for individuals with foreign language skills with the changes occurring at certain federal agencies. Currently, 67 federal agencies have foreign language requirements as compared to only 19 in 1985 (Hayward, 2000).

The attitudes of administrators, faculty, professional staff, and students towards the internationalization process are important to the creation of a campus culture that promotes it. Hayward (2000) pointed out that there are very few such attitudinal and experiential data available for institutions of higher learning. A comparative study concluded that scholars in the United States deemed international work, research, and collaboration as less important than their colleagues' abroad.

This study by the American Council on Education implies that there is yet more to be done about the state of internationalization at universities and colleges. The need to encourage more participation in foreign language programs is crucial to the success of the United States as a leader of the world. Additionally, curricular reform at the

undergraduate level has to take place to enable American students to gain some form of international exposure.

The above studies were selected to indicate the multiple approaches or perspectives of internationalization that take place in universities and colleges. Additionally, it shows the complexity of this process and the important role administrators, faculty members, professional staff, and students play in its success.

Summary

The debate on the importance of internationalizing higher education is an ongoing concern for different individuals and for different reasons. The development of internationalizing higher education has been closely related to the political concerns of this country. The launching of Sputnik by the former Soviet Union was a turning point for international education. The federal government embarked on certain measures to overcome the apparent lack of specialists in foreign languages and area studies. International security was the prime reason for the enactment of the National Defense Education Act.

The increasing number of transnational mergers has refocused the importance of international education and the need to internationalize higher education. The economy and trade of this country is dependent on its ability to communicate across cultures. The rationale for the importance of internationalization has changed from an emphasis on national security to global economic interdependence. However, institutions respond differently to the call for internationalizing their campuses, the curriculum, and

their faculty because of the value placed by the respective leadership, and the availability of sufficient funding for changes to take place.

There are numerous benefits of internationalizing a campus. The acceptance of international education and internationalizing higher education is possible only if the stakeholders understand its value and work towards achieving this goal collaboratively. Additionally, more research is needed that will reflect the importance of internationalizing higher education as a much needed area of study.

CHAPTER THREE

METHODOLOGY

In this study I sought to examine the meaning of internationalization of higher education as perceived by its stakeholders at a particular institution, including administrators and faculty members, at a particular institution. Hence, as the researcher, I expected to receive multiple perspectives from these participants regarding internationalizing higher education. The general research method I chose for this study is qualitative inquiry, which allowed me to explore the perceptions of the stakeholders within a single higher education environment. According to Merriam (2001), “Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (p. 5). Lincoln and Guba (1985) described contextual inquiries as naturalistic inquiries because “naturalistic inquiry is always carried out, logically enough, in a natural setting, since context is so heavily implicated in meaning” (p. 187).

Because I examined internationalization within a single higher education setting from the perspectives of those responsible for its design and operation, I selected the specific qualitative method of case study.

Qualitative Inquiry

The philosophical roots of qualitative research can be traced to phenomenology and symbolic interaction (Merriam, 1998). Phenomenology is concerned with the experiences of individuals. According to Glesne and Peshkin (1992), “qualitative

methods are generally supported by the interpretivist paradigm, which portrays a world in which reality is socially constructed, complex, and ever-changing” (p. 6).

Qualitative research is used to understand the uniqueness of a particular study, its context and the interactions that take place (Patton, 1990). The construction of meaning takes place through the interpretive lens of the researcher as people’s thoughts and experiences are explored. Experiential understanding and the construction of meaning are important aspects of qualitative research (Eisner, 1998; Glesne & Peshkin, 1992; Merriam, 1998; Stake, 1995).

Bogdan and Biklen (1992) described characteristics of qualitative research as:

1. The research is field focused and the researcher is the main data-collecting instrument.
2. The interpretive nature of qualitative research results in data rich with descriptions as the meaning of events are explored.
3. The process of the research is as important as the result. Data collection and analysis take place simultaneously.
4. The research does not start with a hypothesis.

According to Ellingboe (1998), the meaning and process of internationalization of an institution can be discovered by using a qualitative research approach, which allows the stakeholders to share their perceptions and experiences regarding internationalizing higher education in a descriptive manner. The process of internationalizing an institution includes areas such as organizational change, redesigning the curriculum, and the ways in which the internationalization process is implemented. The meaning of internationalizing

can be explored through the perspectives of the institution's stakeholders. Hence, qualitative research methodology was an ideal approach for me to use to conduct a study on a specific institution from multiple perspectives regarding internationalizing its campus.

Study Design

I chose the case study approach for my study because it seeks explanations to particular situations, events, programs, and phenomena (Merriam, 1998; Stake, 1995; Yin, 1994). In this particular situation I sought to understand internationalizing higher education through the perspectives of different stakeholders including upper-level administrators and faculty. The design was a single case study where the chosen university, a Midwest comprehensive university, was the case to be studied. The uniqueness of the case study approach is its ability to handle different types of evidence such as observations, interviews, documents, and artifacts (Yin, 1994).

Case study research is a qualitative research approach that focuses on understanding the question at hand instead of searching for explanations. It is concerned with detailing the process of understanding and the search for meaning out of something that is complicated and complex (Eisner, 1998). It is a form of inquiry that requires researchers to be insightful and to discover information, describe and interpret it (Ellingboe, 1998; Merriam, 1998).

Sample

Purposeful sampling was used in order to identify the participants in this study, who were mid- and upper-level administrators and faculty members at a Midwest

comprehensive university, referred to as “The University” in this study. Purposeful sampling is used to discover, understand, and gain insight from a specific group of people who will be able to provide rich information and from whom the most can be learned (Mayan, 2001; Merriam, 2001; Patton, 1990). This method of sampling is similar to situations where consultants are called upon because of their experience and expertise.

The Deans of the College of Education, the College of Humanities and Fine Arts, the College of Business, the College of Natural Sciences, and the College of Behavioral Sciences were approached to help identify potential participants from the faculty. I met with the Deans personally and asked them to identify faculty who have international experience in teaching, research, and service. I requested a total of five names from each dean. The Deans of the respective colleges recommended faculty, who became participants in this study. The purpose of my request was to ensure that the international experiences of these faculty and their perspectives on the internationalizing process can be shared in a meaningful way. The faculty members were contacted via e-mail, which included a short description of the research and its purpose.

Mid- and upper-level administrators selected for this study included the University’s president, the provost, associate vice presidents, deans, and department heads. Faculty members were selected from five colleges of the University. As such they are assumed to be the major stakeholders of the internationalizing process of “The University.”

Demographics of Participants

A total of 32 participants, 14 administrators and 18 faculty members were interviewed. The administrators were chosen because of their administrative positions in

the University. These administrators represent the leadership of the university and they make decisions regarding the initiation and implementation of programs. They also make the appropriations of funds. The nature of their administrative positions compelled me to include them as participants although some of them have little or no direct international experience. Table 1 describes the demographics of the administrators.

Table 1

Administrator Demographics

Administrator	Gender	Origin	International Experience				
			SA	TA	TLA	CA	RA
1	M	-	X	X	X	X	-
2	M	United States	-	-	X	X	X
3	M	United States	-	X	X	X	X
4	M	United States	X	X	X	X	X
5	M	United States	-	-	X	-	-
6	M	United States	-	-	X	X	-
7	F	United States	-	-	-	-	-
8	M	-	X	X	X	X	X
9	M	United States	X	X	X	-	-
10	F	United States	X	X	X	X	X
11	F	United States	X	X	X	X	X
12	M	United States	-	-	X	-	-
13	M	United States	X	X	X	X	X
14	F	United States	-	X	X	X	-
Total 14			7	9	13	9	7

*Note.** Abbreviations were used and it included: SA – Studied abroad, TA – Taught abroad, TLA – Traveled abroad, CA – Attended or presented at conferences abroad, and RA – Conducted Research abroad. The country of origin of two administrators was not included because it will reveal their identity.

The faculty members were chosen because of their direct involvement in designing and implementing the curriculum. Table 2 provides a brief description of the faculty who participated in this study.

Table 2

Faculty Demographics

Faculty	Gender	Origin	International Experience				
			SA	TA	TLA	CA	RA
1	M	United States	-	X	X	X	X
2	M	United States	-	-	X	X	-
3	M	Asian country	X	X	X	X	X
4	M	Asian country	X	-	X	X	X
5	M	Asian country	-	X	X	X	X
6	F	United States	X	X	X	X	X
7	F	United States	-	X	X	X	X
8	M	United States	X	X	X	X	X
9	M	United States	-	-	X	X	-
10	M	United States	-	X	X	X	X
11	F	United States	-	X	X	X	-
12	M	United States	X	X	X	X	X
13	M	African country	X	X	X	X	X
14	M	United States	X	X	X	X	X
15	M	United States	-	X	X	X	X
16	M	United States	X	X	X	X	X
17	M	United States	-	X	X	X	-
18	M	United States	-	X	X	X	X
Total 18			8	15	18	18	14

*Note.** Abbreviations were used and it included: SA – Studied abroad, TA – Taught abroad, TLA – Traveled abroad, CA – Attended or presented at conferences abroad, and RA – Conducted Research abroad.

Data Collection Procedures

Qualitative data can be obtained through interviews, observations, and various types of documents (Patton, 1990). The two main data collection procedures for this study were individual interviews and document analysis. Interviews allowed individuals to share their understandings regarding internationalization and its value in higher education. It was necessary to use interviewing as a tool to glean information that could not be observed such as feelings, thoughts, and impressions. First-hand knowledge and personal experiences were obtained through the participants' own words so that insights into understanding regarding internationalizing a campus could be developed (Bogdan & Biklen, 1992). Multiple views regarding a case study were obtained through interviews (Merriam, 1998; Stake, 1995).

The interview questions were semi-structured so as to allow other questions to emerge during interviewing and additional ideas to be explored. Interviews that allow the formulation of other questions in addition to the preestablished ones are preferred in qualitative inquiry because they can and often do lead to "thick descriptions" (Geertz, 1973; Glesne & Peskin, 1992). Each interview took approximately 45 minutes to an hour and was held at a location convenient to the interviewee. A tape recorder was used with permission from the participants. The first interview with a faculty member raised the issue regarding the security of international travel and its effect on study abroad programs. Subsequently, I included a question on the influence of the September 11, 2001 incident on internationalizing the University and also asked the remaining participants about the future of the internationalization process at the University.

Official written documents on the history and development of international education at the University were collected as a secondary data source. There was information available regarding the early development of international education through exchange programs and the enrollment of international students in the documents maintained by the university. Similarly, recent official documents that are related to international education were also read and analyzed. Current documents that are related to internationalization efforts of each of the participating colleges were collected. These documents included goals, strategies, and plans identified by different colleges and departments regarding international education.

Data Analysis Procedures

Merriam (2001) observed that data collection and analysis in qualitative research is not a linear process but a simultaneous activity. I conducted a total of 32 interviews. I transcribed all the interviews so that the data were accessible only by me. In addition, this ensured that the identities of the participants were concealed and kept confidential. The shortest transcript was five pages and the longest was 15 pages.

The data obtained were analyzed using the constant comparative method, where data from interviews and documents are compared. This is consistent with the inductive and conceptual nature of qualitative research (Hatch, 2002; Merriam, 2001). Hatch (2002) describes inductive thinking as proceeding from specific information to general information, where connections are sought between and among specific elements.

Four main levels of data analysis were employed. The first level included transcribing the interviews verbatim because transcriptions provide a complete database

for analysis (Merriam, 2001). I used a transcriber to ensure that no word was left out of the transcription because this equipment briefly reverses the tape automatically after it stops. This allowed me to listen to the previous statement again before proceeding to the next. When I was unsure of the content of the statements I rewound the tape several times and listened to it carefully to make sure that the statements were transcribed verbatim. During transcription patterns and meaning began to emerge.

At the second level of analysis, I used abbreviations as a quick reference to the questions that were asked during the interviews. I discovered that participants provided some information to the questions that would be asked during the latter part of the interview. For example, there was a tendency among the participants to talk about the difficulties of the internationalizing process when they were asked about the process. Subsequently, I used categories that emerged from the data in order to identify information that was provided to questions that were to be asked later during the interview. They are presented in Table 3. These abbreviations were used to ensure that I did not miss any category of information and also as a quick reference to locate a particular piece of information in a transcript. I used different colored pens to represent each abbreviation.

At the third level of analysis, I identified similar information that appeared in the responses to each question. For example, many of the participants indicated that international students, international scholars, international exchanges, and study abroad programs are some of the indicators that a university is internationalized. Then, I grouped these topics into several categories, such as "Increasing presence of international

Table 3

Categories

-
1. SIC – Internationalizing situation of the University (The absence or presence of internationalizing efforts at the University).
 2. PIC – Perspectives on what is an internationalized campus (Descriptions of an internationalized campus).
 3. FIC – Factors that promote the internationalizing process at the University (Elements that facilitate the internationalizing process).
 4. AIC – Approaches to internationalizing the University (The media by which internationalization can be achieved).
 5. BIC – Benefits of internationalizing the University (The usefulness of internationalizing the campus).
 6. BRIC – Barriers to internationalizing the University (The potential challenges that may hinder the internationalization process of the campus).
-

students and scholars on campus” and “Faculty involvement in international research and exchanges.”

The final level of analysis included identifying emergent themes that were embedded in information provided by the participants. I made summaries of all the responses to the questions asked and compiled them. I organized it this way so that I could read through all the responses to each question. This allowed me to make notes and determine whether there was a pattern or connection among the responses. The following table provides examples of statements (not results) that represent each of the respective themes.

Table 4

Emergent Themes

 Theme and examples of statements that illustrate the theme

1. The developments of internationalization at the University.
 - a. One faculty member said, "When I first came here in 1995 a lot of the international work was faculty driven-- individual people doing individual things. There were bits and pieces or pockets of international efforts going on. The question is whether or not they are coordinated and unified. I'd say it is in a transition. It's getting better."
 - b. An administrator said, "There's certainly evidence in the curriculum that an international perspective is important. We have a Non-Western Culture category in our general education. We support international travel by faculty. We support international travel by students through the international academics fund. We offer many courses that specifically have to do with something beyond the United States but also many other courses that have elements of international education threaded through them."
2. Perspectives on the indicators of an internationalized university.
 - a. A faculty member said, "There would obviously be students on the campus from a variety of countries."
 - b. An administrator said, "One of the first things that comes to my mind is to look at the curriculum because the curriculum lives on. People come and go and the curriculum lives on. It changes slowly but it does live on. So I think if one were going to assess the degree to which we are internationalized one would analyze the curriculum."
3. The internationalizing components of the university.
 - a. A faculty member said, "I think that to some extent if administration decided that they wanted to put more monetary resources in international programs they could substantially internationalize the program more than it is."
 - b. An administrator said, "Funding to me is an indication of how important that priority is. So funding is critical because not only it provides the resources but also it indicates priority."

(table continues)

Theme and examples of statements that illustrate the theme

4. The internationalizing media/approaches of the University
 - a. A faculty member said, "We have to create several tracks within the university that have internationalization central features."
 - b. An administrator said, "Curriculum plays a significant role and it is within the control of the faculty."
5. The importance of internationalizing the University.
 - a. A faculty member said, "For those students who are already having international experiences it is already happening because it is opening the world up to themselves and their families. All of the students talked about personal impact. Individually they feel enriched. They learned about themselves and what their particular values are. For many of them it is so eye opening. It is a personal and spiritual emotion."
 - b. An administrator said, "They would be better off not only as potential job seekers but also as potential job creators. I think they could find new ways of looking at the sale of Pioneer Seeds than they had ever imagined before and opening new markets in different ways that would have been impossible without those experiences. I think there's a great deal of economic potential."
6. The challenges of internationalizing the University.
 - a. An administrator said, "There is a barrier of educating the public about the interconnectedness of the many countries right now. It's not just a concept of spending more money administratively here but also of educating the public on the value of doing these things."
 - b. A faculty member said, "We have the internationalization pieces in place. I don't think we are taking advantage of the potential. It is really an untapped potential. You have to integrate it into the fabric of the university community. I don't think that we have."
7. The future of internationalizing the University.
 - a. A faculty member said, "I am optimistic about it. I think that there really isn't any turning back if the university's going to remain vital in some way that campuses

(table continues)

Theme and examples of statements that illustrate the theme

across the country are to one degree or another moving in that direction. They understand that it is really essential to the viability of the campus community.”

- b. An administrator said, “I don’t know how you would get your arms around it. It is really complex. It involves so many things and so many people and it is so important. May be if you left it alone it would happen but probably not. It would happen but very slowly. It is something we have to do.”

Similarly, each written document obtained during this data collecting process followed the same levels of analysis.

Trustworthiness of the Study

The main purpose of case study as a form of qualitative research is to understand the situation, event, or issue being investigated. The following strategies were used to ensure the trustworthiness in this study:

Triangulation. Multiple sources of data were used to determine the extent and the process of internationalization. The interviews that were conducted and the documents that were analyzed were the main sources of data in this study.

Member checks. The raw data in the form of transcripts were given to each participant with the request that they review it to ensure the accuracy of the information and opinions gleaned during the interviews.

Researcher’s biases. My status as an international student who believes in the importance of internationalization may create a personal bias regarding the state of internationalization of the University.

Code book. I made notations into a notebook regarding important information and questions that emerged during the data gathering process.

Delimitations of the Study

My own personal bias regarding the efforts of the university to internationalize the campus emerged during the study. As a firm believer in the importance of internationalization, I hope to see internationalization become an active part of the University's development. A professor who is very familiar with this doctoral dissertation was included in the sample because this individual has been actively involved in international activities. The information provided by this professor is significant to the understanding of internationalizing the University. Hence, this person's responses are likely to be highly informational.

Limitations of the Study

Employing the case study design may limit this study in several ways. The case study is influenced by the sensitivity and integrity of the investigator (Merriam, 2001). This case study is influenced by the integrity with which I conducted the interviews and by my limited interviewing experience. Case study results may be too rich in information for busy educators and policy makers to read and use (Merriam, 2001). This study may be limited by its specific focus on a Midwest comprehensive university, causing its results to be most generalizable to institutions with similar characteristics, if at all. The findings of this study may be helpful to other institutions that have characteristics similar to the University. However, the findings may be of interest and useful to administrators and faculty at other institutions as well. Additionally, the wide range of terms used to

indicate the internationalization content and process such as international education, international exchanges, study abroad, international students, etc. may be confusing. The inability to provide a more accurate definition of internationalization is closely related to the lack of research in this area and the lack of consensus regarding an acceptable term to describe it.

CHAPTER FOUR

INTERNATIONALIZING HIGHER EDUCATION: “WEAVING THE THREADS TO CREATE THE INTERNATIONALIZING FABRIC”

The findings that emerged from the data remind me of the formidable task of hand-weaving different threads to create a piece of fabric. As someone who has watched such scenes in real life I am aware of how these individual threads when expertly and carefully put together create a piece of fabric that is unique and different. Fabric that is hand-woven is not mass-produced. It is a piece of art that is created based on the ideas of the weaver and the selection of the materials. The product is the reflection of the weaver’s translation of designs and the imagination of a mixture of colors.

The internationalizing efforts at the University are similar to the efforts of producing a piece of fabric. There are international activities pursued by respective departments and individuals. The “threads” for the “internationalizing fabric” at the University are available. However, is there a weaver who has the expertise to bring all these “threads” together to create the “fabric?”

This chapter consists of findings obtained from the interviews and related documents. The research questions focused on the important components for internationalizing the university, the media or approaches of the internationalization process, the potential benefits of an internationalized university, and the understanding of the description of an internationalized university. The analysis from the interviews resulted in seven themes (see Figure 2 for an overview of the findings).

1. The first theme is “The Developments of Internationalization at the University.”

The participants’ opinions regarding the status of the internationalization process are incorporated into this theme. Most participants agree that there is a certain degree of internationalizing taking place at the University.

2. The second theme is “Perspectives on the indicators of an Internationalized University.” This theme emerged from the participants’ descriptions of an internationalized university. The data obtained from the interviews reflect multiple levels of understanding regarding the constituents of an internationalized university.

3. The third theme that emerged from the data is “The Internationalization Components of the University,” which emerged from participants’ perspectives regarding the important elements that are important and needed internationalize the University.

4. The fourth theme is “The Internationalizing Media/Approaches of the University.” This theme described the approaches that would allow internationalization to be initiated, implemented, and developed.

5. “The Importance of Internationalizing the University” is the fifth theme. The participants voiced the importance of a university as a place of intellectual vitality where ideas and opinions are exchanged, challenged, and critiqued.

6. “The Challenges of Internationalizing the University” is the sixth theme that emerged from the collected data. Concerns related to possible situations that may interfere with the internationalization process are included in this section.

7. The final theme is “The Future of Internationalizing the University.” The participants’ views regarding the prospects of the internationalization process at the University is discussed.

The chapter concludes with summary remarks on the findings of the interviews and documents related to any internationalizing efforts of the University.

The Developments of Internationalization at the University

Most of the participants indicated that the internationalization process is taking place at the University based on several indicators, which include the increasing presence of international students and international scholars, the non-Western component in its general education requirements, faculty involved in international research and international exchanges, and an increased number of students participating in study abroad programs. It was gleaned that the internationalizing process has started, with the University having taken small steps towards achieving a certain degree of internationalization. Some participants pointed out that there seem to be an increase in the presence of international students in their colleges or departments and more foreign visitors coming to the University.

Conversely, a few of the participants indicated that the University is either not internationalized or the process itself has reached a plateau. Others thought that the internationalization process is a natural trend because an institution of higher learning is always influenced by changes that take place in the world.

Many participants described that the University as being in a transition phase where the internationalizing process has started but they were unsure about its development.

1. The developments of internationalization at the University.
 - a. Increasing presence of international students and scholars on campus.
 - b. The non-Western component in the University's general education core.
 - c. Faculty involvement in international research and exchanges.
 - d. Increasing participation of students in study abroad programs.
2. Perspectives on the indicators of an internationalized university.
 - a. Presence of international students and scholars.
 - b. Presence of international faculty.
 - c. International exchanges.
 - d. Diversifying the curriculum.
 - e. Campus culture.
3. The internationalizing components of the University.
 - a. Resources.
 - b. Administrative leadership.
 - c. Internationalizing mindset.
 - d. Curricular expectation and connection.
 - e. Faculty awareness and involvement.
 - f. Hiring practices.
 - g. International exchanges and activities.
4. The internationalizing media/approaches of the University.
 - a. Creating and diversifying resources.
 - b. Curricular changes.
 - c. Organizational changes.
5. The importance of internationalizing the University.
 - a. Personal development.
 - b. Enriches instruction.
 - c. Economic benefits.
 - d. Job prospects.
 - e. Better informed citizenry.
 - f. A more attractive campus.
 - g. Fulfilling a university's mission.
6. The challenges of internationalizing the University.
 - a. The case for internationalizing.
 - b. Internationalizing climate of the university.
 - c. Students' background.
 - d. Financial resources.
 - e. Lack of language skills.
 - f. The influence of world events.
7. The future of internationalizing the University.
 - a. Optimism - The internationalizing process will be pursued.
 - b. Realism - The internationalizing process is a complicated but necessary process.
 - c. Pessimism - The internationalizing process will not develop unless faculty and administrators support it.

Figure 2. – An overview of the Internationalizing fabric.

One faculty member elaborated on that sense of uncertainty, "For every university there are different degrees of internationalization. A general statement I could make is we are attempting to internationalize but the question is how far we have gone in that area" (F3).

An administrator pointed out that there is an increase in international students admitted to programs in several departments in his college. The administrator said:

We are in the process of internationalization. We are trying very hard. We have people here who have worked very hard to make it more internationalized but I think it is an uphill battle in the Midwest. We definitely have our hearts in the right place and efforts are being made. We are seeing it more and more. (A3)

Another administrator saw the University as internationalized to a certain level because its undergraduate general education track requires students to fulfill a non-Western requirement and because of the University's support for international exchanges.

That administrator said:

There's certainly evidence in the curriculum that we think that an international perspective is important. We have a non-Western Culture category in our general education. We support international travel by faculty. We support international travel by students through the international academics fund. We offer many courses that specifically have to do with something beyond the United States but also many other courses that have elements of international education threaded through them. (A11)

A faculty member who actively participates in research collaborations with colleagues abroad indicated that faculty members at the University have shown an increased interest in international research collaborations as more opportunities are made available. This faculty member said, "There is no doubt that it is internationalized to some extent. Even more would be desirable but there are several people here who collaborate with people in other countries. In our department it is not as extensive as it

can be. To the best of my knowledge there are only two people but the potential is there and it certainly has picked up during the last five or six years” (F5).

Another administrator pointed out that the University could be considered internationalized when compared to other Midwest comprehensive universities based on several characteristics of the university:

We do far better than our peer institutions. One indicator of that is we have a person or administrator designated specifically for international programs. We have a fair number of exchange students coming from European and South American countries. Those are tangible measures when compared with similar measures at other institutions. (A8)

Some participants did not share the same optimism about the internationalizing process at the University. Some faculty members argued that the University will inevitably be internationalized because it is an unavoidable development on most campuses. One member of the faculty said, “It is becoming a little more internationalized. That’s just part of what’s happening in the world. It’s part of the national trend” (F8). Another faculty member said, “We’ve started the process. It is an inevitable process because the United States as a country is becoming more internationalized” (F14).

One faculty member thought that the internationalization process at the University has come to a standstill, “We are kind of at a plateau. There was a time when there was greater prosperity in the world. There were more students coming but there has not been additional funding made available or explicit encouragement” (F11).

The faculty members and administrators provided different descriptions of the development of the internationalization process at the University. Most of the

administrators indicated that the University has started the process. Some faculty members pointed out that the internationalization process is unavoidable as the country becomes more globalized. Additionally, some faculty members were concerned that the internationalization process has been hindered by recent budgetary problems. These different descriptions imply that the understanding of an internationalized university is different among faculty members and administrators.

Perspectives on the Indicators of an Internationalized University

The internationalization of a university is approached differently from institution to institution (Ellingboe, 1998). An administrator said, "It is like working with a palette that has different colors on it and you don't quite know which color to bring out the strongest" (A14). According to Scott (1998), the enrollment of international students, the involvement of students in study abroad programs, international exchanges of academic staff, collaborations between institutions in different countries, and the flow of ideas around the world are some of the international dimensions of mass higher education. An internationalizing university has certain international components and certain processes that make up the fabric of an internationalizing or internationalized campus. At the University, they are as follows:

Presence of International Students and Scholars

The participants indicated the presence of international students as an important indicator of an internationalized campus. For example, an administrator said, "If you truly have an internationalized campus you have good representation from most countries" (A12).

One of the four goals of the University's Strategic Plan 1996-2001, Goal Area 2, was to promote a sense of community within the University. One of the sub-goals was to create and nurture a diverse community within the University, which included the objective of increasing the enrollment of non-resident and international students of the University. This objective is parallel to the goals of the University's governing board's plan, Board of Regents Strategic Plan.

Consequently, the Admissions Office drew up a marketing plan in 1997 to actively recruit international students, especially targeting undergraduate students from certain regions of the world such as Asia, Latin America, and the Middle East. An administrator pointed out the importance of the marketing plan in achieving the goal of the Strategic Plan, "We agreed it was important for the campus. We set it as a goal in the Strategic Plan. I believe if you have a strategic plan you have to budget to achieve your goal" (A6).

The University has been actively recruiting international students, especially undergraduates, since the President and the Cabinet approved the marketing plan in 1997. As one administrator explained, "It's only been the last four years that we, by design, aggressively went out to recruit international students to the University" (A5).

Another important aspect of internationalizing a university besides the presence of international students is the presence of international scholars who teach, conduct research, or attend specific courses related to their interests (Altbach, 1998). Most international scholars are participants in international exchange programs, which are considered to be another vital component of an internationalized campus. One faculty

member placed it as a top priority saying, “The single most important thing in my mind would be the presence of international scholars and international students on campus” (F15).

Presence of International Faculty

Similarly, the presence of international faculty has been identified as an indicator that a campus is internationalized. A member of the faculty said, “Clearly, trying as part of its diversity effort to get faculty who are from other countries or other national origins should be seen as a plus as well. They bring that perspective to the classroom” (F5). The advantage of having an international faculty is based on the assumption that different perspectives regarding certain topics or issues will be introduced.

International Exchanges

One of the ways most universities in the United States and abroad choose to internationalize their campuses is through student exchange programs (Sowa, 2002). Both faculty members and administrators interviewed stressed the importance of such exchanges towards the internationalization process at the University.

An administrator described an internationalized campus as one that has a constant flow of international exchanges that are expected, especially for the students:

“I would see a fluid exchange of individuals coming to the University as well as students outgoing. What I mean by fluid is something that is perpetuated. Every semester you see a certain number of students encultured in the environment. It’s an expectation” (A10).

According to this administrator, study abroad should be an expectation for the students. Currently, it is an option for students of the University.

A faculty member indicated that the core component of internationalizing a campus is international exchanges, especially for faculty. The faculty member said; "There would probably also be faculty from other countries maybe on a temporary basis but there would be some faculty. Likewise we would be sending. It would be a two-way street. The core would be the exchange of individuals both ways" (F2).

Diversifying the Curriculum

The faculty members at the University believe that internationalizing the curriculum is the foundation of the internationalizing process. One stated, "There's got to be deeply embedded into the curriculum an understanding and awareness that we live in a connected world and that's got to be part of the liberal arts core -- That's got to be part of the liberal arts education" (F15). Another said, "Faculty need to take a look at the curriculum and find issues that they can include from a global perspective. Faculty have to be far more active in working that into their classes" (F7).

An administrator who also teaches a class emphasized that the curriculum is a critical and evolving part of the internationalizing process. This administrator said, "The curriculum because the curriculum lives on. People come and go and the curriculum lives on. It changes slowly but it does live on. If one were going to assess the degree to which we are internationalized, one would analyze the curriculum" (A11).

Campus Culture

Some participants explained internationalization as a way of thinking, which should be a natural part of an institution's development and not as something that, is "different." One faculty member described an internationalized campus as one where

internationalizing, especially the integration of students, becomes part of the way things are done, or part of the culture of the institution. This faculty member said:

We can say that we are internationalized when there aren't such clear lines of demarcation between ethnic groups, international student groups, and local student groups. It just becomes so familiar and so routine that it is not considered to be special. We need to move past the novelty factor to the point where international students are just part of a campus community and not as a distinct entity but as an intermingled part of the community. (F10)

Cavusgil (1991) pointed out that an institution's mission and goals should clearly state the importance of internationalizing the campus so that a favorable institutional climate can be created for internationalizing to succeed. One faculty member echoed this, saying:

We explicitly say in the strategic plan that we want to acknowledge the global world of our learning community, meaning this is not simply something that is of interest to students but we are a learning community here and the majority of the learning process needs to acknowledge the global connections to every topic, every issue, and every concern that we have. (F1)

An administrator shared that perspective about an internationalized campus as one where the internationalizing process isn't considered as something "special":

From an ideal standpoint it would be great to see the day when you don't even have to think about internationalizing. It is just there. It just becomes commonplace to go to class with people from other parts of the world and to share thoughts and ideas. It becomes ingrained in the culture of the campus to the point where it's habitual, it's automatic, and you don't even have to think about it. It is just there. It is present and it is pervasive. It is in our residence halls. It is in our dining centers. It is in our classrooms. It is in student activities. (A5)

The participants described various indicators that describe an internationalized university. A university that promotes internationalization as a part of the culture can be described as an internationalized campus. International students, scholars, and faculty represent the presence of individuals one can usually find on campuses that admit

international students into various academic programs, have international exchange programs, and are intentional about their hiring practices. In addition, a diversified curriculum that includes worldwide perspectives is another indicator of an internationalized university's culture.

The Internationalizing Components of the University

The successful internationalization of an institution of higher learning requires the careful amalgamation of many elements. Faculty members and administrators portrayed internationalization at the University as an interesting combination of factors and situations that have been woven into the fabric of the institution, including resources, administrative leadership, an internationalizing mindset, curricular expectation and connection, faculty awareness and involvement, hiring practices, and international exchanges and activities.

Resources

The participants in this study agreed that resources, especially funding, are extremely important to promoting the internationalization process of the University. An administrator said, "Money is very important because not many international students or not many foreign faculty would come here unless we pay the tuition. They just won't. There are too many opportunities not only in the United States but elsewhere" (A4). A faculty member said, "Funding is of course extremely important for students as well as for faculty. For example we would need some more funding opportunities for our students to go abroad" (F5).

Another administrator said:

If we had more money we would be able to bring in more international students because many of them need to have a scholarship because school is free in those countries. If they come here they can't suddenly pay a lot of money unless they are wealthy. Just bringing in wealthy students is not enough. So we need money to bring in students. Many of our students can't afford to go overseas without scholarships. Our faculty can't go overseas without support. Basically I think there is plenty of desire and plenty of willingness but not enough money. (A2)

Some participants indicated that the availability of resources and its provision for the internationalizing process is an indication of commitment by the University's administration. In the words of one faculty member, "If administration decided that they wanted to put more monetary resources in international programs they could substantially internationalize the program more than it is" (F9). An administrator added, "Funding is a reflection of commitment. Are we talking about a zero sum game where limited resources have to be distributed across all kinds of priorities? Funding to me is an indication of how important that priority is. So funding is critical because not only it provides the resources but also it indicates the priority" (A1).

The internationalizing of the University requires not only monetary resources but also human resources. International students and scholars who are new to the campus and the American academic system have to go through an adjustment period that often times requires help from the host institution. An administrator attested to this need:

When we started to actively recruit to increase the number of international students on this campus, part of that goal was to separate the service functions from the recruitment, admissions-related functions. We wanted the effort of providing services to the students enrolled here to be important in and by itself. We wanted to have a full-time person in the office of International Student Services who didn't have to worry about admissions or recruitment but could give 100% concentration on serving the needs of international students on this campus. Providing services to the

students once they are here is critical. It's vital. It's very, very important. The more successful we are in doing that the easier it is to recruit international students. (A5)

Similarly, a faculty member indicated that international students have certain needs that should be met with certain support services, "The university has to be committed to support services for those international students' understanding of the process of culture shock and being much more hands on and available to help resolve whatever problems there might be" (F11).

Administrative Leadership

Many members of the faculty stated that the administrators of the University should provide the leadership that speaks of commitment to internationalizing the campus. Some of the faculty were quite outspoken regarding the University's inactive leadership in the internationalizing process. To illustrate, one faculty member said, "The leadership, the President, and Vice President, have to make it very clear that they are interested in internationalizing and globalizing the campus with conviction and not just rhetoric-- that yes, this is a global village and we cannot live without it" (F4). Similarly, another faculty member added, "When you really want to encourage internationalization you have to have administrators who are supportive of the efforts" (F3).

One of the faculty members very strongly expressed the belief that administrators should play a very important leadership role in the internationalizing process and expressed dissatisfaction with the campus leadership:

My opinion is that the campus leadership has the potential to be very influential in these areas because they set the tone and the agenda. I think that you can set a tone and an agenda but you need to follow up, too. It can't just be words, because people are tired of just words. My feeling right now is that any word coming out from the

higher administration about internationalizing this campus is just lip service. On the other hand, I am sympathetic because we've been through a severe round of budget cuts. At the same time I am frustrated because I don't think you just stand still. (F6)

Similarly, another member of the faculty said:

On a sort of an emotional level the President plays an important role as kind of a cheerleader for internationalization. I don't think this President believes that it is important or valuable. If the President doesn't, it is difficult to get people motivated or interested in doing it. If the President is, then he can or she can identify sort of key leadership positions around campus that could help. The President is very influential in some of the hiring procedures and could make an effort to make sure that people who agree with that viewpoint are hired. I think at the moment the top of our university is not interested and may in fact be against internationalization. (F11)

Conversely, an administrator who believed that administration is committed to diversifying the campus described a plan to actively recruit international students. This commitment resulted in an annual budget that allows the University's Admissions staff to recruit students internationally. That administrator said:

Internationalizing the campus is part of our overall diversity. When campus diversity became a strategic plan issue a few years back, there was a heightened interest in internationalizing the campus. Part of the process was putting together a marketing plan. We didn't have the personnel. We didn't have the money to really do anything. The Cabinet wanted to know what we thought and how we should go about it. The President and Cabinet responded favorably and gave us substantial funding to support the intentional recruitment of international students to the University. (A5)

Another situation clearly speaks of the University administrators' attempts to bring the campus's internationalizing efforts to a national level. Two members of the higher administration co-authored a proposal to participate in a national international initiatives project, Promising Practices, organized by the American Council on Education. The University was not selected, but it was invited to participate in another project called "Internationalization Collaborative" (Appendix A). It is uncertain whether or not the

campus community, especially the faculty members, is aware that such an effort was undertaken.

Internationalizing Mindset

Some participants indicated that conceptual changes have to take place in order for internationalization to be accepted as a needed process to enhance the University's intellectual vitality. A faculty member said, "It is the willingness of the faculty to pursue internationalization. If the faculty wants to do it and believes that it is something worthwhile pursuing they will indeed pursue it. If faculty don't believe that an international experience is necessary or of value it won't happen" (F9). Similarly, a member of the faculty said, "I don't know exactly what the right formula is but my strong feeling is that you need to have both the mindset and also the support structures. Those things need to be nurtured over time" (F8).

Another faculty member said, "I would like to see us get to that conceptual level where the university community conceives of itself in an international way, but as I've said before I believe that to get there we have to go through some concrete experiences and that means resources to pay non-Americans to come here and for our American people here to go there" (F12).

Curricular Expectation and Connection

Some participants indicated that it is extremely important that the students, especially American students, at the University be required to fulfill an international experience or some type of exposure to diversity through the curriculum. As an administrator said:

We need to target certain groups and have expectations on those groups. I have talked to some people about trying to target the Honors Program to include

some sort of international experience. The Honors students are probably more of a group that would be willing to do this sort of thing, especially if they are done as a group. (A10)

A faculty member added that the international experience should be made relevant to students' majors or minors:

Everything is organized around departments, majors, and programs. I'm going to try to align our program to a couple of existing programs and make this more integral so that students will readily see how it fits. A characteristic of our students as I've observed is that they are so instrumental. Doing things just because they are interesting and would be expansive to learning aren't sufficient motivation. (F1)

Some participants advanced the idea that learning a foreign language would be helpful to the internationalization process. A member of the faculty said, "The best way to be exposed to another culture is through the language. You cannot see another culture from its own perspective unless you can see it through its own language and its own sort of code and that's very difficult to do if you have no language background" (F6).

Faculty Awareness and Involvement

The faculty play a very important role in promoting the internationalization process. Their international research provides collaboration opportunities with international colleagues. The knowledge obtained from such international experiences can be included in their courses. In order for faculty to best accomplish this, they must be aware of the value of internationalizing the campus and willing to explore international opportunities. A faculty member questioned the extent to which faculty are involved internationally, saying, "You would need a lot more commitment on the part of the faculty to emphasize that every single student needs to have an international component in their education" (F7).

Hiring Practices

Some participants thought that hiring future faculty with international experience or who are committed to the process would be helpful for the University. One administrator said, "I will always hire the best person for the job, but if I have two people and I really can't distinguished between them I'd take the person who offers diversity if that's my only way to choose when everything else is equal" (A3).

International Exchanges and Activities

Currently, at the University there are international exchange programs with institutions of higher learning in Australia, Asia, and Europe available for students who would like to spend a semester or an academic year studying abroad. Studying abroad is currently an option for students. Faculty members who are interested do conduct research abroad and participate in international exchanges.

An administrator touted the importance of international exchanges because personal interactions allow cultures to meet, ideas to be shared, and opinions to be exchanged. The administrator said, "One can talk about exchanges of materials and curriculum but it seems to me that the principle focus ought to be on the movements of people or person-to-person interaction" (A4).

Many participants indicated that both the faculty and students have to be encouraged to take part in international exchange programs and activities, especially for those who have never been abroad. A faculty member said, "Getting faculty abroad is important as well. It is very hard to push faculty to be focused internationally if they have never been to a foreign country. It helps very much to get faculty to present at international

conferences or just study abroad or to do their research abroad. There are many different fellowship opportunities” (F12).

The University has attempted to expand its international exchange programs by broadening its scope to include another institution in an Asian country to its list. The administrator who was involved in this particular situation said, “A suggestion was made to me by some that we might want to explore other countries and basically sort of broaden the scope of international activities and this is part of that sort of broadening effort. Beyond that the choice of the particular university came about because of my friendship with the President of that university” (A8).

Internationalizing an institution of higher education demands that certain “provisions” are available and present. Resources such as financial resources and individuals with the leadership and the mindset can promote the internationalizing process by diversifying the curriculum, hiring international faculty or faculty with international experience, and supporting international exchanges. These components are important to the promotion and success of an internationalizing effort at an institution of higher learning, especially when it is a place where students’ ways of thinking are supposed to be continuously challenged.

The Internationalizing Media of the University

The internationalization of a university is dependent on its administrators and faculty. The former is responsible for creating and implementing organizational changes deemed important for a university’s development. The latter influences curricular changes that are crucial to an internationalization process. Administrators and faculty

who believe in the value of internationalization are the important to the initiation and implementation of programs that can help to promote this effort.

Creating and Diversifying Resources

The primary resource that is crucial to the internationalization process at the University is funding, especially with the recent budget cuts by the state. Some participants indicated that external funding should be sought so that international activities could be continued. As an administrator said, "We should aggressively identify and facilitate external funding opportunities, especially those related to international opportunities" (A8). Similarly, a faculty member explained, "It is possible to create an internationalization committee at the college level to identify funding resources to fund international programs" (F8).

Non-monetary resources such as international students and scholars, domestic students with study abroad experiences, faculty with international experiences, guest speakers from outside the campus, and existing international programs and activities are important internationalization components. These existing resources can be used in different ways to facilitate internationalization. A faculty member said, "Faculty needs to think about including an international dimension in most of their courses. One way is organizing one-day talks and seminars to help faculty think about incorporating or focusing on international issues into their disciplines" (F14).

Curricular Changes

Faculty members who include an international dimension into the curriculum help to facilitate internationalization, which is a direct approach. The participants recommended

that the curriculum should change to include an international perspective. Foreign language learning is considered to be an important curricular requirement to encourage internationalization. As one faculty indicated, "Every student ideally should reach a minimum level of language proficiency, which could help them understand other cultures" (F6). Similarly, an administrator explained, "Promoting foreign language learning is important if you are going to study abroad for a year" (A3).

Another faculty said, "It would be helpful to mandate that a certain percent of the curriculum involves field-based learning with diverse populations. Students' assignments can include comparative readings and testing assignments could be more global in perspective and not just local" (F7).

Organizational Changes

An attempt to change existing policies or programs in an institution of higher education may be a formidable task. Similarly, introducing new policies or programs have to be based on strong rationales for these changes. A university or college that attempts to create an internationalization policy or develop its international programs needs to ensure that the campus community understands the rationale for internationalization and its benefits.

One of the most important steps for internationalizing a university or college is to create an environment or climate that promotes internationalization. When the leadership of an institution takes the initiative to share the importance of this process with its community, internationalization may become an institutional agenda and goal. As one faculty member explained, "It would be useful for the administrators to communicate

more specifically their interest in internationalizing the campus and to provide clear rationale for it because not everybody is convinced that it is a necessary or good thing to do” (F1). Another faculty said, “The campus leadership has the potential to be very influential in internationalization because they set the tone and the agenda” (F6).

An administrator described the priority of the University to recruit international students as one of its internationalizing efforts, “In our strategic plan we pick certain priorities and in this case it was internationalizing the campus in the sense of recruiting students as one of our priorities and therefore money ought to be spent on it” (A6).

The participants of this study identified multiple internationalizing approaches to internationalize the University. The availability of resources, financial and non-financial, is an important component of the internationalization process. However, when an institution goes through a severe budget-cut, as the University did, alternative resources must be sought. Curricular changes that can promote the internationalization process can be implemented gradually, especially encouraging students to participate in study abroad programs and implementing foreign language requirements. Organizational changes are necessary if internationalization is to become a campus-wide development.

The Importance of Internationalizing the University

An internationalizing campus allows itself to face change, to be challenged by change, and to accept change. The presence of international students and scholars on campus creates multiple opportunities for different cultures to meet. When students invite their international classmates to their homes there will be two groups of people who will learn about each other’s culture. When faculty members go abroad to teach or

conduct research they will bring back experiences that may change their curriculum and the way they teach. The participants identified many benefits of internationalizing the campus.

Personal Development

The most frequently mentioned benefit is the conceptual change that one goes through after an international experience. This conceptual change usually results in a difference in attitude towards other cultures and a better understanding about differences among human beings. In the words of one faculty member:

For those students who are already having international experiences it is already happening because it is opening the world up to themselves and their families. All of the students talked about the personal impact. Individually they feel enriched personally. They learned about themselves and what their particular values are. For many of them it is so eye opening. It is a personal and spiritual emotion. (F6)

Another faculty member pointed out that to be an educated person one needs to encounter another culture, which is part of the process of internationalizing the campus:

You are not totally educated if you haven't in some ways been exposed to another culture than your own. It doesn't mean that you adopt the other culture. It doesn't mean that you end up rejecting your own or be completely critical of it. You do see life in a new and more complete way and you see others in a new and more complete way too. It's almost a definition of opening your mind. (F1)

Similarly, an administrator said:

We often speak about the qualities of an educated person. Some of the principles ought to be awareness not only of one's own culture but also of other cultures and of their values. Personal growth seems to me is considerable because one becomes in the process, I'd argue, more flexible, more tolerant, acquires more patience, learns much more about oneself, and how one will react to different circumstances. One learns to empathize and to put oneself in place of others. That's not an easy task. It doesn't happen naturally. One has to have exposure to actually learn how to do that. (A2)

Faculty who go abroad to teach get the opportunity to share their knowledge with international students and colleagues of the same discipline. The interaction with these students and colleagues also benefits the visiting faculty member because he or she is exposed to a different culture and education system, which usually results in learning something new. A faculty member who experienced this said, "Personally, it is a professional eye-opener in one sense. In another sense it is not so much what I can give them but also what I can learn from it. When I was teaching in this Asian country I learned so much about it even though I've been raised in Asia but never truly lived in that country for any period of time" (F3).

Enriches Instruction

Faculty members who have participated in international exchanges found that they made changes to either their curriculum or teaching. The international experience of these faculty members may have motivated them to emphasize certain principles or thoughts, which they think would be beneficial for their students' learning. A member of the faculty said, "It (internationalization) enriches our experience. You can bring it to your class and your research. Collaborative research should be done" (F5). Another said:

I hope that I am bringing into the classroom not just a broader perspective about the world but a way of communicating that there is a bigger world and there are things that are going on in the world that are important for us to know about. There are trends in education that we should know about, that we need not be so isolated. That there is good research being done all over the world and we need to access it. There are different ways of thinking about problems, different ways of approaching our work, our world, and our lives that are worthy of consideration and that there are people in places that are deserving of our attention and our consideration. (F10)

Another faculty member added:

It was only when I had the opportunity to have those kinds of experiences in countries that were brand new to democracy, where the population didn't necessarily assume that freedom was the way it was supposed to be but instead we are having to learn how to live in a free society. It was only then that I really appreciated what we have here I guess. I think it has made my teaching back at the University more determined, more carefully planned, and I emphasize to a much greater degree of my students the importance of open democratic practices in the classroom. (F18)

Economic Benefits

International students who finance their studies without any scholarship or financial help from the University have to pay out-of-state tuition, which has increased steadily over the past few years because of the statewide budget cuts. This suggests that if the University can recruit more international students it will mean more tuition revenue. As one faculty member pointed out:

Most of our students are from within the State. That's fine, but we always want more out-of-state students. They bring in more money. So why not more international students? They will bring in more money. There are huge economic benefits. That has not been explored yet so far. It has been done at some level but there are a lot more prospects. (F5)

An administrator expressed the view that students who have international experience may be potential job creators who can think globally, which may result in expanding the state's economy. The administrator said, "They would be better off not only as potential job seekers but also as potential job creators. They could find new ways of looking at the sale of Pioneer Seeds than they had ever imagined before and opening new markets in ways that would have been impossible without those experiences. There's a great deal of economic potential" (A13).

Job Prospects

Many of the participants expressed the belief that job prospects are better for graduating students who have international experiences. Future graduates will be absorbed into a global economy and hence will have to deal with international colleagues at some point in their careers. As one faculty member explained, "When you say this is a global village, it should be impressed upon the students that lots of the jobs are dependent and are related to international connections. They might not know that Principal Finance has a major office in China. Lots of major insurance companies are moving into India and China and other economies" (F4). An administrator added, "Your career prospects improve if you have a real international angle and that is not spending a weekend in Cancun" (A1). Similarly, another administrator said, "Graduating students with this mindset and awareness would certainly make themselves more attractive to the companies that are involved with exporting" (A14).

Better Informed Citizenry

Many of the participants voiced the importance of students broadening their knowledge base through international experiences and or activities. Informed students become informed citizens in the future. Individuals who go through attitudinal changes after an international experience may go through periods where their values are challenged when they come in contact with people from other cultures and or who have also experience life abroad. In the words of one faculty member, "They will be more informed citizens. They will understand more about the issues so that they will make

more informed choices. It will help them to understand the choices they are making from an international perspective because we live in an international world” (F16).

An administrator added, “The main benefit of an international focus is that it helps us prepare our students to live full lives and be contributing citizens. Our students are going to be citizens of the world” (A11). A faculty member offered, “Ultimately, education helps you to get along and make the world a better place. One of the main purposes of general education is to help us all somehow get along. At least we learn to respect one another. We can keep our differences. We have to somehow learn to live in peace with people we don’t necessarily like or agree with philosophically” (F12).

A More Attractive Campus

An internationalized university may attract both international and out-of-state-students to its campus because it may be deemed as a more welcoming and desirable place to pursue one’s education. The University’s Strategic Plan 2001-2006 specifically states its goal of increasing the presence of international students on campus. It is possible that the internationalized character of the University may be one of its attractive recruiting attributes in the future.

As one faculty member indicated:

It would make this institution a much more desirable place to go because you would have the opportunity to mix with people from all over. When you go overseas you’re there in Marseilles and that’s the community you get to know, which is fine. But if this campus were international, you would broaden your knowledge and understanding of a whole lot of different parts of the world without having to go to all these different places. (F11)

Another faculty member added:

This institution is one of the best-kept secrets in the Midwest. It is sitting in the middle of the corn fields, but when you look at what this university has, when you look at the kinds of outreach activities that it has that are actually filtering down as meaningful experiences for the students, when you look at all these things this is a very vital, very active, and a very exciting place to be. It is a selling point both to international students as well as students from the United States. (F16)

An administrator echoed this viewpoint, "It makes us much more attractive to students. When students graduate from high school they want to go to a university where they are going to be exposed, where they are going to grow, and where they are going to be prepared to be successful in their future professions and in life" (A12).

Fulfilling a University's Mission

A university is a place where ideas, even conflicting ones, are meant to be shared and challenged. It is a place where students are exposed to new information, where knowledge is accumulated and values are formed. We refer to a person who is a graduate of a university an "educated" person. The University as a whole is responsible for the education of its students, and internationalizing the campus is one of the ways this can be achieved. As one administrator indicated, "It makes it visible to people that we are a university because that's what a university is. It is a place where the most diverse viewpoints and perspectives come together in a way where you have peaceful and vibrant dialogue. So it shows the world and the state that we are a university and that we are meeting our mission" (A11). Another administrator said:

The role of the university is to help people understand the world in which they live. Whether that's understanding the wide range of the colors of the rainbow or whether it's understanding the government. Because of the rapid advances in communication transportation, and the economy we are really one world now. We are so interconnected that you can't say one part of the world doesn't affect the other.

We generate a lot of teachers and they have to be able to explain to their kids what we are doing in Iraq. Without some sense of what the issue is it is going to be very hard for them to do their jobs. So, I consider it as part of maintaining an intellectual vitality of the campus. (A6)

Promoting and developing the internationalization process at the University can result in changes that affect the administrators, the faculty, the students, and the institution. The personal development of those individuals who spent time abroad includes the “renewal” of the mindset. The ability “to look outside the box” is the most often touted benefit. In addition, the international experiences of students may help them secure jobs in the increasingly globalized workforce in this country. The institution benefits monetarily if more international students who are self-supporting are recruited because most of them will have to pay the out-of-state tuition fee.

The Challenges of Internationalizing the University

An attempt to introduce a new idea or project in an institution of higher education such as the University requires considerable planning, resources, and support. Consequently, the attempts to direct the University in any internationalizing effort may encounter some barriers if the internationalizing idea is not understood or accepted.

Internationalizing as a process that results in change is a formidable task to undertake. Organizational changes advocated by a university’s administration such as mandating curricular changes may not be favorably looked upon by faculty members who are primarily responsible for their implementation. The arduous task of implementing budget cuts by administrators may result in certain sectors of the university community to reacting unfavorably towards the decisions that have to be made. Change is not easily accepted. It is even less readily accepted if it is seen as unnecessary. The reasons to

reject change are multiple and varied. Similarly, the internationalizing process may be deemed as a necessary and important change for the University, or it may not be, but in either case there will be many hurdles to overcome.

The Case for Internationalizing

At the University, certain members of the faculty and administration pointed out the need to convey the message of the importance of internationalizing the University. These individuals believe that the University has to present clear and convincing reasons to state legislators, parents, faculty members, staff, and students in order for internationalization to be understood and accepted.

A faculty member described the state's apprehension towards an internationalizing effort by the University as a likelihood, "There would be some outside barriers. I am not sure that the political structure would be happy because the mantra for so long has been focused on what would make the state better. That means, "Don't leave." What you have to do is to convince them that it's worthwhile and that it's not a threat. You've got to campaign with them about what you are up to and why you are doing it the same way you'd do with faculty and students on campus" (F1).

Another faculty member echoed the same sentiments. This interviewee said, "The governor and the Board of Regents are not very interested in this topic. They would need perhaps some one-on-one convincing, and the constituents who are the parents of the students who actually pay for some of the education might also need some kind of educating as to why it matters, why it is important, and what the opportunities are" (F11).

An administrator described the possible attitudes of faculty members towards an internationalizing effort, which include skepticism and apprehension. It is important to convince these faculty that internationalization is important to the University. As one administrator indicated, "One of our objectives is to internationalize our faculty and administrators because without them we can't succeed. I have no resentment towards people who are less enthusiastic than I am. I consider that a challenge. So, my job is to bring people on board" (A1).

Another administrator indicated that there is a need to educate the community at large regarding the importance of internationalizing the campus. That administrator said, "There is a barrier of educating the public about the interconnectedness of the many countries right now. It's not just a concept of spending more money administratively here but also of educating the public on the value of doing these things" (A13).

Internationalizing Climate of the University

It is necessary for the whole institution to be involved in the internationalizing process in order for internationalization to succeed. The university's mission statement regarding internationalizing the campus reflects the institution's commitment towards this process. The campus community must be involved in the entire process. The faculty members may not be enthusiastic about the internationalizing process if they feel that the campus administrators are less enthusiastic than they are. A faculty member attested to the climate of internationalization at the University as unfavorable saying, "This is not an environment where people have fully embraced the idea that we are to internationalize our curriculum and that we ought to provide global experiences. We could have a

requirement in the curriculum that says that every student must have some kind of international or intercultural experience. We don't do that. We haven't institutionalized it" (F1).

A faculty member pointed out that the message sent by the Graduate College's decision to cut funding for international travel might send a negative message on the institution's behalf regarding the importance of internationalizing the campus:

When you really want to encourage internationalization you have to have administrators who are supportive of the efforts. When the Graduate College decided that they would no longer fund international travel for faculty who present papers overseas they sent out a negative signal about our mission. We all know that not everybody has the same interests. You allow for diversity and you encourage diversity and if that's the case it's very difficult for small pockets of faculty to try to push when the rest of the campus doesn't think that it's all that important. (F3)

Some faculty members pointed out that there is no centralized effort to promote the internationalization process because they have the impression that individual faculty members are left to handle it on their own. One faculty member said, "The international programs I'm involved with are conducted by individuals who want to work on them. There is nothing centralized in place. That is one of my frustrations and we can talk about frustrations because I think overall if you got my faculty together they would say this is not an internationalized campus" (F6).

Some faculty and administrators thought that there might be some faculty members who are not interested enough in the internationalization process to be motivated to make any changes to their curriculum and research. There may be some individuals who do not think that internationalizing is either important or necessary. Hence, there is no need to advocate for it. One administrator described it as, "There is no outright opposition but it

is just apathy and indifference. Dealing with, working with, and living with people from other cultures, while it is quite interesting is extremely time consuming. It takes effort in making communication. Some administrators and faculty are just not interested or not even aware that there is any value or that one should even be interested” (A4). A faculty member summed it up this way, “I don’t think there is a great interest on the part of many people to expand their horizons in this direction and I find that unfortunate” (F9).

Students’ Background

Many of the participants indicated that domestic students from within the state do not have the opportunity to be exposed to different cultures or to gain international experience. Consequently, some of them may not understand the importance of expanding their knowledge base to include other cultures and other countries. If the students come from a very homogenous society and a very small town, they may have not had the opportunity to encounter and learn about a different culture. It will be a very challenging learning experience when these students encounter a culture different from that of their own while studying at the University. As a faculty member indicated, “In the Upper Midwest that we are in has its own culture. It is a valid culture and it is a mentality. So you are taking that mentality and that culture and trying to change and get it open to other incoming cultures. That can be a hard fight” (F7). Similarly, an administrator said, “Internationalization is vital here because in the Midwest there are so many people who really do not seem to fully understand that there is a world outside the Midwest where people think differently, view art in a different way, and listen to music in a different way” (A3).

Sometimes students fear the unknown because they find themselves in uncomfortable situations such as being on a campus where international students' presence is felt. A faculty member described a conversation he had with a student who had transferred to the University:

Being challenged is part of an undergraduate education. It improves their educational experience if they are exposed to international issues. However, there are some students who don't want that. There was a student who came to see me, one of my advisees, who had transferred from another institution. Her main complaint was that she thought her former institution had too many people from different countries. She didn't feel comfortable. "It just was so weird," I think was the word she used being around people from lots of different countries. I think there are a lot of students who really don't feel comfortable being around an internationalizing environment. (F14)

Financial Resources

Many participants thought that the allocation of financial resources would be one of the most difficult obstacles to overcome, especially with the continuous state budget cut over the last three years. Most of the faculty members thought that internationalizing programs or activities would be the first on the list of things to be cut, but an administrator believed that the University has tried its best to prevent cutting important programs such as funding graduate scholarships and stipends.

A faculty member said, "If there is ever going to be a decision that has to be made and a choice between internationalization and basic services, you know what it is going to be. It's just like the economy. We would love to have more money to put into education but we can't" (F16). Another faculty added:

Our department has suffered as much as anyone as a result of the entire budget cuts. We have suffered enormously. We used to have considerable adjunct support to hire additional people to help with the elementary and intermediate language courses who would then also assist with things such as student clubs, hosting film festivals, and

freeing faculty so they could work with inviting international guests to campus. We used to host a Critical Writing conference every spring and bring in people and read papers, give presentations, and give awards. All of it is gone and so we are down to a skeletal staff trying to maintain the programs we had before, which is extremely difficult. (F6)

On the other hand, an administrator said, "We made the decision not to cut stipends or tuition scholarships before cutting other programs. What we've basically cut is faculty research and travel. We did cut the student travel budget. To me it is self-defeating any time you make a cut in student support that involves their ability to attend the university" (A12).

Some participants pointed out that the allocation of resources, especially funding for international students may be a questionable issue because of several factors. Firstly, some individuals from the community may argue the fairness of the University's sponsorship of international students when it is a state university funded by local taxpayers' money. Secondly, the University has promoted itself as a state university serving the people of the state. Consequently, allocating funds for international students may seem like a luxury instead of a necessity that the University has indulged in.

A member of the faculty said, "Let's just say that all of a sudden we decide to recruit 1,000 students from country X and we get this massive number coming over. You'll hear this, "Look at all the resources being devoted to that large effort and they are taking resources that are needed elsewhere. You'd hear that" (F2). Another faculty member explained, "People would somehow think that we are spending money on foreigners or other people and not spending money on people here" (F12).

An administrator said, "A lot of people will disagree. They'll say, "We are spending state funds on this? We are spending state funds on students from Russia to come here? We are spending state funds on students from China to come here when we are already short on funds?" You are going to hear that battle cry get much louder than what it currently is" (A15). Similarly, another administrator said, "It's going to be difficult for several reasons because one is that there is an atmosphere in a number of states outside of academia, that says, "We are paying our tax dollars to support universities. Why are we bringing in international students who are going to return to their own country and why provide them support?" (A12).

There were participants who felt that the internationalizing effort is an expensive endeavor. The weakened state of the nation's economy, which includes the state's budget cut severely, reduces the amount of scholarships for study abroad programs. A faculty member said, "It is difficult for me to imagine that we are going to devote that many resources. We have to be realistic about this. International programs are expensive and you keep on hearing from the international office when we have student exchange programs going on. It is a costly program" (F3). Another faculty member added, "Study abroad is something that again everyone in the country, but particularly here, it is extremely difficult to get students involved. It is expensive and unfortunately because of the budget crisis there isn't as much scholarship aid and assistance from the university as necessary" (F14).

An administrator said, "It is expensive and we'd have to find the money somewhere or take the money away from somewhere else. That is going to be very difficult to do the way things are right now" (A3).

Lack of Language Skills

Some faculty members and administrators pointed out that most American students lack language skills, which further hinders their willingness to participate in study abroad programs. This implies that students would most likely be willing to participate in study abroad programs where English is the medium of instruction.

One faculty member lamented, "The students we have here have not approached what I would call bilingualism. The vast majority has not even seriously studied a second language and I find that appalling for this state, which does a very poor job in preparing its students in the area of foreign languages" (F6). Another faculty said, "Our students have very little language skills. It would be very nice if we could send students to Rennes who had some ability in French. The fact of the matter is that very few students do have an ability in French. It is not required but it would make it a lot easier if this were indeed the case" (F9).

An administrator said, "It is not uncommon in the United States but for the most part our community speaks only English. That presents a huge problem in terms of studying, teaching, and research abroad" (A4).

The Influence of World Events

The September 11, 2001 tragedy resulted in many changes in the way the United States handles its foreign affairs, especially in the area of immigration services. The

Department of National Security has now made it mandatory for all institutions of higher learning to provide information regarding their foreign students. In addition, many parents are concerned about allowing their children to participate in study abroad programs because of potential harm that may come their way. Recent health concerns, the Severe Acute Respiratory Syndrome (SARS), in the Asian continent brought international travel to a temporary halt.

Addressing these concerns one faculty member explained, "You have to work with the parents and students so that they will understand why it is important that they or their child have an international experience and why it will be a safe thing to do. I think it will be a new burden that we've never had before. That's been true in isolated ways but now it's true across the board. There will be fear involved in having international experiences" (F1).

An administrator added, "We have not achieved the international diversity yet, but that's not for a lack of trying. We were moving well until the September 11 event created immigration issues. We've hit quite a roadblock now with respect to visas for people" (A6). Another administrator concurred, "We could use more financial aid to help us bring more international students here. September 11 didn't help us at all, with the new regulations. We had to spend \$30,000 or \$40,000 on a whole new system to track students" (A7).

Another faculty member indicated that the SARS outbreak in Asia prevented some faculty members from his college from going abroad for a program conducted by the University, "People are not concerned about Asia security wise but because of SARS.

We have a faculty who was supposed to be going abroad in November but has to think about it now. This new strain of pneumonia has caused many deaths in Asia” (F3).

The challenges for internationalizing the University that were described by the participants are formidable. The task of convincing the University community regarding the importance of internationalization takes time and effort. The lack of financial resources can hinder an internationalization process, which may be a temporary difficulty. Students need incentives to participate in study abroad programs because traveling abroad is an expensive endeavor. World events such as the September 11, 2001 tragedy and the SARS outbreak in 2003 have decreased international travel because of potential terrorist harm and health risks.

The Future of Internationalizing the University

The participants presented multiple perspectives regarding the prospects for internationalization of the University. Some were optimistic and hopeful that the internationalization process will be pursued relentlessly while others were apprehensive. One faculty member said, “I am optimistic about it. I think that there really isn’t any turning back if the University’s going to remain vital in some way, as campuses across the country are to one degree or another moving in that direction. They understand that it is really essential to the viability of the campus community” (F10). An administrator said, “This institution can become a leader in this state by raising awareness about the importance of internationalization and ensuring that its citizens in general become more sophisticated in their understanding about this and other diversity issues” (A8).

Some of the participants described a more realistic picture of the “nature of this beast,” which is a formidable and complex but necessary undertaking. An administrator said, “Internationalization is really complex. It involves so many things and so many people and it is so important. May be if you just left it alone it would happen but probably not. It would happen but very slowly. It is something we have to do” (A3).

Another administrator said:

In the face of all the barriers we face today, both internal and external, barriers like budget and money, barriers like having classes be larger, barriers like the airline industry having a lot of trouble, and barriers like fear of going abroad--my hope is that in the face of all these barriers we don't lose sight of the vital necessity for continuing to emphasize international education and investing in it in every possible way. (A11)

In addition, some participants echoed the realization that internationalizing the University might turn out to be an inevitable but long and slow process. A faculty member said, “In general higher education is and will continue to be increasingly internationalized. That's just a national trend. Universities depend a lot on foreign students. It is not impossible for schools with their main focus on undergraduate programs to promote themselves, but it means being aggressive. It means being intentional about it. It is not going to happen by itself”(F14). An administrator explained:

It takes will. It takes political will. If one takes into consideration that change in any academic institution takes a long time. Universities across the world regardless of where they are are conservative by nature. They respect that traditions and changes in the curriculum are going to be difficult. It takes a long time. So over the past twenty years one can see progress for which the university has to be congratulated. Yet, a great deal needs to be done and the largest enemy is apathy and indifference. (A4)

A few of the participants expressed pessimism about the internationalization of the University. A faculty member said, "I am a little gloomy about it unless there is support going in both directions. Unless the faculty becomes alert, aware, involved, and interested and that could be just a couple of leaders in each department working together. Unless there is a change at the top, but I don't think the President is very interested" (F11).

Summary

Creating a piece of fabric by hand requires skills that put together the threads in a specific and systematic way that usually leads to the formation of a pattern. The type of fabric and pattern is carefully chosen to ensure that the piece is expertly created and of high quality. This carefully crafted piece of fabric should attract the eye of a potential buyer. This means that a lot of time and effort has to be taken to create the pattern of the fabric and to choose the colors that will bring out its beauty.

The weaver must have a lot of patience, especially when a thread is broken or incorrectly put together. The broken or incorrect threads have to be removed and replaced by new threads. An impatient and distracted weaver cannot concentrate on the intricacies of this delicate process. However, when the weaver's patience emerges concentration is restored and the weaving process returns to its original rhythm.

Trying to internationalize a campus is very much like the weaving process. The weaver is the primary person who puts the different items of weaving together.

Similarly, the internationalization process requires several individuals who can promote it

zealously. These individuals are usually in leadership positions in the university, as they are the primary policy makers.

Weaving a fabric requires several important items, which includes dependable weaving equipment, different types of thread, and patterns or designs. Similarly, an internationalizing attempt requires many factors such as financial resources, a favorable institutional climate, commitment from the leadership of the campus and faculty members, curricular changes, and others that are necessary to initiate and continue the internationalization process.

A broken thread during the weaving process can disrupt the rhythm of the weaving and the concentration of the weaver. Then, more threads of similar strands and color must be sought to replace the damaged threads. A university that has to face unexpected and unwanted situations such as the severe state budget cuts can impede the internationalization process. The state's severe budget cut for its institutions of higher learning has hindered the University's ability to provide financial resources for international activities such as study abroad, travel grants, and faculty research has temporarily created a setback for the internationalization process. The September 11, 2001 tragedies and the SARS outbreak have created concerns regarding the security and safety of international travel.

A piece of new fabric will be created when the weaver has the new threads to continue with the weaving process, is able to concentrate on the process, and is committed to creating a finished product. Similarly, the internationalizing process of the University is attainable if the stakeholders are convinced of its benefits and committed to

it. Consequently, the hope echoed by most of the participants who “see the light at the end of the tunnel” regarding the internationalizing of the University will be the impetus to continue this endeavor.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This case study of internationalizing higher education at a Midwest comprehensive university resulted in several important findings regarding internationalization and the internationalization process of a university. The data obtained from the interviews and documents reflect the complexity of internationalizing a campus as an important and necessary process to fulfill the obligations of the mission of a university, which are to educate its students.

This chapter consists of four major sections. The first section includes discussion regarding the comparisons of the conceptual framework used for this research and the findings of this research. In addition, the conceptual framework was compared to the model I developed based on the information obtained from the findings. The second section describes conclusions about the perceptions of faculty members and administrators about internationalization based on the findings of this study. The third section includes implications for institutions, administrators, and faculty members regarding internationalizing as a much-needed process for higher education. The fourth section includes recommendations for future research about internationalization and its relationship to higher education.

Discussion

Cavusgil's (1991) conceptual framework outlined three elements that make up the internationalization process. The "inputs" element consists of the necessary components for the internationalization of a university. The second element is the "value adding

process,” which describes what programs should be involved in order to be internationalized. The third element, “outputs,” includes the results or the benefits of the internationalization process.

The theme, “The Internationalizing Components of the University,” that emerged from the data includes similar factors that comprise Cavusgil’s (1991) “inputs” element. The faculty members and administrators in this study identified resources, administrative leadership, internationalizing mindset, curricular expectation and connection, faculty awareness and involvement, hiring practices, and international exchanges and activities as the required components for an internationalization process. However, the linkage to the surrounding community and collaborative efforts with other universities as listed in Cavusgil’s (1991) conceptual framework were not identified. Cavusgil’s (1991) role as a researcher in the business field might have enabled him to develop working relationships with the business communities.

The elements in Cavusgil’s (1991) “value adding process” is similar to the approaches identified in the “The Internationalizing Media of the University” theme. The common element is the curricular changes that need to be encouraged to facilitate internationalization. However, there are other considerations such as diversifying resources and organizational changes to be included in the internationalization processes. A university or college’s financial resource may be reduced due to state budgets, which may cause the internationalization process to be temporarily suspended. Consequently, alternative resources such as grants from organizations that promote international education can be sought to enable the internationalizing process to continue.

In addition, organizational changes have to take place in order for internationalization to be promoted as one of the university or college's strategic plans. This may involve mandating each college or department to develop an internationalization program at its respective levels.

The "outputs" element in Cavusgil's (1991) contain some similar issues in the fourth theme, "The Importance of Internationalizing the University," that emerged from the data. Job prospects and a more attractive campus are issues that are addressed in Cavusgil's (1991) conceptual framework. The "outputs" element focused on the impact of internationalization on graduates, school program, and knowledge and practice of international business.

The data of this study include different benefits of an internationalization process for a university. The faculty members and administrators interviewed cited personal development as one of the primary benefits of an internationalized campus for both the students and the faculty members who had international experiences. The opportunity to interact with people from other cultures while either studying or teaching abroad can result in one being more open minded and tolerant of others who are different. This aspect of the importance of internationalizing a campus has been often linked to the imperative need to have citizens who are more informed about the world and therefore can contribute to making the world a more peaceful place to live in relationship to the recent events that have taken place in the world such as the September 11, 2001 tragedy and other terrorists' attacks.

Another issue not found in Cavusgil's (1991) "outputs" element is the economic benefits of enrolling international students who usually pay out-of-state tuition, which can increase the income of a university. A university that has a consistently high percentage of enrollments of international students in its institution can expect to benefit monetarily.

The faculty members' instruction is enriched when they are able to bring in materials or information gathered while studying, teaching, or conducting research abroad. Their international experiences proved to be another source of information that they used to include different perspectives into their curriculum. Benefits for faculty are not included in the "outputs" element of Cavusgil's (1991) internationalization process.

The Internationalizing Fabric

I created another model of an internationalization process based on the findings of this study (see Figure 3). In my model the internationalizing fabric consists of three stages: (a) Pre-Internationalizing, (b) Internationalizing, and (c) Sustaining Internationalizing.

The first stage, Pre-Internationalizing, is the pre-departure point of an internationalization process. A university that would like to embark on an internationalization process should consider evaluating the current "international situation" on its campus. The existing international education programs and activities should be identified in order to prevent a "reinventing the wheel" syndrome and to ensure that the resources, especially the human resource of individuals who have international experiences and who are actively engaged in international activities, can be

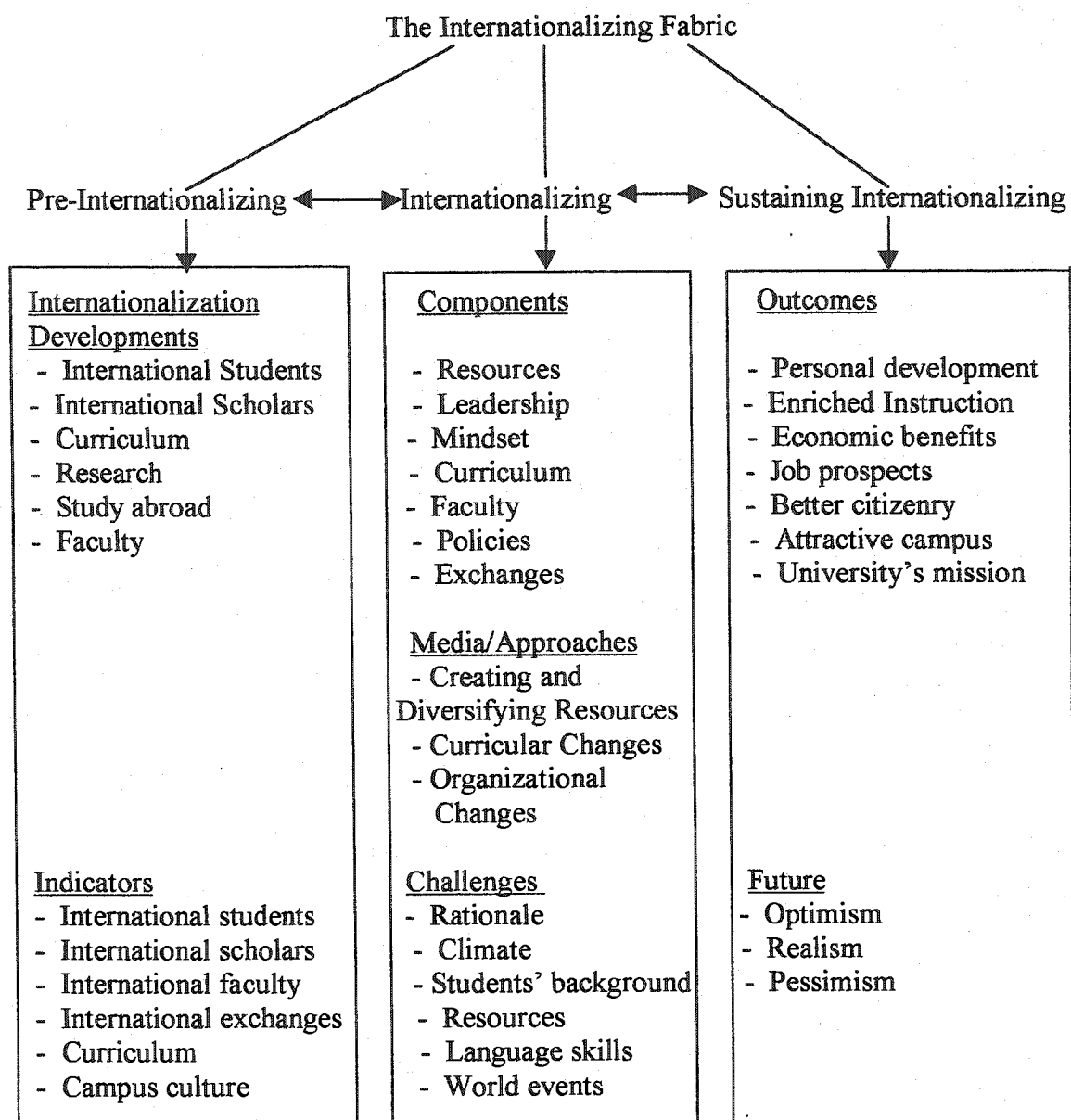


Figure 3. The internationalizing fabric.

identified as significant individuals who can contribute to the internationalizing process.

Similarly, international scholars and international students who are able to bring a

different perspective to a subject matter is another human resource that can be tapped for

the university's international programs and activities. In addition, the existing curriculum has to be examined to determine if an international perspective needs to be included.

In addition, the Pre-Internationalizing stage includes the need to identify how its stakeholders such as the faculty members and administrators perceive an internationalizing effort. Is internationalizing about enrolling more international students, increasing the participation of students in study abroad programs, inviting more international scholars? Is internationalizing about encouraging faculty members and administrators to seriously consider expanding the university's involvement in international activities? Is internationalizing considered a process or is it more a content based effort? These issues have to be taken into consideration because it would allow for its stakeholders to have a common understanding about this effort so that effective internationalizing can take place.

The second stage, Internationalizing, consists of three elements. They are the components that are needed to internationalize a campus, the media or approaches of the internationalization process, and the challenges that may hinder the process. The components to internationalize a campus include resources, leadership, mindset, curriculum, faculty, policies, and exchanges, which are similar to Cavusgil's (1991) "inputs" element. If a university decides to embark on an internationalizing effort and make it its most important agenda, then challenges can be anticipated.

The media for internationalizing a campus includes creating and diversifying resources, curricular changes, and organizational changes. These approaches are similar to Cavusgil's (1991) "value added process" phase. The effort to create and diversify

resources is crucial for institutions that either lack the financial and human resources to promote internationalization or suffer from a severe budget cut. External funding may be sought to continue the internationalization process so that international activities may be continued. Curricular changes are crucial because students receive direct instruction in international issues through an internationalized curriculum. Organizational changes have to take place in order for internationalization to develop in an environment that realizes its importance.

Change in an organization such as an institution of higher learning may not be well received by individuals who may not share the same value and enthusiasm for internationalizing a campus. Consequently, potential barriers such as a rationale for internationalizing the campus, the climate of the campus, students' background, the available resources, the level of language skills, and the influence of world events have to be anticipated.

"Sustaining Internationalizing" is the third stage of my model, which includes the importance of internationalizing the campus and its future developments. The "importance" factor contains some benefits that are similar to Cavusgil's (1991) "outputs" element. An internationalizing process has to be evaluated after it has been implemented to ascertain its success or failure and the areas that may require more time and effort because the future of this process is dependent on it.

The formulation of this model is my attempt to bring together the perspectives brought forth by the participants of this study. Both faculty members and administrators offered rich information regarding internationalizing and its importance and raised

concerns regarding its feasibility in the light of the recent severe stage budget cuts. The information obtained has enabled me to determine several conclusions regarding the internationalizing higher education dilemma.

Conclusions

This section is a summation of the findings from the interviews conducted and the documents analyzed. Each conclusion represents an aspect of internationalizing that emerged from this study.

The first conclusion describes internationalizing as a complex concept. The wide range of indicators imply that there are many ways of describing and understanding internationalization, which can include the “content” and “process” perspectives.

The second conclusion indicates the necessity and importance for internationalizing higher education to be valued by all members of a university or college and the community surrounding it. Shared valued may result in shared actions.

The third conclusion states that universities and colleges need to seriously consider internationalization as an important strategic plan, especially when it is the mission of these institutions to educate their students to be informed citizens.

The fourth conclusion reports the inevitability of the internationalization process as the effects of nations becoming more interdependent on one another in economic and political situation influences the ways universities and colleges consider their mission of educating students.

Internationalizing is a Complex Concept

Most of the participants of this study described internationalizing a campus as one that contains certain indicators. One of the indicators is the presence of international students and scholars. Another indicator is the movement of individuals through exchange programs such as study abroad. Curricular reforms such as including an international dimension in one's syllabus or mandating students to take non-Western culture courses is another reflection that internationalizing is taking place. The presence of foreign faculty is another sign of internationalizing.

Most of the participants had a "content" understanding of what internationalizing a campus is about. These participants described it as what internationalizing should involve. Other participants described internationalizing as a transitional event where international activities are taking place. Internationalizing is also a catalyst or a way to bring about new perspectives.

In addition, the meaning of internationalizing was synonymously used with other concepts such as international education, global events, and diversity. Many of the participants understood internationalizing as a general concept that is linked to non-provincialism.

Internationalizing needs to be a Concerted Effort

Cavusgil (1991) pointed out that it is crucial for upper-level administrators to be committed to internationalizing the campus in order for it to have a strong foundation where this process can be translated into different international endeavors. Interest in international research and activities should be pursued as a university or college's

objective to internationalize its campus. A unified team approach is needed to make the internationalizing effort a known developing project throughout the entire campus.

The importance for the administrators to work together with the faculty on this internationalizing process is crucial because the former sets the tone and agenda for any change to take place while the latter can ensure curricular changes do occur. If such a concerted effort were absent then many individuals on campus would be left alone to do all the work by themselves.

Some participants felt that the community at large, which includes the Governor of the state, legislators, parents, and constituents, need to be part of the internationalizing effort. This implies that the University as a state university needs to take into consideration these outside groups because they are the support networks that the institution may have to rely on.

Internationalizing is a Much-Needed Process

Internationalizing is important for a campus that has not experienced diversity, especially where most of its students are domestic students who come from small towns. Many of the participants felt that it is the duty of the University at large to provide an education to its students that challenges their minds and values to go beyond what they see in their immediate surroundings. An institution of higher learning has an obligation to ensure that its mission to educate its students is fulfilled, especially in the light of the world events that have taken place recently.

The tragedy of September 11, 2001 did not escape the University, especially when it has international students and scholars on campus. The administrators had to

communicate with its campus community that the tragedy should not result in attitudes and behaviors that may harm or cause pain towards others. One of the professors on campus was invited to address the community during a gathering organized immediately after that tragedy. Many questions regarding the Muslim faith and perhaps the desire to know about the outside world were raised.

Internationalizing needs a Multilevel Approach

The internationalizing process requires a multilevel approach because it involves many components as identified by the theoretical framework by Cavusgil (1991). The whole process is dependent on the mission of the institution, its leaders, its faculty and staff, its students, its resources, its connection with institutions within the nation and with other countries, and its relationships with the community outside the campus. These myriad factors require a multilevel approach that can tap into all the necessary components of internationalizing.

Internationalizing the Campus is an Inevitable Process

Some participants felt that the University will eventually be internationalized because this process is unavoidable, as the world grows more and more interconnected with each other. According to Groennings (1997), knowledge economy is a key component of the global economy. This implies that individuals with expertise in a certain field will be come invaluable to the success of globalization. Consequently, such knowledgeable individuals with international experience will be much sought after as they would be the links between the knowledge needed and the various countries that needs them.

Implications

This case study has produced several findings and conclusions that can be used to inform stakeholders of an institution that is moving in the direction of taking definitive steps towards promoting the internationalization process. I will describe several implications of this study in relation to a university's mission, the administrators' leadership in internationalizing a university, the faculty's leadership in internationalizing a university, and the state government's leadership in encouraging the internationalizing process.

Implications for a University's Mission and Strategic Plan

If a university or institution of higher learning is seriously contemplating internationalizing its campus, then the intent has to be clearly stated in its mission statement. A written document that proclaims the intent of the university towards the internationalizing process is the first crucial step that has to take place. A written intent to do so in a university's mission statement reflects the beliefs and values the university hopes to embrace and practice. When a university's mission identifies a certain belief or value, then the statements will be the foundation or driving force that initiates developments or changes that are forthcoming.

The mission statement that states the belief of the importance of internationalizing the campus has to be followed up with a well-drafted strategic plan that further describes the importance of this process. If international issues, international activities, and the international presence of students and scholars are considered important for a certain

university, then each individual college or department might realize that this declaration has to be done on a college level too. A university that has its individual colleges taking up the challenge to internationalize its faculty, programs, and students will help the university live up to its mission.

Implications for Administrators of Institutions of Higher Education

Leaders are individuals who provide the vision for the direction of a university. These individuals are responsible for identifying the goals of the organization and for charting the course that should be taken, as well as providing the support structure that has to be in place.

Administrators of institutions of higher education are a group of individuals who are expected to provide the leadership that initiates change when change is important and necessary. This implies that the administrators of a university such as the President, the Provost, the Deans, and the Vice Presidents make up its leadership core. The President of the campus plays a very crucial role in steering his or her fellow administrative colleagues to set the agenda of a university. A president that touts and believes in the importance of internationalizing the campus has tremendous influence over the initiation, implementation, and success of a project or program.

The Provost of a university is the “officer in-charge” of academic affairs. His or her influence in curricular reforms can result in the inclusion of an international component in the curriculum. The Deans are the individuals who lead different departments and its programs. They are usually the liaisons or links between the vast majority of faculty

members and staff and the upper-level administrators of the university. They are the ones who carry the message set forth in the mission and the strategic plan.

Faculty, like any other employees in an organization, need the support of their leaders if they are interested in exploring international exchanges and international research. They need the support of the administrators because resources, especially financial resources, are crucial to their international travels for conferences or for research. The flexibility of the institutions in allowing the faculty to take time off to conduct research abroad or to teach abroad is important because it removes another hurdle from their decision making task. Leaders who can recognize these needs and provide the support needed will allow the faculty to explore their international interests without hindrances or hesitance.

Visionary and effective leaders are needed to promote the internationalizing process at institutions of higher learning. Such leaders will be able to convey the importance of this process and will provide the support and resource needed to ensure its success.

Implications for Faculty of Institutions of Higher Learning

Faculty members are another group of stakeholders who have a direct role in internationalization by determining the content of their curriculum, in hiring, by going abroad, etc. They design and implement the curriculum according to their understanding of the importance of the subject matter that should be taught to their students. Hence, their role in the internationalizing process is important and yet it is often times not acknowledged.

Faculty members who have spent time abroad and are involved in international research understand the value of internationalizing the campus. There are such individuals on campuses that are usually committed to the internationalizing process. However, there may be a group of faculty that is hesitant to be involved in any international activities because they are unsure of it and do not know what the expectations would be. Consequently, the faculty who have the experience can share the benefits of internationalization with those who are still unsure of it. Faculty who have gone abroad on Fulbright scholarships can be chosen to share their experiences with other faculty who may be keen on similar experiences.

When financial resources are limited faculty will have to seek it from different sources such as non-profit organizations. If they solely depend on their home institution to provide the available resources, then their internationalizing effort may come to a halt very quickly. There are numerous opportunities that faculty can explore to obtain the resources needed. Faculty who are interested and willing to explore international initiatives such as traveling abroad may have to spend some of their own money in order to subsidize the cost.

Implications for Professional Organizations

Professional organizations involved in international education such as the Association of International Educators (NAFSA) and Institute of International Education (IIE) can provide a support structure that facilitates any institution that would like to initiate an international project. Many non-profit organizations that have projects abroad have developed a good database of information regarding the country, its resources, and

important individuals to contact. This type of information can be shared with institutions that would require help with internationalization projects.

Many of the faculty in institutions of higher learning are experts in their field of study. Some many like to venture into international projects but do not know where to obtain resources that would enable them to make the contact or connection. Professional organizations can provide international opportunities to institutions of higher learning that are in smaller locations in the United States whose population is not very diverse.

Many institutions that would like to start an international initiative such as study abroad and international scholar exchange programs may require the help of those who have experienced such an initiative. Professional organizations can conduct training sessions to help such institutions gain background information and understanding in organizing and implementing international efforts.

Implications for Foreign Language Programs

The study of a foreign language requires a lengthy instructional and learning period. This implies that foreign language could be taught beginning at elementary education and continued through high school until college.

The elementary education program can include foreign language learning. The individual states or districts will have to decide which foreign language should be chosen and also allocate required resources such as teaching materials and instructors. The community, especially the parents, has to be convinced of the value of learning a foreign language.

Similarly, high school educators and parents need to be convinced of the importance of learning a foreign language. The value of including foreign languages into the high school curriculum is crucial if the students did not get any instruction during elementary education. The introduction of foreign language learning is crucial at this stage because it may be the introduction to another culture for many students.

Most universities and colleges offer foreign languages as part of their academic program but not all these institutions have mandatory foreign language requirements. One way of encouraging students to participate in study abroad programs is to offer the language programs of the host countries. Institutions of higher learning need to make learning foreign languages a requirement for students because a proficiency in any foreign language is an asset for their future job prospects.

Recommendations

This case study on internationalizing higher education at a comprehensive Midwest university has provided some detailed findings, conclusions, and implications for the internationalizing process. However, there are certain limitations to this study, as it included only administrators and faculty at a specific institution.

First, more research on similar institutions and the internationalizing process is needed to determine if such institutions' experiences in international initiatives are similar or different. Although each institution has its own approach towards the internationalization process, shared information is valuable for the institutions that would like to consider implementing it. Future studies can be conducted to identify the

strengths and weaknesses of implementing an internationalizing process in similar institutions so as to help improve future work in this area.

Second, this case study limited its population to only administrators and faculty. Consequently, students' roles in the internationalizing process have not been investigated. Further research can include the alumni and student population in such case studies. The perspectives of both international and American students can further help to understand the complexity of the internationalizing process.

Third, research needs to be conducted to examine the perspectives of stakeholders outside the university regarding the importance of internationalizing a campus. These stakeholders include administrators of the state, the Board of Regents, parents, and other leaders in the community. Research that examines these stakeholders' perspectives can shed light on the possible ways the university, especially state universities, could involve them in their internationalizing process.

Fourth, research needs to be conducted to examine the perspectives of current elementary and secondary teachers in public and private schools across the United States. Examining their attitudes, beliefs and behaviors regarding cross-cultural opportunities should be studied. This an analysis within their school or classroom setting could provide valuable insights about how they are exposing K-12 students to international issues, including global education and internationalizing their K-12 curriculum, as their students will be the next generation of university students.

Finally, the study on the internationalizing process should not overlook universities who are pledged to make teacher preparation programs a university-wide responsibility.

Such studies can help universities identify the effectiveness of international programs and activities as they provide cross-cultural options. Since these university students will be the future teachers of this nation's children, the effect of developing cross-cultural competencies and its influence on teaching and learning should be studied.

Studying the internationalizing process of an institution is important because much can be learned. The importance of leadership is crucial to any organizational change because administrators as leaders are the ones who set the "change agenda." Although faculty are not direct policy makers in a university, their influence through the curriculum is second to none in the internationalizing process. The interconnectedness of the world, which is facilitated by high technology communication, has influenced changes to take place in institutions of higher learning. Individuals who have had international experiences know the need and value for this internationalizing process.

As one administrator said:

We face many barriers today, both internal and external, barriers such as budget and money, classes having to be larger, the airline industry having a lot of trouble, and the fear of going abroad. My hope is that we don't lose sight of the vital necessity for continuing to emphasize international education and investing it in every way possible. (A11)

CHAPTER SIX

RECONCEPTUALIZING THE INTERNATIONALIZING PROCESS

Internationalizing higher education is an important development of American universities and colleges. Many institutions of higher learning realize that globalization has impacted and will continue to impact the admission requirements of domestic and international students, the restructuring of the curriculum, and the determination of graduation requirements.

However, the relationship between globalization and internationalization of higher education remains an area that is seldom researched. Gregor (2002) said, "Similarly, international educators and scholars in the field of education have conducted extensive studies of internationalization, but these have rarely been linked in specific ways to the globalization process or to the expansion of trade in higher education services promoted by numerous trade agreements" (p. 2).

How is globalization different from internationalization and vice versa? What makes up an internationalizing process? Where does this process start? Where does it end? In this chapter I will attempt to explain the reconceptualization of internationalization based on the model derived from the data of this research.

Understanding Globalization and Internationalization of Higher Education

Globalization is a widely used contemporary term that has become a phenomenon linked to intensive and extensive economic and cultural changes (Stromquist & Monkman, 2000). Internationalization of higher education can result in economic and cultural changes for universities and colleges due to the impact of globalization.

However, it is difficult to measure the impact of globalization as universities and colleges differ in their internationalization efforts and approaches. Globalization has formed an economy of a planetary scale with the formation of transnational corporations (Stromquist & Monkman, 2000). This implies that globalization results in a certain form of homogeneity as transnational corporations will manufacture similar products on a global scale. Although globalization is transforming higher education but the internationalization of higher education is dependent on the decisions made by individual institutions (Kishun, 2000). Hence, internationalization is a heterogeneous process as institutions of higher education seek to bring in the international dimension into their respective campuses.

Scott (2000) stated three reasons that differentiate internationalization from globalization and vice versa:

1. Internationalization presupposes the existence of established nation states – globalization is either agnostic about, or positively hostile to, nation states.
2. Internationalization is most strongly expressed through the “high” and historical worlds of diplomacy and culture; while globalization is expressed in the “low” and contemporary worlds of mass consumerism and global capitalism.
3. Internationalization tends to reproduce hierarchy and hegemony because of its dependence on the existing unequal pattern of nation states while globalization addresses new agendas such as global climate change, worldwide pollution, sustainable technologies and, most important of all, the inequalities between North and South and those within nations – because it is not tied to the past, because it is a restless, even subversive, force. (p. 4)

Globalization is a change process that has impacted world economy, politics, societies, and cultures. Institutions of higher education must consider the impact of the global economy on the internationalization process. The decisions of the institutional

leaders to promote and implement internationalization should be based on an understanding of globalization and the relationship between the two processes.

The Internationalizing Fabric within Globalization

The model that I developed describes the stages of an internationalization process. However, this process has to be understood within the realm and influence of globalization. Internationalization has to be viewed as a process rather than a content in the historical context of an institution's history and its present international state. The reconceptualization of internationalization reflects a combination of the process and content approaches of internationalization and the relationship between internationalization and globalization (see Figure 4).

Pre-Internationalizing/Conceptualizing

Internationalizing an institution of higher learning requires more than the provision of the required elements. It involves the belief that internationalization is a necessary and important development for the institution. This mindset is crucial to the initiation and implementation of internationalization. It is important to discover the perspectives of internationalization at a university or college.

It is important for the advocates of internationalization to ensure that the stakeholders of an institution understand that internationalizing is a process that requires certain elements to be present. Additionally, it is important to understand the meaning of globalization and its impact on the internationalization process of an institution. Internationalization that is content oriented may result in the creation and implementation of programs without effective follow up efforts. The presence of international students

and scholars is an important indicator of an internationalized campus. However, internationalization is more than the quantity of international individuals on campus. It includes the “extension” of their presence, which is the sharing of cultures, the developing of relationships, the initiation of future exchange programs, and learning about the host culture.

The existing international programs and activities have to be reevaluated to determine if they are effective. These programs and activities can be further developed and used as a starting point of internationalization if resources are limited to create new initiatives. Individuals who have been involved in promoting internationalization and its programs can be recruited as advocates. An ideal group would be a combination of administrators, staff, faculty, and students. This implies that a concerted effort is needed to coordinate a group of interested individuals represented by all sections of the campus community to ensure that the internationalization does indeed become an organizational change.

The conceptualization of internationalization can be initiated with questions regarding the meaning of globalization and its impact on internationalizing higher education. In addition, the state of internationalization of the institution or the development of its international activities has to be identified and described to avoid duplication of efforts. The following questions may help the conceptualizing effort:

1. What is globalization?
2. How does globalization impact higher education?
3. What is internationalization?

4. What is the relationship between globalization and internationalization?
5. What is the state of internationalization of the campus?
6. Who are the individuals actively involved in international activities?
7. What international activities are currently present on campus?
8. How does the institution perceive internationalization?

Internationalizing/Implementing

This stage includes the ways internationalization can be achieved, the components that will facilitate the process, and the possible challenges that may be encountered. The components of internationalization that are easily accessible and that can effectively promote the process should be identified. The effectiveness of the approaches will depend on the components that are available for the initiation, implementation, and expansion of internationalization.

The media for internationalization such as creating and diversifying resources, curricular changes, and organizational changes are important approaches that can be implemented. Resources, especially funding, for institutions of higher learning that suffer from severe budget cuts can limit the implementation and development of internationalization. Consequently, administrators and faculty members who are directly involved in international activities have to seek alternative resources. Sharing and combining resources with other institutions within the state and out-of-state can be considered for cost saving intentions. If the study abroad programs in one institution have to be temporarily halted because of the lack of funding and also staff support, it is

imperative to seek alternatives for the students who are keen to participate in these programs. Study abroad programs in other institutions can be made available to the students who are interested in it so that this important international experience is continuously available.

Initiating curricular changes is another important internationalization approach. The content of a curriculum can be changed to include international activities. Faculty members who are advocates of internationalization may readily include international perspectives into the curriculum that they teach. An administration that wishes to promote internationalization will have to convince the faculty members who may be hesitant to make changes to their curriculum the value of this process. Additionally, the resources and services needed to help the faculty members who are interested in pursuing an internationalization approach must be in place so that such an attempt can become a reality instead of a rhetorical initiative.

Organizational changes are necessary for internationalization to be implemented. Leadership that promotes internationalization as a campus-wide effort requires the help of different stakeholders. A mission statement that promotes internationalization and translates into specific objectives in a strategic plan reflects an institution's commitment to the process. The following questions may be helpful:

Organizational Considerations

1. How will the importance of internationalization be shared?
2. Who will head the leadership for internationalization?
3. Which college or departments have started some form of internationalization?

4. How can the existing internationalization efforts be helpful to future efforts?
5. Should the internationalization efforts be coordinated?
6. What are the initial steps that can be taken to implement internationalization?
7. Should internationalization experts be consulted?

Implementation Considerations

1. What are the main approaches that should be considered?
2. What are the current internationalizing approaches adopted by individuals who are actively involved in international activities?
3. Which approaches are effective and could be expanded?
4. What new approaches can be adopted and implemented?

Identifying and Diversifying Resources

1. What are the available resources for internationalization?
2. Does the institution have sufficient resources to initiate the process?
3. What are the primary resources?
4. What are the secondary resources?
5. What are the resources that need to be supplemented?
6. How can other resources be obtained?

Sustaining Internationalizing/Continuity

This stage of the model consists of two important aspects of internationalization, which are the outcomes and future of internationalization. The outcomes of internationalization include several important benefits of internationalization for the individuals who participate in international activities and for the institution. Individuals

with international experiences expose themselves to different perspectives about life and societies when they study abroad. They become more informed about a certain country, its people, and its culture. In addition, these individuals may have better job prospects, especially with prospective employers seeking employees with international experiences. The campus that promotes internationalization and actively pursues it may attract potential students who are looking for a campus that provides international education opportunities. A higher enrollment of international students may result in economic benefits for the university as most of them pay out-of-state tuition.

The future of internationalizing the university depends on a continuous effort to evaluate the process to determine the barriers that were encountered and the means to overcome them. The benefits of internationalization should be identified so that information about it can be shared with the campus community as a reflection of the importance of this process. The questions that can be raised include:

1. What is the current institutional climate for internationalization?
2. How did the campus community receive the internationalization effort?
3. What internationalization efforts are successful?
4. What internationalization efforts are not successful?
5. What programs should be expanded?
6. What programs should be discontinued?
7. Are alternative resources needed to continue the internationalization process?

Internationalization is a process that needs to be conceptually examined, institutionally implemented, and continuously examined for its continuity. Globalization

is a worldwide influential force that will continue to impact institutions of higher education. This impact has to be examined by the institutions that would like to promote internationalization on their respective campuses. The understanding of how globalization affects internationalization can guide institutions in their response to the potential changes that have to take place.

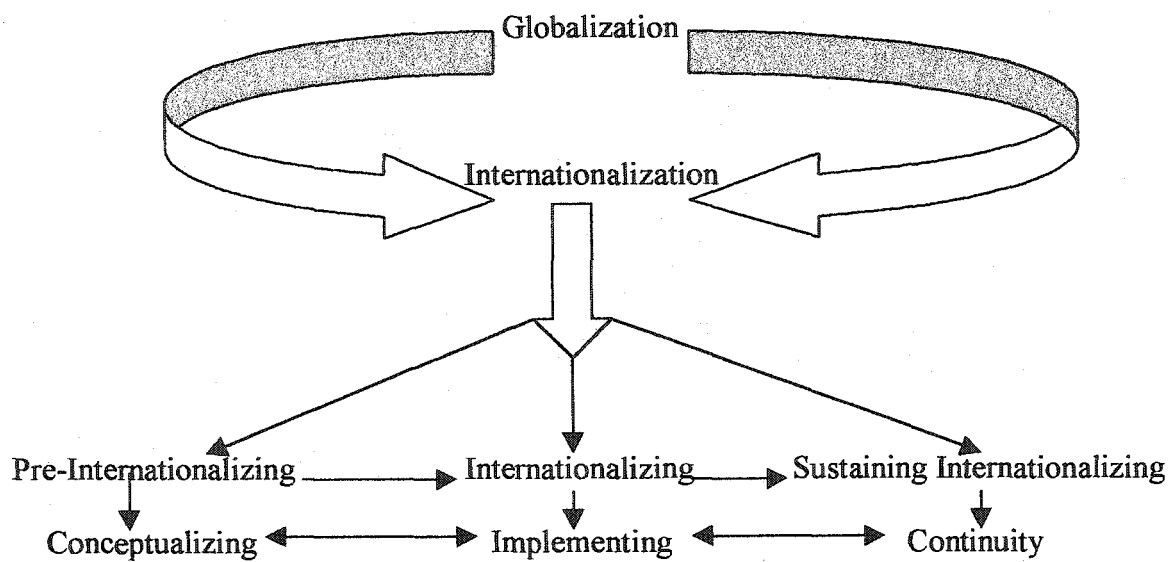


Figure 4. Reconceptualizing internationalization.

Summary

Internationalization of higher education is an important process that has been initiated by universities and colleges. The decisions to implement internationalization are dependent on the leaders of these institutions. Consequently, the response of each institution towards the impact of globalization on internationalization will differ from campus to campus. The primary step is to understand that internationalization is a process that has to permeate the entire campus and it requires different resources with the

help of several approaches to make it a reality. Additionally, the internationalization process has to be examined continuously to identify challenges that can hinder it and to determine the changes that need to take place to ensure its success.

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APPENDIX A
THE INTERNATIONAL INITIATIVES PROPOSAL

Promising Practices: Preparing Students for Citizenship in an Interconnected World

a proposal submitted to
 The International Initiatives Program by the American Council on Education
 By
 The University of

Project Summary

Given the increasingly interconnected world and challenges and opportunities that lie within it, universities have a compelling obligation to concern themselves with providing students the knowledge, skills and values needed to thrive as citizens in the local community and contribute to the vitality of an interdependent global society. The University of recognizes this obligation and has made the achievement of global competence a high priority for both students and faculty. The University of Holds the perspective that international education should consist of a rich variety of activities and opportunities including a foundation of both curricular and co-curricular experiences on campus; study abroad programs for American students, recruitment of international students, and experiential learning opportunities in international settings. Faculty are consistently involved with international scholarship, teaching, leadership and service and nearly 5,000 students participated in an international education experience abroad in recent years. A strong infrastructure of resources supports both faculty and students in their international activities, which are communicated throughout the campus community via the university's website. Much of the faculty's international work is organized within the context of 21 institution-wide agreements with academic institutions abroad. Of particular note are the University of 's International Student Teaching Program, which places student teachers in international settings around the world; the University of and the student-led organizations which provide leadership development in both short and long-term experiential learning opportunities abroad; and the Russian Program, which provides exchange opportunities for faculty and students from both the U.S. and the former Soviet republics.

APPENDIX B
INTERVIEW PROTOCOL

Name: _____

Date: _____

Time: _____

Interview Procedure

1. Thank the participant for their time.
 - "Thank you very much for meeting with me."
 - "I appreciate your willingness to participate in this interview."
2. Ask permission to tape the interview.
 - "I have a tape recorder with me and I am wondering if it is alright with you if I tape this interview."
 - "Would you allow me to tape this interview so that I can obtain as much information as needed."
3. Assure the participant about confidentiality of their identity and also the information provided.
 - "To ensure the confidentiality of this interview your name will not be revealed in the dissertation."
 - "Also, the source of the information will be kept confidential."
4. Ask participant regarding his/her international experience.
 - "How long have you been involved in international education?"
 - "How did your involvement in this program/research begin?"
5. Start with the interview questions and prompt for more information when needed:

Question 1: Do you think your college/department/program/curriculum/or office is internationalized? If yes, what are the indications? If not, how do you think your college/department/program/curriculum/or office should go about it?

() Yes? () No? _____(Does answer overlap?)

Prompts – “Would you describe your department as internationalized?”

- “What would it take for your department to be internationalized?”

Question 2 - What is your understanding of internationalizing a campus?

_____ Difficulty with understanding the term?

_____ (Answered?)

Prompt – “What would an internationalized campus look like?”

Question 3 – What are the important factors or situations that can promote an internationalization process for this campus?

_____ (Answered?)

Prompt – “What are the important things that will have to take place at the campus level?

- “What do you think are the faculty members’ role?”

- “What will it take for internationalization to become a reality here?”

Question 4 – What are the best approaches to internationalizing this campus?

_____ (Answered?)

Prompts _ “Can you tell me some of the ways international education issues can promoted and experienced?”

Question 5 - What are the main benefits of internationalizing this campus?

_____ (Answered?)

Prompts – “How would internationalization be good for this campus?”

Question 6 – What barriers would you anticipate in the internationalizing process?

_____ (Answered?)

Prompts – “What would be some difficulties encountered?”

6. Ask interviewees if there are any documents related to internationalization/international education that was developed by the individual or the department.

- “Do you have any documents or brochures related to international education developed by either the individual or the department?”

7. Tell the participant that you will share with them the information gleaned from the interview for accuracy.

- “At a later time I will give you a copy of the information obtained from this interview to ensure the accuracy of the content.”

APPENDIX C
SAMPLE OF CORRESPONDENCE

Dear Dr...../Mr.....

My name is Irene Tan and I am a doctoral student in the Postsecondary Education program. I am wondering if you would be willing to contribute to my research by being a participant for my interview. The following is a short description of my research proposal:

Topic: Internationalizing Higher Education: A Case Study of a Midwest Comprehensive University.

The international component of higher education has faced significant challenges over the past two decades due to the effects of globalization. Interdependence among countries has grown in the late twentieth and early twenty-first centuries, especially in the area of economic affairs, as more and more industries enter multinational phases (Adler, 1997; Kanet, 1996). The realization that international interdependence is not an abstract theory but a reality has prompted institutions of higher education in the United States to internationalize their campuses.

The purpose of this proposed qualitative research study is to examine how and to what extent a Midwest comprehensive university has developed its internationalization process. Special focus will be placed on understanding and drawing conclusions from the perceptions of administrators and faculty members regarding the importance of internationalizing a campus and the factors that either facilitate or hinder the process.

The primary modes of data collection will be individual interviews and document analysis. Participants will include upper-level administrators and faculty members. The theoretical framework chosen for this study is Cavusgil's (1991) conceptualization of an internationalization process for business and academic programs. Cavusgil identified the components needed to start an internationalization process, the events that must take place in order for internationalization to materialize, and the results of the process.

Please let me know via e-mail if you are willing and able to participate in this research.

Thank you

Irene