Internationalization of Higher Education: A Comparative Case Study of Two U.S. Universities

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This dissertation titled
Internationalization of Higher Education: A Comparative Case Study of Two U.S.
Universities

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Abstract

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The purpose of the study was to understand best practices for internationalizing higher education. Despite the growing recognition of the importance of internationalization to student learning in higher educational institutions, majority of students continue to exhibit deficiency in international skills and competencies required to function effectively in this present world. These deficiencies have raised concerns leading to the development of a working internationalization approach framework for higher education internationalization, including the activity, competence, ethos, and process approaches. However, there is little understanding of how the approaches have been implemented to infuse international and cross-cultural knowledge and capacity into the core functions of institutions of higher academic learning, because of a dearth of empirical research on how the approaches have been implemented for the purpose of internationalization. Moreover, little is known about students’ experiences and competencies acquired from internationalizing universities and the role of faculty in internationalizing institutions of higher academic learning. In general, little agreement exists among educators and administrators on best practices for internationalizing universities and colleges. A total of twenty-six research participants including six directors, sixteen students, and four faculty were sampled for this study. Equal numbers
of participants were recruited from two U.S. universities—Midwest University (MWU) and East-coast University (ECU). Purposeful and snowball sampling strategies were adopted to identify participants for the study. Data were gathered through face-to-face semi-structured interviews and document reviews. Constant comparative method was employed to analyze the data. Results of the study indicated that organizational culture theories adopted to internationalize higher education comprised integration into university family, community relationship, buffering, symbols, communication, shared values and beliefs, and steering. Both universities engaged faculty in internationalization through study abroad programs, accreditation, international roles, international partnership, international faculty hires, admission of international students, monetary investment in faculty, self-motivation, formal and informal communication channels, rewards and recognition, academic activities, and co-curricular activities. Students benefited from internationalization as they acquired bilingual or multilingual abilities, firsthand cultural knowledge, sampled food, global knowledge, cultural nuances critical to showing respect to people from different cultures and geographical backgrounds, friendship and networking, personal growth, and high tendency to develop empathy. Finally, with respect to approaches for internationalizing higher education, the international offices at both institutions worked in synergy with other units and support from senior administrative leaders to provide services to inbound and outbound students and international faculty. Leadership support was apparent in the provision of infrastructure and human resources. To sustain internationalization initiatives and efforts, the process approach for internationalizing both universities, were guided by strategic
plans built on leadership support. Students’ competencies were developed through on-going internationalized curricular and co-curricular activities, and international faculty hires. Similarly, staff participated in conferences and subscribed to journals. Equally, faculty were provided with financial support to attend international conferences and internal faculty seminars with internationalization at the center stage. Activity Approach carried out to internationalize both campuses included recruitment of international students, retention of international students, existence of international student organization, inter-cultural activities, students/faculty/staff exchange, foreign languages, study abroad, memorandum of understanding, curriculum internationalization, Area Studies, and International Programs. Findings of this study provide implications for policy and practice. Findings of this study can inform decisions of policy makers and administrators at institutions of higher education to develop and implement policies to create a learning environment to imbue international perspectives into students.
Dedication

I dedicate this dissertation to my family for their encouragement.
Acknowledgments

This dissertation was made possible by the support, suggestions, encouragement, and guidance of many people, specifically committee members who accepted to serve in this capacity. I am grateful to my dissertation chair, Dr. Yegan Pillay, and the rest of my committee members, Drs. Dwan Robinson, Francis Ebenezer Godwyll, and Arthur Hughes. Without them, this dissertation would not be a living document. Also, my appreciation goes to the two institutions for allowing me to use their institution as case studies. I want to say thank you to all my research participants at Midwestern University (MWU) and East-coast University (ECU) for volunteering and making time off their busy schedules for me to interview them. Last but not least, my appreciation goes to my close friends at MWU, who in diverse ways helped me to complete this doctoral journey.
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Chapter One: Introduction

Internationalization is increasingly gaining recognition as a necessary element to the main purposes of tertiary institutions across the world as universities recognize the importance of expanding student learning (Burnett & Huisman, 2010; Deardorff, 2009; de Wit, 1995; Harris, 2010; Knight 1994; Lambert, 1996; VanBalkom, 2010). The increasing recognition of the importance of internationalization is apparent in the mission statements of institutions of higher academic learning Rodenberg, 2010). Knight (1994) provided an evolutionary view of “internationalization of higher education as the process of integrating international dimension into the teaching/learning, research, and service functions of a university or college” (p. 3). Qiang (2003) argues that due to the increasing demand in the labor market for graduates with professional, academic, multilingual, social, and intercultural skills and attitudes, internationalizing higher education cannot be overlooked. Moreover with limited research resources, international partnerships among universities appear to be the most viable means of accomplishing the task of internationalization. There is increasing recognition to integrate the international community into the “local, national, and regional” learning of universities because of the growing interdependence among nations (VanBalkom, 2010 p. 147). Hence, many tertiary institutions are increasingly putting measures in place to prepare students to understand the interdependent nature of the world (Agnew, 2012; Breton & Lambert, 2003). Scholars and other research organizations concur that, for the 21st century university graduate to effectively function in a globalized world, it is critical for students to be exposed to and interact with people from different geographical, cultural, and
linguistic background (Association of American Colleges and Universities, 2008; Altbach, 2006; Bartell, 2003; Council of Chief State School Officers, 2011).

**Problem Statement**

Universities are considered international organizations due to the universal nature of the knowledge they produce (Ahmad, 2012; Jati, 2010; Knight & Altbach, 2007). Nonetheless, several scholars express concern that the majority of students in many fields of study in different parts of the world are deficient in international skills and competencies (Adjei, 2012; Deardorff, 2006; Siaya and Hayward, 2001) needed to “foster global understanding … skills for effective living and working in a diverse world” (Francis, 1993 p. 8). Lambert (1998) conducted a survey on “1611 American adults” (p. 20) and found that such a huge population of Americans lacked knowledge about what happens different countries. In a similar fashion, Skidmore, Jan, and Gretchen (2005) noted that a small number undergraduate students come into contact with different cultures. Several scholars observed that the population of undergraduates less commonly taught languages and Arabic has dwindled over the past four decades, leading to fewer students acquiring an appreciable form of global competence (Hayward, 2000; Skidmore et al., 2005). Research has revealed that American undergraduate students display low level of international awareness (Hayward, 2000) and “geographical knowledge” (Pandit, 2009 p. 25). As Skidmore et al. (2005) noted, many students are not inadequately served in terms of imbuing international perspectives into students. Since the September 11, 2001 attack on the World Trade Center, educators have expressed concerns that colleges in North America have not adequately equipped the younger generation of Americans
(Collins and Davidson, 2002) for an increasingly “diverse world” (Francis, 1993 p. 8). In the midst of these concerns, Collins and Davidson (2002) observed that after the September 11 attack, “97% of [survey] respondents reported that they regard study abroad and international exchanges to be just as important or even more important than ever” (p. 52). Similarly, reports from the New York Times (2002) indicated that students are drawn to curricular offerings on other cultures, religion, and lifestyles. Likewise, faculty have a lot to learn from exchanges with international faculty and scholars through research and collaborative teaching. However, “only 8% of American undergraduate and graduate students studied a foreign language and less than 4% participated in study abroad or internship abroad” (New York Times, 2002, p. 13). This report suggests that there is a gap between curricular intentions and curricular realities of undergraduate education (New York Times, 2002). Consequently, many “institutions have begun changing their “structures and operational practices” (Becker, 2006 p. 284) to infuse new pedagogies and practices to a conducive environment necessary for internationalization to thrive (Bond, 2003; Burn, 2001; Ellingboe, 1999; Mestenhauser, 2002). Current literature also suggests that institutions across the U.S. and elsewhere are increasingly implementing different myriad strategies to internationalize (de Wit & Knight, 2002). To advance these changes, quadrangular model that can help universities to imbue international and intercultural perspectives into students were identified (Knight, 1994). These approaches include: (1) the activity approach which involves developing exchange programs, recruiting international students, and internationalizing the curriculum; (2) the competence approach, comprises changes and increment in international and cross-
cultural mastery and capabilities of students, staff, and faculty in tertiary institutions. The core of this approach is to hone students, faculty, and staff international and intercultural skills, knowledge and attitude; (3) the ethos approach, involves developing a culture within the university that can foster internationalization; and (4) the process approach, involves a conscious effort to integrate intercultural knowledge and understanding across the academic and managerial components of an institution of higher learning through policies, procedures, and activities. Integration of intercultural knowledge and understanding requires an internationalization strategic plan that articulates the “vision, commitment of leaders, and allocation of financial and human resources” (McCarthy, 2007 p. 25).

However, it is unclear how the activity, ethos, process, and competence approaches have been applied to internationalize institutions of higher academic learning. Importantly, no empirical study to date has examined Knight’s (1994) four model using faculty members, administrators, and students (domestic and international) as participants. Knight (2004) articulated that the approaches to internationalization framework were designed to assist “institutions and policy makers to reflect on the dominant features of their current approach to internationalization or identify the approach they might adopt in the future” (p. 21). In spite of the extant literature on internationalization of tertiary institutions, there is a paucity of research that addresses the challenges inherent in Knight’s (1994) internationalization approaches. Practically, there is a gap in understanding best practices for internationalizing colleges and universities.
**Purpose of the Study**

The purpose of this study was to understand the best practices used for internationalizing higher education using MWU and ECU as case studies. The specific objectives of this research include:

- Identify the approaches used for internationalizing the MWU and the ECU.
- Investigate how organizational culture promotes internationalization at the MWU and the ECU.
- Explore what benefits students derive from internationalizing the MWU and the ECU.
- Investigate the role that faculty play and are engaged in internationalizing the MWU and the ECU.

**Theoretical Framework**

Knight’s (1994) internationalization approaches to higher education framed the study. Knight (1994) argues that internationalization of tertiary institutions can be achieved by implementing the activity, ethos, process, and competency approaches. Although the current literature addresses all four approaches there is a gap in understanding as to how institutions of higher education have used all four approaches in integrating international and intercultural knowledge into their core functions (Friesen, 2012). Similarly, it remains unclear how students may benefit from Knight’s (1994) four approaches to internationalizing higher education through curricular and non-curricular activities. The researcher has adopted Knight’s (1994) approaches to internationalization...
as a framework to understand the best practices for internationalizing at the two academic institutions and a lens through which to understand the different activities, policies, procedures, practices, beliefs, symbols, and values adopted. The data gleaned through this empirical endeavor has informed the formulation of best practices for internalization of US academic institutions.

Table 1

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<td></td>
<td>Activities such as recruitment of international students, student/faculty exchange programs, and technical assistance from one institution to another.</td>
<td>Focuses on the sustainability of international education through a process that encompasses not only teaching and research but also policies and procedures that are international or intercultural in nature.</td>
<td>Development of an organizational culture that nurtures intercultural, multicultural, or global sensitivity, considered pivotal for internationalization.</td>
<td>Aims to develop international competency for students, faculty, and staff through the development of internationalized curricula and programs.</td>
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Conceptual Framework

A conceptual framework “explains either graphically, or in a narrative form, the main things to be studied—the key factors, concepts or variables, or constructs—and the presumed relationship among them” (Miles, Huberman & Saldana, 2014 p. 20).

Similarly, Jabareen (2009) contends that a conceptual framework is a “network of a plane of interlinked concepts that together provide a comprehensive understanding of phenomenon or phenomena” (p. 51). Jabareen (2009) argues that conceptual framework helps to provide “understanding” (p. 51) of the phenomenon under study. To understand best practices for internationalizing higher education using two US institutions, Midwestern University (MWU) and East-coast University (ECU), the researcher explored “the architecture, physical environment, rituals” (Sehin, 2015 p. 95), “ceremonies, values, beliefs, and assumptions” (Schein, 2010 p. 24) for internationalization. Therefore, I combined Schein’s (2010) organizational culture and Knight’s (1994) internationalization approaches to understand best practices for internationalizing higher education. Schein (2010) identified triple levels of organizational culture—“artifacts, espoused values, and basic underlying assumptions” (p. 24). According to Schein (2010) culture is “a set of basic tacit assumptions about how the world is, and ought to be, that a group of people share and that determines their perceptions, thoughts, feelings and to some degree their overt behavior” (p. 11). The group’s learning process is highlighted in actions, intelligence, and affective domains. Schein (2010) noted that artifacts are made up of concrete and tangible components within an organization. Accordingly, organizational culture researchers examine the observable and concrete elements of an organization such
as—“physical and social environment, technological output, written and spoken language, artistic production, overt behaviors, and rites” (Schein, 2010 p. 24) to understand the culture. However, Schein (2010) argues that, solely focusing on artifacts of the organization to interpret the culture might be flawed. To address this challenge in studying organizational cultures, Schein (2010) posits that researchers should adopt open-ended interviews, review documents, mission statements understand the meanings people attach to artifacts in organizations. This recommendation motivates the decision to adopt a semi-structured interviews. Adoption of interviews was helpful in garnering the “espoused values” (Schein, 2010 p. 24) for internationalizing both universities. However, Schein (2010) argues that organizations’ espoused values and beliefs appear to be theoretical and they can contradict practice, posing a challenge for outsiders to understand the culture of an organization.

Consequently, for outsiders to understand, interpret the patterns, and to predict future behavior of organizations Schein (2010) posits that observers or researchers explore deeper levels of culture. These deeper levels of culture, Schein (2010) argues, are actions taken by a group of people to produce a desired outcome. When the action is repeatedly carried out, members take that action for granted. These “taken-for-granted” actions are what are Schein (2010) refers to as “basic underlying assumptions” (p. 24). Schein (2010) contends that organizational cultures are underpinned by seven basic assumptions including:

(1) the organization’s relationship to the environment—does the organization perceives itself to me dominant, submissive, harmonizing or searching out a
niche; (2) the nature of human activity—is the correct way for humans to behave to be dominant or pro-active, harmonizing or passive fatalistic; (3) the nature of reality and truth—how is truth defined in the organization and how is truth determined both in the physical and social world? Is it by pragmatic test, reliance on wisdom or social consensus? (4) The nature of time—what is the organization’s basic orientation in terms of the past, present, and the future and what kinds of time units are most relevant for the conduct of daily affairs? (5) Human nature—are humans basically good, neutral, or evil and is human nature perfectible or fixed? (6) The nature of human relationship—what is the correct way for people to relate to each other to distribute power and affection? Is life competitive or cooperative? Is the best way to organize society on the basis of individualism or group identity? Is the best authority system autocratic/paternalistic or collegial/participative? (7) Homogeneity versus diversity—is the group highly diverse or highly homogenous, and should individuals in a group be encouraged to innovate or conform (p. 86).
Figure 1. Schein (2010) organizational culture and leadership framework.

**Research Questions**

The research questions underpinning this research are:

1. What approaches are employed to internationalize MWU and ECU?
2. How does organizational culture promote internationalization of MWU and ECU?
3. What are the benefits of internationalization for students of MWU and ECU?
4. How are faculty engaged in internationalizing MWU and ECU?

**Significance of the Study**

This study’s findings builds on the extant literature on internationalization of universities as it provides empirical data on the best practices used in internationalizing
institutions of higher academic learning in North America. The approaches used for internationalizing the MWU and ECU can serve as guidelines for internationalizing other colleges and universities. The study can inform the decisions of policy makers and administrators at tertiary institutions to develop and implement policies to create a learning environment to imbue international perspectives into students. Furthermore, the study provides a scheme to assess the benefits students gain from higher education internationalization. The study contributes to the body of literature on the organizational cultures that promote university internationalization. The findings provide additional information on the role of faculty involvement and their contribution to internationalizing higher education. On the whole, this research builds upon the extant knowledge in the field of comparative and international education.

Limitations

The current study focused on two public universities using qualitative approach. Qualitative approach may be adopted to focus on a single university to gain in-depth “description, understanding, and explanation” (Miles et al. 2014 p. 100) of best practices for internationalizing higher education. Similar research could be conducted in the U.S. using quantitative approach to cover a larger sample size. The present study may be replicated using a quantitative approach to compare internationalization practices in higher education institutions in the U.S. and abroad. The sites for the study are located in different states in the United States. The sample for the study included juniors and graduate students, administrators and faculty from MWU and ECU, however, the responses may not necessarily represent all the university constituents within the two
institutions. Because interviews are tools for collecting data in qualitative research, there is the possibility for respondents to embellish their responses to favorably portray their institutions or respond in a manner that they perceive what the researcher wants to hear (Yin, 1994). The researcher is an international student and while every effort has been made to accomplish what Patton (1990) refers to as *epoche* (p. 408), absolute objectivity by the researcher who is the instrument may not be possible (Marshall & Rossman, 2011).

**Definition of Terms**

*Internationalization of higher education* refers to the “process of integrating international dimension” into the three major functions of colleges and universities (Knight, 1994 p. 3).

*Faculty engagement* refers to the process of seeking faculty participation and interest in internationalizing tertiary institutions (Childress, 2010).

*Global competence* includes the knowledge, attitude, skill that students need to be able to function as a world citizen and also to succeed in today’s global force (Green & Olson, 2003).

**Organization of the Study**

The current dissertation is partitioned into five chapters. The background to the study is presented in chapter one. The chapter describes the problem statement, the purpose of the study, research questions, the theoretical and conceptual frameworks that guided the study, significance, limitations of the research, and definition of terms. The second chapter consists of related literature reviews. In chapter three, I discussed the
methodology, research design, and procedure for recruiting participants, source of data, data gathering, and procedure for analyzing the data. Also, I presented my reflections and role as a researcher in this chapter. The fourth chapter is a presentation of findings garnered from the study. The fifth chapter contains a syntheses of the findings from the present study with earlier studies to determine consistency and divergence. Finally, I provided implications and suggestions for practice and future research.

**Chapter summary.** In the first chapter I described the background to the study that highlighted the problem statement. Next, I provided the purpose of the study, the specific objectives, and the research questions that underpinned the study. The theoretical and conceptual framework that guided the study was presented. Subsequently, I described the limitations of the study and key terms were provided to guide readers to understand the study.
Chapter Two: Literature Review

Introduction

This study is a comparative case study of two U.S. universities. The purpose of the study was to understand best practices adopted to internationalize universities and colleges. The literature reviewed focused on the internationalization of higher education from the perspective of its history, approaches, organizational culture, benefits of internationalization to students, and faculty involvement in the process of internationalization.

Internationalization of colleges and universities. Francis (1993) argues that internationalization is an effort or initiative “…that helps to instill global understanding and skills into graduates to become effective workers, communicators, and peace makers in an increasingly diverse society” (p. 52). The process should include all the constituents of the university. However, Francis’ (1993) definition could not stand the test of time because his definition focused on internal constituents and units of the university (Knight, 1994). Limitations associated with Francis’ (1993) definition made a definition with outward outlook apparent. Knight (1994) provided a working definition stating that internationalization is “the process of integrating the international dimension into the teaching/learning, research, and service functions of a university or college” (p. 3). However, Van der Wende (1997) noted, Knights (1994) definition lacked futuristic goals. Consequently, Van der Wende (1997) extended the definition to include “any systematic, sustained efforts aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labor markets” (p. 19).
Internationalization of higher academic learning involves deliberate dissemination of cross-cultural and international knowledge to higher academic learning institutions beyond national boundaries to foster intercultural skills (Effah, 2003; Ellingboe, 2003). Knight (2004) upgraded her previous definition on internationalization to include the “process of integrating international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004 p. 11). Knight (2004) argues that the use of (1) process indicates that internationalization cannot be a finished project, it is on-going and a continuing effort; (2) international aspects provides a scope for internationalization; (3) integration suggests a adding international aspects to the content of the curriculum, research, and service to imbue international competence into student's purpose, functions or delivery connotes the major roles—teaching, research, and service expected of tertiary institutions locally and across nations.

However, Warner (2004) posits that internationalization should permeate all aspects of higher education institutions such as hiring and promotion process of administrators and faculty members, enrollment of international students, revenue generation, branding, advertisement, pedagogical strategies outside campus and beyond national borders, faculty and staff exchanges, quality assurance, and communication.

In that light, Paige (2005) argues that internationalization of higher academic learning is a continuing effort that involves supportive leadership in consultation with other stakeholders within the university to effect change in response to an increasingly diverse globally-focused world. Jowi (2009) opines that internationalization of colleges and universities should not be one-sided, but it should be “campus based and cross-border
practices …” (p. 267). Several researchers concur that internationalization of institutions of higher learning is nations’ efforts to teach future generation of scholars to be globally engaged in addressing the challenges confronting the world (De wit, Jaramillo, Gacel-Avila & Knight, 2005; Hawawini, 2011).

**Internationalization of colleges and universities in North America.**

Internationalization is not a recent phenomenon. It is a common term in the fields of “political science and governance” for over hundred years (Knight, 2004 p. 9). The term became popular in higher education over three and a half decades ago and has evolved from several qualifiers such as “international education, comparative education, and global education” (Knight, 2004 p. 9). Different institutions attach different meanings and purposes to internationalization (Knight, 1994, 2004). Bartell (2003) finds that in the last twenty years institutions of higher education around the world have been increasingly pressured to teach, research, and provide services that suit a world which is increasingly becoming global. Several decades after World War I and II, leaders and stakeholders of higher education, “the American Council on Education, the president’s Commission on Higher Education, the philanthropic foundations, and the Congress” (Rudolph, 1977 p. 264) vehemently opposed to the Western content of the curriculum.

Harari (1981) observes that numerous educational associations in North America developed a plan to integrate international or intercultural perspectives into the triple functions of universities (Knight, 2004; Olson, Green & Hill, 2005). Decades after World War II, a not-for-profit organization known as World Affairs was created to help strengthen the processes of integrating international outlook into the tripod functions of

The campaign highlighted the crux of a “strategic intentional institution-wide plan to integrate international and intercultural perspectives” into universities and colleges (Childress, 2010). Siaya and Hayward (2001) noted that, a study conducted to explore the extent of international aspects in undergraduate education in North America in 1986-87 showed surprisingly low levels of internationalization in undergraduate education. Subsequently, there has been a discussions about the need for universities to equip students with the necessary knowledge and skills as they prepare to be part of a working force that is increasingly gaining a global outlook (Bartell, 2003).

**Approaches to tertiary institutions internationalization.** Knight (2004) maintains that “approach to internationalization of higher academic learning refers to the values, priorities, and actions that are exhibited during the work toward implementing internationalization” (p. 18). Approach to internationalizing higher academic learning is important because it aids in the description and assessment of how internationalization is theorized and carried out in practice (Knight, 2004). With regards to approaches to internationalizing higher academic learning, Knight (1994) identified four approaches—activity, ethos, process, and competence approaches. Further, Knight (2004) proposes additional approaches—“at home and cross-border” (p. 20).

**Activity approach.** Knight (1994, 2004) asserts that activity approach shed light on the tangible and observable initiatives that constitute internationalization. de Wit
(2002) and Olsen (2005) agree that the observable efforts that suggest the application of the activity approach for internationalization include: “student and faculty exchange; curriculum internationalization, area studies; technical assistance; intercultural training; international students; and joint research activities, international development activities, foreign language studies, international studies, and global studies” (p. 116).

*Student/staff/faculty exchange.* Student and staff exchange is the most familiar and the well thought out strategy used for internationalizing higher education (Huisman & van der Wende, 2004). Maringe (2009) opines that students' and staff exchanges are essential for cross-cultural understanding. Through exchange programs, students, staff, and faculty get the opportunity to experience other cultures and educational systems. Such exposure is likely to generate joint research, publications, as well as curriculum content that will foster international and cross-cultural competence.

*Curriculum internationalization.* Siaya and Hayward (2003) opine that curriculum internationalization is an effort to infuse international aspects into courses and programs to imbue international and cross-cultural competence in students. Siaya and Hayward (2003) observed not all research universities require undergraduate students to take courses with international perspectives. However, Hendel and Fry (2007) note that undergraduate students studying at research universities that have courses with international components are required to enroll in just one course. Knight (1994, 2004) claims that study abroad is an activity approach to internationalizing higher education. Huang (2007) argues that accepting credit transfers from study abroad programs with international institutions is critical to internationalizing the curriculum. Another effort to
internationalize higher education is through partnerships with universities abroad bound by signed Memoranda of Understanding (MOU) with the aim of strengthening study abroad, delivery courses across national borders, and sharing resources to better teaching, research, and service (Knight, 1994, 2004). Knight (1994) asserts that

Instituting language and cultural programs in the university, incorporating international dimension into existing programs and giving it a comparative orientation, offering case studies of other national contexts, work and learning experience in another country, and [promoting] cross-cultural communication and understanding programs (p. 7)

are efforts that constitute the activity approach for internationalization universities.

*Ethos approach.* Ethos approach involves the institutional culture that recognizes the full worth of infusing intercultural and international perspectives into the three major roles of higher education (Bartell, 2003; Knight, 1994; Qiang, 2003). Thus, ethos approach emphasizes organizational culture theories that support and promote internationalization (Qiang, 2003). Bartell (2003) argues that an institution’s artifacts, values and beliefs, and basic assumptions are very critical in sustaining internationalization. Institutions’ appreciation and recognition for internationalization is obvious in mission statements, motivation packages, administrative positions, international student user friendly websites (Siaya & Hayward, 2003).

The American Council on Education (2002) posits that the ethos of a university that supports internationalization should be “faculty engagement, provision of faculty development resources, organized lecture series with international perspectives, hold film
festivals with international outlook, celebrate festivals with international agenda, support study abroad aspirants and introduce international learning in freshmen orientation, allocate human and financial resources to initiatives with international agenda. Similarly, to foster internationalization on campus, there is the need to “incorporate international dimension into all units and sub-units of the institution” (de Wit et al., 2005 p. 291).

**Competence approach.** Knight (1994) argues that the competence approach to internationalization focuses on producing and imparting knowledge to develop students, faculty, and staff abilities, thoughts, mindset and orientation towards different cultures, nations, languages, and educational systems. Several authors of internationalization of higher education concur that competence approach involves the academic, and professional orientation displayed by the stakeholders within a university (de Wit, 2002; Horn et al., 2007; Moriba, 2011). The essence of the competency approach is to train students, staff, and faculty to become knowledgeable, skillful, and to also demonstrate an attitude of international competence (de Wit, 2002; Herera, 2008). Consequently, Horn et al. (2007) posit that, conducting language competency and fluency evaluation for learners is a useful tool to determine the benefits of internationalization to students. Qiang (2003) maintains that the competence approach is increasingly gaining recognition in tertiary institutions because of the demand for inter-culturally competent graduates in the labor market. However, there is a dearth of applied research that can be identified. The gap in the literature about the international and cross-cultural abilities required of graduates to become globally engaged and competent citizens will be addressed in this study.
**Process approach.** The process approach according to Knight (1994) involves integrating international components into the ternate roles of colleges and universities through a myriad of “activities, policies, and procedures” (p. 4). Qiang (2003) posited the functional purpose of this approach is to sustain internationalization by focusing or “programs, organizational elements such as—policies and procedures” (p. 251), yet not much research has focused on the program aspects, procedures, and policies that are crucial to sustaining internationalization. Consequently, this research seeks to address this gap and extend the literature on approaches of internationalizing higher education as the approaches are mutually exclusive of one another (de Wit, 2002; Iuspa, 2010).

**Organizational culture and internationalization.** Cultures within tertiary institutions are considered pivotal to promote or obstruct internationalization (Agnew, 2012, Agnew & Van Balkom, 2009; Bartell, 2003; Nussbaumer, 2013). Few scholars have employed organizational culture frameworks such as—(1) Sporn’s (1996) “strength and orientation” culture framework (p. 44); (2) Schein’s (2010) “three levels of organizational culture” (pp 13-18); and (3) Tierney’s (1988) “framework of organizational culture” (p. 8). Empirical research that explored how organizational culture supported or impeded successful higher education internationalization emerged almost a decade and a half ago (Bartell, 2003). Bartell (2003) argues that the culture of the stakeholders of a university determines the prevailing culture. Such values and beliefs are linguistically and symbolically conveyed (Bartell, 2003; Schein, 2010). Bartell (2003) used Sporn’s (1996) organizational culture in a study to understand university internationalization. He identified two perspectives of university culture that facilitated or
impeded internationalization. First a “strong and outward oriented culture which can be highly supportive and facilitative in implementing the strategic initiatives and objectives concerning internationalization” (p. 65). Secondly, “institutionally weak and in-ward oriented culture is not likely to be for particularly effective in creative innovation, such as is necessary for integrated, substantive internationalization to take place, given the absence of congruence between (1) the strategies; (2) the strength of the university culture; (3) the orientation of its culture; (4) the predominance of and preoccupation with allocation and control priorities” (p. 66).

Similarly, Sporn’s (1996) organizational culture “typology of strength and orientation” (p. 44) was adopted to create a cultural readiness for internationalization model (CRI) to examine two U.S. universities’ cultural readiness for internationalization at the “micro, meso, and macro levels” (Agnew & VanBalkom, 2009 p. 451). Agnew and VanBalkom (2009) found that the university that exhibited inward-looking and a weak culture inhibited internationalization. Evidence of a weak culture was a lack of financial support for students to embark on international learning experiences outside the US; and inconsistent theory and practice. One the other hand, the second institution investigated, showed a strong relationship with the external environment. The authors concluded that institutions with strong culture that aligned individual, institutional and external values and beliefs, and attitude were successful in internationalization. This finding affirmed Sporn’s (1996) “organizational culture strength and orientation framework” (p. 44).

Additionally, collegial and enterprising culture is pivotal to universities attempt to internationalize (Burnett & Huisman, 2010; Clark, 1998; Davies, 2004). Burnett and
Huisman (2010) argue that “enterprising universities had tight policy, loose operational control and an external orientation and bureaucratic universities had loose policy and tight operational control and emphasized regulations” (Burnett & Huisman, 2010, p. 120). Agnew (2012) adopted Stier’s (2004) idealism, instrumentalism, and educationalism model” (pp. 3-5) and Cultural Readiness for internationalization model (Agnew and VanBalkom, 2009) to understand how the interactions between a university culture and policies promoted or inhibited successful internationalization. Agnew (2012) posits that strategic planning cultural practice is pivotal to institutions’ readiness for successful internationalization.

**Benefit of internationalization.** Wiley (2001) argues that internationalization of higher education is critical to students’ ability to function effectively in today’s world. Bond, Qian and Huang (2003) argue that the purpose of internationalizing the curriculum is not to change the curriculum, but, to change the perspectives of students (Bond et al., 2003). Bartell (2003) posits that graduates of the 21st century international education should be able to understand the present world. Also, Jie (2006) posits that internationalization of higher education is an effective way to produce a workforce that can adapt to international settings. Several authors of higher education internationalization assert that an, appreciation of cultural difference and understanding by university’s constituents are the benefits of internationalizing higher education (Altbach & Knight, 2007; Ayoubi & Massoud, 2007; Maringe, 2009). However, the positive change which is seen as a benefit of internationalization has received little
attention in research. Therefore, this study contributes to the literature on the value addition gained from 79 internationalizing institutions of higher academic learning.

**Faculty engagement in internationalization.** Bond et al. (2003) argue that engagement of faculty in internationalizing higher education is not a new agenda on the radar of institutions of higher education. Educators, administrators, public, and private sector leaders agree that the curriculum is the most important feature of any internationalization agenda, hence, the role of faculty in determining the content and pedagogy of the curriculum is critical (American Council on Education, 2005; Bond et al., 2003; Hayle, 2008; Shute, 2002).

**Chapter summary.** Chapter two highlighted the literature review on internationalization, benefits of internationalization to students, approaches for internationalizing higher education, organizational culture and internationalization, and faculty engagement in internationalization. The theoretical framework and conceptual framework that guided the study were discussed. In the subsequent chapter, I discussed the methodology, research design, the two study sites, and data sources. Also, I presented the ethical issues I observed for this research, researcher’s reflections, strategies adopted to ensure credibility, as well as the procedure employed to analyze the data.
Chapter Three: Methodology

Introduction

The purpose of the study was to understand best practices for internationalizing universities using MWU and ECU as case studies. This chapter provides a description of the methodological approach for this study. Subsequent sections describe the methodology, research design, the sample, sampling strategy, sites of the study, data collection, self-as a researcher, ethical consideration, measures for credibility and trustworthiness of the study, and procedure for data analysis.

Methodology. I used qualitative methodology for this study because I wanted to follow a chronological procedure to gather deeper meaning and understanding of best practices for internationalizing higher education through words and direct contact with participants in their houses, workplaces, and other controlled places (Glesne, 2011; Merriam, 1988; Patton, 2002). I wanted to understand the best practices for internationalizing higher education from the perspectives of constituents of the sites selected for the study (Nastasi & Schensul, 2005; Ziebald & McPherson, 2006) via interviews, document reviews, and institutions’ website searches (Patton, 2002; Nastasi & Schensul, 2005). Qualitative approach helped the researcher to understand the setting within which internationalization was happening. As a qualitative researcher, I am the ‘instrument’ and recognized the benefits and limitations thereof (Lofland, Snow, Anderson, & Lofland, 2006 p. 3; Patton, 2002).

Research design. I adopted a comparative case study for this study. A comparative case is appropriate because the study was delimited to MWU and ECU and
occurred within a stipulated timeframe (Yin, 2003). Additionally, I adopted comparative case study because my research focused on real life and data were collected via more than one source (Yin, 2003; Baxter & Jack, 2008). To obtain a comprehensive data set, comparative case study design was used to facilitate cross-case analysis so as to identify trends that emerged from MWU and ECU (Glesne, 2011). Additionally, comparative case study was appropriate because I wanted to seek answers to how and what questions. I chose comparative case study design because I wanted to glean “rich thick description” of MWU and ECU (Merriam, 1988 p. 8). Comparative case study helped the researcher to examine, compare, and contrast data from the two academic institutions so as to obtain a better understanding of best practices for internationalizing institutions of higher education. Face-to-face interviews, document, and institutions’ homepage reviews were used to gather the data from the two selected sites.

**Site selection.** MWU and ECU were the sites selected for the study. The two sites were selected because of ease of accessibility and entrée. I was a Senior Administrative Assistant for twenty-four months at the Center for International Education (CIE) at the University of Cape Coast (UCC). During my stay at CIE, I observed that UCC had linkages with ECU. Therefore, I did not face any challenges in seeking and gaining access to ECU as there was already an established relationship. Consequently, I was able to build rapport and pass as a colleague (Marshall & Rossman, 2011). Similarly, entrée and accessibility to MWU and research participants was less challenging. Because, I was a student of MWU, I was familiar with the setting and the key research participants. That familiarity, resulted in an interconnectedness with the research participants which
according to Marshall and Rossman (2011) can “contribute to a mutual understanding that can lead to a more accurate interpretations of the data” (p. 101). However, it was impossible to detach myself from the data or research (Marshall & Rossman, 2011). In terms of national recognition, ECU has won international accolades such as Senator Paul Simon award for successful internationalization. Thus, I was motivated to select ECU, explore, and highlight the strategies, practices, and efforts that warranted such a prestigious award.

**Similarities among the study sites.** MWU and ECU share some similarities that make the two sites appropriate for my research. Both universities had international offices charged with internationalization. The two universities offered and coordinated study abroad programs. MWU and ECU are located in the United States. Recruitment and admission of international and exchange students were comparable at MWU and ECU. International faculty recruitment was common to the two study sites. Both universities are accredited research institutions.

**Differences between the study sites.** The two study sites are different in a number of ways. MWU is located in the Midwest of the US, whereas ECU can be found in the southern region of the US. ECU won the Senator Paul Simon Award in 2011 for comprehensive campus internationalization, however, there was no evidence that the MWU received any accolades for internationalization. Whilst MWU is located on a 1,850-acre land, ECU covers a total land area of 384 acres. The overall student population at MWU was 38,857, with international students population of 1,859, whilst,
ECU had a total student population of 29,114, with International student population of 1300 at the time of data collection.

**Sampling strategy.** Twenty-six university participants made up of students, faculty, and administrators were sampled for the study. Purposeful sampling was employed to identify three directors from each of the two schools. I chose purposeful sampling because participants were able to provide me with valuable information about case under research (Patton, 2002). Purposeful sampling was adopted because I was interested in collecting “rich thick data from a relatively small sample size” (Patton, 2002, p. 230). Also, convenient and purposeful sampling was employed to recruit two faculty members from each institution. Similarly, purposeful and snowball sampling strategy was adopted to sample eight students from each of the universities. Students were sampled based on the following criteria—(1) domestic junior and senior undergraduates and graduate students, and international junior and senior undergraduate and graduate students.

To identify international students at MWU for the study, I requested a copy of the international students’ listserv from one of the office of International Students and Faculty Services (ISFS) and sent emails to international students. However, I was not successful because the director was not ready to provide the listserv of international students. She suggested I attend international students’ gatherings to recruit students. Based on her advice, I attended international student gatherings and recruited international students. In addition to recruiting international students at international gatherings, I requested a listserv of both international and domestic students from the
registrar’s office. Upon receiving the listserv, I sorted through the emails based on the sampling criteria using excel spreadsheet. Subsequently, I sent out emails to ask for volunteers to participate in my research. I received emails from interested students. I compiled the list of interested participants and negotiated with them regarding a suitable time and a place for the interview.

Similarly, purposeful sampling strategy was proposed to recruit domestic and international students at ECU. The planned procedure was to request a listserv of students’ emails from the International Student Retention Services (ISRS) and the registrar’s offices to enable me contact students for the study. However, that strategy failed, because, Family Educational Right and Privacy (FERPA) Act of 1974 regulations prohibits the release of students’ information without their consent. The targeted offices were not prepared to send emails to students on my behalf. Instead, the director for International Student Retention Services (ISRS) gave me permission to go to the Global Village and talk to students and invite them to participate in my research. In addition, the director for ISRS posted my contact information and the research topic on their Facebook page for interested students to contact me. However, I did not receive emails from students and I adopted purposeful, convenient, and snowball sampling strategy to recruit students who visited the Global Village. According to Miles and Huberman (1994) the snowball method is a sampling strategy adopted to help find “cases of interest from people who know people who [can provide] rich information” (p. 28) about the case under research. This strategy was helpful because, I asked students who volunteered to be interviewed through the convenient and purposeful sampling to help me find students
who met the sampling criteria. These students were able to identify students who participated in the study.

**Data collection.** Correspondences to seek Institutional Review Board approval from MWU and ECU for data collection began in April of 2013. After I received IRB approval, I started preliminary negotiations with the directors of international offices at both universities. Data collection started in May of 2013 and ended in April of 2014. Data were collected from students, faculty, and administrators at international offices via face-to-face semi-structured interviews. Directors and faculty answered questions ranging from demographics, educational background, approaches for internationalization, organizational culture and internationalization, faculty engagement in internationalization, and benefits of internationalization to students. Similarly, students answered questions ranging from demographics, educational background, approaches for internationalization, institutional culture and internationalization, faculty engagement and the value of internationalization to students. Documents such as—internationalization strategic plans, newsletters, study abroad flyers, mission statements of the study sites, as well as online resources from the institutions’ homepages were reviewed. Reviews of documents and institutions’ homepages gave me the opportunity to probe further through interviews to gain breadth and depth of data (Patton, 2002) and to triangulate sources to enhance trustworthiness. However, Merriam (1988) discerned that data gleaned from documents may have some flaws, because the documents might not have been prepared for research purposes. Thus, it might be challenging researchers to decipher the meaning associated with such documents. Moreover, researchers are likely to misinterpret the
documents (Stake, 1995). Further, researchers might not be sure of the authenticity and accuracy of the document under review. Therefore, augmenting document reviews other data sources is highly recommended (Burgess, 1982). Given Burgess’ (1982) recommendation, documents reviews, interviews, and institutions’ website searches were triangulated. In spite of the setbacks associated with documents, documents are inexpensive and less labor intensive to obtain (Merriam, 2009). I employed semi-structured interview because it provides researchers opportunity to probe for participants to provide in-depth responses to questions (May, 1993). Additionally, interviews were helpful in garnering data about events that had already taken place and are not possible to redo (Merriam, 1988). According to Kvale and Brinkmann (2009) audio recording is one of the major ways recording interview data for future analysis. The purpose of using an audio recorder is to give the researcher the opportunity to listen attentively, asking probing questions for clarity and depth of information which is critical to understanding the case under study therefore I used an audio recorder to record all the interviews.

**Operational timeline for the study.** I made direct contact with the personnel at the international offices at MWU in the first week of April 2013. I talked to them about the purpose of my research and asked for their willingness to be interviewed. Then, I sent follow-up emails that explained the nature and purpose of the study. I communicated with the directors via email to find an appropriate time and a controlled venue for the interviews. The directors provided potential times for the interviews. Also, they suggested to have the interviews in their offices. Subsequently, I proceeded with the interviews based on their availability.
Similarly, preliminary negotiations with potential participants at ECU began in April of 2013, I started email correspondences with the directors at the international offices and faculty to agree on convenient dates and times for the interviews. Subsequently, the directors provided me with their available times. Similarly, the directors at ECU agreed to have the interview at their offices. I then travelled to ECU to conduct the interviews. However, I could not interview students, because, first, I did not have the listserv of students’ email addresses and second, I was still negotiating accessibility with the director for International Student Retention Services. It was finals week and students were preparing for their exams and faculty too were busy. Consequently, I made a second visit to ECU to interview students and faculty in November of 2013 and successfully completed the data collection.

**Reflections and role of the researcher.** Marshall and Rossman (2011) opine that researchers engaged in research have to highlight their identity, “voice, perspectives, assumptions, and sensitivities” (p. 96). Therefore, the subsequent paragraph describes the researchers’ reflections and role in this study. After my bachelor’s degree in Social Studies in 2006, I landed a job as a Senior Administrative Assistant at CIE, University of Cape Coast, Ghana. The center was mandated to oversee the internationalization of the university. While at the center, I rendered services to international students, however, I had no idea how the international students were recruited. Also, I hosted students from the United States who came to Ghana on study abroad. I was surprised that not many students from University of Cape Coast went on study abroad. As a Ghanaian and having been a student who never went on study abroad, I realized that, there was lack of
information about opportunities available on campus for me to go on study abroad. The building of the Center for International Education was not visible, it was detached from the central administration rendering it invisible for students to inquire about their services. I realized that the few who went on study abroad—given the economic hardship in the country—did not have any financial support from the university. In addition, there was no infrastructure in place to help students understand how credits earned whilst studying abroad could be transferred to home institution. Credit transfer was not a smooth process, because, figuring out which courses taken abroad were transferable to the home institution courses appeared complex to administrators. Series of meetings were held between the Deans of the respective colleges and schools of the students studying abroad and the director for the Center for International Education. I observed that, there were delays in disseminating information about Fulbright scholarships. Often times, by the time the information got to faculty, deadlines might have passed. Also, although there were many MOUs but only a few were active in student exchange programs and study abroad. Faculty were not engaged in leading students on study abroad. Apart from the students studying foreign language who were required to do a year abroad, students in other fields were not encouraged to go on study abroad. My professors never encouraged me to study abroad. There was no internationalization related staff development training at the center. Even though the center was the primary unit charged with internationalization, the center needed support from other units to carry out its mandate. Yet, whenever, the center needed the support of other units on campus, support was offered as if, the unit was doing the center a favor. This attitude was apparent due to a
lack of understanding that internationalization thrived on a spirit of collaboration.

International festivals were not held on campus. There were no internationalization committees at the college level nor at the senior administrators’ level. Also, there was little evidence of faculty contribution to and engagement in internationalizing the institution. These observations informed my decision to conduct a study on best practices for internationalizing higher education. My doctoral program in Educational Administration also contributed to this decision and courses such as organizational theory made me ponder over how the interplay of the structure, system, culture, and climate of an organization impacted the success of the organization including institutions of higher education.

Katz (1994) and Rose (1997) agree that researchers do not observe the researched objectively. Thus, researchers are situated in a study by a number of factors such as—“gender, age, class, ethnicity, race, sexuality, and status as a researcher status” (Rose, 1997, p. 308). I am an international student, therefore, international students somewhat felt obliged and showed solidarity to volunteer to help me with my research. My status as a student of MWU was sufficient for me to gain entrée and access to listserv of students’ email addresses from the registrar’s office. However, being a student of MWU was not enough justification (Marshall & Rossman, 2011) for me to get email addresses of international students from the international office. I collected and analyzed the data myself (Patton, 2002; Merriam, 1988). I did the transcription myself. I became familiar with my data through repeated listening of interview recordings (Ziebland & McPherson,
2006) and transcribing, plus, it set the tone for the initial analytical process (Kvale & Brinkmann, 2009).

According to Crotty (1998) researchers partner with research participants to construct meaning of their experiences and perspectives. Therefore, as a research as I gathered and analyzed data I partnered with participants to create meaning of the practices for internationalizing higher education. My role as the primary instrument for data gathering in this study enhanced my understanding on how to strike a balance between “understanding the setting as an insider and describing it to and for others” (Patton, 2002 p. 268). Several researchers agree that interviews are most “widely” adopted method for collecting qualitative data (Burns, 2003; Kvale & Brinkmann, 2009; Roulston, deMarrais & Lewis, 2003; Silverman, 2002). I learned the use of interviews in data collection is not a mere conversation, I had to develop the art of listening and hearing good data that will answer my research questions on best practices for internationalizing higher education (Rubin & Rubin, 2005). I learned how to build rapport with research participants to gain access to study sites and glean information on best practices for internationalizing higher education (Nunkoosing, 2005). Through effective listening, I gained effective interview skills such as the use of probes, silence, and follow-up questions that were useful in maintaining a flow during interview process (Hermanowicz, 2002; Lofland et al., 2006). Miles et al. (2014) argue that “developing a good cross-case analysis is not a simple matter” (p. 101), therefore, I developed confidence in my ability to reduce tons of interview data into themes through analytical
rigor to generate knowledge and meaning of best practices for internationalizing higher education.

**Ethical considerations.** The researcher abided by the ethics of conducting research. According to Roberts (2010) Institutional Review Board (IRB) approval is required for studies that seek to garner data from human beings. The purpose of seeking IRB approval is to protect research participants from any harm that might be associated with the research (Roberts, 2010). Madsen (1992) noted that IRB protects research participants from harm such as—“stress, discomfort, embarrassment, invasion of privacy or potential threat to reputation” (p. 80). Based on Roberts’ (2010) suggestion on IRB approval requirement, I sought IRB approval from MWU and ECU to ensure that my research poses minimal to no risk to my research participants. IRB approval was helpful in gaining entrée to recruit participants from both universities. Second, to ease participants of any discomfort or stress, I explained my research to my participants at the beginning of the interview. Third, I informed them of their right to discontinue the interview process if they want to. Fourth, I gave my research participants an informed consent, that highlighted aims and objectives of the research and no potential risk associated with participation in this research. Fifth, research participants were given time to read the informed consent, and ask questions for clarification. Sixth, I asked participants to sign the informed consent to affirm that participants had the opportunity to read and understand the purpose of the research. Seventh, I asked permission from the interviewees to audio record their responses. Eighth, I emailed the interview transcripts to respondents to cross check. Ninth, because I am responsible for protecting the privacy of
the research participants, pseudonyms were assigned to each of the research participants (Marshall & Rossman, 2011; Merriam, 1998).

**Data analyses.** Marshall and Rossman (2011) argue that “qualitative data analysis is a process of bringing order, structure, and interpretation to a mass of collected data” (p. 207). To provide “order, structure, and interpret” (Marshall and Rossman, 2011 p. 207) the data, I adopted constant comparative method (Johnson & Christensen, 2008). Constant comparative method, according to Johnson and Christensen (2008) is a continuous engagement between the “researcher, the data, and the developing theory” (p. 403). This analytical approach was useful in identifying major themes, synthesizing, interpreting, and comparing data from the two universities with the literature (Johnson & Christensen, 2008; Roberts, 2010). For this research, I decided to manually analyze the data. According to Patton (2002) the use of manual coding “highlights the thinking and mechanics involved in data processing” (p. 463). Bereska (2003) posits that, researchers should reflect on their data for understanding and meaning. I transcribed all twenty-six audio-recorded interviews. I read through all the interview transcripts and reflected on the data as it relates to best practices for internationalizing higher education. Specific to comparative case study, data analyses followed two broad phases—“within-case analysis and cross-case analysis” (Miles et al., 2014 pp. 100-101). I conducted separate within-case analysis for MWU and ECU. Within-case analysis helped me to “describe, understand, and explain” (Miles et al. 2014 p. 100) best practices for internationalizing higher education in a single, bound context. Glaser and Holton (2004) argue that qualitative data should speak for itself and that codes should emerge from the data to
ensure that researchers develop new concepts and theoretical sensitivity. Consequently, I read through my data, and each time I came across data related to best practices for internationalizing higher education, I wrote words or phrases in the margins of the transcript. This process is known as “open coding” (Johnson and Christensen, 2008 p. 403) or “initial coding” (Saldana, 2013 pp.100-101). Open coding or initial coding was appropriate because of the richness of the data that emanated from the various data sources—interviews, documents, and institution website searches (Saldana, 2013).

Saldana (2013) suggests that initial coding provides the researcher with “analytical lead” (p. 101) to further and deeply explore the data. In line with Saldana’s view, words or phrases noted in the margins served as preliminary codes. Subsequently, I read the transcripts, internationalization related documents, and reviewed institutions’ webpages several times and added more descriptions to the codes. Next, I extracted relevant quotes from transcripts, internationalization documents, and online sources to support the codes to offer understanding of best practices for internationalizing higher education. Then, I developed a master coding list. Afterward, I sorted and grouped the responses according to research questions with the help of the master coding list. The master coding list served as guided to fully code the transcript of each of the research participants whilst paying attention to second or third references in a response category. I organized the categories from the transcript of each research participant to ascertain the relationships among the categories, a process known as “axial coding” (Johnson & Christensen, 2012 pp. 403-404; Saldana, 2013 p. 209). I reviewed all the transcripts and compared it with the initial codes to help me refine the codes into themes. After the within-case analysis of
each of the institutions, I carried out a cross-case analysis, a process specific to comparative analysis (Johnson & Christensen, 2008; Miles et al., 2014). Miles et al. (2014) argue that cross-case analysis is a good way to ensure transferability of findings from a particular research to other contexts, thus, to “transcend the particular in order to understand the general” (p. 101). Further, Miles et al. (2014) opine that, cross-case analysis yields in-depth “understanding and explanation as well as helps the researcher find contrarian cases to augment theory, generated via drawing similarities and differences across cases” (p. 101). There are several strategies to conduct cross-case analysis, to unearth themes to understand best practices for internationalizing higher education, the researcher chose conceptually clustered matrix to identify similarities and differences between the study sites on best practices for internationalizing higher education. According to Miles et al. (2014) conceptually clustered matrix is a,

Format that displays all of the relevant responses of all key participants, allows an initial comparison between responses and between participants, lets the researcher see how the data can be analyzed further, for multi-case studies, it lends itself to cross-case analysis and will not have to be redone, and for multi-case studies, provides some preliminary standardization—a set of content-analytic themes that could be used for all cases (pp. 174-175).

Therefore, to conduct analysis across MWU and ECU, I depended on the cases for the individual universities to develop a conceptually clustered matrix. Development of a matrix helped the researcher extract differences and similarities in responses from the research participants based on each research question. For cell entries, I identified six
kinds of entries—themes, quotes, names, differences, similarities, and short narratives. The quotes provided explanations to internationalization practices, efforts, and initiatives happening at both study sites. Similarly, the purpose of the short narratives was to avoid lumping together responses that convey different meanings (Miles et al., 2014). Adhering to Johnson and Christensen’s (2008) suggestion on constant comparative analysis, I compared the results from the cross-case analysis to the theoretical frameworks and relevant previous literature to highlight consistency and contradictory views.

![Diagram of data analysis process]

*Figure 2. Procedure for Data Analysis*

**Ensuring credibility and trustworthy of the research.** Johnson and Christensen (2008) contend that validity or trustworthiness is used to describe the quality of a research. Therefore, careful thinking is required to determine how to make a qualitative
study “plausible, credible, trustworthy, and … defensible” (Johnson & Christensen, 2008 p. 264). As Johnson and Christensen (2008) suggested, to ensure the credibility and trustworthiness of my study, I employed the following strategies: first, I employed data triangulation. Multiple data sources such as interviews, document, and institution websites’ were triangulated to cross-check for supporting and contradictory information (Glesne, 2011; Lincoln & Guba, 1985; Varjas, Nastasi, Bernstein, Jayasena, 2005). The strengths of each of the data sources compensated for the weaknesses of one another (Yin, 1984). Second, multiple theoretical frameworks were adopted to help me “interpret and explain the data” (Johnson & Christensen, 2008 p. 266). Third, member checking was used to determine credibility of the study. I submitted copies of the interview transcript to my respondents to cross-check for omissions as well as seek further insight to the case under study (Marshall & Rossman, 2011). I provided participants a week grace period cross-check the transcription and give me feedback. I sent out email reminders to research participants who failed to provide feedback after fourteen days. Fourth, prolonged engagement was adopted to ensure credibility. I constantly mined additional information from institutions’ websites and relevant documents such as internationalization strategic plans. Fifth, I employed “peer debriefing” (Brantlinger, Jimenez, Klingner, Pugacn, & Richardson, 2005 p. 201; Marshall & Rossman, 2011 p. 221) to ascertain credibility and trustworthiness, as I made arrangement with knowledgeable peers to critique the coding and the analytic write-up.

**Chapter summary.** This study aimed at understanding best practices for internationalizing tertiary institutions. In this chapter, I described the methodology, the
research design, the sampling technique, data collection procedure, and the method of analysis I adopted for the study. Also, I described my role and reflections as the primary investigator for the study. Ethical considerations as well as measures to ensure credibility and transferability of the study were provided. In the next chapter, I present the findings from the study.
Chapter Four: Findings

Introduction

This chapter presents the cross-case findings from the semi-structured interviews, document reviews, and MWU and the ECU’s webpage searches. The purpose of the study was to understand best practices for internationalizing universities. The following four research questions guided the study: (1) What approaches are provided for internationalizing; (2) How the organizational culture promoted internationalization; (3) What benefits students derived from internationalization; and (4) How faculty are engaged in internationalization. The chapter is organized in four sections relative to the research questions, namely, the institutional approaches to internationalization; the organizational culture and internationalization; the benefits of internationalization to students; and the role that faculty play and are engaged in internationalization.

Institutional approaches for internationalizing. Institutional approaches for internationalizing the two study sites are grouped under activity, ethos, process, and competence approaches.

Activity approach. The researcher found that both institutions are internationalizing using various practices.

International students’ recruitment. International students’ recruitment was similar at the MWU and ECU. The researcher found that, there were 1700 international students (MWU Fact Book, 2014) at MWU, whereas, ECU had 1300 international student representing 119 countries, 6% (ECU Fact Book Fall 2011 enrollment). Both universities had recruitment strategies and employed the services of agents to recruit international
across the world. Word of mouth through alumni and offer of tuition waiver to
international students was common to MWU and ECU. However, undergraduate
international students at MWU did not receive tuition waivers. Tuition waivers given to
undergraduate international students was obvious in a comment from Sarah of ECU:
“[ECU offers international students with] tuition waiver.” Unlike ECU, MWU recruited
international students through embassies and recruitment fairs. MWU had videos of
testimonies of international students in English, Spanish, French, and Chinese. These
videos were distributed to students at recruitment fairs. The researcher discovered that
plans were underway at ECU to produce videos of international students’ experiences to
be given out to future students at recruitment fairs. This new recruitment strategy was
highlighted in a statement from Erica of ECU: “ECU … [is] now … doing videos of our
current students to reach out to those who might be looking in. They are providing more
money to recruiters to go to fares around the world.”

Retention of international students. International students’ academic success is
critical to ECU, therefore, ECU had a retention office called International Students
Retention Services that catered to the needs of international students. However, there was
no retention services office at MWU. The retention strategies that ECU used included: (1)
teaching international students to be advocates for themselves; (2) providing orientation
session about American classroom expectation; (3) preparing students to meet the
professor, at the end of class—and sharing their name, nationality, and learning style; (4)
students disclosing their experiential learning knowledge to the professor; (5) study habit;
and (6) asking professors if they could tailor the curriculum to fit your needs. The
retention strategies were highlighted in a comment from Kelsey, “It is a requirement, you had to go to your professors and tell them you are an international student. They need to sign this piece of paper. It was for global admissions office.” Similarly, Lois indicated that “when you go to classes you talk to your teacher [that] you are from a different country.” Dr. Walker too noted that “we have International Student Retention Service and they focus on the integration of international students onto the campus.”

**Formation and support for international student organizations.** Several of the respondents agreed that the international students at both universities had the freedom to form associations. Results from a review of the websites of both institutions showed the following list of international student organizations: (a) Indian Students Association; (b) Japanese Students Association, (c) Chinese Students Association; (d) African Student Union; (e) the Indonesian Student Union; (f) French club; (g) Hispanic club; (h) Korean Students Association; (i) Model African Union; (j) Model United Nations, and (k) Arab League. International student’s organizations received financial support to organize cultural events on campus. Support for international student organizations was evident in a comment from Dr. Anderson of MWU:

We have International Student Union, so in one way their purpose is to help promote international culture among the campus community. So they are sponsored to do international dinner … international week, and [other] things.

Relatedly, Nicole of ECU reported that “we give [international organizations] money to go and cook food from their country to come and share, so people can have a taste of [for example] Ghanaian food.” Cyril of ECU too said, “International Student Union is funded.
The global society our budget for last year was $100,000. This is a huge money. The acceptance rate is ... high.”

**Inter-cultural activities.** Majority of the respondents agreed that international students associations held cross cultural events at MWU and ECU. On the one hand, cross-cultural activities that were typical of MWU were: International Cultural Week, Chinese New Year, Holi, Diwali Sakura Night, Heroes Night, Arabic Students Day, Indonesian Night, International Week, International Street Festival, Thanksgiving, and pumpkin carving. On the other hand, ECU held events such as: fashion show, international beauty pageant, French food reception, Cinco de Mayo celebration, and *Year of.* The *Year of* appeared to be one of the prominent inter-cultural events that took place at ECU because majority of the respondents mentioned it. Evidence of the prominence of *Year of* was highlighted in a comment from Nicole: “every year ECU chooses a county to focus on to educate the campus community. During *Year of Turkey* ... professors from Turkey came to teach. ... [There were] lectures, videos, and entertainment about Turkey.” Brittney too said, “the Education Abroad Office, organize *Year of* events. This year is the year of Japan and last year was the year of Ghana.”

**Student/faculty/staff exchange.** Admission of exchange students on bilateral exchanges was parallel to both universities. Dr. Fleming explained that “we work with international students. They are incoming students on bilateral exchanges. For example, we have an institutional... agreement with Licarion University. We send someone to Licarion University for a semester and they send someone here.” Also, Dr. Walker said,
“we have partnered with [one of the universities in Ghana] for twelve years. We have sent more than a 100 students [there] on exchange.”

Similarly, MWU and ECU welcomed faculty to their campuses on exchange. Faculty coming to both campuses on exchange was highlighted in a statement from Dr. Brandon of the MWU: “we have an active program to taking visiting scholars. We have taken in more than twenty from Hungary over the past twenty-five years … so we … facilitate research and exchange of faculty.” In a related view, Dr. Walker of ECU reported that “we have partnered with [one of the universities in Ghana for twelve years. … We have hosted a lot of faculty from [our partner institutions in Ghana] on exchange.” Similarly, Sandy from the ECU said, “we bring international faculty here on an annual basis to teach and learn. In others words faculty exchanges. So we support faculty exchanges. …”

Another activity approach that MWU employed to internationalize the campus was staff exchange. However, there were conflicting responses from two of the directors regarding staff exchange program, while Dr. Parker mentioned that “... a piece that is missing at this institution and probably missing at most institutions in the US is staff opportunities”, Dr. Fleming pointed out that “[MWU] provides staff the opportunity to embark on exchange programs. It is department to department. [MWU] library has done some exchange with the library in University of Licarion.” At ECU, it was clear that there were no staff exchanges as Sandy explicitly said, “not for staff but for faculty.”

Foreign language course offerings. Both universities provided opportunities for students to learn foreign languages. Such opportunities included—the presence of foreign
language departments that house the foreign languages, professors, language laboratories, and conversation hours with native speakers of specific languages, Rosetta stone, and foreign language tutors. Foreign languages that were common to both schools included: French, Spanish, German, Japanese, Arabic, Chinese, Italian, Greek, Hindi, and Russian.

In addition to the modern and classical languages, African and South East Asian languages mostly referred to as Less Commonly Taught Languages (LCTLs) were offered at MWU. However, LCTLs were not taught at ECU because of lack of funding support and poor enrolment. African languages offered at MWU were—Akan, Swahili, Wolof, and the Asian languages included: Khamir, Bahasa Indonesian, and Bahasa Malay. Students at the MWU applied for and received “Foreign Languages and Area Studies (FLAS) scholarship to learn an African language. The researcher found that at MWU and ECU, foreign language study was tied to study abroad, therefore, Dr. Fleming of MWU noted that:

German and Spanish have a major requirement to study abroad. … It is a requirement to get the linguistic immersion. … The global studies majors are required to do three years of language … plus a study abroad experience.

There was agreement between Dr. Fleming’s response and the findings from the MWU Modern Language website showed that foreign language study was linked to study abroad. Relatedly, Sandy of ECU said:

We [offer] a lot of foreign languages. [Students] do study abroad and internships abroad to practice their language. We have a group of students going to Belgium to work in the community. They will be practicing their French.
At ECU, students in certain majors were required to do two years of foreign language as reported by the following participants:

Samuel said that “students majoring in Organization and Communication, have to do two years of foreign languages. I am learning Spanish.” Similarly, Brittney said, “undergrads are required to take a foreign language before they graduate, but it depends on the major like Science major they don’t have to do it.” Spencer too said that “both of my degrees were arts degrees. It is a requirement. I had to learn another language. Dr. Trenten stated that “our International Business students have to do a foreign language.”

**Study abroad.** Both universities offered study abroad programs as the institutional response to internationalization. Dr. Fleming stated that “we have the faculty led program that goes for eight days to a semester and actually we have one in Japan that is eleven months.” Also, Dr. Cole said, “[there is] the Consortium for Overseas Student Teaching (COST) program.” Review of the MWU website and study abroad flyers indicated that MWU offered the following study abroad programs—(1)Teach in Ghana in fall, (2) Consortium for Overseas Student Teaching (COST), (3) Media, Society and Governance in Ghana, (4) Exploring Art in London, England in Winter break, (5)Toledo in Spain in summer, (6) Learn German in Salzburg in Austria in spring, (7) Language, Culture, and Literature in Moscow, Russia in spring, and (8) Human Rights, Law and Justice in Northern Ireland in spring, (9) HIV/AIDS Education in Africa. In addition to study abroad programs, there were scholarship opportunities for students who went on study abroad. The MWU provided financial, immigration, credit transfer, and administrative assistance to students who wanted to go on study abroad. Credit transfer and
administrative support for students also surfaced. These support were evident in a statement from Dr. Fleming,

We have need-and-merit-based scholarship for undergraduates, scholarship devoted to graduate students and college of medicine students, and the diversity scholarship. For example there are some [study abroad] programs you can … your MWU scholarships and federal aid. There are some programs you can only take your federal aid.

At ECU, the researcher discovered that, study abroad programs were discipline specific. For instance, there was study abroad program in (1) Mathematics that took students to China to study Math Education; (2) Marine Biology; (3) International Business; (4) International student teaching to South America or Central America; (5) Education and Human Service Department has one to Uganda. Study abroad tied to specific programs was clear in a statement from Erica said, “[College of] Education send students to teach abroad in Uganda, Mexico, and Spain.”

Both universities publicized study abroad programs to the campus community through annual study abroad fairs and hanging posters across campus. Publicity for study abroad programs was highlighted in a comment from Dr. Fleming, “we do … our study abroad fair.” Similarly, Brittney of ECU said, “there have been a lot of study abroad flyers [stuck] to the walls and we have study abroad fair in every semester to, promote study abroad.”

**Memorandum of understanding.** There was a general consensus among respondents from MWU and ECU that both universities had partnerships with institutions
abroad. Partnerships between the two institutions and institutions abroad were bound by signed Memoranda of Understanding (MOUs). Although MWU and ECU had a total of 122 MOUs altogether, not all were active. According to Dr. Walker from ECU “maybe [there are] ten or twelve that are active and effective,” Reasons that accounted for the inactive MOUs differed from each of the schools. At MWU the reasons included—retirement of faculty, death of faculty, faculty disinterested in the project that led to the signed MOU, and faculty turnover. At ECU, the researcher found that, MOUs were inactive because of the lack of manpower to champion [the continuity of the purpose for which it was signed].

**Curriculum internationalization.** Interviews and a review of documents revealed that curriculum internationalization is progressing at both institutions. A review of the MWU Internationalization Strategic Plan showed that, in theory international dimensions will be infused into the curriculum through—(1) review existing course offering to determine the need for global oriented courses; (2) redesign core general education courses and requirements to integrate global education content; (3) provide funding support to encourage faculty to develop more global oriented courses; (4) develop workshops and online resources to assist faculty members to internationalize their courses. At ECU, the curricula were reviewed and revised by adding 30% global content to existing courses. Consequently, Sandy said, “Global learning courses increased from 289 to 369. … [In addition,] we initiated three new global learning degree programs … over the course of the five year plan.”
**Area study program.** Findings from a review of MWU website were consistent with responses from interviewees about the teaching of the various program area foci. The programs areas at the MWU included—African Studies, Latin American Studies, and Asian Studies. However, there was no evidence of specific program area courses at ECU similar to the ones offered at MWU. However, International Business courses were available at both institutions. In addition, whereas, MWU offered Masters in International Development Studies, ECU offered doctoral degree in International programs as mentioned by Erica that, “there is Ph.D. program in International Conflict Management, International Business, and … International Affairs” Consistent with the responses above is the findings from a review of the Fifth Year ECU Interim report that shows that, “Ph.D. in International Conflict Management, MA in Integrated Global Communication, Bachelor of Business Administration in International Business and a concentration in International Management” (ECU Internationalization Strategic Plan, 2013 p. 2) were offered at ECU.
Ethos approach. This approach embodies the existence of an institutional or organizational culture that appreciates and acts in favor of “intercultural, international perspectives and initiatives” (Knight, 1994 p. 4).

Units’ involvement and leadership support. At both universities, the researcher discovered that there were units that were involved and supported internationalization. Units involved in internationalization at MWU included—Center for International Studies, International Students and Faculty Services (ISFS), University International Council (UIC), Enrollment Management, Student Affairs, Graduate College, Planning and Assessment and “to different degree all the academic units and, the president’s office. The president of the MWU supported internationalization as evidenced in the following statement made by Dr. Anderson:
To … support [internationalization] … the president and the provost want us to develop internationalization plan. … The … Senior International Management Team (SIMT) … is responsible for international related policies and recommendations. Also, they have a budget to support international [related activities.]

Units involved in internationalization at ECU included—the Institute for Global Initiatives, Global Admissions, International Student Retention Services, and Center for Excellence Teaching and Learning (ECU Internationalization Strategic Plan, 2013). The Institute for Global Initiative supports ECU internationalization as it monitored the internationalization by ensuring that global learning and practices are executed. At the academic level, each college at ECU had an internationalization committee that vetted study abroad programs and provide recommendations; recognized faculty that developed new global learning courses as part of their curriculum; managed global engagement funds; and made recommendations for faculty international travel to study new teaching technique or attend conferences anywhere in the world. Additionally, there is internationalization committee known as the ECU Global learning Engagement Committee made up of representatives from the eight college level global committees. This committee met every other Friday in a month from 9am-11am to discuss the internationalization practices and progress of each college and offer assistance to one another where necessary. According to Sandy of ECU, this committee is a “communication and a resource tool” to the president and the colleges. To keep the internationalization efforts going the ECU global engagement committee annually
provided $20,000 to all the eight colleges on campus to fund international travels and research. Similarly, at MWU, the University Council offers funding for faculty international travels and research. However, its constituents are not representatives from the college level. It is made up of administrators.

**Professional development activities.** To keep abreast of university internationalization, staff of CIS and EAO at MWU and staff of Global Admissions, International Student Retention Services, and Institute of Global Initiatives at ECU annually attended the NAFSA conference. In addition to the NAFSA conference the staff of the offices at CIS, EAO at MWU attended the Comparative International Education and Exchange (CIEE) conferences and webinars. The staff of IGI, ISRS, GA, and EAO, at ECU attended the Georgia International Leadership Conference. Participation in conferences and webinars were evident in a statement from Dr. Anderson of MWU “NAFSA … periodically conducts some workshops [and] webinars. They have conducted webinars [on] how to recruit [and] manage students from China. … So we have our staff attended those webinars. …” Similarly, Dr. Fleming commented that, “I make sure all my staff go to a conference annually, and that might be the NAFSA conference … or Comparative International Education and Exchange (CIEE). Dr. Parker from the ISFS office at MWU added that “In terms of professional development … it is all immigration regulation based … through NAFSA. … The other one is Association of International Educators Administrators (AIEA).

**Subscription to journals.** In addition to attending conferences, staff at the international offices at both institutions subscribed to scholarly and professional
publications on internationalization to keep abreast of university internationalization.

Subscription to the *Chronicle of Higher Education* was common to both schools.

Subscription to journals was apparent in a comment from Dr. Anderson of MWU, “our office [subscribe to] *International Educator.*” Similarly, Dr. Fleming of MWU said, “We subscribe to professional publications such as *Chronicle of Higher Education* and *Inside Higher Education* [to] keep abreast of trends in the field of education abroad and academia.” Likewise, Dr. Parker of MWU said, [this office subscribes to as—

*Immigration Update, International Educator Magazine, Chronicle of Higher Education, Global Update, Inside Higher Education*...” Dr. Walker of ECU added that there are [many Journal Articles] and there are several of them that we publish and edit here—*The Journal of Global Initiatives.*

![Ethos Approach](image)

*Figure 4. Showing the Ethos Approach to Internationalization.*
**Process approach.** Knight (1994) maintained that the process approach are the processes and guidelines that institutions of higher academic learning follow to infuse international components into teaching, research, and service functions.

**Strategic goals.** Common to both institutions were strategic goals that guided internationalization. The strategic goals were enshrined in a document which was labelled as Strategic Internationalization Plan for MWU and the ECU Internationalization Strategic Plan at the ECU. The MWU Strategic Internationalization articulated three overarching goals, namely: (1) Internationalize teaching and learning, and research and creative activity; (2) internationalize the campus experience; (3) provide students with enhance opportunities to develop global leadership skills and global competency [including] tactics and strategies to accomplish the goals compared to the ECU strategic plan which outlined ten goals and intended outcomes clustered into three main area namely: (1) tracking progress; (2) expanding opportunities; and (3) expanding participation” (ECU Internationalization Strategic Plan, 2013 p. 1).

**Broad-based leadership.** The process of internationalizing ECU was built on broad-based leadership support. Support for and commitment to internationalization was sought from the president, vice president, deans of schools and colleges, college coordinators, and department heads. Subsequently, inventories of staff and faculty were taken to identify global learning specialist and contributors. Global Learning specialist and contributors were identified based on the faculty ability to show—(1) redesigned or designed courses to have 30% global content; (2) assessed global engagement on campus
(3) conducted study abroad for students; (4) demonstrated proficiency in a second language; (5) demonstrated teamwork or collaboration with faculty abroad; (6) demonstrated understanding of global engagement. Identification of the specialist and contributors led to the formation of a formal structure in each college or school—Global Learning Committees. These committees were committed to driving the strategic internationalization initiatives to ensure that internationalization trickles down to administrators, students, and students services. These committees reported to the ECU Global Learning Coordinating Council. Evidence of broad-based leadership support was clear in the following excerpt from the ECU Internationalization Strategic Plan:

Broad-based cabinet-led leadership will be tracked—the president, vice president, deans, college coordinators, and department heads will commit to global learning initiatives. [Successively,] cabinet-level position to support [internationalization strategic plan was created.] Global Learning Coordinating Council (GLCC) was formed to oversee the internationalization strategic plan, and Global Learning coordinators [were identified] in every college and division (p. 2).

However, internationalization process laid on a comprehensive broad-based leadership support and commitment was not evidenced at MWU.

**Internationalize teaching and learning.** The goal to internationalize teaching and learning was evident in the processes of internationalizing at both institutions. Consequently, to achieve this goal, both institutions planned to review existing courses and infuse global content where appropriate. However, at MWU during data gathering the infusion global content into existing courses and design courses with global content
had not come to fruition, while the ECU had already achieved its goal. The ECU Internationalization Strategic Plan reviews showed that the plan to internationalize teaching and learning by expanding global courses, programs, and co-curricular experiences had been accomplished as:

New and revised courses with over 30% global content grew by 68%. … Study abroad participation grew by 42%, and 86% of all programs articulate Global learning outcomes. Three new global learning degree programs were developed—Ph.D. in International Conflict Management, Master’s in Integrated Global Communication, and the Bachelor of Business Administration in International Business and a concentration in International Management for those pursuing the BBA in Management (ECU Internationalization Strategic Plan, 2013 pp. 2-8).

To internationalize teaching and learning, both universities intended to increase the level of internationalization among the faculty by intensifying hiring and retention of diverse and international faculty. However, evidence of increasing the level of internationalization was not clear at MWU while the ECU had already developed global expertise among hires and existing faculty. Evidently, 181 Global Learning specialists and 140 contributors had been identified among the faculty. Incentives such as reward for success in international engagement were apparent. Incentives to increase the level of internationalization among faculty were highlighted in a statement from Sandy of the ECU who noted that, “the global specialists in the various colleges are awarded. It goes into tenure and promotion and they are recognized there.” Similarly, Dr. Brandon from the MWU said, “… our faculty … are rewarded … if they do international research and
things like that.” Similarly, review of the International Education Week Fact Sheet showed that there were committees working on the international week celebration awards to (a) to recognize faculty, staff, and alumni for … bringing global perspectives to campus and in their work” (p. 3). To internationalize teaching and learning, whereas MWU intended to ensure that international activities by faculty members are adequately recognized, ECU provided incentives for faculty’s global teaching and learning opportunities and achievements. As a result, faculty international projects increased by 79% and faculty exchange and visiting professors increased by 64%. Another way to internationalize teaching and learning at MWU was to create an internationalization academy for early to mid-career faculty to increase their awareness of resources and potential partnerships that could help them enhance or develop their abilities to globalize their teaching, research and/or creative activities.

*Internationalize the campus experience.* Internationalization of the campus experience was similar at both universities. However there were differences in the approach. At ECU, the plan was to create a campus-wide awareness and engagement in global learning. Subsequently, ECU launched Get Global marketing campaign, global learning was highlighted on institution homepage, global themed foods stations became prominent at the main dining hall, 179 Global Engagement Certificates were awarded to students, and 1500 co-curricular events were held. ECU signature annual *Year of galvanized* campus-wide awareness and engagement in focused global learning through its weekly lectures, faculty learning communities and travel, and country-specific exhibitions, concerts, and theatrical performances. Consequently, these programs
increased participation in country-specific study abroad programs and enrollment of international students from those countries. However, at MWU, to internationalize the campus experience, the plan was, “to create a global multicultural learning and living environment” (MWU Internationalization Strategic Plan, p. 4). To achieve this plan, MWU intended to develop and implement a strategic international enrollment plan such as:

… assess and realign recruitment efforts with geographic/demographic target … create an international student services committee to align recruitment and retention efforts with academic support offices, advise on international student enrollment efforts, and operationalize recommendations; increase institutional support for staffing in all international … offices … (MWU Internationalization Strategic Plan p. 4).

Additionally, to internationalize the campus experience both universities provided incentives and recognition to students, faculty, and staff for global opportunities and achievement. Also, to internationalize the campus experience at the MWU, interaction among domestic and international students was to be enhanced. To achieve this goal, the researcher uncovered that the Office of Education Abroad hosted a biweekly Global Meet and Greet designed to bring international and domestic individuals together. However, at ECU, the Office of Education Abroad to encourage interaction among domestic students and international students as a way to internationalize the campus experience at ECU, a space called the Global Village has been created at the International Students Retention
Services to accommodate international and domestic students’ interaction and socialization.

Moreover, financial support to internationalize the campus experience was similar at both universities. Whereas MWU intended to set up an internationalization incentive fund, ECU had tracked its financial investments in global learning and a global learning student fee was established. As a result, $4,484,500 was raised to provide incentive initiatives. Fundraising through various sources were evident in a comment from Sandy of ECU:

We set aside about one million dollars specific for global learning. We were able to get nearly four and a half million from other internal and external funds that were dedicated to global learning. ECU approved a global learning activity fee. Every student pays $14 per term global learning fee. …

Moreover, to internationalize the campus experience, at MWU, international education week celebration was institutionalized with committee representation and event participation from all colleges and a majority of academic and student offices, but, international education week was not celebrated at ECU.
Figure 5. Process Approach to Internationalization.

**Competency approach.** Knight (1994) argues that the competence approach to internationalizing colleges and universities focuses on imbuing international and intercultural knowledge, skills, and attitude into university constituents through internationalized curricula and programs.

**Create an environment for international learning.** The researcher discovered that, MWU wanted students to demonstrate global competency. Therefore, Dr. Anderson explained that, for students to become global leaders “[students] must demonstrate—multicultural literacy or fluency, knowledge about international understanding, demonstrate the ability to function in a global multicultural setting.” Consequently, for students to demonstrate these competencies, review of the MWU Internationalization Strategic Plan indicated that:

Teaching and learning, and research and creative activity will be internationalized, campus experience will be internationalized by creating a global
multicultural learning and living environment [for students to gain those competencies, provide students with enhance opportunities to develop global leadership skills and global competencies by engaging their learning and social interactions in a global multicultural environment (p. 1).

Dr. Anderson explained that:

First one is teaching and learning research in our teaching and research and curriculum. … Second … we should create the environment. Third, in this environment, we need to provide the opportunity for them to develop the skills and competency. [Then,] we developed strategic objectives. Once we have the objectives and then we identify new strategies, tactics, and initiatives.

**Global competencies.** Benchmarking is intended to provide students with global competency skills. At MWU pre and post-tests are administered to students. Consequently, a benchmark is developed from the results of the survey. Benchmarking through survey of students was apparent in an explanation from Dr. Anderson:

We will do benchmarking. … So we are going to do ability or competency test on a small group of students … and the data becomes the benchmarking point and from there we are going to enhance our curriculum. … Next step is implementation and third step is assessment. We have two sets of assessment. …

Dr. Brandon explained that,

Every year we actually test them before and after [to determine] … whether and how the values or perspectives are changing based on their experience that they have gone abroad. … We have launched a study … to test students who go abroad
and those who don’t … to find which sets of activities or experiences may be engendering … cognitive and behavioral changes we are trying to achieve. The notion is that … we will … follow up on them … after graduation … We have gone out to industry to identify the dimensions that they will like to see [students] have as well as the kind of models that might be relevant if … they are hiring. … We are using that as a foundation to [develop] … different activities. [For instance,] if I send someone abroad for three weeks to Italy, China, or Botswana when they come back, do they have observable or assessable difference … [compared to] when they left.

Provision of opportunities for students to develop global skills and competencies were comparable at MWU and ECU. The MWU Internationalization Strategic Plan reviews revealed that the opportunity to develop global leadership skills and competencies among students was to “create a global multicultural environment for students; increase financial support for internships; support study abroad, and other international cultural immersion programs by raising funds; provide incentives to colleges, schools and departments to pursue grants to support their internationalization initiatives; and identifying institutions in different parts of the world that meet the strategic internationalization needs with whom to develop a partnership.

Global learning courses as a way to develop students’ global competency was distinct to ECU. To develop global competency among students of ECU, general courses with 30% global content had been designed for students. The design of Global Learning Courses was highlighted in a statement from Sandy,
[ECU] developed new global courses. Old courses were revised by turning them into global learning courses. [ECU] define global learning as a course which has 30% of global content. … We increased the number of global courses by 142%. To ascertain the impact of the global learning opportunities on students competencies, a review of the ECU Internationalization Strategic Plan showed there were three learning global competencies that faculty could adapt appropriately for their discipline—

(1) Global Perspectives (knowledge) required graduating students to recognize and incorporate the diversity, commonalities, and interdependence of the world’s people, nations, and/or environmental systems into their general knowledge, academic specialization and worldviews; (2) Intercultural Engagement (skills) required graduating students to demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures, either locally or internationally; (3) Global Citizenship (attitude) required graduating students to demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species (ECU Internationalization Strategic Plan, 2013 p. 5).

MWU and the ECU employed study abroad, internships abroad as ways of inculcating global competencies within students. The researcher discovered that all the students at the College of Business were required to do an internship abroad. Dr. Brandon of the MWU said, “… I am proud every time I send my students abroad when they come back … they have something different to talk about, because it was a great experience.”
Dr. Hammond of ECU said, “In the college of Science and Mathematics it is very
difficult to change curriculum and courses. … Therefore, the global engagement
coordinator of that college has to improve study abroad opportunities … and encourage
[students’ participation.]”

**Staff competencies.** The directors from the international offices of both
institutions agreed that, to be effectively equipped to be competent to serve students, staff
had to attend conferences and subscribe to scholarly and professional journals on
internationalization. Additional competency building approach that was unique to ECU
included—mini-lectures, workshops, and training organized by Center for Excellent
Teaching and Learning (CETL). These opportunities for staff and faculty focused on,
international education, inter-cultural communication, and in study abroad matters. At the
MWU the director employed the competency approach by sending the advising staff at
the Education Abroad Office on an international trip to a study abroad site once every
eighteen months to expose staff to another country and culture and to be able to talk
firsthand about a study abroad location to students.

**Hiring internationally competent faculty and staff.** Respondents from both
institutions agreed that, the hiring of international faculty with strong international
expertise to fill internationally oriented fields of study enrich students’ international
perspectives. Dr. Anderson said, “If the program has a need to recruit a historian who has
expertise in African history then because of the position we go out to recruit a faculty.”
Also, Dr. Fleming of MWU said, “… we hire people who have a basic skill set. … Our
advising staff have work experience within an international context.”
Faculty conference attendance. To build international competency among faculty, both institutions provided financial assistance to faculty to attend international conferences. The MWU Internationalization Strategic Plan reviews revealed that, financial support for faculty to participate in international development activities will increase. Similarly, Dr. Anderson pointed out that “the University International Council each year has about 30,000 budget to support faculty travel to attend international related conference. … I believe, faculty gets $750 that can be used towards international conference [or] international symposium.” Relatedly, reviews of the ECU Internationalization Strategic Plan revealed that, “development funds for faculty increased by 362%” (p. 2). Dr. Hammond of ECU mentioned that “… We do not restrict those monies to global engagement but many faculty take advantage of that.”

Global certification. The ECU adopted a global certification to help develop students’ global competency. The requirements for global certification comprised of education abroad experiences, foreign language coursework, global learning course work essays, global service projects, and global cultural immersion experience. The requirements for global certification were highlighted in a comment from Sandy, “we developed a certification process [that] required education abroad experiences, foreign language coursework … 12 hours of global learning course work, essays … about global teamwork, global service projects, and global cultural immersion.” Similarly, Erica said, “we have a program called the global learning certification program. [We] … reach out to students who have demonstrated global competency in languages, service learning project, and study or teach abroad experience. Dr. Hammond added:
Students have enroll in a list of our courses with at least 30% global content. ... For certificate with distinction, students … enroll in 24 credits, eight weeks study abroad, and [demonstrate] a higher intermediate level on the foreign language proficiency test. For the basic certification, students enroll in 6 credits, [have] … foreign language proficiency … demonstrate at the level of completing a sophomore level … through narratives, and four weeks of study abroad. There is teamwork [component] … we look for compelling narratives of experiences in which the students successfully interacted with people of diverse cultures.

**Foreign language study.** Both universities offered a variety of foreign languages for students to choose from and language laboratories where they could practice. The students also had access to conversations hours and partners with whom they could interact. Erica said that “if you go to the foreign language department and you went to the foreign language lab you will see people building a competence in language conversation.” In addition to the formal and informal ways to obtain proficiency in a foreign language, the use of Rosetta stone to help achieve proficiency in a foreign language was available at the ECU.

**Institution of the year of.** The Year of is a unique year long program that focuses on a specific country which was instituted at the ECU as a way to develop students’ global competency. For example it could be the year of Japan, the year of Turkey or the year of Ghana and so forth whereby academic and cultural activities are focused on the country identified as the target country. This program was highlighted in a response from
Dr. Walker: “this Year of program, is a way of providing opportunity for faculty, staff, and student to broaden their [international] perspective and their knowledge base. …”

Sandy added the following comment:

Some of the co-curricular activities include the Year of program, every Thursday at 12:30 [students] can go and listen to a lecture. Some faculty require students to be at the lecture as part of their course work.

Nicole said, “When we were in undergraduate we had to attend the swirling dervishes performance for the Year of Turkey and we had to relate it to my TPS 1000 class.”

The researcher found that the activities line up for the Year of Program were tailored towards students’ majors.

**Breaking barriers.** Breaking Barriers emerged distinct to ECU as a way to instill international competency into students. Breaking Barriers—a discussion series that brings students from different cultures together to share their views about a specific international or cross-cultural topics. Topics that were highlighted at the Breaking Barriers session included—Human rights and justice—breast ironing in Cameroon, foot binding in East Asia, stereotypes, and miscommunication.
The organizational culture. According to Schein (2010) culture is “a set of basic tacit assumptions about how the world is, and ought to be, that a group of people share and that determines their perceptions, thoughts, feelings and to some degree their overt behavior” (p. 11).

Integration into university family. Lunenberg (2011) argues that family culture can be used to describe an educational institution when metaphors such as “family, home, or team. In addition, the leaders in the institution show signs of a nurturer, parent, friend, sibling, or a coach” (p. 3). In such an institution, leaders are concerned and committed to the welfare of constituents, especially, students. Educational institutions that are family oriented are “protective and cooperative” of students (Lunenberg, 2011 p. 3).
Students. Faculty, administrators, and students agreed that integration into university family culture characterized both institutions. Both institutions provided international students with pre-arrival and post-arrival support. Pre-arrival support consisted of processing the applications of prospective international students and informing students about admission outcome. Post-arrival support included orientation, academic, financial, housing, and health. At orientation, international students at both institutions were informed of the US immigration rules to help them stay legal in the US during their studies. Additional immigration support provided to international students at both universities was guidelines to bring their dependents to the US. In addition to the immigration support, international students from both schools received various forms of academic support.

Students with low English proficiency had the opportunity to improve their English through formal courses and informal activities such as access to conversation hours with native speakers of US American English. To corroborate this perspective, Andrew said, “when I first came [to MWU] I knew zero English but through the academic [writing] class I [took] and I started interacting with [Americans,] through the conversation partner sessions, I improved my English.” Similarly, Angela of MWU indicated that “I took a lot of classes with English Language Improvement Program (ELIP) for graduate students who want to write dissertation. … The writing tutors … were helpful. …” Other resources that facilitated the integration into the institution’s family at both institutions were free counseling services, health insurance information, access to on-campus health center, and housing support.
On-campus housing provided unique experiences for international students relative to their American peers. Female Muslim international students from ECU revealed they felt uncomfortable to live in the university residence because American women received male visitors in their rooms at times when they were not wearing their traditional clothing. This experience was problematic considering that men who do not have family ties with these female Muslim students are not supposed to see their hair. In a related view, some Chinese international students expressed that they did not find it comfortable living with Americans students in the campus residences.

To address this issue the ECU paired students with the same culture and faith. Planned social activities such as potlucks at the residences were organized by campus staff to bring domestic and international students together to interact, exchange cultural information, and discuss global issues. An example of such gathering was summarized in the following comment from Nicole, “the housing people are doing something for Thanksgiving where they will have a meal and invite all the residents to come and sit and eat ... it is mostly social events with the idea that barriers will be broken.” Additionally, domestic and international students are made to socialize through a program called Engaged Residence with Global Origins. Sandy shared that students come together to play games such as “beach volley.” Additional support that was found to be distinct to ECU was the Global Gateways: A Learning Community for International Students. The aim of the Learning Community was to integrate international students into the campus community. Another strategy to integrate international students into the broader
university community and its environs that was common to the MWU and ECU was the creation of home stay opportunities with American families.

The international offices at MWU and ECU were staffed with personnel who created a welcoming environment for international students. The director for ISRS at the ECU was described as a ‘mother’ to students because her services to students went beyond her official duties. Her attitude to international students in relation to her call to duty was highlighted in a statement from Lois, “[the director for ISRS] when I came to ECU at first, I will sit in her office and talk for hours [until] 9pm or 10pm. She will just help you, ask you about your classes.” Similarly, Sandy said, “we have ISRS which has a director that is ready and willing to help [international students] with anything they need.”

**Faculty.** Both institutions were receptive to international faculty. The post-arrival support included: providing faculty with institutional email addresses, access to the library, office space, phone lines, and housing. Whereas, ECU owned an international house to accommodate international/exchange faculty who come to teach or conduct research, that was not the case with the MWU. Consequently, individual faculty or departments made housing arrangement for visiting scholars depending on the length of stay. This was confirmed in a comment from Dr. Anderson, “a faculty member from one of the Indonesian Universities will be coming. ... We do not have [an] international house [or] a guest house for international visitors.”

In addition to housing, to facilitate the integration of international faculty into a new academic environment, the ECU provided academic orientation to guide
international/exchange faculty on how to develop a detailed syllabus that spells out expectations, objectives, class policies, descriptions of assignments, and due dates.

Integration strategies and support for international/exchange faculty were apparent in the statement from Dr. Walker of the ECU:

Most of the faculties who come here ... are gonna need help and support in figuring out the culture of the US classroom. … There are all kinds of cultural differences that our international faculty have to adjust to, and our students have to adjust too. … Students expect a detailed syllabus on the first day of class. … So we communicate it in advance and they have realistic ideas and expectation so their stay is successful. We arrange for them to get out and see [the capital city,] home setting. [We] go to baseball game or picnic. People are assigned to serve as primary host who will check on them ... help [them] with transportation.

A similar international faculty orientation did not occur at the MWU nor was there any form of social support.

**Visibility of institution personnel.** Family culture was evident in the visibility of university personnel of both institutions at international gatherings. Visibility of institutions’ personnel was apparent in a comment from Michael of the ECU, “we had an event where [the president] … and his cabinet visited the global village to speak with us. He asked us about our challenges. … People said the money and the classroom issues. He listened and gave his response.” Also, Angela of MWU said, “... every year the International Street Fair has its own community that will go, [for instance] faculty, the [President] and his wife ... they know what they want to see.”
**Collaboration and partnerships.** The researcher found that both institutions relied on external collaboration and partnerships to carry out several of its internationalization mandates. A review of respective websites, flyers, and responses from students, administrators, and faculty interviews revealed that both institutions depended on destinations of study abroad programs as resources within the environment to expose students in one way or another to culture, language, research, leadership, business practices, entertainment, teaching, and biotechnology. Dr. Anderson noted that “every college is doing something related to international education … so each college … sending students to do internship abroad.”

Additionally, faculty, administrators, and students’ responses confirmed findings from websites reviews of both institutions regarding Memoranda of Understanding (MOUs) between both schools and other institutions around the world. The ECU had twelve active MOUs out of about 50-60 MOUs. The relationship between the ECU and other institutions abroad formed through MOUs was clear in a comment from Dr. Walker who mentioned that:

Premier Jonah University (PJU) being one of our best for twelve years. We have sent more than a hundred students there and we have hosted a lot of PJU faculty here on exchange. We have 50-60 MOUs. Some partnerships are inactive because there is lack of man-power to champion those partnerships.

Dr. Anderson of the MWU said, “We have so many MOUs, in fact we have sixty and some of the MOUs are still active.” It became apparent that both institutions, through MOUs, partnered with institutions abroad to share resources such as—library holdings,
faculty providing academic support for institutions or helping a country to develop academic content, engage in joint research, and for students, staff, and faculty exchange. Dr. Parker of MWU said, “Right now we have students who are in the theatre program in London who came here on exchange.” Dr. Cameron also from the MWU stated that:

Health Sciences and Nutrition collaborates [with different] countries to increase our knowledge in the areas of Health Sciences and Nutrition. Engineering also collaborates with institutions, international connections in Business. ... I have been involved in English emerging project in mainland China since 2001 … and that culminated in an MOU being signed [between MWU] and Beijing International Studies University. …

Alternatively, both schools depend upon the partnerships through the MOUs to internationalize their institutions and serve as resources for institutions with whom they partner. Dr. Cameron said, “[I] ended up being part of a team that wrote curriculum.”

**Recruitment efforts.** International faculty exchange was parallel to both institutions. This was evident in a comment from Dr. Walker, “we have hosted a lot of PJU faculty here on exchange.” Such faculties come along with cross-cultural and international knowledge that enriches the learning environment. In addition to international faculty exchange, enrollment of exchange students on bilateral agreements characterized both the MWU and the ECU. Admission of exchange students was clear in a statement from Dr. Fleming, “… for example, we have an institutional agreement with Licarion University (LU). We send someone to LU for a semester and they send someone
here.” Dr. Walker of ECU also said, “We have sent more than a hundred students [to PJU on exchange].”

Furthermore, faculty, administrators, and students of MWU and ECU confirmed that international faculty with strong international expertise were hired to fill internationally oriented programs to enrich students’ international perspectives. However, administrators and faculty from both universities agreed that hiring international faculty was dependent on the position available and the nature of the program. Dr. Anderson of MWU explained that “if the program has a need to recruit a historian who has expertise in African history ... then we ... recruit a faculty.” Similarly, Dr. Fleming of MWU explained that,

[Education Abroad Office] has to address students’ questions … about study abroad sites. When I am hiring I look out for people with diversity of experience abroad—Western Europe, professional experience … in developing nations [and] non-English speaking countries.

**Student organizations.** Interviewees from both institutions confirmed that international students are recruited to campus. International students have the freedom to form international clubs and associations. The various international student clubs held cultural events to showcase and share their cultures with the campus community. During such events students who are not from such cultures got exposed to different cultures. Examples of international students’ clubs and associations at MWU and the ECU included—International Students Union, Chinese Students Association, Indian Student Association, African Students Union, and Korean Students Association. International
fashion shows and food bazaar were synonymous to the international students associations on both campuses. However, there were differences in the international associations’ cross-cultural related activities at both schools. Whilst the MWU held International Week Celebration, International Street Fair, Holi, Divali, Sakura, Crossover, African Dance Night, International Students Union dinner African Students Union (ASU) Cultural Week, Chinese New Year, Arabian Night, Ramadan, Indonesian Night, African Languages Day, and Omani Night, ECU held beauty pageant, French reception, international food bazaar, and Cinco de Mayo.

**Symbols of internationalization.** Symbols that suggested internationalization were evident at both institutions were flags of various countries at different locations at both institutions, engraving of a globe at the students’ center at the MWU and a monument of a globe at the ECU. These artifacts reflected symbol culture. Both universities have specific administrative offices related to internationalization. At the MWU, there was the International Students and Faculty Services (ISFS), Center for International Studies (CIS), Education Abroad (EAO), and Global Leadership Center (GLC), and at the ECU, there was the Institute for Global Initiatives, International Students Retention Services (ISRS), Global Admissions, and Education Abroad Office. At the ECU a space has been intentionally created—Global Village within the ISRS office that served as a ‘hangout’ area for international and domestic students. However, the researcher found that, domestic students do not frequent the Global Village because it was perceived to be reserved for international students. This was highlighted in a statement from Lois: “the Global Village is for everyone. The different flags does not
mean it is for international people, [the flag of the United States] is there too so it is your place too. ... You are international to me.”

Global certificate courses are symbolic of internationalization and the process was similar at both institutions. At the MWU students interned with organizations abroad through the Global Leadership Center to acquire a Global Leadership Certificate while students of ECU earned Global Engagement certificate through their study abroad experience. In addition to the Global Engagement Certificate, whereas students of ECU received medallions from the president at commencement to recognize their global learning achievements, that was not true at MWU.

Similarly, evidence of symbol culture for internationalization at both institutions was the recognition of faculty international accomplishments. Faculty internationalization accomplishment was highlighted during the International Education Week celebration which occurred during the spring semester at the MWU and the ECU celebrated faculty international accomplishments at International Awards Dinner. As part of the recognition package at ECU, faculty who developed a global learning course received a $1000 stipend. The recognition of faculty was highlighted in a comment from Dr. Hammond:

ECU provides stipend when a faculty publishes findings from any international research that was carried out. Similar faculty international work that got rewarded include—taking students on study abroad or engaging in international service learning projects.

Faculty efforts that attracted recognition were highlighted in a comment from Dr. Walker:
You have to be international … in how you develop your programs, how you reach out to students, the local community, the global community, to partner effectively to create a better and stronger curriculum opportunities … and staff expertise.

Steering mechanisms. Existence of internationalization committees at the senior administrators’ level is an indicator of culture of steering mechanisms that characterized MWU and ECU. Internationalization committees at the senior administrators’ level included the MWU Senior International Management Team (SIMT) and the ECU Global Learning Engagement Committee. Both institutions had positions for the provost for global affairs. This position was evident in a comment from Angela: “I feel like they have a really great commitment especially having a position of vice provost for global affairs so … to me [MWU is] showing a big commitment.” In addition, College Level Global Committees—emerged to be unique to ECU—the committee served as liaisons between the senior level administrators and faculty regarding internationalization. The Global Learning Engagement Committee was made up of representatives from each of the eight college level global committees who met bi-monthly. The purpose of the meeting was to discuss the internationalization practices and the progress of each college and offer assistance where necessary. Matters discussed at the meetings included: decisions on study abroad programs that will meet cultural and professional needs of students, faculty recognition guidelines, management of the Global Engagement Funds, and recommendation for faculty international development abroad.
**Communication channels.** The channels through which members of an organization communicate to execute the core functions are important. Findings from a review of both institution’s websites and flyers confirmed interviewees’ responses that international events were communicated to stakeholders of both institutions via emails, newsletters, flyers, banners, posters, homepages, word of mouth, social media—Facebook, and twitter. Despite the numerous media of communication, students at the MWU complained of hearing about international events after it had occurred, Stephen noted that “students see so many bulletins, posters, and flyers … and they just start to ignore them ... I ignore almost everything that comes from the university because most of them are like garbage.” A suggestion that emerged from the study to address the communication gaps was making faculty aware of the international activities coming up, and be encouraged to inform students in their classes to attend. Unlike the MWU, ECU communicated internationalization matters via the *ECU Inform*. This formal mode of communication made university constituents aware of ECU internationalization plans and its implementation. Dr. Hammond said that “there is a communication structure where people can know that things are happening, [for example, if] there is training going on. A major event that happens on campus that gets published in *ECU Inform* was the *Year of program*.”

Unlike ECU, the dean of the college of education at the MWU convenes faculty and chairs meetings three times a year to communicate internationalization processes and initiatives. In terms of communication flow, bottom-up and top-down approach underpinned MWU communication, whereas I found that that top-down communication
is typical of ECU. Dr. Trenten of ECU said, “for internationalization to work
[communication] should be bottom-up, top-down does not work ... If you look the most
successful international things have been faculty driven, they have not been dean or
provost driven. Also, Dr. Cole of MWU said:

The dean of the college of education convenes faculty and chairs meetings three
time a year to communicate internationalization processes and initiatives and ...
elicit [views] from [faculty] as well as what they want to do [to help] shape
[internationalization] towards [faculty’s] needs and desires … and presenting
[faculty] with a framework for internationalization.

*Shared values and beliefs.* Culture of shared values and beliefs among units and
departments was found to be similar at both universities. Evidence of shared values and
beliefs that cuts across both schools is the collaboration among the international students’
offices and health services, residential services, immigration lawyers and banks to
provide orientation to students as post arrival support. The practice of permitting
announcement of international programs in classrooms by faculty signifies a sense of
shared values and beliefs. At the ECU, evidence of shared values and beliefs was the
collaboration among the various international offices and other academic units to
celebrate *Year of Program.* Significantly, courses on History of Ghana, Japanese culinary
services, political structure of Japan, Japanese technology were designed for *Year of
Ghana* and *Year of Japan*, respectively.

At the MWU, evidence of culture of shared values and beliefs was the
collaboration between the international office and the transportation unit on campus to
transport new incoming international students from the airport to campus. Collaboration between some faculty and the education abroad office emerged as one of the ways that internationalization is promoted on campus. Professors encourage students to go on study abroad by bringing flyers to class and handing them to students.

Figure 7. Organizational Culture and Internationalization.

**Student benefits of internationalization.** Higher education internationalization is beneficial to students in a multiple of ways.

**Multilingual abilities.** Review of the websites of both schools led to findings that were in agreement with interviewees’ responses regarding opportunities available to students to learn foreign languages. For example, the departments of Modern Languages and Linguistics at the MWU offered French, German, Italian, Russian, Spanish, and
Portuguese while the department of Foreign Languages at ECU offered languages such as—French, German, Italian, Spanish, Chinese, Italian, Latin, Japanese, Korean, Portuguese, Arabic, Hebrew, Hindi, Russian, and Turkish. There was also a general agreement among the respondents that having the opportunity to learn a foreign language is a bilingual or multilingual value addition. Evidence that students took advantage of the opportunity at their disposal was highlighted in a comment from Angela, “I learned Chinese and Swahili [at MWU]”. Similarly, Samuel said, “I am learning Spanish ... to be able to interact with my Hispanic friends and neighbors.” Also, Jennifer stressed that, “I am learning Wolof. ... [Because] I have a scholarship from] Foreign Language and Area Studies (FLAS).” In addition, students often learned second languages through informal means such as friendships. For example, Cyril stated that “I am in the process of learning Turkish ... I have a friend from Turkey, she used to teach me but she graduated ... but she gave me the notes I need so I am building on.” Similarly, Angela said, “I know how to say akwaaba, wo hō ye ɛɛ in Twi from having a Ghanaian roommate.”

The researcher found that, international students who are non-native speakers of English and do not speak English as their second language had the opportunity to become bilingual, because, they are required to enroll in Intensive English Program (IEP) and English as a Second Language (ESL). In the IEP, they are required to regularly engage with native speakers of US American English. Acquisition of English language was clear in a statement from Kelsey of ECU, “international students register for the program and they are paired with an American student and they meet five times during the semester just to talk. ...” Equally, because enrollment of international students at
MWU and ECU, learners of foreign language got the opportunity to interact with native speakers of their target languages. Both universities provided study abroad opportunities for students to travel to speech communities where they can communicate with native speakers for improvement. The use of study abroad as a tool to help students gain proficiency in a second language was highlighted in a statement from Dr. Hammond, “we have designed all of the Simpson College of Education study abroad [to be] taught in English. But students communicate a lot with people in the local language if they are not in an English speaking country. …” Similarly, Emily said, “… I was able to [use my] Spanish … when I went on study abroad. Because, we stayed in a particular housing situation where everyone in that area spoke [Spanish.]”

Knowledge about different faiths, cultures, and countries. Firsthand knowledge about different religious faiths, cultures, and countries emerged as a benefit of internationalization to students at each institution. I found that, international students had the permission to hold cross-cultural events to showcase their culture. Consequently, students acquired cultural traditions as they attend cross-cultural events on campus. Year of, international food bazaar, karaoke night, Mr. and Miss ECU were examples of cross-cultural events held at ECU, whereas, Sakura night, Holi, Diwali, Cross-over, Indonesian Night, Latin American Dance Night, Omani Night, Chinese New Year, Arabian Night, Arabic Students Day, African Heroes Night, and Ramadan were examples of cross-cultural events and religious celebrations held at MWU. Students who attended the different cross-cultural events got the opportunity to watch and glean some cultural nuances about the country of focus. To confirm that knowledge about cultures and
countries were derived from internationalization, Ellis of MWU mentioned that, “international students get the chance to celebrate their culture, at the same time, people who are not aware of that culture can immerse themselves in this new experience. …” Similarly, Angela of MWU noted that “at the Arabian Night, I [learned] in Saudi Arabia, the culture is, boys dance with boys and girls dance with girls.” Additionally, Brittney of ECU explained that “if I were in Korea I would not have had this opportunity to see foreigners and be exposed to different cultures. [ECU,] offers events like salsa, Year of Ghana, Year of Japan and the Breaking Barriers. …” Similarly, Kelsey of ECU said, “I have learned a lot about different cultures and countries, for example in Spain and France, they do the kisses on the cheeks and in America you better not kiss unless you are intimately involved with somebody. …” Olivia of MWU emphasized that “… to have people [at MWU] to be able to immerse in a diversity of culture is [great]. …”

The researcher discovered that, whilst students studied languages, they were exposed to the cultures associated with native speakers of the target languages. Jennifer said, “[There] is French hour. ... [Department of Linguistics] have Swahili conversation hour, so learning a language does not just [provide proficiency in] a language, [you learn] culture [too.]” International students also obtain firsthand cultural knowledge about America through their everyday interactions with professors and fellow students. International students learned about the subtle informalities that exist between the young and the old, particularly, professor-student relationships as compared to their respective countries. Knowledge about American culture gleaned through interactions with faculty and students was clear in a statement from Andrew, “when you talk to an American
professor ... he can raise his legs on the table. I asked the professor why [his] legs [were] on the table. … He [said] … it is a sign of relaxation. … It is not disrespect.” Similarly, Scot said, “in America people can address their elders by their first names. That does not mean they don’t respect but that shows how relaxed the American culture is.” Further, because both schools recruit international students, students who take classes with international students get the opportunity to gain some cultural knowledge from their international colleagues. Such learning takes place during break when students are at the hallways, “real intercultural learning is during break time, there was a guy from Jordan, me, and a guy from Ghana ... those moments are when I really pick up little bit [of cultural and international information.]” Stephen mentioned. Engagement of international students in the classroom provided students firsthand knowledge about other countries. Professors seek the perspective of the international students on topics under discussion as it relates to the countries that international students are from, Jacob noted that,

When we were talking about South Africa in my International Relation Introduction to Africa class, there was a girl from South Africa ... One of our presentations was on FIFA and their influence on the economy and the politics of South Africa ... because she was there. She gave a firsthand account of the situation.

In addition, students garnered religious knowledge, because, international students have the freedom to practice their religions. Consequently, students who are unfamiliar with such religions can observe and interrogate some practices to seek clarification, Stephen noted that “during Ramadan my Arabic students are not eating or
drinking, by mid-afternoon they [are hungry] … I [tell] the Arabic students [to] explain Ramadan to the Chinese students. The Chinese students say, I won’t drink in class…”

Similarly, Cyril said, “I never interacted with Christians. I never understood their beliefs. But at [ECU] I engage in conversations with Christians. … I find a lot of similarities between Islam, Christianity, and Judaism.” Through the personal interactions in class and at events, students acknowledge that knowledge about and sensitivity to different cultures and religious practices are pivotal to opening job opportunities. This perspective was highlighted in a comment from Samuel,

If you don’t educate yourself on different practices of different places you may do business with … say a Japanese and you might offend him if you do not study his business card in front of him if [he] gives you his business card.

Similarly, Angela of MWU commented that “If you want to work in a company, they will have offices in different countries so you are expected to be able to adapt to [the cultures] … so exposure [and] understanding of different cultures is helpful to adapt.” Also, Spencer of ECU, pointed out that “whether students will seek employment outside of the US or not, at some point students will interact with someone from another culture, be it a teacher who teaches with a couple of immigrant students in his/her class.”

Elimination of stereotypes. Elimination of stereotypes and judgmental tendencies emerged as one of the moral imperatives students derive from internationalization. One way students derived this benefit was through the curriculum, as Jennifer of MWU noted, “we talked about some … African societies and how [there was lack of] democracy. … You need to understand the culture—how … they regard the elderly … it was easier for
me to judge them but now I [do not.]” Also, Lois of ECU reported that, “I had … stereotype about Nigerians. [I] got closer to Nigerians to know that not all Nigerians are the same … Columbia—war, but, when you learn about the country, it is not all about that …”

**Expansion of geographical knowledge.** Expansion of students’ geographical knowledge became crystallized as a benefit of internationalization to students. The cultural events held by the different nationals represented on campus exposed students to different countries. The flags of different countries hanging at strategic places on both campuses exposed students to different countries. Jennifer of MWU mentioned that, “flags of different countries on campus, might motivate students to google this later… [For instance,] the Arabian Night exposed students to where … Arabs are from.” Kelsey added that “through the Political Science and International Affairs program, students garnered knowledge about the Middle East, Africa, Asia, Latin America, and their relationships with the US.”

**Food sampling and entertainment.** All the respondents from both schools agreed that because food formed part of the cross-cultural events that are held on campus, students got the opportunity to sample food from different parts of the world. Food sampling was highlighted in a comment from Ellis: “nine out of ten people will tell you they want to go [to international or cultural events] for food.” Kelsey also said, “I learned about Jamaican … cuisine by tasting it.” Jacob too indicated that “being able to sample all these different foods is a blessing. And ask someone how did you make this, where is it from … I guess is an eye-opener to ask someone about something you have never seen
before.” Also, Nicholas commented that “if you give me some food, I can tell you which
country it comes from.” In addition to food sampling, when people attend cultural event,
it provided an opportunity to socialize, have fun and de-stress from the rigors of studying
as well as kill homesickness. Students find the cross-cultural events they attend
entertaining because, they get to watch cultural performances. Katlin of MWU
commented that “it is interesting to find out what other [people] do for entertainment. I
was always entertained [and] happy when I attended [international events.]” Similarly,
Jennifer of MWU said:

A lot of the activities outside the classroom I think are more about getting people
together and enjoying themselves ... enjoy the food and talk to somebody that you
have never talked to before from that country.

**Global perspectives.** There was consistency among respondents that students of
MWU and ECU gained global perspectives through internationalization. For example,
through study abroad, Olivia of MWU observed that “within the Ghanaian education
system [saying things in one own words] is [not] quite as emphasized. [Students] studied
by memorizing … and they could regurgitate the definitions in the book.” Also, through
study abroad programs, students got the opportunity to garner global perspectives related
to their fields of study. Global perspectives garnered through study abroad was
highlighted in a comment from Scot: “[One] American went to Spain; [others] went to
Brazil, and ... Japan. Another person went to Spain. We got different perspectives [from
the stories they shared]. It was very interesting.” Also, Jennifer indicated that “I think that
my experience in Senegal kind of helped me to understand and conceptualize a lot of my
courses, especially, Africa Politics in African Studies versus [learning about African Politics] in the abstract.” Furthermore, acquisition of global perspective through study abroad that caused students to have a change of perspective about Africa was explained in a comment from Jennifer,

American students are used to this particular lens of viewing Africa through the invisible child saying everybody needs to save these African kids, here in America I can be the intermediary to start this dialogue about ... hey! Wait, there are other stories [about Africa] that you are not hearing...
Additionally, students gleaned global perspectives from anecdotes shared by international students in class, assignments about a different country in relation to class topics, Global Studies Certificate, and Area Studies Programs. Acquisition of global perspectives through anecdotes from international students was highlighted in a comment from Scot, “There are [international students] and Americans in my program. ... We share information [about our countries] in class that are related to class topics. … In Our Phonology class … one of my … Turkish classmate did Kazakh for his project. ...”
Equally, Stephen of MWU noted that “internationalization is brought to class by students. … This semester [in one of my] classes, there is a Yemen, Jordanian, American, and Ghanaian. [So] in that class a student may say … in my country we do this.” Nicole too of ECU mentioned that “I kind of understand the perspectives of Japanese on World War I and II better from listening to Japanese whose parents have lived through it than gaining it from a professor sitting in class.” Similarly, Sarah of ECU said, “it is not from the
news. People have actually lived it or been there so it is not like a second party or third party thing.”

International and domestic faculty on campus contributed to students’ global learning as they shared anecdotes about their countries, travel experience, and research findings with students. This perspective was highlighted in a comment from Olivia of MWU: “Dr. Murphy, is an American. He specializes in Nigeria so he talks about his Nigerian [experiences.]... Dr. Zawadi is from Kenya … she tells [stories about] her own life as it relates [to the class.]” Angela too mentioned that “my professor from Turkey, he always share his experience working in Puerto Rico and going to industries and trying to improve their system.” Scot said, “I remember one of my professors shared his experience living and teaching in Italy with us.”

In addition, I found that, students gained global perspectives through Area Studies Programs—African Studies, South East Asian Studies, and Latin American Studies are offered at MWU, and African and African Diaspora Studies, and Asia Studies at ECU. Accordingly, students enrolled in the Area Studies Programs get the opportunity to read novels from the perspectives of African, Asian, and Middle East authors. Reflections from Olivia of MWU support this perspective, “[In] my History of Africa class, we read a text written by Ibn Battuta in black Africa … and in another class, we read a novel by Chimamanda Adichie, she is a Nigerian author.” Syllabi reviews revealed that students in the African Studies program read the following novels—Half of a Yellow Sun, Things Fall Apart, Wretched of the Earth, The Beautiful Ones Are Not Yet Born, and Our Ways
of Dying. Kelsey too of ECU said, “I believe that my bachelor’s degree in International Affairs had been helpful by giving me knowledge of how to analyze international issues.”

Also, at both institutions, students garnered global perspectives through international forums held on campus. Typically, speakers were invited to campus to present results of their research on varied problems from different parts of the world and how those problems were remediated. International forums held on campus were clear in a statement from Stephen of MWU, “last year I went to one on the Khmer Rouge Cambodia. ... There was [another talk presented by a] lady from the Middle East.”

Similarly, Nicholas of MWU said, “the human rights lecture [I attended] I learned global things about women ... and the perspective for that is different from my country.” Kelsey of ECU said, “I have been to several [lectures] that have speakers that … come from different cultures to campus ... to talk to students about what is happening in different parts of the world.” However, the researcher discovered that students only gained global knowledge, there were no strategies in place in either schools for students to get involve. The lack of involvement was apparent in a comment from Stephen of MWU: “the invited guest speakers that come on campus should be tied with a particular club. If there is a talk about the Arabic world, the Muslim Students Association could be [the contact] association.” In contrast, at ECU, the researcher found that, most of the Year of programs were tied to different disciplines on campus. Consequently, courses such as History of Ghana, Japanese culinary services, political structure of Japan, Japanese technology were designed during the Year of Ghana and Year of Japan respectively.
**Behavioral adjustment and encounter with varied religious activities.**

Respondents from both schools agreed that internationalization was beneficial because students acquired cross-cultural and interfaith knowledge through interactions with friends and involvement in cross-cultural events. For instance, in the US, social space is observed during conversations. However, during conversations, domestic students have observed that some international students and faculty get closer, thereby flouting the social rules on personal space. But through constant interactions and exposure, Americans students have learned to accept and adjust to the closeness culture to make relationships and interactions meaningful. For example, Samuel of ECU noted that “some people, the idea of personal space is different so when people ... are talking to you they stand closer to you.” Similarly, students from regions, where it is appropriate to get closer while conversing have also learned to spatially orient themselves to suit the American perspective of personal space.

Another, behavioral adjustment that has become part of students learning process is men desisting from hugging or shaking hands with Muslim women because their hugging behavior have always met resistance. Also, non-Muslim women have learned through their friendships with Muslim men not expect Muslim men to yield to hugs at religious or social gatherings, because such actions from non-Muslim women have been met with declines. Also, for the sake of convenience, international students who are not used to maintaining eye contact with the elderly in their cultures have learned to adjust their behaviors to doing so. This perspective was highlighted in a comment from Brittnay, “speaking politely to elders, we don’t do eye contact. [In Korea] you can do it
with your friend but if you are talking to your elders you bow.” Similarly, when students study abroad they learn culturally appropriate behaviors that have to be followed. When students study abroad in countries that are not familiar with females wearing shorts and skimpy dresses, they conform for the sake of convenience. For instance, Jennifer said, “I decided to wear pant instead of shorts under warm conditions because I did not want to unprofessionally present myself to my Senegalese male colleagues who are not used to girls wearing shorts.” Likewise, Lois noted that “having interacted with students from Saudi Arabia, I learned that if you are a woman and you go there you have to be covered you cannot wear jeans.” In addition, in the academic setting, students who are not used to the culture of plagiarism learned how to avoid plagiarism, an act regarded as an academic dishonesty in U.S institutions. Avoiding plagiarism and become successful in school was clear in a statement from Nicole of ECU, “in Kenya you can copy, and paste a whole paragraph from Wikipedia. [In the US] that is plagiarism. … If I did that and my professor … gives me a second chance … then I know what not to do.” Sandy similarly emphasized that:

A lot of our international students have to learn all about plagiarism. Plagiarism … in some countries is not looked harshly like United State does. … So we have to train our international students to avoid … that.

Empathy. Empathy emerged as a benefit of internationalization to students. This occurred through teaching, observation, the curriculum, and the Year of program. Students developed empathy through language teaching assignments. Because just as Americans get frustrated when non-native speakers of US American English
mispronounce words to them and it does not make sense to them, instructors of foreign
language also get frustrated when Americans mispronounce words or form sentences
with grammatical errors in the language that they are studying. Consequently, language
instructors have learned to empathize with Americans who often show signs of frustration
when speaking to a non-native speaker of US American English. This perspective was
confirmed in a comment from Cyril,

I used to teach Arabic at ECU, [while tutoring] I see the difficulty [American
students] go through. They start pronouncing and you fill it in. I became tolerant
to these kind of things because through the teaching of Arabic … I understand the
difficulties that the native speaker has when someone tries to talk to them …
because one of my students used to come to me and talk to me in Arabic and …
they might not pronounce the word [correctly] … to me the native speaker it is
totally different.

For instance, during the Year of Korea at ECU, a lecture on Hangeul provided students
with new information that served as an eye opener for students to reexamine their
countries to understand why some groups of people cannot mention their (rs) right. This
knowledge suggests a change of attitude from embarrassing people who cannot mention
their (rs) right. This perspective was highlighted in a comment from Nicole of ECU,

First … I learned that Hangeul was a Korean form of writing. … I realized how
completely different Chinese is from … Hangeul and then that made me go
deeper in my own culture and start trying to understand why some people … can
never say their r(s) right. … Therefore, I am not going to laugh at people who cannot say their r(s).

During orientation, students who served as peer advisors exercise a lot of tolerance and developed an empathic understanding when engaging with international students with low English proficiency level. Angela reported that “peer advisors read the gestures of international students to [reach an understanding] of what they are saying during orientation.” Also, Olivia of MWU observed that,

A lot of … Americans who work at university coffee shops, [if] the international student tries to order something, and their English is not perfect or they have a strong accent with perfect English. You … can notice a lack of patience to understand. … I have … developed skills, patience and desire to be understanding and I have developed an ear for accents through interaction with international students.

Development of empathy through the curriculum was unique to students of MWU. Students were presented with articles, books, and videos about political, economic, social, and cultural phenomenon to critique from a non-western perspective. Consequently, students put themselves in the shoes of the characters within the course materials to understand the phenomenon from the perspectives of the authors. Thus, Mavis said, “I read Female ritual servitude: The trokosis in Ghana about girls sold into slavery to atone for… their father for my EDCS 205 class. … I tried to put myself in the mindset of how that is fair. …”
**Network and friendship.** Formation of acquaintances and friendships through events and classes emerged as a parallel benefit of internationalization at both universities. This benefit was clear in a comment from Spencer: “through the events, relationships and camaraderie’s are built ... you walk away with each other’s phone numbers ...” Angela confirmed this perspective as she mentioned that “I had a Ghanaian roommate and [we keep in touch.]... If I also want to go to Ghana I can contact her.” Similarly, because both institutions help international students to acquire US American English proficiency as well as improve upon English proficiency through formal and informal means, the two intensive English programs partner domestic students with international students to interact to help international students improve upon English language proficiency. Students meet five times within a week to talk about any topic of interest. Subsequently, through interactions, interests are revealed which might lead to friendships. The researcher uncovered that, friendships and networks among students is essential to securing a job within the US or outside the US after school. Opportunity and procedure to secure jobs through friends was apparent in comment from Scot: “I talked to [my Turkish] professor, [and he said] I might have the opportunity to teach in Turkey ... my Chinese friend told me [I] can go [to China and] teach Arabic.” In addition to securing jobs through a network of friends, international students served as a support system for one another at both campuses. International students shared information on tuition waivers, hints on the better teachers, what classes to register for depending on other commitments, among themselves. Such support was highlighted in a comment from Nicole:
International students are helpful. … They push each other to succeed. When I was lagging behind on doing my GRE I had ten people [reminding] me, have you done your GRE? Are you studying?

Angela of MWU too reported that,

The presence of international students is important to me. ... International students gave me the perspective on how international students survive [at MWU.] So the international students’ community gave me the courage ... to survive.

Also, Lois indicated that:

International students told me which classes to take, which classes not to take how to take them? They also told me and my brother about those tuition waivers [for] international students. We applied and we got it.

**Professional and personal development.** Professional and personal development emerged as one of the benefits of internationalization to students from both the MWU and the ECU. Through MWU and ECU international students’ recruitment, international students got the opportunity to enroll in US higher education. Subsequently, international graduate students are given funding support to serve as teaching/research assistants or graduate associates. Consequently, students garner teaching, research, and administrative skills as they work with professors and administrators. The professional and personal growth associated with internationalization was evident in a comment from Brittney of ECU: “I am a student worker at Education Abroad Office and I learned how to organize events in a certain order.” Similarly, Ellis of MWU said, “... a [better] environment [is
created] for global students to come and learn; giving them the opportunity they might not have had back home.” Scot too of MWU pointed out that,

> With my Arabic class, sometimes American students form Arabic sentences which is ok but [does not make sense in] Arabic. … I realized … Arabians learning English [have similar problems] because of the influence of the Arabic language. Knowledge of this problem will motivate me to carry out research to better help Arab speakers learn English.

I found that, during international students’ orientation, continuing students are hired to serve as peer advisors to help in-coming international students. Whilst students were rendering services to incoming students, they garnered skills in—leadership and teamwork.
Figure 8. Benefits of Internationalization to Students.

**Faculty engagement in internationalization.** Faculty engagement is critical in internationalizing institutions of higher education. Due to faculty role in determining the content of the curriculum, engaging their contribution to internationalization needs to be given greater attention.

**Infrastructure.** Participants of MWU and ECU responses were consistent with webpage reviews that faculty contributed to internationalization through directing and
leading study abroad programs. This contribution was possible due to the presence of study abroad infrastructure and personnel. Faculty engagement in internationalization through study abroad was evident in a comment from Dr. Cole of MWU:

Dr. Morrison … makes announcement to the faculty and his class about study abroad. ... [He] directs the Consortium for Overseas Student Teaching (COST) program. ... Nicholas Ryon has done service learning projects in Central America. Sarah Brown has a study abroad program approved for next summer, Dr. Themba has taken students to Botswana, and Miller Ashbrook has taken a lot of students overseas. ...

Similarly, Dr. Cameron at MWU mentioned that, “I got twenty-eight students from MWU to [go to] Reggio Emilia, Italy, for ten days in 2006. The program … focused on Early Childhood. I encouraged … students to [participate in the study abroad programs available.” Dr. Walker said of ECU said, “We have at least 40-50 programs that we run that are faculty led short term study abroad programs.” Dr. Trenten of ECU too said, “When I wanted students to go on study abroad, I went to sixty classes to give a five minute talk. Our International Business majors have to do … a study abroad, exchange or foreign internships.”

Attractive salary and per diem given to faculty at the College of Business contributed to faculty engagement in study abroad programs at the MWU. Dr. Brandon described the compensation for faculty-led study abroad programs as, “I pay them state department per diem. … I pay for their hotel and airfare. We give them some budget to be able to do banquets and meetings with … our partners.” Website reviews of the MWU
Department of Modern Languages revealed that faculty at the modern languages travelled with students to study abroad sites for a semester or a year. The researcher uncovered that at MWU, 26% of the students who go on study abroad per year come from Center for International Business. However, Coles College of Business at ECU, recorded relatively low participation rate in foreign internships and exchanges because of time and financial constraints. The low participation rate in study abroad and foreign exchanges caused by financial and time constraints were apparent in a comment from Dr. Trenten: “the biggest problem is that [students] have not gotten spare time, 95% of our students are working so if you say they should take three or four weeks off to go somewhere they can’t do it.”

**Accreditation.** Accreditation emanated as a unique factor in motivating ECU faculty to engage in internationalization by facilitating the development of a cogent strategic plan. The South Association of Colleges and Schools (SACS), the accreditation body for all American colleges, challenged the ECU to internationalize aspects of the curriculum. Sandy explained that,

> We are accredited by the South Association of Colleges and Schools (SACs) it is our accreditation body. … They challenged us about a year ago to come out with a plan to enhance some aspect of learning. Students, faculty, and staff selected global learning for engaged citizens. So … we developed this plan as to what we will do.

Selection of global learning for engaged citizen called for identifying global learning specialists among faculty members for internationalization. Identification of specialist and contributors’ process was highlighted in a comment from Sandy: “inventories of
global learning specialists among ECU faculty were taken. One hundred and eighty-one
global learning specialists and 140 global learning contributors were identified.” The
ECU Fifth-Year Interim Report of the Internationalization Strategic Plan confirmed that,
“181 global learning specialists and 140 global learning contributors were identified and
global learning specialists impacted the curriculum. Global learning course offerings
increased from 289 to 369” (ECU Internationalization Strategic Plan, 2013 p. 2).

**Intentionally assign faculty roles.** I found that, intentionally assigning faculty an
international role contributed to faculty engagement in internationalization at both
institutions. At MWU, specifically at the College of Business, faculty were assigned to
run study abroad programs. Dr. Brandon said,

> William Young, we just picked him and he is running our Slovakia program. …
> He is also going to China this summer for five weeks. … I was working with
> Jacob to help him set up a program to go to Guyana.

Similarly Dr. Fleming mentioned,

> [The] former executive director of the Center for International Studies, had
> [some] money and he connected with faculty who were not active in South East
> Asia. He gave them money to go and make connections [with] colleagues.

At the ECU, faculty were assigned as Global Coordinators at the college level who in
turn represented their constituents at the University Global Learning Coordinating
Council. Intentionally assigning faculty international role was apparent in a comment
from Dr. Hammond: “the specific one is the assignment of the global coordinator at the
college level. … We have a global engagement committee in every college. The
representation is that an individual from the department is assigned to that committee.”

Sandy from the ECU confirmed that:

All the colleges … have a committee … responsible for promoting internationalization in their college. Those committees send one member to the ECU global engagement committee. The Global Learning Coordinating Council met every other Friday for two hours … [to] discuss how to carry out the [strategic] plan goals. That committee communicates to the provost and the president.

**International partnership.** Partnership formed through signed MOUs between institutions abroad for teaching, research, and services purposes contributed to faculty engagement in internationalization at both institutions. This area of engagement was highlighted in a comment from Dr. Brandon of MWU, “I developed strategy for international partners, review the intent to plan the MOUs.” Dr. Cameron too said,

I have been involved in English emerging project in mainland China since 2001 … and … that culminated in an MOU … signed between … Beijing International Studies University and MWU. … I wrote chapters on … international education but it is mostly from the global guidelines perspective. …

Similarly, Erica of ECU reported that “Dr. Opare-Yeboah spearheaded a connection between ECU and PJU.” ECU website searches confirmed partnerships as a tool to engage faculty in internationalization. For example, Dr. Opare-Yeboah was the faculty liaison for the agreement between ECU and PJU. Also, Dr. Trenten was the faculty liaison for the partnership between Coles College of Business, ECU and Dalian Maritime
University, China. Consequently, invitations were extended to faculty to teach in the partner institutions.

**Recruitment and presence of international students in class.** At the MWU, faculty contributed to internationalization by recruiting international students to campus. Also, faculty served as academic advisors to international students. Faculty contribution to internationalization were evident in a statement from Dr. Cole:

> I was the chair of the Teacher Education Department and we were working to increase enrolment in our Ph.D. program. I brought a number of international students and gave them graduate assistantship. I have [advisees] from] Iran, China, and Turkey.

Similarly, Dr. Brandon mentioned that,

> I try to identify opportunity for internationalizing our program so I work with the various disciplinary and central offices to find ways [to] bring foreign students [to MWU]. We actively recruit international students into our college.

In addition to recruiting international students to campus, the faculty were motivated by the presence of international students and allowed time for discussions whenever international students brought international related matters to their attention. Permission to carry out internationally related discussions in class was highlighted in the following comments from students:

Stephen of MWU stated,
…in the Ph.D. program the professors [say] … you are the sources of internationalization. Students need to be bringing that to the classroom and [faculty] gives us the opportunity to do that but they don’t bring.

Olivia of MWU also said,

I chose Global Studies over other [programs] because I know there would be international students from different parts of the world that I would be able to get more perspectives from.

Nicole of the ECU reported that:

I found that even though [faculty] don’t incorporate international perspectives ... if I talk about it or give an example about international situation, there will be discussion about it.

Dr. Cameron from the MWU commented that “students come up with examples from different countries because that is their experience. [Students] come to … class with … knowledge to share. … I try to tap into the funds of knowledge of my students.” Dr. Hampton from the ECU said, “I have twelve students in [my] class. One is from Eastern Europe, and one is from Nigeria. … If we are talking about something, she will [mention] that this might not hold true where I come from.” Similarly, Spencer of ECU indicated that “there is [an] American … [a] Moroccan, another young lady from Bangladesh, and a gentleman from Columbia. ... So … there is a wide spectrum of perspectives.” However, not all international students contributed to international learning because they might not have had prior experience about the topic being discussed. The lack of international students’ experiential learning about some topics and programs related to
Their countries was clear in a comment from Dr. Trenten of ECU: “[Some of the international students] often have zero business experience from their country. They came here at eighteen …” Similarly, Dr. Hampton of ECU mentioned that “some of the [international students] … were aspiring to work in [not for-profit] side so they could not bring us firsthand [information].” One of the faculty participants from the ECU cautioned against considering the international students on campus as all knowing about their countries and suggested that rather than saying “[because] you are from Ghana that makes you know everything about Ghana. Tell us the Ghanaian perspective on this.”

In addition to inviting international students to share their knowledge in class, the presence of international students at ECU motivated faculty to assign students projects that required them to interview international students about particular topics related to their countries. This teaching and learning strategy was evident in a statement from Lois of ECU: “last time someone interviewed me about my county for a class.” Likewise, Kelsey of ECU said, “there was a class that did a collaboration with the International Students Retention Service (ISRS) office. … [Domestic students] had to interview international students … about their country and their culture.”

**Availability of funds.** Faculty at MWU and the ECU had funds for international travels. The purpose of the travel fund was to motivate faculty engagement in internationalization. Faculty at MWU could apply for up to $1500 in travel funds, whereas, faculty at ECU had a $2000 travel fund. The availability of travel funds was evident in statements from Dr. Cole of MWU: “we have travel funds that we give [to faculty]. So each faculty member has in the name of a $1000 to $1500 to travel which is a
tremendous amount of money,” and Dr. Hampton of ECU also commented that “… If you … are giving a paper, there is a small sum of money maybe $2000 to help with travel. … So I got a small amount of money to offset the cost of my plane ticket to go to Oxford.” The ECU offered seed money for faculty to start a new study abroad or exchange program. Financial support for faculty to engage in preliminary arrangement at a prospective study abroad site was clear in a statement from Dr. Hampton: “we do have $5000 grant that are for international … travel to start up a new study abroad or a new exchange and [faculty] need to go first before they take a lot of students.”

Faculty at ECU got release time for global engagement. This motivation for faculty international engagement was apparent in a comment from Dr. Hampton: “[Faculty] get the release time anyway. [In addition,] they get … money. [Faculty] don’t teach but [faculty] get $10,000 then I can devote myself to my research which might include international.” Also, Dr. Hammond mentioned that “we give leave of absence … for faculty to pursue global initiative. … We do not restrict those monies to global engagement but many faculty take advantage of that. …”

**Presence of international grant specialist.** The presence of an international grant specialist at ECU helped faculty to write and win grants was one of the strategies used to engage faculty in internationalization. The work of the specialist and how that impacted faculty engagement was obvious in a comment from Dr. Hampton:

My time as a faculty here is split 60% and 40%. 40% is teaching and research … 60% … is to support faculty in this college to search for funding opportunities. I wrote a grant with a faculty member from our foreign language department … few
months ago to the Japan foundation [for] support. She teaches Japanese and her hope was to take students to Japan on study abroad.

**Self-motivation.** Distinct to MWU, one faculty reflected on her engagement in internationalization because of self-motivation to become a better teacher. In her quest to become a better professor, she spent her personal resources on her international travels to China. Self-motivation to engage in internationalization was obvious in a statement from Dr. Cameron: “I used my salary to pay for my trips to China. ... I ... paid for my students to go to conferences ... I want my students to go to a certain conference and I just paid their registration fee.” Similarly, Dr. Parker shared a vicarious experience:

A faculty member [whose] research [focuses on] Africa, he and a colleague are financing a PhD [student to] come here for six months. Because they see a need to develop a research capacity in their field in that country.

**Communication channels.** Faculty received information about international activities and opportunities through various communication channels. The use of personal contact, bulletin boards, and emails, to communicate internationalization to faculty were common to both institutions. Additionally, whilst, the MWU employed an information session, E-news, the ECU used, global engagement committees and *ECU Inform.* Formal and informal means of communicating to faculty about internationalization were evident in a comment from Dr. Brandon of MWU:

We notify faculty on International Education Week and International Week activities ... [through the] International Business Continuous Team which includes representatives from every area in the college, part of their role is to represent the
group and bring ideas and we push out that information to all the faculty. ... We
do information sessions. ... International activities are publicized on the windows.
I talk to people. ... I go to our junior faculty ... Are you doing research abroad,
connecting with our partners?

Similarly, Dr. Hammond of ECU explained that,

There is a communication structure where people can know that there is training
going on. The global engagement committees ... drive the strategic plan
initiatives. [Also, they distribute] annual report. International initiatives ... get
published in ECU Inform. ... I [talk] to my colleagues at ... the department [of
Psychology] [about] how they might contribute?

**Rewards and recognition.** Rewards and recognition contributed to faculty
engagement in internationalization at both institutions. ECU offered five awards every
year to faculty that advance internationalization in their role as educators. These awards
are: teaching; professional service, scholarship, distinguish research and creative award—
that caters for the Theater, Music, and Visual arts, distinguished professor award.
Awardees for distinguished teaching and scholarship received $8000 and distinguished
professor awardees received $5000. Respondents at the MWU were not clear about the
monetary packages attached to faculty recognition awards.

**Tenure and promotion.** There was lack of consensus among the respondents at
both institutions regarding how faculty international engagement counted towards tenure
and promotion. When asked how faculty international achievement is acknowledged in
tenure and promotion, Dr. Anderson was quick to direct me to the MWU Strategic
Internationalization Plan. Further, a review of the MWU Strategic Internationalization Plan revealed that the MWU will “ensure that recognition is given to faculty members who champion international education in their colleges, departments, and programs” (p. 1). However, it was not clearly stated that faculty international engagements was acknowledged as part of tenure and promotion. The lack of acknowledgement for faculty international engagement in tenure and promotion guidelines was allude to by Dr. Fleming as she mentioned that “as far as I know, not currently. If there is, it will be departmentally based.”

Also, Dr. Cole was not clear about the inclusion of faculty international engagement in tenure and promotion but addressed how challenging it was to assign a point to faculty international engagement. He commented, “It is not written that someone [gets] points for doing international work. … Tenure and Promotion is vague. It is subjective, it is hard to objectify that here is a ten point scale.” In the views of Dr. Cameron, faculty international engagement was part of the scholarship that faculty will include in their packets for the tenure and promotion, but how it is acknowledged by the tenure and promotion decision makers was not clear as she mentioned that “with the promotion and tenure, those kinds of things are part of your packet … for your P and T … which is considered many times a merit.” Similarly, at ECU, Sandy positively answered that faculty international engagement was recognized in tenure and promotion, “[Being a global engagement specialists at the] colleges, we recognize their global … achievements in the tenure and promotion process.” However, Dr. Hammond reported that “… I am not certain if the tenure and promotion documents stipulate or specify value
for global engagement. …” Similarly, Dr. Hampton said that “I am not sure if there is the international part that will gain anybody [any point].” Dr. Taylor too mentioned that “[internationalization should be] added to the portfolio for the faculty when applying for tenure … and be given high point for [global engagement] …”

*Academic activities.* The Faculty Learning Community was identified as an academic activity that motivated faculty to engage in ECU internationalization. Faculty Learning Community included seminars and workshops held for faculty to share resources and explore ways to infuse international perspectives into their teaching. Faculty who participated in the workshops and seminars received resources such as books, films, and funds. The use of Faculty Learning Community as a tool to motivate faculty engagement in internationalization was highlighted in a comment from Dr. Hammond:

> It is all professional development related to their role as faculty. Faculty who teach general education courses, [met] to talk about how they might incorporate global perspective [into] their … courses. ... Another group … compared how mathematics is taught in the United States to Mathematics in Asian countries to see if there are some lessons that can be learned to [improve] learning outcome for our students.

*International degree programs and courses.* International degree programs and courses with international perspectives created opportunity for faculty to engage in international teaching and research at both institutions. International graduate degree programs included: International Business, International Development Studies,
International Conflict Management, and International Affairs. Review of the ECU Internationalization Strategic Plan revealed that “global learning courses and programs ... will be expanded. [Consequently] new and revised courses with over 30% global content grew by 68%.” Sandy confirmed that “we have infused as much global learning content in our … courses as we can so we have increased the number of course work.” Similarly, Dr. Hammond noted that:

Faculty redesigned courses to have 30% global content … or some other capacity of designing global learning experience for … students. When [faculty] teach Personality or Social Psychology they make sure they talk about global issues.

At the MWU, faculty engagement in internationalization due to the institution of international programs was clear in a statement from Dr. Brandon:

I designed the International Business Certificate for International Business major, International Assimilation, and International MBA. I helped design the International Executive MBA program. I launched the Ohio International Consulting program … I teach International Business and international strategy courses. I am doing a keynote for our professional development workshop next week bringing in examples from my life so they are getting those experiences.

Similarly, Dr. Cameron of MWU commented that:

I have written a course called Global Early Childhood EDCE 2600 ... because I want to have a class dedicated to having my students to learn about Early Childhood from [different] worldviews.
Also Mavis of MWU commented that “EDCS 205 Learning from non-Western Cultures class was the first time I was made to think from a non-western perspective ... it was required for me.” Websites reviews of both institutions revealed that whilst the MWU offered the following Area Studies programs—African Studies, South East Asian Studies, and Bachelor of Arts in Global Studies—with five different majors in—Africa, Asia, Europe, and Latin America, the ECU offered—Asian and Chinese Studies minor, French and Francophone Studies minor, German Studies, Italian Studies minor, Slavic, East Europe, and Eurasian Studies minor.

**Faculty scholarly flexibility and nature of courses.** Respondents agreed that faculty contributed to internationalization through scholarly flexibility as well as the nature of the course. Faculty permitted students to conduct research on topics about different countries for their assignments. According to Dr. Taylor of ECU:

> Faculty intentionally assigned projects to students, that required carrying out research on topics about different countries including—China, India, and Egypt … I give [students] a project to study countries like India, China, and Egypt.

Emily of ECU also reported that “[professors] assign projects where students will take several weeks researching about a particular culture, custom or idea [based on certain rubrics] and present it to the class in a scholarly manner.” Dr. Cameron at MWU said, “Dr. Ishimito, she is Early Childhood faculty. She asks students to research Early Childhood in various countries through assignments and a discussion is generated about such topics in class. …” Also, Dr. Cole at MWU said, “usually in the writing to publish
class I let [students] pick their topic. International students pick international topics ...
maybe less so with [American students].” Likewise, Dr. Brandon at MWU said,

> When I teach Cross-cultural Management, I require [students] to prepare an expatriate adjustment manual … So [students] pick a country. [Also,] the Marketing Assessment and Entry class, [students] have to look at a foreign country and assess … [how] attractive is it for a real company and how best to enter it. [Students in] International Business introduction class ... have to run a company and how it is operating in Europe, US, and China.

Flexibility and nature of the courses motivated faculty of ECU to introduce international case studies in their teaching. Introduction of international case studies was clear in a statement from Kelsey of ECU:

> [Professors introduce] international case studies on family business and strategic marketing. I took a class called organization behavior which was very psychologically oriented ... and we discussed different cultures and their effects on organizational behavior at the work place.

Also, Jacob mentioned that “cultural sensitivity was introduced to us looking at the different case studies and [discussing] in class.” Equally, Jordan commented that “... my teacher is always referencing international situations so [that is] how I gained knowledge from international situations.” Further, Nicole noted that:

> We talked about History of world war, the United Nations, Terrorism ... so you cannot talk about terrorism and not talk about an international perspective ... You cannot talk about terrorism and just talk about Georgia it is irrelevant.
Additionally, the nature of the courses also ignited faculty engagement in internationalization through the selection of course readings on topics related to different countries. Selection of text books with international orientation was apparent in a comment from Jacob of ECU: “the textbooks that they provide talk about the relationship between other cultures, politics of other countries. We read the Economist.” Also, Dr. Hampton mentioned that, “we also made sure that the articles that we assigned to students to read … focused on … scholarship on the non-profit sector in the US and international base.” Dr. Cameron of MWU too said,

The book that I was invited to write chapters in focused on my work in mainland China and I used that in my teaching ... I use a lot of my international work [in my teaching]. If it is a situation where I am talking about [a] certain content, I … dress … [to] enhance [students’] understanding. [For instance,] … giving a presentation about Ghana, you would dress in some tradition dress.”

Also, Mavis noted that “we read this book about the factory girls in China.” Also, due to faculty flexibility and the nature of the courses, unlike MWU, faculty at ECU brought international guest speakers to talk to students. After the talks, students are allowed to ask questions to stimulate discussions. International guest speakers coming to classrooms to talk to students was highlighted in statement from Dr. Taylor: “[I] invite guest speakers from abroad … to talk about a different country … I give the students the opportunity to ask him … questions.”

**Co-curricular activities.** Co-curricular activities were identified as comparable strategies that were used at both institutions to motivate faculty engagement in
internationalization. Faculty contributed to internationalization by encouraging students to attend co-curricular activities. Strategies common to both schools was the award of extra credits to students who attended co-curricular activities. Faculty contribution to internationalization through extra credit awards was apparent in comments from the following respondents. Emily of ECU said, “I have been in classes where [faculty] encouraged [students] to [attend] cultural events and have [students] write papers. ... Some professors did it as extra credit.” Samuel of ECU too said, “We had a class assignment to [attend] events. It was on the curriculum and [students] write a page or two page papers about [their] experiences. It is really subjective.” Nicole of ECU said, “If a student] attends Year of, it is one paper that will contribute to your final grade.” Dr. Brandon of MWU noted that:

I had to give extra credit for [students] to go and see one of the deputy prime minister from Botswana who came in the fall. The ones who went there said it was a fascinating experience to see it.

For example, celebration of International Education Week (IEW) at MWU encouraged faculty engagement in internationalization. Faculty served on committees that planned the IEW. Engagement in internationalization through service was clear in a statement from Dr. Fleming: “this year, as an institution, we are going to be celebrating an [IEW] in November. … There is a committee with representatives from every college and across campus that is putting together programming.” Dr. Cole too indicated that “I am on the international committee of the university. I was on the [IEW] awards committee.”

Review of the 2013 International Education Fact Sheet revealed that twenty-one faculty
members selected from colleges across campus served on the IEW Planning Committee. The committee members were expected to regularly attend,

> The monthly planning meetings, lead the effort of planning events for IEW on behalf of the respective college/department/unit, and serve on one of the subcommittees—awards for faculty, staff, and alumni, opening reception, awards reception, program oversight, and communication and marketing (IEW Fact Sheet p. 3).

**Internationalization goals.** Internationalization goals of both universities contributed to faculty engagement in internationalization. On the one hand, the ECU Internationalization Strategic Plan revealed that internationalization specialists and contributors will be identified. ECU identified “181 internationalization specialists and 140 contributors” (ECU Internationalization Strategic Plan p. 2). Identification of specialist and contributors created opportunity for faculty to engage in internationalization. The ECU Internationalization goals used as a tool to engage faculty in internationalization was clear in a statement from Sandy, “we took an inventory of our faculty, staff, and administrators. … We identified 181 specialists and 140 contributors.” Similarly, Dr. Hammond reported that,

> We want to make sure we have a core group of faculty who are advancing global engagement on this campus. … So we came out with a two tier structure— coordinators and specialist in global engagement. The coordinators are individuals … who are actively contributing to global engagement initiative on campus in any capacity. I am a contributor and not a specialist.
The goal to increase global learning courses was an opportunity for faculty to create courses with international perspectives. Opportunity for faculty to engage in internationalization through course design was clear in a statement from Sandy:

We then took a look at the number of global learning courses, degree programs and co-curricular experiences and counted them, measuring from year to year our progress. … We increased the global learning courses from 289 courses to 369 courses.

Also, Dr. Hammond said, “faculty developed courses that have at least 30% global content.” On the other hand, reviews of the MWU Strategic Internationalization Plan revealed that,

Existing course offerings will be reviewed to determine the need for global-oriented courses. Funding support will be provided to faculty to motivate them to design global-oriented courses. Workshops and online resources will be provided to assist faculty members to incorporate international dimensions into their curriculum. General education courses will be redesigned to infuse global education where applicable (MWU Strategic Internationalization Plan p. 2).

However, there were no evidence from theory to practice.
Figure 9. Faculty Engagement in Internationalizing Institutions of Higher Academic Learning.

Chapter summary. The fourth chapter described the analysis across cases and highlighted emergent themes. Findings from the study revealed that integration into university family culture, communication, community relationship, buffering shared values, and steering cultures are pivotal to influencing policies and practices to promote internationalization. Findings that emerged from this study highlighted that presence of infrastructure, nature of courses, travel funds, faculty release time, partnership with institutions abroad, presence of international students, recognition of faculty contribution to internationalization stimulated faculty engagement. However, it was unclear how faculty engagement in internationalization was valued in tenure and promotion to stimulate faculty engagement in internationalization. The study revealed that students
benefitted from internationalization because they acquired bilingual or multilingual abilities, firsthand cultural and international knowledge, sampled food from different parts of the world, friendship and networks among students, professional experience, and empathy. This study’s results revealed that activity, ethos, competency, and process approaches were adopted to internationalize both universities. The subsequent chapter discusses the themes in relation to existing literature, theoretical and conceptual frameworks that framed the study.
Chapter Five: Discussion

Introduction

The purpose of this study was to understand the best practices for internationalizing higher education. The fifth chapter is a discussion of the findings in relation to the research questions described in chapter one, namely: (1) What approaches are provided for internationalizing; (2) How the organizational culture promoted internationalization; (3) What benefits students derived from internationalization; and (4) How faculty are engaged in internationalization. These findings are examined in the context of previous studies. Implications and recommendations for practice are presented.

Institutional approaches to internationalization: Activity approach. Knight (1994) and Qiang (2003) agree that the activity approach “describes internationalization in terms of categories or types of activities such as curriculum internationalization, scholar/student exchange, technical cooperation, and recruitment of international students” (p. 4).

International student recruitment and strategies. Consistent with Knight (1994) recruitment of international students was evident at both institutions. The strategies for recruiting international students included the use of recruitment agents, word of mouth through alumni, recruitment fairs, distribution of videos of testimonies of international students, and offer of tuition waiver to international students. These strategies provide examples that institutions can adopt to increase diversity among the student population. Creation of diversity on campus is critical element to developing an international learning environment inside and outside of the classroom, because, students trained in other
cultures bring their own values, beliefs, and perspectives learned through family, culture, 
religion, and schooling to US institutions (Morey & Kitano, 1997; McCormack, 2013).
Findings on the retention strategies adopted at ECU—(1) taught international students to 
be advocates for themselves; (2) provided orientation session about American classroom 
expectation; (3) advised international students to meet the professors at the end of class 
and introduce themselves, nationality, learning style, their experiential learning 
knowledge to the professor, and ask professors if they could tailor the curriculum to fit 
your needs. This finding suggests that not only are international students recruited to both 
campuses, international students’ retention and success is paramount. Therefore, these 
strategies provide examples that institutions can adopt to ensure international students’ 
retention and success.

*International student associations*. Permission granted to international students to 
form associations and organize cross-cultural events has the potential to enhance and 
enrich university constituents’ cross-cultural knowledge as well as competency as they 
immerse themselves into the cultural events (Altbach & Knight, 2006; ACE, 2005; 
Braskamp, 2009; Horie, 2002; Mestenhauser, 2002; Paige, 2003). Based on this finding, 
it is clear that international students should be seen as “assets” for internationalization as 
Jean Francois (2010 p.15) posits.

*Student and faculty exchange*. Consistent with Knight (1994) and Qiang (2003) 
students and faculty exchanges were apparent at both institutions. Evidence of exchange 
students at MWU as study abroad recruitment assistance is critical to increasing study
abroad participation. Because students gleaned first-hand information from exchange students that can positively inform their decision.

**Offer of foreign language courses.** Consistent with Knight’s (1994) activity approach, students at the two institutions had the opportunity to learn foreign languages. Through conversation hours, study abroad, and classroom lectures, students get exposed to cultures associated with the target languages. This finding suggests that both institutions are making strides to produce internationally competent students. Dobbert (1998) clearly mentions that an internationalized person is fluent in more than one language at the level of “seven or above on a ten point scale with zero meaning no knowledge” (p. 65). However, findings from this study revealed that Less Commonly Taught Languages (LCTLs) were not offered at one of the institutions because of lack of funding support and poor enrolment. Cross-cultural competence scholars (Deardorff, 2006; Ward and Ward, 2003) argue that culture is embedded in language, therefore, if students are exposed to only modern languages, their cross-cultural knowledge will be skewed. Therefore, findings from this study suggest that if institutions want to increase enrolment in LCTLS, exploring possibilities of getting Foreign Languages and Area Studies (FLAS) scholarship for students is critical as evident at MWU.

**Study abroad programs.** Availability of study abroad programs to students at both universities affirms one of the indicators of the activity approach to internationalizing higher education (Knight, 1994). The study revealed that not only are study abroad programs available, advertisement as stated in the findings, was critical to providing students the awareness of the opportunity to venture into the world to experience
different cultures, faith, education, technology, and business, a catalyst for increased global engagement and citizenry (de Wit, 2002; Horie, 2002; Mestenhauser & Ellingboe, 1989). This finding suggests that study abroad is not just a strategy listed in strategic plans to internationalize the institutions. Efforts are made to operationalize this strategy. Findings from this study suggest that institutions seeking to produce internationally knowledgeable and engaged citizens must provide structural opportunities for students to step out of their comfort zones learn more about the world.

**Memoranda of understanding.** Findings on the use of Memoranda of Understanding to cement partnership between the two study sites and institutions abroad affirms Spencer-Oatey (2012) and Knight (1994) views on institutions’ international partnerships. Partnerships serve as catalyst to connect institutions for collaborative teaching and research as well as sharing of resources to carry out the functions of institutions of higher education. However, the two institutions were plagued with inactive MOU syndrome—a tendency which according to Knight (1994) happens when “proponents leave the institution” (p. 5). This finding suggests that most of the intended agenda might not have materialized or failed to continue.

**Curriculum internationalization.** Consistent with Knight’s (1994) activity approach to internationalization, findings from the study revealed that one of the institutions adopted curriculum internationalization to inculcate international perspectives into students. For instance, existing courses were reviewed to incorporate 30% international perspectives, core general education courses are redesigned to integrate
global education content. Area Studies and international doctoral degree programs provide additional examples of activity approach for internationalization.

**Institutional approaches to internationalization: ethos approach.** Knight (1994) argues that ethos approach embodies the existence of an institutional or organizational culture that appreciates and acts in favor of “intercultural, international perspectives and initiatives” (p. 4). Qiang (2003) agrees with Knight (1994) and further comments that “… without a strong belief system and supportive culture the international dimension of an institution will never be realized” (p. 251). Broad-based leadership support—president, vice president, deans of schools and colleges, college coordinators, and department heads is critical to the operationalization of internationalization agenda, without that, internationalization of campuses will not be realized. Professional development such attending conferences, subscribing to professional and scholarly journals about internationalization is consistent with Rodenberg (2010). This finding suggests that for administrators involved in internationalization to be abreast of current best practices participation in conferences and subscription to scholarly journals and professional magazines is critical. Provision of international offices staffed with personnel to cater for in-bound and out-bound international scholars affirms Knight (1994) recommendations on the provision of physical infrastructure and human capital operationalize internationalization plans.

**Institutional approaches to internationalization: process approach.** Knight (1994) argues that the process approach to internationalization is an on-going procedure that “integrates international or cross-cultural perspectives into the three major functions
of institutions of higher education through activities, policies, and procedures” (p. 4).

Findings from the study revealed that both universities have documented internationalization activities, policies, and procedures in a strategic plan. This is important as McCarthy (2007) posits that an internationalization strategic plan is critical to guide and sustain the implementation of internationalization plans. As is evident in this study, inventories of staff and faculty to identify global learning specialty based on the following criteria: (1) redesign or design courses to have 30% global content; (2) assess global engagement on campus (3) conduct study abroad for students; (4) demonstrate proficiency in a second language; (5) demonstrate teamwork or collaboration with faculty abroad; (6) demonstrate understanding of global engagement, is critical to mobilizing a huge population of staff and faculty to support the implementation of internationalization agenda. This finding is important as Childress (2010) notes that “additional stakeholders will be more likely to participate in campus internationalization if it is aligned with their intellectual foundations and interest” (p. 325).

**Institutional approaches to internationalization: competence approach.**

Knight (1994) and Qiang (2003) argue that competency approach to internationalizing higher education involves inculcating into university constituents international skills, knowledge, attitudes, and values. Generation and impart of knowledge that will develop international and inter-cultural competencies among students, staff, and faculty remains core to this approach. Thus, the “development of internationalized curricula and programs is not an end in itself but a means towards imbuing the appropriate competencies into students, staff, and faculty” (Qiang, 2003 p. 250). The findings from
this study, clearly shows that cross-cultural events, international graduate students working as Teaching Assistants, Administrative Assistants, and Resident Assistants provide examples that can be applied to internationalize the campus experience to foster interactions between domestic and international students. Further, as was evident at MWU, biweekly Global Meet and Greet sessions held at Education Abroad offers similar effects. Additionally, unique to ECU, it is clear that space—Global Village provided at the international office to serve as a hangout area for North American students and international students is critical to ignite for interactions between domestic and international students for international and cross-cultural exchange. Further, consistent with Schein’s (2010) artifacts and creation framework, infrastructure for Residential Global Living for domestic and international students is catalyst for lifelong cross-cultural learning experiences critical for peaceful and harmonious living in the dormitories and beyond. Furthermore, to augment students’ cross-cultural experiences, findings from this study suggests that situating residential personnel trained on initiatives for interactive activities in the dormitories is critical for cross-cultural understanding. Critical to developing competence among students was the creation of a global multicultural learning and living environment. To imbue international and intercultural competency into students, financial support for students to go on study abroad was comparable at both universities. This finding is important as Agnew (2012) noted that international and cross-cultural immersion through study abroad is pivotal to imbuing international and cross-cultural competencies into students. Based on the findings from this study, to make study abroad a lifelong benefit to students it is critical to integrate the
acquired competencies into the students' educational, professional, and social experiences. Moreover, opportunity such as Brownbag sessions for study abroad returnees to share study abroad experience is a catalyst to inspire other students to consider going on study abroad. As was distinct to ECU, to instill international and cross-cultural competencies into students, institutions can explore possibilities of infusing 30% global content into existing courses where appropriate. Evidence from the study suggests that for institutions to keep personnel charged with internationalization abreast of best practices for internationalization, personnel participation in conferences and subscriptions to scholarly and professional journals was critical. Consistent with Childress (2010) the use of Faculty Learning Communities as a way to engage faculty “to step out of their own disciplinary contexts and engage the issues with [one another] … is critical to providing opportunities for faculty to challenge one another’s thinking” (p. 329) on how and the need to internationalize the core functions of faculty. Consequently, if the goal of institutions is to build international competency as far as faculty functions are concerned, findings from this study suggest that it is important for institutions to institute learning communities and logistics for faculty. Unlike at the ECU, findings from MWU clearly indicates that periodic study abroad site visits made by personnel at Education Abroad offices is critical to glean first-hand knowledge about study abroad sites.

Consistent with Knight (1994) intentionally hiring an international faculty to fill positions that required international faculty expertise is essential to inculcating international perspectives into students. Additionally, collaboration between international and domestic faculty to teach courses provides learning opportunities for faculty to infuse
international perspectives into courses where appropriate. Further, based on findings from MWU and ECU, it is evident that if institutions financially support faculty to attend internationalization related conferences, their abilities to internationalize their duties is likely to be enhanced. Furthermore, leave of absence enabled faculty at ECU to engage in internationally oriented research. This finding suggests that findings from such research might impact curriculum and subsequently hone students’ international knowledge and perspectives. Moreover, if faculty are given the opportunity to share findings at faculty and staff seminars, symposiums, and colloquiums, faculty and staff will greatly benefit.

Global engagement certificate used to validate students’ competency in areas of foreign language proficiency, global teamwork, and cultural immersion at ECU is important as Ogden, Streitwieser, and Crawford (2014) note that “… the intercultural learning that takes place [during] cultural intersection must be critiqued” (p. 34). To develop students’ functional competence in a second language, based on this study’s findings, offering a variety of foreign languages, language laboratories, conversation hours with native speakers of the target language, and Rosetta stones is critical. Institution of Year of [country] to celebrate a country for an entire academic year has the potential to instill international and cross-cultural competence into students as seen at ECU. Moreover, infusing participation in Year of [country] into the curriculum is a catalyst to motivate and increase students’ participation in international and cross-cultural events which is critical to students’ global competence. At ECU, institution of an interactive series that brought students from different cultures together to share their
views about international and cross-cultural topics seem appropriate to enhancing students international and cross-cultural competency.

**The organizational culture.** According to Schein (2010) culture is “a set of basic tacit assumptions about how the world is, and ought to be, that a group of people share and that determines their perceptions, thoughts, feelings and to some degree their overt behavior” (p. 11).

**Integration into university family culture.** Consistent with several researchers (Burnett & Huisman, 2010; Jiang & Carpenter, 2011; Kinzie, 2005; Lunenburg, 2011; Ukomadu, 2010; Whitt, 2005) integration strategies that highlight a family culture at both universities were immigration, financial assistance, housing, second language learning acquisition and improvement, transportation, and counseling. These strategies are critical as Ukomadu (2010) observes that effective integration of international students, faculty, and staff into the university is a catalyst for a smooth transition into their new environment. However, I learned that there were international and domestic students’ roommate incompatibilities. Consequently, similar background pairing was adopted to resolve this issue. This supposed solution is likely to cause clumping and isolation. When clumping and isolation occur, how can there be interactions for cross-cultural awareness and sensitivity to occur? This finding suggests a need for institutions to design programs that go beyond training students to become cross-cultural and interfaith aware (Allport, 1954; Lee, Poch, Shaw, & Williams, 2012) to cross-cultural sensitivity.

Knight (1994) and Rodenberg (2010) posit that international offices at universities should be staffed with personnel who are open and willing to cater for the
personal needs of international students. However, Özturgut (2013) observed that US institutions of higher education lack the personal support for international students. The attitude of the director of ISRS towards international students, demonstrates that institutions are increasingly beginning to see a need to provide personal support for international students, as Knight (1994) clearly argues that the informal and affective components of an institutional culture have the potential to retain international students, whose presence contributes to diversity on campus. Moreover, personal support is likely to make US institutions a preferred choice for future international students (Arthur & Flynn, 2011; Koutssantoni, 2006).

Several researchers (Loberg & Rust, 2014; Soria & Triosi, 2014; Shaftel et al., 2007) identified a lack of support for students as a major barrier to for students to embark on. This study’s findings suggests that to increase students’ enrollment in study abroad, institutions should provide financial, immigration, credit transfer, and administrative support as was evident at MWU and ECU.

Consistent with Brewer (2010) and Schein’s (2010) organizational culture, developing individuals’ capabilities through professional development is pivotal to increased productivity. In addition, funds allocated to students, faculty, and staff for internationalization purposes is consistent with Childress (2010). Consistent with Bolman and Deal (2003), evidence of university family culture that characterized both universities was the presence of university personnel at international students’ gatherings. This finding affirms an understanding of how international students can positively impact the

**Community relationship culture.** Recruitment of international scholars suggest a sense of community relationship culture at both universities. This finding is critical to students’ international and cross-cultural learning as researchers (Koutssantoni, 2006; Kuhlman, 1992) note that international scholars recruited to US institutions come along with cross-cultural and international knowledge which is shared through international and cross-cultural events. Therefore, students whose economic and physical background might preclude them from studying abroad can benefit from internationalization-at-home (Hanassab & Tidwell, 2002; McMurtrie, 2011; McCormack, 2013; Nilsson, 2000; Urban & Palmer, 2014). Evident of community relationship culture that was unique to ECU was the involvement of the community in celebrating an annual campus-wide immersion and interdisciplinary program dubbed the *Year of*. This finding affirms Bartell’s (2003) view that interaction between the institution and its environs is more likely to “facilitate successful internationalization” (p. 55). Consistent with Knight (1994) partnerships between the two study sites and institutions across the world suggested community relationship culture. This finding is important because, both institutions can exchange ideas and resources that can boost university constituents’ global competency.

**Buffering culture.** Buffering, a strategy involving the use of internal processes and resources to build capacity for survival by institutions to combat disturbances or uncertainties faced from the environment (Thompson, 1967). International students recruited to campus are a resource to internationalization-at-home as they form
international clubs and associations and hold cultural events to showcase and share their cultures to boost students, faculty, and staff cross-cultural knowledge (Bartell, 2003; Klasek, 1998). This finding suggests that for institutions to internationalize students, faculty, and staff, it is critical for international students to be granted permission on campuses to form clubs, associations, and hold cultural events.

Comparable to MWU and ECU, international graduate students engaged as Teaching/Research, Administrative Assistants, and guest speakers on campus is consistent with Özturgut (2013) view that “international students do not only contribute to the U.S. economy but also serve as research and teaching assistants in many fields [particularly] … in the fields of science and technology” (p. 2). This finding is important considering the fact that compensation given to international students to serve as Teaching Assistants is potentially cost-effective as opposed to hiring and paying full-time faculty remuneration. Moreover, engagement of international students as guest speakers offers opportunity for other students to hear the perspectives of international students on a topic and how that applied to their countries enriches students’ global understanding on the topic of focus.

According to Schein’s (2010) espoused value framework, members of an organization deliberate and consent to means to accomplish core functions of the organization. When the means work out, it becomes a shared assumption among the group. As stated in the findings, institution of a Global Learning fee to raise funds from within to support study abroad is critical as Jean Francois (2010) noted that study abroad should be matched with more funds to support students who aspire to go on study abroad.
However, considering the cost of airfare, boarding, visa application fee, it is critical for ECU and other institutions seeking to generate funds to support study abroad to widen the scope of their source of funds. Hence an alternative strategy will be a **multiple source fund raiser model**—a new idea emerging from this study for future exploration. Findings on collaboration among different offices at ECU to provide cross-cultural training for Residence Assistants and Residence Coordinators, courses designed during *Year of* clearly shows that internal collaborations have the potential to promote internationalization. Jiang and Carpenter (2011) observed that newly admitted international students often face transportation challenges. Findings on the collaborative efforts between the international offices and the transportation unit to transport incoming international students from the airport offers robust examples on how transportation issues confronting international students could be resolved. In addition, during orientation, collaborations among the international offices and other units on campus to assist students to transition into their new academic environment, affirms Knight’s (1994) view that internationalization thrives on collaborative efforts of all university constituents.

**Symbol culture.** Schein (2010) posits that the culture of an organization reflects the visible, concrete, as well as behavior of its members. In line with this viewpoint, flags of different countries hung at strategic places at MWU and ECU, and engraving of a globe at the students’ center and the monument of spaceship at MWU and ECU respectively clearly demonstrates all-inclusive institutions, a critical tool for promoting internationalization in both institutions (McCormack, 2013). Consistent with McCormack
(2013) and Rodenberg (2010) recognition of students and faculty global achievements have the potential to inspire other students and faculty to get engaged in internationalization. Another evidence of a symbol culture was the allocation of funds for international activities, indicating senior level administrators’ support and commitment to internationalization (Bolman & Deal, 2008; Knight, 1994; McCormack, 2013). Clearly articulated goals, strategies, philosophies, and tactics, endorsed in an internationalization strategic plan is required to guide internationalization (McCarthy, 2007). Provision of a guide for internationalization is critical to preventing mediocrity and the possibility of pushing internationalization to the periphery. However, MWU internationalization strategic plan was at the draft stage, whilst ECU had previously implemented a five year internationalization plan and started a new five year plan.

**Steering culture.** Formation of internationalization committees at the senior administrators’ level at both studied universities affirms findings from earlier research that identified duties and assigning roles are important administrative culture to implement internationalization initiatives (Childress, 2010; Schein, 2010). Additionally, whereas ECU had college-level committees (Burnett & Huisman, 2010; Childress, 2010), this was lacking at MWU. As is evident at ECU presence of campus-wide internationalization committees is a communication channel that can serve as a catalyst for gathering momentum among faculty for international engagement.

**Culture of communication.** According to Knight (1994) information shared through “formal and informal” (p. 8) means is pivotal to making use of resources and opportunities available, and creating partnerships among university constituents. Despite
the varied media of communication such as emails, newsletters, flyers, banners, posters, institutions’ homepages, word of mouth, meetings, and social media—Facebook, and Twitter, I learned that most students of MWU heard about international events after they had occurred. This finding suggests that the current media of communicating international events to students are not the most effective ways, hence, a more robust form of media is needed. The College of Education at MWU used the E-news as well as faculty meetings to disseminate information on internationalization to faculty. At ECU, the college level global engagement committees serve as liaisons between faculty and the senior level internationalization committees. This finding clearly shows that fluid communication practices are helpful tools for creating awareness of internationalization among faculty.

**Students benefits of internationalization.** Students benefit from higher education internationalization in various ways.

**Multilingual skills.** Offer of foreign languages and the provision of infrastructure and logistics such as Rosetta stone, language laboratories, conversation hour periods, English as a Second Language and the MWU Intensive English programs clearly shows that students acquired multilingual skillsets through internationalization. This finding affirms Dobbert’s (1998) understanding that an expected outcome of internationalization for students is to demonstrate proficiency in more than two languages aside English “at a level of 7 or above on a 10 point scale …” (p. 65). This finding is important to students’ employability in jobs and regions where proficiency in the dominant language is critical for interaction and cross-cultural understanding, Hénard, Diamond, and Roseveare (2012).
observe that multilingual skillset is increasingly becoming a preferred skill that some employers in the corporate and educational arenas look out for when hiring graduates. Moreover, as stated in the findings, opportunity for students who do not speak English as their lingua franca to acquire English language proficiency is likely to make these institutions and other US institutions that offer such opportunities a preferred destinations of many international students in such group. Subsequently, these institutions reap the economic gains associated with the presence of such groups of international students (Altbach, 2010; Özturgut; 2013; Qiang, 2003). Further, ability to communicate in a second language is important as Ross (2010) notes that proficiency in a second language provides entrée into a society or a community, especially for research purposes, because research participants easily identify with people who know their language. Furthermore, during the course of language studies, students acquire cultural nuances that nurture their cross-cultural communication competency, a necessary skill needed to cement connection with people (Deardorff, 2006; Jalloh & Nadeau, 2010; Reimer, 2009).

**Acquisition of culture and interfaith competence.** Consistent with previous research, students at MWU and ECU gleaned international, intercultural and inter-faith knowledge through curricular and co-curricular efforts (Clark, Flaherty, Wright, & Millen, 2009; Hayle, 2008 Lee et al., 2012; Soria & Troisi, 2014). Acquisition of cultural and religious knowledge is important for students’ professional growth and competency as they learn to be inter-culturally/interfaith aware and sensitive to people who might be culturally and religiously unlike them (Deardorff, 2006; Reimers, 2009). Further, cultural and religious knowledge is pivotal to eliminating stereotypes as students develop
intercultural mindset that is critical to being respectful, adaptable, and flexible within
different cultural contexts which then lead to effective and appropriate communication
and behaviors within inter-cultural situations (Deardorff, 2006), as well as helps erase
any xenophobic tendencies. Encounters with other cultures through internationalization
provide students with an “adaptive and comparative thinking lens through which to assess
themselves to obtain self-awareness of one’s own culture” (Deardorff, 2006 pp. 247-248).
This finding affirms Lee et al. (2012) and Soria and Troisi’s (2014) view that
internationalization advanced through curriculum and co-curricular activities are
powerful learning tools for acquiring international and intercultural development.

**Global perspectives.** Students of MWU and ECU gained global perspectives
related to teaching pedagogies through internationalization efforts such as study abroad,
international student recruitment. Acquisition of different pedagogies can be utilized to
complement what students are already used to for quality-learning outcome. Also, study
abroad returnees informally share their experiences as it relates with their fields of study
with their colleagues. Experiences and perspectives that study abroad returnees shared
with their colleagues provided others who could not go on study abroad with an
international perspective related to their academic disciplines. Additionally, the
enrollment of international students at MWU and ECU creates diversity in the classroom.
Diversity in the student population is critical to enriching students’ global learning as
students particularly, international students shared anecdotes about their home countries
in relation to topics of discussions in class, assignments, and projects. As stated in the
findings, for example, through discussions in class, students of MWU learned how
Phonology is taught in other parts of the world. Knowledge about different teaching pedagogy is critical to stimulating students’ international comparative perspective as well conducting comparative researches to investigate best practices for teaching Phonology. Moreover, through the curriculum, because students are permitted to study different countries, students found that for example there is a significant amount of studies that have focus on teaching English, however, there are not much in the literature for teaching other languages. Revelation of such a gap in students’ fields of study is critical for further research on how to develop teaching learning materials for less developed languages, thus saving those languages from getting extinct. Furthermore, through Global Studies Certificate Programs such as Gender and Women’s Studies, students focus on women in North America and other parts of the world. However, the study discovered that there were imbalances in the content of the program in favor of American feminism. This shows that the class failed to cover sociological courses on non-western and least developed countries. To strike a balance, there is a need to provide more options from which students can choose. This lopsided approach to learning does not provide opportunity for objective understanding of world issues.

Additionally, it became apparent that the presence of international faculty contributed to students’ global learning, because, international faculty shared stories about their countries of origin, and research findings with students in relation to class topics and discussions. Consequently, students tend to gain some international insights on their fields of studies which enriched their global perspectives. In addition, students enrolled in Area Studies programs—African Studies, South East Asian Studies, and Latin
American Studies, African and African Diaspora Studies, and Asia Studies gained global perspectives through the curriculum by reading novels from the perspectives of African, Asian, and Middle East authors. As a result, students are better placed to understand issues pertaining to different continents of the world from the perspectives of individuals who are bona fide representatives of the country. Comprehension gained through the perspectives of authors from the respective regions of studies is pivotal to making students circumspective in their thoughts about Africa, Asia, and the Middle East.

Considering the common goal between both institutions to produce globally engaged citizens, students gained global perspectives through guest speakers’ presentations at international forums. This strategy is critical to stirring students’ passion to get engaged and contribute their quota to the world as global citizens. Because students need to understand that the solution to world problems is not the burden of only one person or a country, collaborative efforts of globally competent citizens (Jalloh & Nadeau, 2009; Zhao, 2010) is needed. However, findings from the study showed that the international talks only created awareness; there were no mechanisms in place in either schools for students to get involve. Failure to link the international talks to how an action can be taken by young energetic scholars reinforces the banking system of learning Freire (2007) which renders students as receptacles and stifles critical thinking, creativity, and initiative. Therefore, connecting the awareness of a world problem with some clubs and associations on campus for interested students to get engaged to impact the world is justifiable. To enhance students’ global perspective at ECU, the study uncovered that most of the Year of Programs were tied to different disciplines on campus. Consequently,
courses such as History of Ghana, Japanese culinary services, political structure of Japan, Japanese technology were designed during the *Year of Ghana* and *Year of Japan*, respectively.

**Development of empathy.** Through curriculum and co-curricular activities students from both institutions developed empathy. For instance, language instructors learned to empathize with Americans who often show signs of frustration when speaking to non-native speakers of US American English. This finding affirms Odgen, Streitwieser, Crawford’s (2014) view that internationalization helps students to learn in a reflexive way about their own … assumptions …” (p. 245). Similarly, students acquired empathy through the curriculum as students critiqued articles, books, and videos that focused on political, economic, social, and cultural phenomenon from a non-western perspective. Such intellectual exercises allowed students to put themselves in the shoes of the characters within the course materials to understand the phenomenon from non-western perspectives. Development of empathy provides students a leverage to stir up their thinking to get engaged.

**Friendship and networking.** Consistent with Lambert and Usher (2013) internationalization offers students the opportunity to form relationships with peers from a diverse range of cultures through formal and informal gatherings. Findings from this study suggest that friendship and networking form as a result of internationalization has positive economic implications as friends helped each other to secure jobs in other parts of the world instead of relying on limited jobs in one’s own country. Thus, the anxiety associated with unemployment after graduation is minimized. Also, the fear of the
unknown which is likely to prevent some graduates from accepting job offers outside of their comfort zone is likely to reduce, because, students can rely on friends’ families for support while away from their home countries.

**Professional development.** The study revealed that international students recruited to both campuses were engaged as Teaching Assistants and Administrative Associates in different fields of study. This finding suggests that international students gained teaching, research, administrative, and leadership skills which are critical to their future career development and growth (Jean Francois, 2010). Opportunity granted to international students to come to the US for further studies provides a value addition to their personal and intellectual growth. The knowledge and exposure international students acquire during their studies in the US is likely to stimulate students to challenge the status quo in their respective countries to make an impact in their countries when they assume leadership positions. Similarly, students gained interpersonal growth and development through internationalization. For example, through study abroad students get the opportunity to move out of their comfort zones. Distance away from home is helpful to students’ personal development and growth as they learn to take risk, trust, and adapt.

**Faculty engagement in internationalization.** Faculty engagement is critical in internationalizing institutions of higher education. Due to faculty role in determining the content of the curriculum, engaging their contribution to internationalization needs to be given greater attention.
Infrastructure. Consistent with Paige (2005) it is clear that availability of infrastructure such as offices of study abroad and personnel motivated faculty engagement in internationalization. Additionally, findings from this study suggest that, attractive salary and per diem given to faculty who lead study abroad programs stimulate faculty engagement in internationalization as seen at the College of Business in MWU.

Challenge from accreditation body. Consistent with Bond (2003) evidence from ECU clearly shows that challenge from the accreditation body to infuse international perspectives into aspects of teaching is a catalyst for taking inventory to identify global learning specialist and contributors among faculty. Identification of global learning specialist is critical to motivating faculty to engage in internationalization as Childress (2010) noted that faculty “is more likely to participate in internationalization if it is aligned with their intellectual foundations and interest” (p. 325). Given this finding, if institutions can take inventory of faculty specialty as it aligns with institutions’ internationalization efforts, it is likely that faculty will be motivated to contribute to internationalization.

Academic activity. Consistent with previous studies (Childress; 2010; McCormack, 2013) the presence of international students in classrooms is a catalyst for faculty to incorporate international perspectives into the curriculum, for example, faculty allowed time for discussions whenever international students raised international matters related to a specific topic under discussion, faculty assigned students projects that required interviewing international students about particular topics in relation to their countries. This finding provides a useful model for faculty on how to engage international
students in class to enrich the curriculum as Childress (2010) observed that “faculty referred to internal institutional resources—their students as catalyst [for their decision] to incorporate international perspectives into their curricular and research” (p. 180).

**Faculty learning community.** Faculty Learning Community was identified as an academic activity that motivated faculty to engage in ECU internationalization. This strategy is important as Childress (2010) note that “for higher education institutions interested in operationalizing internationalization plans it is important to provide structured opportunities for faculty to step out of their own disciplinary or cultural context and engage … with each other and challenge each other’s thinking” (p. 329). Based on this finding, it is clear that structured intellectual exercise such as workshops and seminars for faculty is pivotal to motivate faculty to infuse international perspectives into their teaching.

**International degree programs.** Findings from this study clearly suggest that institution of international degree programs and courses with international perspectives is a catalyst for faculty engagement in internationalization “faculty expertise and research interest are required” (Knight, 1994 pp. 6-7). Evidence from this study clearly shows that offer of international degree programs stimulates faculty engagement as faculty with international expertise dispense international and cultural knowledge to students via the curriculum.

**Co-curricular activities.** Co-curricular activities stimulated faculty engagement in internationalization at MWU and ECU. For instance at ECU faculty encouraged students to participate in co-curricular activities by making attendance mandatory,
whereas MWU faculty awarded extra credit to students who attended co-curricular activities with an international foci on campus. Evidence from this study clearly shows that intentionally instituting co-curricular activities with international agenda on campuses has the potential to stimulate faculty engagement in internationalization.

**Availability of funds.** Findings from this study revealed that the availability of funds for faculty at both institutions to travel to international conferences or conduct research contributed to faculty engagement. This finding affirms previous studies that revealed that “a little funding goes a long way in encouraging faculty involvement in internationalization” (Childress, 2010 p. 89). Moreover, faculty international travel is critical to enriching the curriculum as new information and teaching techniques learned from attending conference could be incorporated into teaching. However, considering passport application fee, visa application fee, lodging, airfare, ground transportation, conference registration, and feeding, the faulty travel funds provided to faculty is relatively small (Ellingboe, 1998). Therefore, I am led to conclude that to increase the travel funds allocated to faculty, both institutions can explore other sources of funding such as “differential investment model” (Childress, 2010 p. 33). In addition, unlike at MWU, at ECU faculty members were entitled to faculty release time which was accompanied by research funds. For example, international projects carried out by faculty at the Premier Jonah College of Education, ECU considerably increased due to the release time. Based on this finding it is apparent that a relatively small financial resource can have significant impact on their tripod functions of faculty (Childress, 2010; Eckel, Green, Hill, & Mallon, 1999; Green & Olsen, 2003; Johnston & Edelstein, 1993).
However, lack of financial resources is likely demotivate faculty to get involve in internationalizing universities (Childress, 2010).

**Intrinsic and extrinsic motivation.** Consistent with several researchers (Jean Francois, 2012; Sanderson, Phua, and Herda, 2000), unlike ECU, at MWU, faculty intrinsic motivation to develop research capacity in their respective fields and become better teachers contributed to engagement in internationalization. On the other hand, faculty of MWU receipt of feedback from journals to incorporate international citations into manuscripts for publication is an extrinsic motivation for faculty engagement in internationalization. This finding affirms several researchers’ view that faculty motivation to engage in internationalization might not always be stimulated by institutional practices and policies (Childress, 2010; Jean Francois, 2012; Siaya & Hayward, 2003; Sanderson et al., 2000).

**Dissemination of information.** Consistent with several researchers (Amstrong and Brown, 2006; Childress, 2010) findings from the current study suggest that to get faculty engaged in internationalization, it is important to identify formal and informal channels of communication through which to disseminate information about the rationale, resources, tactics, philosophies, and incentives for internationalization to faculty. As stated in the findings, unique to ECU is the use of College Level Global Committees to communicate internationalization agenda to faculty. This strategy is likely to gather greater faculty momentum for engagement, thus, sustain internationalization.

**Rewards and recognition.** Findings from this study affirmed the reports from earlier studies that rewards and recognition contributed to faculty engagement in
internationalization (Childress, 2010; Jean Francois, 2012; Paige, 2003). ECU, for instance, offered six different kinds of awards to recognize faculty engagement in internationalization. Several researchers agree that people engage in mutually benefiting endeavor, hence, recognition for faculty international engagement and achievements is critical for engagement (Childress, 2010). The lack thereof might demotivate faculty members from internationalizing their functions as educators.

**Tenure and promotion.** Several authors observed that the recognition of faculty international engagement in tenure and promotion contributes to faculty engagement (Buchheil, Collins, & Collins, 2001; Jean Francois, 2012; Siaya & Hayward, 2003). However, there was a lack of consensus among the respondents from both MWU and ECU about how faculty international engagement appeared in the tenure and promotion guidelines as a strategy to encourage faculty engagement in internationalization. This finding suggests that the hazy recognition of faculty international engagement in tenure and promotion is a disincentive for faculty involvement in internationalization. Demotivating faculty engagement in internationalization is likely to have serious negative implications on students’ international, cross-cultural knowledge, and engagement, as Paige (2003) reported that faculty plays a crucial role in modifying the curriculum to imbue international perspectives into students. Based on these findings, it is imperative for deans and chairs of colleges, schools, and departments should review the tenure and promotion guidelines to include faculty international engagement achievements as a way to motivate faculty to internationalize their functions as educators.
Implications and recommendations for practice. Findings from this study highlights implications for internationalizing institutions of higher learning. These implications and recommendations are discussed below:

The study revealed that institutions are internationalizing through international events and cross-cultural performances. However, some performances were too cultural specific such that it was hard to understand. Therefore, institutions seeking to internationalize students’ experiences through international events and performances should encourage students organizers and performers to make time to engage the audience and explain the cultural performances to make the occasion a meaningful learning experience.

There was evidence that institutions are making conscious effort to encourage interactions between domestic and international students on campus. However, it was clear from interviews and analysis that, the gatherings mainly focused on just mere socialization without any cross-cultural or interfaith discussion. This finding suggests that students do not learn any cross-cultural or interfaith knowledge. It will be beneficial to have a facilitator to initiate cross-cultural and interfaith discussion.

There was evidence that funding support has the potential to positively impact participation rate in study abroad. Consequently, funding support may be an ideal strategy for institutions hoping to increase the rate of study abroad participation. Funding can be generated by instituting global learning fees, setting up study abroad alumni endowment fund and encourage study abroad alumni to donate.
The study revealed that requirement for students studying certain foreign languages to study abroad increased students’ proficiency in the target language. Students enhanced their cultural competency through interactions with native speakers. Therefore, institutions seeking to produce graduates with multilingual proficiency and cultural competency should strongly recommend study abroad to students taking language programs.

There was evidence that professional development training stimulated faculty engagement in internationalization. This finding suggests that, faculty aptitude to internationalize teaching, research, and service will positively impact students’ international and global competency. Thus, if the goal of institutions is to imbue international perspective via the curriculum, equipping faculty with the skill set to infuse international perspectives into their roles as educators through on-campus or off-campus professional development training is highly recommended. Professional development training for administrators equipped them with the knowledge and skill set to better serve university constituents. Hence, for faculty and staff to be able to dispense their duties for a successful internationalization, professional development training is highly recommended.

There was evidence that faculty did not spend their personal funds to contribute to internationalization. The availability of a grant specialist who helped faculty to write and win grants to start a study abroad program has the potential to motivate faculty to develop more study abroad programs and exchange programs linked to their respective courses. Consequently, if students are able to participate in study abroad linked to their programs
of study, students will gain more international and cross-cultural knowledge in their respective fields that will positively impact their professional competence across national borders.

There was evidence that when international students are appreciated for their contribution to internationalize universities, they are motivated to do more. Hence, to motivate international students to contribute to internationalization by organizing cross-cultural events and performances, university personnel presence at such gatherings to support and appreciate their effort is highly recommended.

The study revealed that inactive MOUs existed between the two study sites and institutions abroad. This finding suggests that, there is the likelihood that, intended purposes did not materialized or there was no continuity and that the unaccomplished purpose and the lack of continuity of agenda is detrimental to successful operationalization of internationalization agenda. Findings from this study suggest that, to prevent inactive MOU syndrome, periodic reviews of MOUs is critical. Moreover, faculty have to be incentivized to minimize faculty turnover. Chairs of departments or deans of schools and colleges can persuade and assign another faculty as a point person to keep MOUs active in times of faculty losses.

The study revealed that extrinsic motivation through the curriculum potentially influenced students’ participation in international forums and festivals. Participation is likely to enhance students’ international knowledge, cross-cultural awareness, understanding, and communication. Therefore, to increase students’ participation in
international events and festivals, integrating extrinsic motivation strategies into the curriculum is critical.

Fear of the unknown, tight job schedule, and financial constraints were variables that prevented students from participating in study abroad. These imply a low participation rate in study abroad, which is detrimental to students’ global mindedness and engagement. Consequently, to minimize fears and increase study abroad participation, study abroad alumni and study abroad aspirant partnership may be ideal. During study abroad fairs, situating a study abroad alumni at each table to initiate conversations about remedies to possible fears that study abroad aspirants often entertain is highly recommended. There is need for institutions to strengthen internationalization-at-home through curricular and co-curricular activities such as—international forums, international festivals, and conferences to cater for the needs of students who might be unable to partake in study abroad.

The study revealed that students often hear about international events after it has taken place. This suggests poor turnout rate, therefore, it is likely not many students will benefit from the event. Therefore, if the goal of institutions is to maximize students’ participation in internationalization-at-home initiatives, informing faculty to encourage students to attend international events may be most ideal.

The findings revealed that international students recruited to both campuses contribute immensely to internationalization through the curriculum and cultural events. Therefore, exploring possibilities of recruiting international students to campus and
tapping into their funds of knowledge is highly recommended for institutions seeking to internationalize at the grassroots.

The study revealed that internally signed MOUs potentially influenced staff at various units within the university to commit to internationalization. Therefore, internal MOUs may be the most ideal strategy for institutions seeking campus wide commitment to internationalization.

Findings from the study suggest that provision of a hangout area such as a global village and assignments that required students to interview international students, influenced meaningful international and cross-cultural interactions among international and domestic students. Interaction between local and international students is essential to students’ learning and a powerful tool to curb homophobic tendencies and stereotypes among students. Therefore, if the goal of institutions is to increase meaningful international and cross-cultural interactions among domestic and international students outside the classroom, a convenient and a safe hangout venue is highly recommended.

The study revealed that, recognizing students’ global learning has the potential to inspire other students to engage in global learning. Consequently, recognition of students’ global learning may be ideal for institutions seeking to increase students’ global learning and engagement. Similarly, the study revealed that rewarding and recognizing faculty contribution to internationalization inspired faculty to do more and a potential to motivate others to get involve. Hence, institutions that want to motivate faculty to engage in internationalization can adopt the practice of awarding faculty contribution to internationalization.
Findings from the study showed that internationalization strategic plan had the potential to help institutions carry out internationalization in a systematic, coherent, and coordinative manner. Developing a strategic plan to guide internationalization is highly recommended to prevent mediocrity and sporadic internationalization efforts.

There was evidence that college level global engagement committees influenced faculty members to gather momentum among faculty to increase faculty engagement in internationalization. College level global engagement committee scrutinized college internationalization initiatives to prevent duplication. Hence, instituting a global learning engagement committee at the college level to oversee the college level internationalization process is highly recommended.

There was evidence that taking inventory of faculty to identify global engagement specialist and contributors contributed to faculty engagement. Hence, if the goal of institution is to increase faculty engagement, inventory of faculty can be adopted.

Findings from the study revealed that, international students’ retention service office staffed with personnel to support international students contributed to successful transition and integration of international students into American higher education. Smooth and successful integration is pivotal to academic success and retention. International students’ retention is an asset as they contribute to internationalization through classroom discussions, international, and intercultural events. Support for international students has the potential to attract more international students to American universities. International students’ presence in American universities has positive economic implications on the US economy. Therefore, if the goal of institutions is to
recruit international students to contribute to internationalization, infrastructure for retention is strongly recommended.

The study revealed that faculty engagement in directing study abroad programs was possible due to the presence of study abroad infrastructure staffed with personnel. Per diem motivated faculty to lead study abroad programs. Hence, institutions seeking to increase faculty engagement in study abroad initiatives to impact student’ global competency should provide infrastructure, personnel, to cater for the administrative aspect of study abroad, and per diem to faculty.

There was evidence that partnerships between American universities and institutions abroad stimulated faculty engagement in co-teaching and publishing. Co-teaching was critical to enhancing students’ international learning as international faculty contributed to internationalizing the content of the curriculum. Additionally, American faculty learned from the international faculty and vice versa. Hence, institutions seeking to enhance students’ international learning, increase faculty involvement in internationalization, should engage in partnerships with institutions abroad and explore possibilities to sustain the partnerships.

There was evidence that the presence of international students motivated faculty to internationalize students’ classroom experience by allowing international students to interject their varied experiences into class discussions. If the goal of institutions is to stimulate faculty engagement in internationalizing classroom experience, international student recruitment should be part of institutions’ priority list.
The study revealed that faculty international travel funds influence faculty engagement in internationalization. Because faculty have the funds to participate in international professional meetings that will help faculty to get new ideas that might be helpful in internationalizing research, teaching, and service. Hence, if the goal of institutions is to increase faulty engagement, faculty international travel fund may be ideal.

The study unearthed that faculty contribution to internationalization was not clearly stated in the tenure and promotion policy. Lack of recognition of faculty international engagement in tenure and promotion policy is a disincentive for faculty engagement in internationalization. Thus, if the goal of institution is to increase faculty engagement in internationalization, it is important to include faculty contribution to internationalization in the evaluations for tenure and promotion.

Findings from the study revealed that staff at Education Abroad Office visit to study abroad sites every eighteen months, was critical to offering firsthand information to study abroad aspirants. Access to quality information will positively influence students’ participation in study abroad. Consequently, if the goal of institutions is to increase participation in study abroad through access to quality information, periodic study abroad site visit by personnel at Education Abroad Offices is highly recommended.

There was evidence that, lack of cross-cultural and interfaith understanding and sensitivity, created misunderstanding among roommates. This finding implies that, international and domestic students are unable to live in harmony at the residential halls. To curb roommate misunderstandings, pairing students with same religious, cultural, and
national background to a room was adopted. However, the strategy is likely to cause clumping and isolation. Thus, dialogue that will lead to cross-cultural and interfaith understandings is forfeited. Considering the recent war on terrorism as a result of September 11, exposure to and understanding of people with different background, ability to speak a second language, and open-mindedness are critical to preventing terrorism and hate. Consequently, training residence directors on cross-cultural, interfaith, and cross-cultural communication competency foster harmonious living among international and domestic students at the residence halls is ideal.

Findings from the study suggest that international faculty on campus contributed to the cross-cultural and international learning experiences of university constituents. Thus, exploring possibilities to recruit international faculty into the various schools and colleges on campuses is highly recommended.

The study revealed that, there were infrastructures that housed the various international offices that handled different aspects of internationalization. Existence of such infrastructure is likely to reduce the pressure on the staff for better services to be provided. Thus, institutions seeking to provide better services to university constituents for a meaningful international experience should incorporate infrastructure in their structures to reduce pressure on staff.

Provision of funds for international related initiatives suggest that senior level administrators’ support and commitment to internationalization. Senior level administrators’ support for internationalization is critical to successful internationalization. Therefore, if the goal of institutions is to have a successful
internationalization, senior level administrators commitment to internationalization should be evident in the provision of funds.

The study revealed that students’ participation in cross-cultural events and interacting with international students had the potential to offer students firsthand cultural and religious knowledge that is critical to erasing stereotypical tendencies among students. Motivating students to attend international gatherings should be encouraged at every level.

There was evidence that, through internationalized classroom experiences, students will understand the woes of students who are different from them. This implies that students will exercise patience in dealing with people who are racially and linguistically different them. Hence if the goal of institutions is to produce graduates who can patiently interact and harmoniously live with people from different background, internationalizing the classroom experience is highly recommended.

There was evidence that the use of the services of recruitment agents, word of mouth through alumni, recruitment fairs, offer of tuition waiver to international students, and use of videos containing testimonies of international students increased international students’ enrollment. Representation of international students at university campuses is helpful to diversify campuses. This strategy suggests that more money will be generated from fee paying international students. Therefore for institutions seeking to diversify campus population, generate revenue, admit the best and brightest international students, and create an international learning environment, the above mentioned recruitment strategies are strongly recommended.
Findings from this study indicate that aligning university stakeholders’ specialty to internationalization agenda has the potential to increase involvement and possibility of sustaining internationalization. Based on this finding, stakeholders’ specialty inventory is a strategy that can be adopted by institutions interested increasing stakeholders’ involvement in and sustain internationalization.

The study revealed that publicizing study abroad had the potential to create awareness among students about the available study abroad opportunities. Also, knowledge about study abroad can influence students’ decision to consider going on study abroad to experience different cultures to enhance students’ intercultural competence, academic, professional, and personal development. Hence study abroad publicity may be ideal for institutions seeking to increase study abroad participation.

**Chapter summary.** The purpose of this study was to understand best practices for internationalizing higher academic learning. Specific objectives of the study were to: identify the approaches used for internationalizing the MWU and the ECU, investigate how organizational culture promotes internationalization at the MWU and the ECU, explore what benefits students derive from internationalizing the MWU and the ECU, investigate the role that faculty play and how they are engaged in internationalizing the MWU and the ECU. Faculty, staff, domestic and international undergraduate and graduate students were sampled for this study. Qualitative and comparative case study was adopted and data were gathered via face to face semi-structured interviews, document reviews, and institutions’ webpages. Emergent themes presented in chapter four were discussed by comparing it to the theoretical, conceptual frameworks, and
existing literature to identify consistent and contradictory views. Implications and recommendations for practice were presented.
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