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The Role of Faculty in Internationalizing the Undergraduate Curriculum and Classroom Experience

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1.0 INTRODUCTION

Faculty members¹ can be counted on not to think alike; it's part of the academic culture. So is the critical thinking that goes into agreeing about the purpose of education. If its purpose is to prepare students to develop their strengths as fully as possible within the context of the world in which we live², it should not come as a surprise that post-secondary colleges and universities have agreed internationalization is an

We tend to hold that the scientific principles underlying our curriculum are universal and thus transcend the notion of internationalization.

- Faculty survey respondent

institutional priority. There is, we recognize, conceptual confusion (Bond, 2003; Knight, 1999; McKellin, 1996; Mestenhauser, 2002; Morris, 1996; Patrick, 1997) about the meaning of internationalization and globalization. There is not even agreement on what we mean by internationalization³. For the purposes of this study, we took the position that

globalization implies a standardization, whereas internationalization is more multifaceted and recognizes, values, and nurtures respect of difference among the cultures and communities of the world.

The mission statements of most post-secondary education institutions in Canada declare the internation-

alized nature of the educational experience or even claim that the institution is preparing its graduates for global leadership. While intentions are good, there is little evidence (with some notable exceptions) such priorities are supported by institutional policies and everyday academic practice.

The relationship between internationalization and faculty is not newly formed. The post World War II reconstruction effort involved, among other things, Canadian faculty going abroad to help members of newly independent post-colonial countries build infrastructure, including educational institutions. The focus of the work faculty undertook internationally beginning in the 1950s and 1960s (maybe even up until 1990) was on outreach. The developing economic, political and disciplinary forces, which are currently shaping world affairs, are also shaping the academic activities of our educational institutions. The outreach focus of international work has been replaced by a focus on the education of students who will be living and working in a globalized environment. The shift in how and why is important and has direct implications for what we teach and how we teach it.

I attempt to work in international perspectives at least to counteract the tendency that there is only one way, our way, to accomplish our objectives.

- Faculty survey respondent

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1. Throughout this paper we refer to faculty members as faculty for ease of reading.

2. Pratt, D. (1994), p. 10.

3. Bond, S. (2003), p. 1.

Internationalization strategies have many elements, including study abroad programs/campuses, exchange students, international students, faculty mobility and international development projects. The simple presence of any one or more of these activities is often held as de facto proof an institution is internationalized. Faculty and students who participate in these activities report the experience generates the kind of “deep” learning that often leads to attitudinal change in the individual. The limitations of cost and level of student participation prevent such international activities from changing the dominant educational practices on campus⁴.

Most faculty, academic administrators, as well as public and private sector leaders, name the curriculum as the most important feature of any internationalization strategy. To internationalize the undergraduate curriculum, however, requires a careful reexamination of the curricula, scrutinizing the *more of the same* thinking that sometimes permeates academic departments.⁵

Such scrutiny is the proprietary domain of faculty members⁶ whose responsibility is to determine what we teach and how we teach it. This study explores the role of faculty members in colleges and universities in the internationalization of the undergraduate curriculum and classroom experience.

2.0 BACKGROUND TO THE STUDY

This report is based on a Canadian Bureau for International Education (CBIE) sponsored study. To gain a better understanding of the role of faculty in the internationalization of the classroom experience, a national survey of college and university faculty members was conducted.

As professors are an integral component in internationalization, two web-based surveys (one for faculty members and one for International Student Advisers/Work & Study Abroad Advisers) and a limited number of in-depth interviews were conducted to (1) identify ways in which faculty members conceive of their roles in internationalizing their courses; (2) identify a variety of ways in which some faculty members are proactively creating undergraduate curriculum and pedagogical approaches, which help to internationalize how students learn in the classroom context; (3) understand ways in which Canadian institutions motivate or hinder efforts of faculty to internationalize their courses/pedagogies; (4) find out to what extent

some faculty members are utilizing the experience and expertise of international and domestic students with international experience(s) and expertise in the internationalization process, and (5) identify exemplary practices, if any, currently being used in Canadian colleges and universities.

3.0 RESEARCH QUESTIONS

Based on a literature review, which highlighted some areas requiring further research, we developed seven questions that appeared most likely to (1) advance the literature informing the internationalization of post-secondary education, and (2) provide a solid understanding of our own research topic. Our first question sought to understand the ways in which faculty conceive of and practice the role(s) they play in internationalizing their undergraduate courses. Second, we wanted to identify the variety of ways in which faculty members create the undergraduate curriculum and pedagogical approaches that are deemed useful in faculty efforts to internationalize their courses. Third, we were interested in finding out about the ways Canadian colleges and universities might motivate or hinder efforts of individual faculty members as they developed their teaching practice. We were interested in exploring the role(s) students with international and intercultural expertise could play in the internationalization of undergraduate curriculum. Our fourth question, therefore, sought to find out the extent to which faculty members are utilizing the experience and expertise of international students and domestic students with international expertise and experience in the internationalization of their courses. Finally, we asked participants to identify and share exemplary practices.

In this study, the internationalization of the curriculum has come to be understood as integrating an international/intercultural dimension into the course content and classroom experience of undergraduate students. The central goal of this exercise is not simply to change the curriculum but to change the student⁷. A student completing a post-secondary course/degree should have the opportunity to develop attributes and cognitive skills that will be needed for living and working in the 21st century.

The central goal of this exercise is not simply to change the curriculum but to change the student.

4. The Québec Ministry of Education has invested heavily in the mobility of faculty and students. This strategy may be making experiential learning much more accessible.

5. Morris, E. (1996), p. 3.

6. Ibid. p. 1.

7. Ibid. p. 2.

4.0 REVIEW OF THE LITERATURE

The literature on the internationalization of education is substantial, much of it having been carried out in Australia, the European Union and Japan. Bond (2003) presents a selected review of North American literature. In selecting literature to inform this study, we attempted to identify work that reported on what was happening in the classrooms of post-secondary institutions. We found very little literature. More attention has been paid to what internationalization is than to how it is working. Early in the study, we used the literature to identify major themes which lead us to specific research questions. Once we had collected the data, we returned to the themes to help us contextualize the data. Where possible, we used Canadian literature. For a selected literature review, refer to *Untapped Resources: Internationalization of the curriculum and classroom experience*, (Bond, 2003), a companion piece to this research.

5.0 APPROACH TO THE STUDY

CBIE members were invited via a listserv message to participate in the study through completing web-based surveys and/or in-depth interviews. While the focus is on faculty and the curriculum, we broadened participation to include a separate questionnaire for International Student Advisers (ISAs) and Work/Study Abroad Advisers (WSAs). Their professional expertise and experience meant they were able to bring forward student-centred issues. Given our interest in pluralistic data, the broadest possible participation was desirable.

Drawing on both qualitative and quantitative data generated, we used triangulation of different sources of data to provide more in-depth information and were able to generate a more accurate picture of the phenomenon we are seeking to understand. Descriptive and interpretative analyses and cross tabs helped us find relationships among the variables in the study. Ethical approval/clearance for this research was obtained from the General Ethics Research Board at Queen's University and the Research Ethics Board at the University of Western Ontario.

We received responses from 160 faculty members and 15 ISAs/WSAs from colleges and universities across Canada. Francophone participation was low with 12 Francophone survey respondents and one volunteer for an interview from Québec. Participant data on disciplinary and departmental affiliation indicate respondents represented a cross-section of the institution⁸. The diversity of participation helped strengthen the likelihood that we could produce a credible study in which the voices of faculty are clearly heard.

• WEB-BASED SURVEYS

The web-based surveys consisted of two major parts. The first collected demographic information. The second section of the faculty survey comprised 38 questions. Thirty-two questions required the participants to indicate their responses on a 5-point (Likert) scale, with the opportunity to give open comments following each question. Two other questions were checklist items. Three questions were open-ended encouraging unanticipated ideas and response. The International Student Adviser (ISA)/Work & Study Abroad Adviser (WSA) web-based survey was used to elicit frank opinions from this professional group on the concerns of students in the internationalization of undergraduate curriculum and classroom experience.

No identifying data such as the name of the participant or his/her institution was gathered in order to protect the confidentiality of the responses. Participant data was coded by number to enable us to determine the interrelationships between the quantitative and qualitative responses. The complete Faculty survey appears in Appendix I.

• INTERVIEWS

Twenty college and university faculty and ISAs/WSAs volunteered to participate in in-depth, semi-structured telephone interviews. The majority of the interviewees are faculty members, with four holding senior academic posts. Ten men and ten women gave interviews. One-third of interviewees are from British Columbia, one-third from Ontario and one-third from other provinces/regions of the country. Five are International Student Advisers or Work/Study Abroad Advisers. The interviewees identified themselves as having ten disciplinary affiliations. Seven are affiliated with a college and 13 are affiliated with universities.

• DATA ANALYSIS

Data gathered from the two web-based surveys and two sets of in-depth interviews were analyzed both quantitatively and qualitatively. Quantitative data analysis was conducted at multiple levels. Descriptive statistics (mean, standard deviation, frequencies, and percentages) were conducted first. T-tests and One-way ANOVAs were used to examine group differences. Where significant differences existed between these groups, a descriptive post hoc analysis was conducted to see where these differences occurred.

At the first stage of analysis of the qualitative data, responses relevant to each survey question and interview question were sorted and organized by content; conceptu-

8. See Appendix II: Profile of Participants by Discipline.

ally similar responses were grouped together and then categorized according to the recurring themes. At the second stage of analysis, the researcher returned to the survey answers and interview summaries, identified the recurring ideas, salient patterns and themes, looked for information that did not belong in the old categories, and designated new coding categories to include them.

6.0 FINDINGS

The findings are organized around the seven major research questions. In the report, we have used percentages to make it easier to read.

6.1 CHARACTERISTICS OF THE PARTICIPANTS

Literature on academic culture often mentions that gender, background, directly related training, and disciplinary affiliations are likely to have some influence in the ways in which people think and act. Therefore, we identified relevant characteristics about the participants' gender, discipline, institutional affiliation by type, years of teaching, number of languages spoken, experience having lived outside North America, and their participation in international projects or programs. We anticipated these variables might help us to better understand our findings and lead to more definitive recommendations.

6.2 GENDER MATTERS

Gender analysis was carried out on all research questions. Of the 126 valid faculty surveys 59% were completed by males and 41% completed by females. It is worth noting that while the distribution of males and females in this study is relatively similar, females are over-represented. If female faculty make up 25% of the total faculty population in colleges and universities, then a 41% response rate is significantly higher than is their presence in the general faculty population. This finding may be the result of the actual demographics of the CBIE membership. Alternatively, women may have been more interested in participating in the study.

6.3 INSTITUTIONAL AFFILIATION

There is some reason to believe that the nature of the challenges facing colleges going through the process of internationalizing are different from those faced by universities. Indeed, rural colleges may experience different issues from urban colleges.⁹ Anticipating this possibility, we ran an analysis of the 32 scale item survey questions by institutional affiliation to determine in what ways, if any, being a faculty member of a college or a university influenced the strength and direction of response to the survey questions. Among the 126 participants, 33% are from colleges and 67% are from universities.

TABLE 1: ATTRIBUTES OF FACULTY PARTICIPANTS: SURVEY

CATEGORY	RESPONSE	NUMBER	RESPONSE	NUMBER	RESPONSE	NUMBER
Affiliation	College	42	University	70		
Years of teaching	0-3 years	21	3-6 years	16	Over 6 years	89
Gender	Male	74	Female	52		
Number of languages	1-2 languages	99	Over 2 languages	27		
Living outside NA experience	With living outside NA experience	70	Without living outside NA experience	56		
Participation of international projects or programs	Actively involved	55	Not actively involved	72		
Discipline	Professional schools	57	Arts and humanities	22	Social science	12
Discipline	Science	24	Interdisciplinary	3	Other	8

For a complete listing of all categories and the disciplines reported, see Appendix II.

9. Dietz, B. (2002), p. 1.

6.4 THE LANGUAGE EFFECT

Language competency is an important facet of what it means for a student to be aware of and understand intercultural differences in all subject areas. Quite accidentally we included the number of languages written and spoken as a variable describing the faculty in the study. Seventy-nine per cent of the faculty report speaking and reading one or two languages. Another 21% report that they speak and read more than two languages.

6.5 INTERNATIONAL EXPERIENCE

Fifty-six per cent of participants report they have lived outside North America. The other 44% say they have not lived abroad. In terms of their current or prior participation in international projects or programs, 44% have or are involved internationally; 56% are not.

6.6 DIVERSITY OF FINDINGS

As the comments of faculty mentioned in the introduction indicate, faculty members are not all similar. Their cultural heritage and experiences are not alike, nor is their thinking about the issues embedded in the internationalization of the curriculum. In Appendix III we identify the average (mean) response for each scale question on the faculty survey.

7.0 THE ROLE OF FACULTY

Our first research question provided an opportunity for faculty members to tell us to what extent, if any, they see themselves playing a role in the internationalization of their courses and teaching practices. The literature suggests (Morris, 1996; Shute, 2002; Bond & Thayer, 1999) that internationalization of the curriculum requires the internationalization of the faculty. The data in our study strongly support this position. In addition, we found that conceptualizations of “role” are much more complex and culturally diverse than previously reported.

The data strongly suggest (80% agree or strongly agree) that faculty members see themselves as having the primary role in the internationalization of the curriculum. Comments from participants help us understand this finding.

In most cases, mine included, faculty have almost 100% discretion of the specific content for their courses and thus have the most direct impact on the extent of the internationalization in each class.

It is one of the main components of my teaching mission.

We have to prepare our graduates to live and work in the global village.

Not only is it part of my beliefs, I have actively encouraged colleagues to add international dimensions to their curricula and teaching.

I try to open minds of the students, to make them less ethnocentric.

I think it is an important role – to afford students an opportunity to explore different cultures.

Fifteen per cent of the participants, however, reported that they disagree or strongly disagree that internationalization of the curriculum plays a role in their professional beliefs and practices. In some cases, they indicated reasons for their response.¹⁰

My teaching discipline does not lend itself significantly to such consideration.

I would not spend an inordinate amount of time on international issues, based on time constraints of my teaching schedule and the ultimate goal of the students that we are training.

Unfortunately, the level of funding to technical institutions does not provide adequate resources to permit technical faculty to pursue such endeavors.

I am committed to the principle, but time constraints mean that I don't do as much as I would like to.

• Efforts to internationalize the curriculum

Participants were then asked about their efforts to internationalize their course(s). Only 20% said they did not make “every effort to internationalize” their courses. A few faculty members said that they try to do so, particularly when the content of the course is appropriate, and when issues of time and other demands are not overwhelming. Most faculty were much more interested and willing; 80% reported they agreed or strongly agreed with the statement.

It is a strong theme in all my work.

As our world is becoming more and more global and international, putting a focus on international can give students a leg up in the work place.

It is very difficult to do so given the demands on technical faculty within my institution.

I need to think about how well I can do that without compromising time available for the current content. Students write national testing exams that do not necessarily reflect an international flavour.

10. Obstacles to the internationalization of the curriculum will be discussed in more detail in “Encouragement and Obstacles” (p. 8).

- **Broadened worldview**

In response to the question “I believe my students can gain a broadened worldview from being in my classes”, 85% of faculty members agree or strongly agree that their courses are constructed and taught so that their students develop a broadened worldview. Their comments illustrate the context of their responses.

Not only “broadened”, but enriched by “sharing” their experience and insights.

While not having living abroad, I am “from away” and have traveled extensively and try to bring examples and experiences into the classroom to broaden the discussions and widen the parameters.

Yes, I believe they do. Every chance I get to use an example of how the particular topic/item (language, practices, etc) we are learning could have a cultural impact, I express it.

One college faculty member expresses concerns about the expectations created by even trying to internationalize the curriculum.

There is hardly enough time, at the college level, to get them to fully understand the diversities of North America let alone the rest of the world.

While there is agreement on this research question, it is clear that not all faculty think alike. Not only are there individual differences but sometimes there are group differences as well. Our data on the role of faculty indicate that those who can read and speak more than two languages, who have lived outside North America, or who have been active in international programs/projects report significantly stronger agreement on the importance of the role of faculty in internationalization. Responses from people in the social sciences and faculty with over six years of teaching experience also significantly strengthen the degree of positive response. Faculty members who expressed the least agreement with the research question are more likely to be male, from science disciplines, speak one or two languages, and have never lived outside North America.

- **Knowledge and skills needed by faculty**

We asked what faculty members thought they and their colleagues needed to know to be able to internationalize their courses. The majority (84%) of the respondents agree or strongly agree that knowledge of students’ needs, learning styles, and cross-cultural experiences is important. Female faculty members, social science faculty members, and faculty affiliated with colleges report a significantly stronger agreement on this point. A few comments identify areas of concern which may prevent faculty members from being able to fulfill this expectation.

Class size might make it difficult to acquire that understanding.

It is critical that the faculty member knows there are differences (and similarities) and knows how (in what contexts) to invite the student to share/discuss these differences.

It is sometimes difficult to do this and at the same time meet the outcomes/objectives/requirements of the course/program.

The majority of faculty members (86%) report they also make every effort to incorporate knowledge from other cultures in their courses.

Including such connections enhances the depth, clarity or point of a particular train of thought or argument.

Sometimes, these efforts can add a great deal of interest in the subject matter.

In some disciplines, the discipline restricts the introduction of other cultural knowledge.

Knowledge from a historic or international standpoint is more appropriate than cultural.

Furthermore, 26% of faculty report that they do not lack the knowledge or skills needed to internationalize their courses. Some comments indicate this survey question is insulting.

I have the necessary knowledge.

We are supposed to be “adult learners!”

Not everyone agreed, however, that they already know everything they need to know to proceed to internationalize their courses. Over one-third of faculty members say they or their colleagues lack such knowledge, skills, and experience and see these factors as undermining any effort to internationalize the undergraduate curriculum. Gender had a significant impact on the strength of the participants’ response. Female faculty members report a significantly stronger agreement that there is a need for more knowledge, skills or experience in order to strengthen their practice than do others. To explore this question further, we asked an open-ended question about skills and knowledge needed by faculty. The data generates the following list. Faculty should have:

- Ability to work with the system and with other people
- Ability to look at issues and problems without bias
- Ability to create classrooms open to dialogue from students
- Awareness of ESL challenges and methodologies that could help students
- Communication skills

- Concern for other peoples and cultures
- Cultural sensitivity, appreciation and concern for other cultures and histories
- Curiosity and interest in learning
- Desire to keep oneself fluent with current events
- Foreign language skills
- Highly motivated
- Knowledge of (Global) colleague networks
- Good listener
- Good role model
- International experience (e.g. studying/working in another country/culture, attending international conferences, participating in international research, traveling)
- Interest in teaching with an international perspective
- Open mindedness
- Research skills
- Willingness to accept new and different information
- Willingness to adapt and put in extra work
- Willingness to share with students

8.0 COURSE CONTENT AND CLASSROOM PRACTICES

Faculty members report using a range of approaches to developing course content. Most (77%) strongly believe they encourage their students to think about the course's content beyond Canadian borders. Faculty members also strongly agree (87%) that their own international skills, experiences, and competencies are used to enrich and enliven their undergraduate courses.

- Preferred teaching strategies

The data on preferred teaching styles is particularly interesting given strategies such as group discussion, reflective journaling and other forms of experiential learning are reported to have the most significant impact on "deep" learning. It is this level of learning that the literature reports has the most positive impact on attitudes and beliefs.

TABLE 2:
PREFERRED TEACHING STRATEGIES BY GENDER¹¹

Gender	Lecture	Group Discussion	Problem Solving	Seminar	Case Studies	Critical thinking	Internet	¹² Games	Role Play	Journal Writing
Males	49	29	20	19	18	14	12	6	0	0
Females	25	31	12	9	8	15	7	4	6	2

11. There were a wide range of "other" teaching strategies identified but not reported

12. This approach to teaching is simulation as games

Significant differences exist among the faculty responses to questions of preferred teaching strategies. In addition to the significant gender differences reported for choice of teaching strategies, faculty members who can speak and read more than two languages, have lived outside North America, or who have participated in international projects are much more likely to collaborate with faculty members from other disciplines or in other countries and access institutional resources to help them internationalize their undergraduate courses and teaching.

- Collaboration with colleagues abroad and at home

Given the relative scarcity of resources available to faculty members in today's economic and political climate, one might think that they would broadly collaborate, drawing on the knowledge and expertise of others to help them internationalize their courses. Most faculty say there is little actual sharing of knowledge and expertise. Only 66% of faculty report collaborating with colleagues abroad and only 46% collaborate with their colleagues at home. Collaboration itself does not appear to be a strong feature of the culture.

At my college this is a "gold-mine" that I don't feel is currently sufficiently mined.

Only a few will work together.

I do not have the contacts to do this.

I don't even collaborate very much on teaching with colleagues in North America.

It would be interesting to have such collaboration. The only problem is finding more time to do this, but hopefully someone would be able to fund such cooperation. A person would be required in the Faculty to help coordinate or at least initiate such an interaction.

I could and I have contacts, but have too heavy a course load and feel no incentive to engage in this particular activity.

- Collaboration with International Students Offices

The majority of faculty (79%) report they do not attempt to collaborate with the professional staff of the International Students Office (ISO). International Student Advisers/Work & Study Abroad Advisers see the lack of

collaboration to present real problems, particularly for students. It is possible faculty members do not seek the support of Deans or other senior administrative offices of the institution because there are very few resources, if any, available to them. However, the International Students Office does have resources and still little collaboration is occurring.

People who come here from another culture are alienated almost before they start. Our networks are formed around someone we look or sound like.

Our available resources are limited to referrals and networking.

The international office also needs more support on the part of departments to make a real change.

9.0 ENCOURAGEMENT AND OBSTACLES

Many survey and some interview questions sought to understand where faculty members are receiving support and encouragement and where are obstacles encountered. The findings are summarized and organized around five themes.

- The gap between priority and practice

Faculty agreed (64%) that internationalization is strongly supported at their institution. However, the average (mean=3.05) obscures the fact that 30% of respondents did not agree with the statement. It would appear from the commentary that there is a perceived gap between the institutional mission statements that give internationalization a priority, and the realities of everyday practice. The following comments are a sample of the many views expressed about this point.

The issue gets raised, the idea is supported, but little practical encouragement. Lip service is paid. If you want to do anything, it would be just words.

There is not enough institutional support or encouragement to begin to internationalize my undergraduate courses.

There is not enough support for the international students and have almost no services to ensure these students' success.

Many faculty members wish there were more resources to do more.

- Inadequacy of institutional support

Faculty members agree or strongly agree (66%) there is insufficient institutional support to encourage faculty to take steps to internationalize the curriculum. It is not surprising that faculty (like many others) report the need for more resources, particularly given the extended period of restraint and budget cutbacks. In this case,

however, many faculty report the complete absence of funding or other types of direct support for curricular change or reform.

There are a handful who think this topic very relevant and wants something done about it. On the other hand, there are many who couldn't care less, because (I think) they too do not have international experience.

At this institution where there is not enough support, e.g. financially, we need to understand the phenomenon and help students to the best of our ability within the context of our financial resources.

We pick up the pieces that result from the lack of help for international students.

There is much talk, little action or serious support.

There is limited support for any type of innovation.

- Lack of discussion and debate about critical issues

From all data sources, we heard about increasing activity to internationalize the institution without actually involving the faculty in any serious way. There is no money, no recognition of the time entailed by significant curricular revision (see "Doing more with less" below), no continuing professional development, and no understanding that these issues are enormously detrimental to the success of internationalizing the curriculum. Faculty report very little thoughtful discussion or debate is occurring in departments or faculties about what it takes to educate a student who will live and work in a much more global society. This leaves the faculty on their own to make those decisions and they do.

- Doing more with less or doing things differently: The issue of time

When the motivation for internationalizing the curriculum comes from external sources rather than from internal beliefs and commitments, faculty members say it is difficult to find the time to change or reform the curriculum. Fifty per cent agreed that given all the changes which have already occurred, they do not have enough time available to internationalize courses.

Already stretched by current teaching, research, and service expectations, faculty members (particularly those without any international experience) report that lack of time is the most significant obstacle to change.

And while some faculty members remind us that part of teaching is about constantly re-evaluating the curriculum, the problem is one of having too many responsibilities to do it all well.

Time is needed to fully utilize this connection.

In theory this would likely be a good idea. Time constraints on participants probably would limit the usefulness of the exercise, especially for lunchtime sessions.

Few faculty have time for lunch outside their office.

- To internationalize the curriculum, you have to internationalize the faculty¹³

Continuing professional development is reported by many faculty members as a missing element in institutional strategies to internationalize. Nevertheless, faculty members strongly agree (83%) that a series of workshops or lunchtime seminars would be very useful to them. Those expressing the strongest agreement that continuing professional development is important include faculty from colleges, female faculty, recently appointed faculty, those who speak more than two languages, and those who participate in international development programs. The faculty and ISA/WSA comments give some guidance about how to go about getting faculty to participate in continuing professional development seminars.

Usually the ones who already try to internationalize are the ones who attend.

Many faculty members agree that if it is something useful, and appropriate, they will support it.

Seminars focusing on the internationalization of the curriculum and teaching would be very helpful in supporting this new initiative.

I would suggest these seminars should focus strongly on the rationale for doing so, and on resources and assistance in doing so.

It needs to be more than faculty involved especially non-academic facilitators e.g. those within the system who are responsible for allocation of resources.

Not all suggested strategies identified in the survey to encourage faculty efforts were seen to be important. In regard to the suggestion that having international/intercultural knowledge and experience is an important criteria for “new hires”, the majority of the faculty disagreed (62%). On the other hand, faculty agreed strongly (83%) there are merits to having promotion and tenure criteria include recognition of international expertise and experience. Only one faculty member reported such promotion/tenure criteria were actually in place and international experience was an identified criteria for advancement.

- Respect differences among faculty

When asked if the internationalization of curriculum and teaching should be a higher priority for institutional and funding agendas, several respondents urged caution, noting any assumption that everyone is alike is flawed.

Not all subjects and/or fields lend themselves to internationalization.

It may be more relevant for some than others.

False and strained efforts can only hurt attempts.

It is difficult to sustain the interest and commitment in the face of career demands.

If this is in addition to already burdensome academic responsibilities, it won't work.

Forcing internationalization on the unwilling is probably counterproductive.

10.0 DISCIPLINARY LEADERSHIP AND AFFILIATION

Orientation to the internationalization of the curriculum is considered likely to differ between faculty in the sciences, social sciences, and the arts and humanities. The motivation to become involved in these efforts may be different for natural and physical scientists than it is for the social scientist or humanist¹⁴. Taking into account the danger of stereotyping, there is evidence that some disciplines have taken the internationalization of knowledge and the way in which it is constructed and assessed quite seriously.

We anticipated disciplinary affiliation might exert a noticeable influence on the responses of faculty members to our questions. The data, based on only two questions, show that faculty members agree to strongly agree (62%) that their discipline has worked to become more internationalized.

When most scientists talk about international dimensions, they are talking about having co-workers in France or that they go to a lab in another country while on sabbatical in Sweden. The sciences are a harder nut to crack when you see internationalization differently than a scientist usually does.

Faculty reported that social science disciplines like Geography and Anthropology are by their very nature international and intercultural. Faculty in professional faculties, such as Medicine and Law as well as some in

13. Shute, J. (2002), p. 115.

14. Morris, E. (1996). p. 7.

technical fields, report the primary focus is and should remain on the “local”. Faculty members from the disciplines and fields associated with business/management report high levels of activity as their discipline(s) and accrediting bodies are paying a lot of attention to transforming the curriculum and teaching strategies.

A few faculties of education report they are experiencing a surge of activity and success in internationalizing their B.Ed. programs. The leadership in specific cases is reported to be coming from the Dean and other senior administrative officers.

Overall, disciplinary affiliation significantly influenced the strength of participant responses to the 32 scaled item questions on four occasions.

11.0 STUDENTS AS RESOURCES

Studies which pay attention to the integration and success of international students report faculty members pay very little attention to the social, cultural, or learning issues which these students face (Vertesi, 1999; Bowry, 2002; Myles & Qian, 2002).

In a 1991 study Cunningham reported that apathy and lack of interest of the majority of Canadian students towards international students and institutional parochialism were major barriers to the integration of international students.

Arising from the survey and interview data, faculty members identified a wide range of students whose international/intercultural expertise and experience are in a position to be resources and enrich the classroom experience. Figure 1 displays the range of student experiences which can be seen as resources in the classroom. The type of experience may overlap in some areas, such as travelers, living abroad, and exchange students.

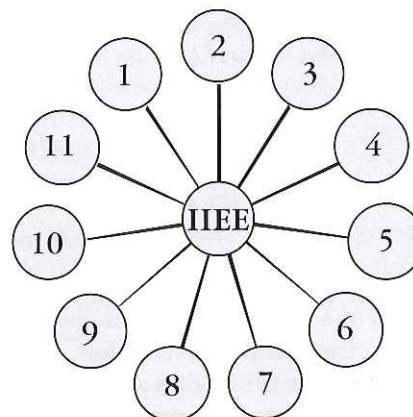
The intent of Figure 1 is to convey how broadly students are participating and how enriching their lives can be to the work of faculty.

Faculty strongly believe (81%) that international students can make contributions to the internationalization of the course and the classroom experience.

Getting the perspective of students from various cultures who are part of the class is very important.

Using the input from students both domestic and from other countries – it is fascinating to see the self-esteem of ESL students rise as their culture and their experiences in “home countries” is shared and applied to the critical thinking processes in the classroom.

FIGURE 1. STUDENTS AS RESOURCES



IIIEE: INTERNATIONAL/INTERCULTURAL EXPERTISE AND EXPERIENCE.

1. International students in degree programs
 2. Recent immigrants
 3. Canadian students who have been raised in multi-cultural contexts
 4. International students in second-language programs
 5. Canadian students who have traveled extensively in other countries/cultures
 6. Canadian students who have lived or worked abroad
 7. Aboriginal students
 8. Exchange students (not from North America)
 9. Canadian students participating in international courses/programs of study
 10. Student groups with multicultural/intercultural focus
 11. Students who have studied abroad and return to their studies in Canada
- The demographics of the student body are changing

The number of students in undergraduate courses who have international or intercultural experiences represented in Figure 1 is rapidly increasing.

In a class of 60, I ask how many have traveled to a country outside of North America, 3/4 of the hands go up. I ask how many have lived in another country for more than six months, more than 1/3 of the hands go up. That did not happen before but it does now.

Knowing who is a student with international/intercultural experience is not something we can determine with our eyes or ears. Our findings indicate faculty strongly agrees (90%) that they encourage international students and students who have lived in another culture to contribute their understanding and experience to classroom discussions, projects and assignments. Getting to know their students and inviting them to participate is the first step.

I make sure I quickly get a profile of who they are in the first two days. Then I start to work with some who have had international experience and get them involved by day three. It just keeps building... the intercultural agenda is right up front.

In one college, care is taken to ensure to link the experience of returning study abroad students with the teaching and learning that occurs in classrooms upon their return to Canada.

All faculty are notified when they have a returning exchange student in their class. Returning exchange students are given the responsibility for trying to bring up their new international perspective in their classes when it is appropriate. They submit a diary of the instructor's response to the Dean's Office. Faculty receive feedback from the Dean on the results. Outstanding faculty are publicly recognized.

Several faculty commented that they had to take care to ensure they don't separate international students from other students in class.

I think it marginalizes one from the other. I am careful to involve the many mixed perspectives. It is worthwhile to engage them all.

Those faculty members who were in the strongest agreement with involving international students and domestic students with international/intercultural experience in their classes are female faculty, faculty who can speak and read more than two languages, and those who have lived outside North America.

12.0 BEST PRACTICES / GOOD PRACTICES

One of the goals of this study was to find out what faculties are doing to internationalize their courses and what others might learn from their efforts. It became apparent that very few¹⁵ people were comfortable having their work identified as a "best practice". The reluctance may, in part, be due to genuine humility. On the other hand, the interview data suggest that many do not see their current practices being sufficiently developed to be considered a best practice by others. Furthermore, given the diversity of the people in this study, it becomes clear there is no one way to go about internationalizing courses.

Using the language of "good practice" seemed to connect with the faculty in the study and they were able to identify "good practices" which might be of interest and use to others. Organized by theme, the following practices were identified by one or more faculty as playing an important role in "getting down to it".

Get to know your students very early in the course

- Make up a handout so that students can tell you about themselves
- Ask students about their different experiences (including education) in Canada and outside North America
- Be careful not to single out international students as different, exotic
- Find out how many languages are spoken in your class
- Find out how many students have lived or worked abroad, and where
- Ask about the ways in which your students have been taught before, particularly recently
- Ask students what teaching strategy seems to work best for them
- Disclose the languages you speak, even a little (see CHAT below)

Develop a climate of trust and respect

- Make it known in your course outline and in your first meeting with your students that you invite them to contribute their ideas and experiences
- Describe your own experiences living and working in different cultures to help shape the course
- Tell your students about yourself, including your cultural heritage
- Disclose in your course outline what you believe about respect, diversity and inclusivity
- Make these beliefs explicit; practice them in the presence of students
- Set out in the course outline, or develop with the students, guidelines for conflict resolution should they be needed
- Discuss with students your choice(s) of teaching strategies and your reasons for making the choices; convey strategies in your course outline
- Try to use as many different teaching strategies as possible
- Be open to and invite disagreement
- Recognize that some students do not feel comfortable speaking in large groups; provide different types of opportunities for participation

Instructional strategies

- Build on your students' linguistic and cultural distinctiveness
- Use current issues whenever possible to present or contextualize your course content
- Use experiential learning whenever possible (e.g. field-based assignments, group work, case studies); the more active the learning the better

15. Good examples of best practices were found and will be reported in Section 13.

- While group work has the potential to enhance learning, students who look or speak differently may be at a disadvantage
- Effective group work/assignments require students who are prepared for what is expected and know how to handle issues such as conflict or non-participation
- If you use group work, structure the membership to be diverse
- Assess group work based on individual effort
- Create assignments which build on students background knowledge and experience
- Encourage your students to think critically and abstractly

Preparing to internationalize course content

- Find out what your International Student Office and other campus services can offer you
- Collaborate with colleagues at home and abroad
- Join networks of faculty who teach the same or similar courses in Canada and outside North America
- Make good use of international guest speakers who are on campus
- Use examples in all assignments that introduce original materials from other countries and cultures
- Avoid stereotypes

We heard about some exciting ways in which faculty and academic leaders are working together to create innovation and change. These examples were identified in the interviews.

- Dual degree programs. A few faculties/institutions have created the opportunity for students to graduate with dual degrees; one degree in the discipline and one degree in “international”. For example, a student would earn a degree in English and a second degree in “International”.

The courses in a faculty/institution are assessed in terms of the degree to which the content and processes used reflect intercultural aspects of the subject. The assessment generates points. To earn a dual degree, students have to earn enough points. Points can also be earned by demonstrating language competence and for study abroad programs in the subject area.

- A few faculties have identified an international program stream within the degree. For example, a student in an education program could graduate with a degree in International Education as well as with a B.Ed. The student has to complete selected courses which are international in focus. In addition, the other courses are encouraged to be inclusive and reflect the changing global context.

A few best practices were brought to our attention by students. In addition to student NGOs that have established programs to place students in international contexts, a recently formed student group demonstrates how students are capable of finding innovative ways to enrich the learning environment. This group has come up with a way to get students speaking with each other in the diverse languages that are actually represented but seldom heard on campus. Undergraduate students designed a logo and a promotional campaign for CHAT¹⁶. Buttons with the logo are made up in different colors and identify different languages. Wearing the button(s) invites other students and faculty to talk with the person in the language on the button.

13.0 CONCLUSIONS AND RECOMMENDATIONS

As often happens in research, our findings extended beyond the original research questions.

- The need to collectively agree about what we are trying to achieve

First, there is a reported concern that post-secondary institutions are failing to take up their responsibility to decide what kind of graduate they want to produce. There were a few reports¹⁷ of faculties/institutions having carried out this exercise. Overall, it would appear that decisions of this kind have been left up to the individual faculty member. Most of those interviewed identify a short list of desirable knowledge, skills, and student attitudes. According to our findings, a student having completed a course or a program of study should:

1. Embrace pluralism
2. Be sensitive to difference
3. Be respectful of different ways of understanding the world and how it works
4. Be curious

16. For detailed information about CHAT, see www.campuschat.ca

17. See: www.ucalgary.ca/UofC/Transformation/interna.html

5. Be open-minded
 6. Demonstrate competence in at least two languages
- Any relationship between mission and what happens in the classroom is accidental

The failure to link internationalization as a priority to what is actually taught in the classroom is a significant problem. For most students, any relationship between mission statements and what actually happens in the classroom is likely accidental.

Faculty report they expect leadership and they expect it from senior administrators, including Deans. The willingness of most faculty to participate in curricular reform (using the add-on, infusion or transformation approach) is not likely to be sustained without “genuine” encouragement, industry discussion, policies, and resources. Morris¹⁸ sets out six conditions necessary for faculty to internationalize the curriculum:

- A willingness and desire to change
- An awareness of their discipline’s literature as it relates to other cultures and societies
- Adequate time to prepare course modifications
- Sufficient resource materials in the libraries
- Travel funds to conduct research and study
- Clear understanding of the goals and objectives in internationalizing their source.

Our findings indicate the faculty in this study are aware and willing to change. Depending on the discipline, some faculty report they are aware of and have access to the disciplinary literature as it relates to other cultures and societies. That was not true for everyone however. It was particularly not true for some of the faculty in colleges. The remaining conditions set out by Morris are reported not to exist or to exist in bits and pieces in many post-secondary institutions.

- Academic leaders need courage of conviction

We found the lack of time, when coupled with the lack of authority to stop doing what they are currently being expected to do in order to take up the challenge to internationalize the curriculum, is the most serious obstacle to individual and institutional efforts to change.

Faculty who participated in this study do not represent all faculty. They are, however, likely to be representative of faculty who are interested in the internationalization of the curriculum. If our data is coming from those most

willing to change and these people find it difficult to sustain the effort, then what will it take to get faculty who are skeptical and uninterested to actually participate in curricular reform in any meaningful way? Academic leaders need the courage of their convictions.

- The influence of the variables

The range of responses from people in different disciplines gave us the opportunity to ask some interesting questions. We found that knowledge and commitment to international and intercultural practice (including social justice and responsibility) is to be found in two groups: (1) faculty who have lived and work abroad, and (2) faculty who speak and read more than two languages. Indeed, 18 out of the 20 persons interviewed reported they belonged to one or both groups. They all said, “Send your faculty and students out to live in another culture for a period of time. It’s transformational!”

The last point is not the least important. While we observe people who are fluent in three languages play an important role in internationalizing the curriculum, it is the need to reintroduce language into the curriculum that the majority of people interviewed, and many of those completing the survey recommended. The importance of language competence is not surprising. We have emphasized foreign language learning before and the findings of this study would recommend we do it again.

- Further research

We have identified three main areas that beg further research. The first area was identified by one of the faculty participants. He asked “Why don’t some faculty bother at all?”

They all go home to read a newspaper. They all consume food from off-shore. They all buy clothes made in lots of other countries. They all live in houses where half of the contents come from places far away, and yet as academics they do not see they have the responsibility to live in a global environment.

The next area arises out of this study directly. It became very difficult to get a comprehensive understanding of faculty efforts to internationalize the curriculum through surveys and interviews. This is a very good start. We suggest a study to track the efforts of several faculty in a selected range of disciplines who are prepared to undertake curricular reform. The findings would give us a much more comprehensive understanding of the complex issues which are embedded in questions of internationalization and the curriculum.

18. Morris, E. (1996), p. 7.

The third area which merits study is student involvement in the internationalization of education, including the curriculum. There were times during the study that we felt students were becoming international much more quickly than faculty. Student NGOs and groups like the one that developed CHAT are increasingly active on college and university campuses.

- In conclusion

We would like to thank the many faculty and ISAs/WSAs who shared their ideas and work with us. People were generous. We would also like to acknowledge the Department of Human Resources Development Canada for their financial support.

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APPENDIX I

FACULTY AND THE INTERNATIONALIZATION OF THE CURRICULUM & CLASSROOM EXPERIENCE

This survey is part of a national study, sponsored by CBIE to determine how professors think about internationalization and the role they play in internationalizing their course curriculum and teaching practices. If you have any questions arising from this survey, please contact Dr. S.L. Bond, Associate Professor, Faculty of Education, Queen's University at slb2@post.queensu.ca.

CBIE gratefully acknowledges the financial support of the Department of Human Resources Development Canada for this project.

Your expertise:

- Department/Academic unit _____
- Discipline (s) _____
- Appointment status: Full-time ___ Part-time ___ Tenure-track ___ Tenured ___
- Institutional affiliation: Check one ___ college ___ university
- How many years have you been teaching at the university/college level? ___ years
- Check one: Male ___ Female ___
- Which languages do you speak/read? _____
- Have you ever lived outside North America? No ___ Yes ___
If yes, where & for how long? _____
- Have you been active in international development projects or programs?
No ___ Yes ___ If yes, where & for how long? _____

Definition

"Internationalization of the curriculum means developing curricula with an international orientation in content, aimed at preparing students for living and working (professionally and socially) in an international and multicultural context, and designed for domestic students as well as foreign students."

McKellin, K. (1996), *Anticipating the Future*. BCCIE.

Instructions:

- For items that refer to courses, curriculum, or classes, please focus on the undergraduate courses, curricula, or classes that you teach.
- If your curriculum or pedagogical practice differs among the undergraduate courses you teach, please specify which course(s) you are referencing in your response in the "any comments" section associated with most questions.

1. My discipline(s) has worked to internationalize the curriculum and pedagogies associated with the discipline.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

2. The disciplinary association(s) to which I belong considers itself to already be "internationalized" so I do not have to change my current curriculum/teaching practices.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

3. Internationalization is strongly supported in my institution/Faculty/department.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

4. Internationalization of the curriculum and teaching is part of my own professional beliefs and practice.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

5. Which undergraduate courses do you normally teach? (please name)

6. I make every effort to internationalize my courses.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

7. I believe my students can gain a broadened worldview from being in my classes.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

8. What role do you believe you and other faculty members play in the overall internationalization of university/college education?

9. Who do you think should encourage and support the efforts of faculty members in the internationalization of the curriculum and teaching? (Check all appropriate responses)

- a. Senior administration of the institution _____
- b. Dean and Department Head _____
- c. Colleagues _____
- d. International students _____
- e. Domestic students _____
- f. Disciplinary associations _____
- g. Granting councils _____
- h. NGOs/International Development Organizations _____
- i. Other, please specify _____

10. I collaborate with faculty members from other disciplines or in other countries in order to help me internationalize my undergraduate courses and teaching.

Strongly disagree	Agree	Strongly agree
1	2	3
4	5	

Any comments? _____

1 = strongly disagree 2 = disagree 3 = agree 4 = agree somewhat 5 = strongly agree

11. What specific competencies and skills do you think are important for faculty who want/or are internationalizing their undergraduate courses?

12. It is important that a faculty member knows and understands the learning needs, learning styles, and international or cross-cultural experiences of students (domestic & international) in his/her courses.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

13. I make every effort to incorporate knowledge from other cultures and cultural traditions in my course(s).

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

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

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

15. I design course content (lectures, seminars, assignments, & assessment) that encourage both domestic and international students to think beyond Canadian borders.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

16. If I use group work of any kind in the teaching of my courses, I try to make sure my students know how to work effectively in groups (e.g. conflict management/ resolution, cultural difference, inclusivity).

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

17. When I am teaching, I normally use the following pedagogies: (Check all which are used)

- a. Lecture _____
- b. Seminar _____
- c. Case studies _____
- d. Technology (internet) _____
- e. Group discussions _____
- f. Role play _____
- g. Simulation or games _____
- h. Critical thinking _____
- i. Problem solving _____
- j. Journal writing _____
- k. Other, please specify _____

Which three pedagogical approaches do you use most often?

1 _____ 2 _____ 3 _____

18. I encourage international students and domestic students who have lived abroad to share their knowledge and experiences and relate their home country context.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

19. I use my own international skills, experiences and competencies to enrich and enliven my undergraduate course(s).

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

20. Do your colleagues (including the academic administrators) ask you to use your knowledge, skills and competencies to help them internationalize their courses/ programs?

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

21. In the last 5 years, I invited people from other cultures and countries to be guests in my classes in order to broaden my students understanding of different contexts, knowledge(s), and practices.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

22. I use my institution's resources (International Student Office, Student Organizations, Academic Services) which have an international/cross cultural mandates to help me internationalize my courses.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

23. I seek the support and commitment from my department head/ dean/ or senior academic administration in my efforts to internationalize my courses.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

24. There is not enough institutional support or encouragement to begin to internationalize my undergraduate courses.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

25. Faculty members in my discipline/department do not believe it is important to internationalize the teaching and curriculum.

Strongly disagree	Agree	Strongly agree		
1	2	3	4	5

Any comments? _____

26. When it comes to promotion and tenure in my department/Faculty, the international activities I have been part of in other countries/cultures is highly valued.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

27. For new hires at my institution, it is important that the successful candidate have international experience/competence.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

28. Given all the changes that have already occurred in the curriculum, I do not have enough time available to undertake the internationalization of my courses.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

29. If I had extra help from skilled professionals, I could do a lot more to internationalize my course curriculum and teaching pedagogies.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

30. Faculty members' lack knowledge, skills or experience prevents them from trying to internationalize their teaching and curriculum.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

31. The lack of theoretical frameworks or even easy access to the literature on curriculum reform in internationalization is an obstacle facing faculty members who want to change their curriculum or teaching strategies.

Strongly disagree Agree Strongly agree
1 2 3 4 5

31.a. Do you have an easy access to the literature, theories and practices on internationalization of curriculum and teaching? Yes _____ No _____

32. Internationalization of curriculum and teaching should be a higher priority for institutional and funding agendas.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

33. The university/college should establish a network of faculty from across courses, disciplines, institutions, or countries who are interested in internationalizing their courses.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

34. Collaboration among faculty members, academic administrators, students, and researchers should be set up to strengthen the internationalization process.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

35. There is not much that can be done to reform the curriculum unless the disciplines themselves decide this is important and take on the leadership.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

36. Seminars focusing on the internationalization of the curriculum and teaching would be very helpful in supporting this new initiative.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

37. A series of workshops or lunchtime seminars for faculty who want to share and learn from one another would be very helpful.

Strongly disagree Agree Strongly agree
1 2 3 4 5

Any comments? _____

38. The best example I have ever seen (or used) to internationalize the curriculum or teaching is: (please be as specific as possible)

Please submit your complete questionnaire no later than February 28, 2003.
If you wish to be contacted for an interview, please send a message directly to: slb2@post.queensu.ca

APPENDIX II

DISCIPLINES IDENTIFIED BY COLLEGE AND UNIVERSITY SURVEY PARTICIPANTS

CATEGORIES *				
Professional Schools n= 57	Arts & Humanities n= 22	Social Sciences n= 12	Sciences n= 24	Interdisciplinary & Other n= 8
Accounting	Communication	Geography	Agriculture	Cross-disciplinary
Administration	English	Native studies	Biophysics	Interdisciplinary
Business	ESL	Psychology	Biochemistry	Media & design
Business law	History	Community studies	Chemistry	Recreation
Commerce	Literature	Anthropology	Computer programming	Tourism
Education	Modern languages	Archeology	Computer science	Trades & technology
Educational Leadership	Philosophy	Social anthropology	Statistics	
Engineering	Religion	Latin Am. studies	Forest science	
Health	Women's History	Political science	Geology	
Higher Education		Economics	Mathematics	
Human Resources		Sociology	Developmental biology	
Language & Literacy			Biology	
Law			Biophysics	
Management			Cell biology	
Marketing			Physics	
Medicine			Physiology	
Neuroscience			Life Science	
Pharmacy			Zoology	
Science Education				

* These five categories were identified for the purpose of this study

APPENDIX III

SUMMARY OF FACULTY SURVEY FINDINGS BY QUESTIONS & SIGNIFICANT DIFFERENCES

Survey Question #	Number of Responses	Mean (Average Score)	Significant Differences	Survey Question #	Number of Responses	Mean (Average Score)	Significant Differences
1	125	3.02	② ④	23	120	2.51	④ ⑥ ⑦
2	115	2.58	⑤	24	116	3.07	---
3	124	3.05	⑥	25	113	2.57	④
4	126	3.84	④ ⑥ ⑦	26	111	2.47	⑥
6	126	3.33	② ⑦ ④ ⑤ ⑥	27	117	2.22	① ④ ⑥
7	126	3.614	④ ⑥ ⑦	28	115	2.43	① ④
10	125	2.89	④ ⑥ ⑦	29	118	2.99	① ③
14	126	3.92	① ③ ④	31	119	2.73	① ② ④ ⑥
15	125	3.79	③ ④ ⑥ ⑦	32	123	3.38	④ ⑦
16	115	3.70	① ③	33	123	3.58	① ④ ⑦
18	121	3.72	③ ④ ⑥	34	123	3.73	①
19	123	3.94	③ ④ ⑥ ⑦	35	122	3.25	---
20	122	2.17	④ ⑥	36	122	3.38	① ② ③
21	122	2.81	③ ④ ⑤ ⑥	37	122	3.38	① ② ③
22	120	2.54	④ ⑥				

Column three identifies which of the variables significantly affect the strength and direction of the faculty response to each question. The 5-point Likert Scale responses range from point 1 (strongly disagree) to point 5 (strongly agree).

The independent variables included: ① Institutional affiliation ② Years of teaching ③ Gender ④ Number of languages ⑤ Discipline ⑥ Living-outside-North-America experiences ⑦ Active participation in international projects/programs.

APPENDIX IV

ATTRIBUTES OF PARTICIPANTS WHICH SIGNIFICANTLY INFLUENCE RESPONSES BY QUESTION

QUESTION		ATTRIBUTES					
Question*	Disciplinary Affiliation	Gender	Institutional Affiliation	Lived abroad	Participated in International Development Programs/Projects	Two or more languages	Years of Teaching
1				XXX		XXX	
2	XXX						
3				XXX			
4				XXX	XXX	XXX	
6	XXX				XXX	XXX	
7				XXX	XXX	XXX	
10				XXX	XXX	XXX	
12	XXX	XXX	XXX				
13	XXX			XXX			
14		XXX	XXX			XXX	
15		XXX		XXX	XXX		
16		XXX	XXX				
18		XXX		XXX		XXX	
19		XXX			XXX	XXX	
20						XXX	
21	XXX	XXX		XXX		XXX	
22				XXX			
23				XXX		XXX	XXX
25						XXX	
26				XXX			
27			XXX	XXX		XXX	
28			XXX			XXX	
29			XXX	XXX			
30			XXX				
31				XXX	XXX	XXX	
32					XXX	XXX	
33			XXX		XXX	XXX	
34			XXX				
36		XXX	XXX				XXX
37		XXX	XXX				XXX

* Only those questions which show significantly different responses by one or more attributes are reported.

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