

**Factors Influencing Faculty Participation in Internationalization at the
University of Minnesota's Schools of Nursing and Public Health:
A Case Study**

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Matthew R. Beatty

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**Deanne L. Magnusson, Advisor
R. Michael Paige, Advisor**

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Dedication

I wish to dedicate this work to my parents, Charles and Ann Beatty. They taught me the importance of being a lifelong learner and created invaluable opportunities for me to recognize, understand and interact with persons of other cultures. These lessons and opportunities have changed my life.

Abstract

The internationalization of higher education is no longer a desirable academic ideal. Rather, it is an essential component for higher education. In the era of globalization, colleges and universities are deploying widespread initiatives to infuse a global dimension into their teaching, research and service functions. Faculty play an important role in advancing strategic international agendas, yet little work has been published around their involvement, benefits and rationales to support the internationalization of higher education.

The purpose of this study is to examine factors influencing faculty participation in internationalization at the University of Minnesota – Twin Cities. In particular, the researcher studies the views of faculty members from the University of Minnesota's Schools of Nursing and Public Health. Factors identified during the literature review were included throughout the design of this study.

Within the case study, a mixed methods sequential explanatory research design is conducted. The design includes an Internet survey and interviews. Responses to the survey are examined using descriptive and inferential analyses. Individual interviews are also conducted to seek elaboration and alignment from survey responses while revealing additional information.

The findings indicate that the nature of faculty participation in internationalization varies between schools, gender and appointment types. For example, faculty members from the Schools of Nursing tend to participate in activities more closely associated with internationalizing the curriculum while faculty in the

School of Public Health participate more readily in teaching and research activities occurring outside of the classroom. In addition, there are statistically significant differences in the nature of activities which male and female faculty members participate in with respect to internationalization. For example, a statistically significant higher proportion of males conduct research outside of the United States. Conversely, a statistically significant higher proportion of females teach courses that include strategies for students to improve their intercultural skills. Furthermore, tenured faculty members demonstrate a higher percentage of participation in 16 of the 18 internationalization activities when compared to non-tenured faculty.

The willingness to participate in internationalization activities is influenced by factors relating to the University's commitment to internationalize, institutional leadership and organizational practices. Key organizational factors that support faculty participation in internationalization include hiring practices, opportunities to internationalize the curriculum and institutional partnerships. Personal and professional agendas also affect the participation of faculty to in internationalization.

Overall, participants feel internationalization is a higher priority for the University than for their individual departments and divisions. Many participants report a desire to participate in internationalization activities, however, factors related to institutional planning, promotion and tenure policies, and insufficient resources restrict widespread participation among faculty. Furthermore, the lack of implicit roles and responsibilities cause uncertainty for faculty at the operational level.

Results from the current study support the limited research previously conducted on the faculty engagement and development in internationalization. Additionally, they emphasize the importance of effective institutional strategic planning to accomplish comprehensive internationalization. As institutions continue to expand their international reach, this case study carries important implications about institutional and individual factors affecting faculty participation in international activities. At the same time, the researcher presents practical suggestions to remove institutional barriers and improve systems and structures, and ultimately generate greater participation among faculty in internationalization.

Table of Contents

Acknowledgements	i
Dedication.....	iii
Abstract.....	iv
Table of Contents	vi
List of Tables	xii
List of Figures.....	xiv
Chapter I: Introduction	1
Statement of the problem.....	4
Statement of Study Purpose.....	6
Research Questions	6
Theoretical Framework	7
Definition of Key Terms	9
Potential Limitations	10
Significance of the Study.....	11
Chapter II: Literature Review.....	12
Internationalization at Home	16
Rationales for Internationalization	17
Academic Rationales	19
Economic Rationales.....	21
Political Rationales.....	23
Socio-Cultural Rationales.....	25
Tracking Measures of Internationalization.....	26
Faculty Participation in Internationalization	28
Critical Barriers for Faculty Participation in Internationalization.....	32
Institutional barriers.....	34
Transformational Leadership.....	36
Historical Context at the University of Minnesota.....	39
Chapter III: Research Methods and Methodology	43

Statement of Study Purpose.....	44
Research Questions	44
Study Methodology and Rationale	45
Research Design	45
Research Methods and Rationale	46
Case Study Rationale.....	46
Survey Rationale	48
Interview Rationale	49
Sampling Population and Strategies.....	50
Population.....	50
Sampling Method	52
Phase I: Quantitative Survey	53
Phase II: Qualitative Interviews	53
Data Collection Strategies	54
Phase I: Quantitative Survey	54
Phase II: Qualitative Interview	54
Instrumentation	54
Phase I: Quantitative Survey	55
Reliability and Content Validity.....	56
Phase II: Qualitative Interviews	57
Data Analysis Strategies.....	58
Quantitative Analysis	59
Qualitative Analysis	60
Limitations.....	61
Summary.....	62
Chapter IV: Results	63
Introduction.....	63
Section I: Descriptive Results	64
Descriptive Results.....	66

Section II: Findings to Research Questions.....	68
Research Questions #1	68
Comparison between Genders.....	72
Comparison between Schools.....	89
Comparison between Faculty Statuses	78
Research Question #2	79
To Support the University or School’s Broader Mission	79
To Support Individual Commitment to Faculty Work	82
Research Question #3	84
Professional Development.....	87
Development of New Knowledge and Skills	87
Promotion of Greater Collaboration and Research	89
Personal Expansion	91
Benefits by Faculty Gender, School, and Status	92
Comparison between Genders	93
Comparison between Schools.....	93
Comparison between Faculty Statuses	96
Research Question #4	97
Institutional Commitment.....	98
Leadership	99
Organizational Practices	104
Hiring Practices	104
Internationalization of Curriculum and Research.....	105
Institutional Partnerships	106
Constraining Organizational Factors	108
Lack of Coordination.....	108
Promotional and Tenure Policies.....	110
Insufficient Resources	111
Summary.....	119

Chapter V: Implications and Conclusion	122
Introduction.....	134
Purpose and Significance of the Study.....	122
Implications of Key Findings	124
Research Question #1	124
Research Question #2	127
Research Question #3	129
Research Question #4	131
Institutional Commitment.....	132
Leadership	133
Organizational Practices	134
Constraining Organizational Factors	137
Implications for Policy and Practice.....	140
Strategic Alignment of International Activity	140
Strategic Planning.....	140
Administrative Infrastructure	146
Individual Support	148
Recommendations.....	165
Limitations.....	166
Conclusion.....	157
Bibliography	159
Appendices	166
Appendix A: Pre-Notice message to invited faculty member	166
Appendix B: Electronic Survey Message to Invited Faculty Members	167
Appendix C: Follow-up Message to Non-Respondents	168
Appendix D: Survey Questionnaire.....	169
Appendix E: Faculty Participation in Internationalization Consent Form	175
Appendix F: Thank you message	177
Appendix G: Individual Interview Questions and Protocol	178

Appendix H: Field Notes Outline.....	180
Appendix I: Demographic information of all participants	182
Appendix J: Demographic information of participants – School of Nursing.....	183
Appendix K: Demographic information of participants – School of Public Health.....	184
Appendix L: Comparison of Individual Participation in Internationalization.....	185
Appendix M: Individual Participation in Internationalization (All 18 Activities).	198
Appendix N: Comparison of Individual Participation between Genders	188
Appendix O: Comparison of Individual Participation between Schools.....	189
Appendix P: Comparison of Individual Participation between Faculty Statuses...	190
Appendix Q: Comparison of Perceived Benefits between Schools	191
Appendix R: Comparison of Perceived Benefits between Faculty Statuses	192
Appendix S: Institutional Support for Internationalization	193
Appendix T: Comparison of Institutional Support between Genders	195
Appendix U: Comparison of Institutional Support between Schools	196
Appendix V: Comparison of Institutional Support between Faculty Statuses	197
Appendix W: Funding from Division for Internationalization Activities	198

Table 4.21: Financial Support for Internationalization Activities, Comparison between Genders	115
Table 4.22: Financial Support for Internationalization Activities, Comparison between Schools.....	116
Table 4.23: Financial Support for International Activities, Comparison between Faculty Statuses	117
Table 5.1: Explanation and Examples of Faculty Engagement in Internationalization Typology	152

List of Figures

Figure 1.1 Internationalization Cycle.....	8
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Chapter I: Introduction

The expansion of internationalizing higher education is considered “one of the most powerful substantive developments in the history of American higher education” (Groennings, 1987, p. 2; Green et. al., 2008, p. 2). Considering the United States’ dominance of market forces and academic research, it is no surprise that government officials, corporations, and institutions alike value the benefits of an international education (Green, M. & Olson, C., 2003; Ellingboe, 1998). Today, universities and colleges of all types are searching for effective strategies to bolster their international involvement and institutional profiles (Knight, 2004; Ellingboe, 1998).

According to Professor Janet Knight (1994), *internationalization* is described as “a process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institutions” (p. 7). The central principle is that internationalization must be integrated into the mission and actions of the institution in order to enhance the overall institutional quality (Knight, 1997). Designing a strategic internationalization plan is a common place to start for most institutions to begin the internationalization process (Ellingboe, 1998, p. 201; Childress, 2010, p. 5). Economic, political, academic, and social rationales are often embedded in an internationalization strategic plan to support institutional goals (Ellingboe, 1998; Childress, 2010). Once the decision to internationalize is made, some institutions begin the process by creating an internal internationalization committee while others conduct a major curriculum reform (Ellingboe, 1998, p. 201). Regardless of the approach, scholars agree that the most successful internationalization strategies are dependent upon faculty engagement

(Childress, 2010; Mestenhauser & Ellingboe, 1998; Mestenhauser & Ellingboe, 2005; Paige, 2005).

Faculty members are recognized as key forces for advancing international initiatives because their involvement “directly impacts the teaching, research, and service missions of higher education institutions” (Childress, 2010, p. 27). Unlike other members of an institution’s community, faculty have the ability to infuse international dimensions into a wide array of activities. Faculty members work in academic units and departments with a high level of specialization and, therefore, have knowledge not shared by others in an institutional community (Edwards, 2007, p. 375). Their involvement is pivotal in the internationalization of curriculum and to providing their institutions with an “international mind set” (Paige, 2003, p. 58). “They can encourage students to do international research or study abroad. They can also model alternative behaviors such as intellectual parochialism, ethnocentrism, and disinterest in international learning” (p. 58). Faculty members are often viewed as the initiators and the beneficiaries; from students, who discover that the global activities proposed to them are supported by the curriculum because such initiatives come from the same faculty that control the curriculum (Edwards, 2007, p. 378).

Furthermore, the vast majority of American universities have faculty with international experience and stable international research collaborations abroad (Edward, 2007, p. 378). Faculty are involved in other critical departmental services as well including the recruitment of talented foreign students for their programs (Dewey &

Duff, 2009, p. 497). They also have the ability to produce partnerships, synergies, and innovations that cannot be anticipated (Edwards, 2007, p. 375).

Still, there are critical restraints within an individual faculty member's role that limits their participation to perceived "add-ons" such as internationalization. First and foremost, "not all faculty consider international research, teaching, and creative work to be central to their individual academic mission and professional success..." (Dewey & Duff, 2009, p. 497). In addition, the work of course and program development is currently accomplished through faculty work overloads. Adding or revising new courses focused on global issues within a discipline often comes at the expense of removing other required or elective courses in the curricula (p. 497). Furthermore, the amount of time required for program development discourages many faculty members from attempting to launch new programs (p. 497).

Despite numerous factors restricting the participation of faculty members in international education, many of those involved find international engagement to be an incredibly exciting form of scholarly work (Viers, 2003, p. 83). "While rewards and incentives for international scholarship may be scarce at home...being highly regarded and respected by colleagues worldwide brings tremendous gratification for these faculty" (p. 83). Therefore, charting an internationalization strategic plan that overcomes these barriers while supporting, developing and recognizing individual engagement among faculty in the internationalization process is critical.

Statement of the problem

Green and Olson (2003) point out “internationalization is a slow, cumulative process and must compete with many other campus priorities and demands for attention...” (p. 19). Due to limited institutional resources and knowledge about the process, a number of critical issues often arise when attempting to internationalize an entire university. Such institutional barriers can impede the progression of international priorities. Limited resources for faculty research, disciplinary divisions, and restrictive tenure and promotional policies are all named as factors that slow down the advancement of internationalization (Childress, 2010; Mestenhauser & Ellingboe, 1998; Paige, 2005). These additional forces compound an already complex series of events. On top of that, successful internationalization requires many different rationales and is dependent upon multiple stakeholders (Dewey & Duff, 2009, p. 502; Green et. al., 2008, p. 8). Therefore, key stakeholders need to be mindful of institutional barriers while bringing new individuals into dialogue and conducting new conversations as internationalization progresses (Green & Olson, 2003, p. 11).

There are also a number of individual barriers that impact the progress of internationalization. International experience, intercultural skills, and professional curriculum development are noted to improve faculty engagement in the process (Paige, 2005, p. 58; Green, 2005, p. 13). If not addressed, each of these items can pose critical problems for campus-wide committees and central leadership trying to carry out international initiatives.

One of the biggest challenges facing institutions is a paradigm shift in the way administrative and campus leaders implement international activities. For many years, international activities have been driven by faculty members, programs, and individual colleges at large universities, rather than a central office (Mestenhauser, 2002a).

Individual campuses unknowingly contribute multiple efforts toward internationalization simultaneously which can result in duplication of efforts and numerous deficiencies (Office of International Programs, 2009b, p. 2). Only recently have presidents of higher education institutions elevated the importance of international activities and moved them from the periphery to the core of their institutional missions (McQuaid, 2008, personal communication). Therefore, it takes time before a university can create an institutional culture “in which internationalization is lived rather than merely spoken about” (Engberg & Green, 2002, p. 15).

The University of Minnesota, founded in 1851, is one of the most comprehensive land grant institutions in the United States (University of Minnesota, 2010a, p. 1). Since its establishment, the University of Minnesota – Twin Cities (UMTC) has had a long history of international education and engagement. Like other large institutions, international activities at UMTC were happening within individual departments and operating without central coordination for many years (Allen, 2008b, p. 1). More recently, UMTC expressed a goal of becoming one of the top three public research institutions in the world (Bruininks, 2007, p. 4).

In 2009, the University of Minnesota’s School of Nursing celebrated 100 years of leading nursing and health innovation (School of Nursing, 2013a, p. 1). Its mission

is to “generate knowledge and prepare nurse leaders who will create, lead, and participate in holistic efforts to improve the health of all people within the context of their environments (p. 1). The School of Nursing is home to seven distinct research centers as well as nationally and internationally recognized faculty. It was recently ranked 21st out of more than 400 in the nation for its nursing graduate programs by U.S. News and World Report (p. 1).

The University of Minnesota’s School of Public Health is equally renowned. It is committed to creating a “world that cherishes and secures health and well-being as the right, possession and responsibility of all” (School of Public Health, 2013a, p. 1). The School “unites globally and locally with people, communities and institutions that share and advance the values of progress in the growth of human potential and achievement” (p. 1). Within the School of Public Health there are four divisions, biostatistics, Environmental Health Sciences, Epidemiology and Community Health, and Health Policy and Management. Faculty members from the School of Public Health have a rich tradition of working across disciplines and geographical borders to improve the health of various populations (p. 1).

Statement of Study Purpose

The purpose of this study is to examine factors influencing faculty participation in internationalization at the University of Minnesota – Twin Cities’ Schools of Nursing and Public Health.

Research Questions

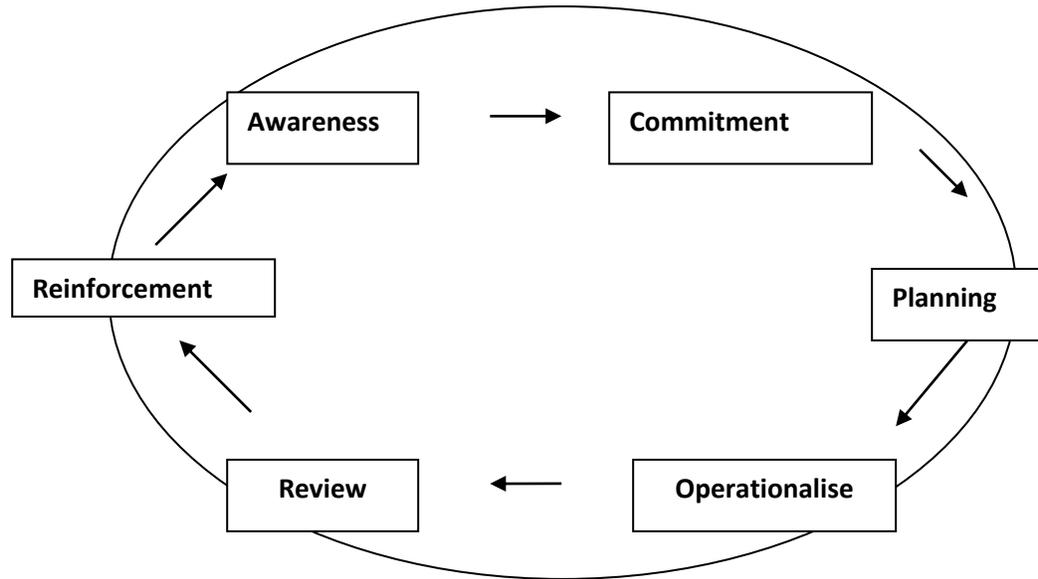
The four research questions below are used to address the purpose of the study.

1. In what ways do faculty members participate in internationalization activities?
2. What reasons do faculty members offer for their participation in institutional internationalization activities?
3. What benefits do faculty members perceive for their participation in international activities?
4. What factors enabled University of Minnesota faculty to participate in international activities?

Theoretical Framework

Dr. Jane Knight's (1994) research and theoretical framework surrounding internationalization ground the study. Her framework includes six interconnected phases of internationalization, which include 1) awareness, 2) commitment, 3) planning, 4) operationalise, 5) review, and 6) reinforcement (Knight, 1994, p. 7). These six phases are interconnected and allows items to move in a bilateral direction. Unlike previous organizational models, Knight's framework is a continuous cycle surrounded by a "supportive culture for internationalization" (Knight & de Wit, 1995, p. 25).

Figure 1.1 Internationalization Cycle



(Knight, J. & de Wit, H., 1995, p. 26).

Activities connected to faculty participation in internationalization can most directly be found in the operationalization segment. “Academic activities and services, organizational factors and guiding principles...play a major role in this phase of the cycle (Knight & de Wit, 1995, p. 26). Knight’s framework strategically positions the implementation of faculty engagement between the “planning” and “review” phases of the cycle. This position proves beneficial while institutions assess and advance their comprehensive internationalization strategic plans. Above all, Knight’s theoretical model serves as a practical lens which allows others to understand how the academic activities, organizational practices, and organizational principles affect faculty engagement during the operationalization of internationalization plans (Childress, 2010, p. 6).

Definition of Key Terms

Several key terms need to be defined at the outset of this study.

- Internationalization: “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p. 2). This definition was selected because it is accepted by the National Association of State Universities and Land Grant Colleges (Allen, 2008b, p. 1).
- Faculty participation: For the purpose of this study, this term is defined as active involvement in international activities and institutional internationalization.
- International activities: This term describes all on- and off-campus faculty participation with teaching, programming, research, and outreach which contain an international focus.
- Internationalization plan: This term is defined as “higher education institutions’ written commitments to internationalization, including goals, mission statements, vision statements, and implementation plans, allocated resources or timelines” (Childress, 2010, p. 8).
- Internationalization strategies: This term refers to thoughtful program and organizational initiatives at the institutional level. “The notion of a more planned, integrated, and strategic approach was implied in the use of the word strategies” (Knight, 1999b, p. 13).

Potential Limitations

This study contains multiple limitations. The research questions and purpose of the study are unique to the University of Minnesota – Twin Cities' context. The findings and conclusions may appear relevant for similar institutions; however, they should not be taken out of context. Even more, the findings of this study are limited to the Schools of Nursing and Public Health at the UMTC.

Another significant limitation is the lack of qualitative research surrounding the impact of faculty participation in internationalization. While scholars of international education have documented the core functions and components of internationalization, not much has been written about the implementation of internationalization and the roles of faculty (Childress, 2010, p. 18).

Prior to the implementation of this study, it is assumed that the University of Minnesota – Twin Cities utilizes a number strategies and incentives to engage faculty involvement for internationalization activities. In addition, it is assumed that some activities have been carefully tracked and evaluated. This assumption is critical for framing the study and fundamental for a study of this nature.

Finally, the researcher's previous employment in International Student and Scholar Services – Office of International Program may also limit this study. The researcher's role contains inexplicit biases regarding internationalization at the University of Minnesota that need to be accounted for. By suspending any personal judgments and remaining as objective as possible the researcher attempts to control these biases while conducting the study.

Significance of the Study

There are several reasons why this study is significant. First, it helps to narrow the gap between the conceptual assumption of how faculty are involved in internationalization and their actual effect. This is critical because the study not only uncovers faculty rationales for supporting various internationalization initiatives but it also includes individual views of the benefits associated with faculty participation in internationalization.

Second, as internationalizing higher education continues to grow, it is important that institutions deepen their understanding of key implementation factors. So far, the role and capacity of faculty within the internationalization process remains somewhat inexplicable (Childress, 2010, p. 4). Therefore, the findings from this study may capture the potential that this group of change agents can offer.

Finally, the results of this study may be of interest to those working and studying at the University of Minnesota – Twin Cities, particularly those in the Schools of Nursing and Public Health. The conclusions derived from this study may influence future policy recommendations and implications surrounding faculty involvement in internationalization. As a result, higher education administrators, international educators, consultants, faculty and students may also be interested in the results of this work. Therefore, this study is significant because while the conclusions are confined to the University of Minnesota's context, equivalent findings may be germane to other institutions with a similar profile.

Chapter II: Literature Review

The purpose of this study is to examine factors influencing faculty participation in internationalizing the University of Minnesota – Twin Cities. In the context of this research topic and proposed research questions, this chapter provides a thorough review of literature concerning comprehensive internationalization of higher education. This chapter is divided into two sections. First, various aspects of internationalization within higher education including historical perspectives, definitions, and the role faculty play within the internationalization process are discussed. The second section provides a historical account of the international education taking place at the University of Minnesota – Twin Cities.

The call to internationalize higher education has been a major phenomenon sweeping across the United States for more than twenty-five years (Knight, 2001; Altbach, 2002; Green et al., 2008). Institutions are investing large sums of money in international initiatives to bolster their institutional profiles and enhance their worldwide connections with students, scholars, and faculty (Knight, 2004, p. 21; Ellingboe, 1998, p. 204). At the same time, internationalization strategies are being scrutinized for their overall effectiveness and impact on institutional goals (de Wit, 2002).

To fully understand why this topic has generated such serious interest in higher education, it is worth reviewing the origin and definition of the term *internationalization*. The term has represented a variety of global activities and signified different meanings to different people (Knight, 2004, p. 5). Subsequently,

there was confusion among academicians about what internationalization meant and how it differed from similar terms (p. 8). Prior to the use of internationalization, the term *international education* encompassed a similar array of global topics and meanings (p. 9). However, international education overlapped with closely connected terms including *global education*, *development education*, *comparative education*, and *multicultural education*. As a result, a number of prominent scholars in higher, education drew a distinction between the previous terms and internationalization (de Wit, 2002, p. 114).

Today, a widely accepted definition of internationalization is, “the process of integrating an international or intercultural dimension into the teaching, research, and service functions of an institution” (Knight, 1994, p. 7). This definition stands apart from previous terms in several ways. As Knight (2004) explains, this term not only addresses the needs on a national level but also includes perspectives for individual institutions that have very different interests and rationales to providing an international, intercultural, and global dimension (p. 12). As a result, major academic organizations, like the National Association of Public Universities and Land-Grant Colleges, have deemed this particular definition of internationalization as widely acceptable (Allen, 2005b, p. 1).

This paper employs Knight’s (1994) definition of internationalization to frame the research questions while analyzing the types of activities in which faculty participate related to institutional internationalization at the University of Minnesota – Twin Cities. At the same time, this paper draws from Dr. Brenda Ellingboe’s research

and more concerted definition of *internationalization*. According to Ellingboe (1998),

internationalization is defined as:

The process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the international dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever changing external environment (p. 199).

Similar to Knight's definition, Ellingboe describes internationalization as a process of integrating an international dimension into a broad range of functions at a college or university. In addition, she emphasizes the need to incorporate a wide range of stakeholders. It is important to recognize Ellingboe's previous work because much of her research has been done at the University of Minnesota, which provides added context to this dissertation.

Ellingboe not only developed her own definition of internationalization but she also identified six critical components to analyze the dimension of internationalization at a large public research university. These critical components are not evidence of findings at the University of Minnesota, but rather a descriptive listing of what may constitute an internationalized institution. These six components include, 1) College leadership, 2) Faculty involvement, 3) International Curriculum, 4) International Study Opportunities for Students, 5) Integration of International Students and Scholars, and 6) International Co-Curricular Units and Activities (Ellingboe, 1998, p. 205). The table below provides an overview of the six critical components of internationalization and provides further details about the evidence of each component. It should be noted that the six components may also be interconnected.

Table 2.1: Six Components of Internationalization

Internationalization Component	Evidence of component
College Leadership	<ul style="list-style-type: none"> • Declaration of internationalization for the college • Commitment to internationalize by the dean and associate deans • A mission statement emphasizing the importance of international education
Faculty Involvement	<ul style="list-style-type: none"> • A favorable attitude toward internationalization and a high degree of personal commitment toward making international education a priority in their own college • Availability of international courses in every discipline, including internationalized units within cores courses and wide variation of international education elective courses • A high level of faculty involvement in international research and consulting activities
An International Curriculum	<ul style="list-style-type: none"> • Making available international majors and minors or concentration in each college or professional school • Revising core courses in most majors to include international, comparative, or cross-cultural elements of the discipline
International Study Opportunities for students	<ul style="list-style-type: none"> • Study, travel, service, internship, research or work abroad opportunities for undergraduate and graduate students. • Accessibility of scholarships and travel grants for students • Accessibility, affordability, and transferability of study abroad programs in a wide variety of countries to complement course work already completed on-campus
Integration of International Students and Scholars	<ul style="list-style-type: none"> • Integration of international students and scholars into campus life, including classroom and extracurricular activities • International student orientation and receptions for U.S. students and faculty to meet with international colleagues.
International Co-Curricular Units and Activities	<ul style="list-style-type: none"> • International programming on-campus in cooperation with other collegiate and co-curricular units to include residence halls, student unions, international student organizations, international student service units, study abroad office, and international travel centers • Greater visibility of study abroad and international student services offices with more public events, fairs, and receptions designed to introduce campus stakeholders to the many opportunities for involvement

(Ellingboe, 1998, p. 199).

Internationalization is and has been defined as a process rather than a series of disjointed activities. The verb, *to internationalize*, emphasizes both action and process

(Olson, 2005, 54). This entails infusing an international dimension into the curriculum, policies, programs and services of an institution requires continuous effort and assessment. Since there is not definite end point to internationalization, the processes and strategies that are effective today may not work in the future. Though its contours are unclear, internationalization will remain a central force in higher education for years to come (Altbach & Knight, 2007, p. 303).

Internationalization at Home

Internationalization strategies at most institutions now fall into one of two categories; activities performed on-campus and activities performed off-campus. The term *Internationalization at Home* (IaH) is used to describe internationalization happening on campus, through teaching-learning processes, co-curricular programs, initiatives with local community groups and international student and scholar activities (Knight, 1999a, p. 17; Nilsson, 2003, p. 31; Wachter, 2003, p. 10). IaH is not a new concept in the context of international education – “It is just a way to embrace all ideas about and measures to be taken to give all students an international dimension during their time at the university” (Nilsson, 2003, p. 31).

The concept of Internationalization at Home deviated from previous international education traditions. It was originally intended to address the 90 percent of students who “stayed home” and did not participate in education abroad programs (Mestenhauser, 2006, p. 61). However, the concept did much more than that with respect to institutional plans for internationalization. The concept caused many

institutional leaders to re-evaluate their previous internationalization motives and broadened their understanding of the transformative process (p. 61).

Traditionally, administrative leaders in higher education have perceived internationalization as a series of singular steps and activities (Knight, 1999a, p. 16). To accomplish this feat, the majority of institutions in the United States have dedicated their efforts towards increasing the number of students studying abroad (Green, 2008, p. x). As Knight (1997) points out, while providing study abroad opportunities is a critical component to creating a global dimension at post-secondary institutions, there are still many other strategies to achieve this means.

Rationales for Internationalization

There is a small but growing amount of literature focused on the internationalization of higher education (Paige, 2005, p. 103). Today's literature reveals three major beneficiaries and four main rationales that contribute to an institution's decision to internationalize. These three beneficiaries are the university, college, and individual (Ellingboe, 1998, p. 199). According to Ellingboe (1998), all three areas benefit greatly by an institution's decision to internationalize (p. 199). Furthermore, the four most common rationales for an institution to internationalize are connected to academic, economic, political, and social motives (Knight, 1999a; Ellingboe, 1998). Since there are multiple methods to achieve diverse internationalization goals, it is essential that institutional leaders are familiar with the different internationalization rationales and strategies before making any irresolute decisions (Childress, 2010, p. 10; de Wit, 2002, p. 84).

Dr. Brenda Ellingboe (1998) identifies three major institutional areas that benefit from internationalization: the university, the college and the individual (p. 199). Infusing an university with an international dimension provides the community a variety of benefits. These benefits include greater intercultural awareness, cross cultural exchange and attraction of foreign professors and scholars. Universities demonstrating internationalization not only seek out greater recognition but also pursue more public relations and financial support from capital campaigns (Ellingboe, 1998, p. 204). Furthermore, “increasing university-wide attention to internationalization encourages a more diverse student body and faculty membership valuing the contribution that international students, scholars and visiting faculty bring to campus life” (p. 205).

There are also significant benefits at the college level for institutions choosing to internationalize. For example, colleges may endure more broad and profound cross-cultural, comparative and international concentrations within disciplines (Ellingboe, 1998, p. 205). On top of that, “the competitiveness, academic standing, and reputation of an individual college may net benefits due to college-wide internationalization of both curriculum and personnel” (p. 205). Therefore, it is likely that a dean of a particular college may consider internationalization a worthy pursuit.

Finally, on the individual level, stakeholders, staff and students will increase their awareness of foreign cultures and increase their understanding of global issues by an intentionally internationalized campus (Ellingboe, 1998, p. 205). Moreover, internationalization creates a “complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge,

contextual and global dimensions of knowledge construction” (Paige & Mestenhauser, 1999, p. 504). Thus, there are a number of valuable reasons why institutions choose to internationalize at the individual level. Together, the university, college, and individual benefits influence the four primary rationales for institutions to internationalize.

Rationales to internationalize higher education are associated with academic, economic, political and socio-cultural motives.

Academic Rationales

U.S. institutions are confronted with vastly different academic expectations than only a decade ago (Brunstein, 2007, p. 382). The country’s rapidly shifting economic, political, and social climates all impact the roles and functions of post-secondary institutions (p. 382). Consequently, educational administrators are pressured to provide more practical, and often more interdisciplinary, learning opportunities for students (p. 386). Because of these external factors, higher education institutions are asked to prepare students for a more globally diverse workforce (p. 382). Some institutions are incorporating a more global perspective into the core functions of their academic programs and teachings by increasing foreign language requirements and adding new majors (Paige & Mestenhauser, 1999, p. 502). Still, too few schools and institutions are adequately preparing students for the twenty first century (Reimers, 2009, p. A29).

According to experts, students are not understanding “the nature of shared planetary challenges like international terrorism, regional and global conflicts, and global warming” (Reimers, 2009, p. A29). The most common institutional approach to compensate for this deficiency is to integrate an international perspective into academic

curriculum by adding information to the existing curriculum. However, such a solution is too simplistic (Paige & Mestenhauser, 1999, p. 502). Too frequently, curriculums resemble a “cafeteria-style menu: one selection or course from this shelf followed by selections from various other shelves” (Brustein, 2007, p. 383). In order to compete in today’s global market, students must actually develop global competency (p. A29). The term, *global competency*, is defined as “the knowledge and skills that help [students] cross disciplinary domains to comprehend global events and respond to them effectively” (p. A29). In addition, Dr. William Brunstein (2007) remarks, “global competence cannot be the preserve of only a few students” (p. 385). All students, regardless of major, must be exposed to a broad array of global perspectives.

In general, academic disciplines vary greatly in their levels of internationalization. Global interest tends to concentrate around academic majors linked to business studies, information technology, and biotechnology” (Altbach et al., 2009). Other fields, such as history, language studies and communication, are more nationally based. This is important to note because the key to global learning outcomes for the vast majority of American students is through the curriculum (Green et al., 2008, p. 82). While for some educators and institutions, study abroad is synonymous with internationalization, most students must learn about the world without leaving the United States (p. 82). Evidence from the 2012 Open Doors Report also illustrates this fact. In 2010/11, merely 273,996 students from the United States studied abroad for academic credit. This figure represents less than two percent of the entire higher

education population (IIE, 2013, p. 2). This reality elevates the need to infuse all academic programs with a more global perspective.

To summarize, US institutions are exploring multiple ways to incorporate international dimensions into their day-to-day academic activities. This includes new globally focused majors and minors as well as special international education seminars that target specific countries, regions, or world events (Mestenhauser & Ellingboe, 1998, p. 209). More traditional approaches, like study abroad and foreign language requirements for undergraduate students, are also under review (Paige, 2005, p. 118). In the end, universities are about students and what they learn (p. 108). Therefore, if US institutions truly desire more globally competent students, then they must transmit the message that internationalization is valued by integrating more international perspectives into the teaching, learning, and service functions of their institution (p. 108).

Economic Rationales

A greater number of institutions are using international initiatives as a strategy to generate alternative sources of funding than before (Knight, 2004, p. 27). University leaders believe that a globally positioned institution will generate new revenue funds for capital campaigns and reap financial benefits from broader public relations (Mestenhauser & Ellingboe, 1998, p. 204; Childress, 2009a, p. 290). Yet, to some surprise, “traditional internationalization is rarely a profit-making activity, though it may enhance the competitiveness, prestige and strategic alliances of the [university]” (Altbach & Knight, 2007, p. 293). Still, earning money is commonly stated as a key

motive for internationalization projects in the for profit sector, as well as some traditional nonprofit universities with financial problems (Altbach & Knight, 2007, p. 292).

In an effort to generate additional funds, one popular strategy used by many universities is to recruit and enroll a large number of international students (Altbach & Knight, 2007, p. 292). International students not only provide an intercultural perspective to an institution's campus, but they also contribute to its bottom line (Altbach & Knight, 2007, p. 292). According to NAFSA: Association of International Educators (2013), international students contributed nearly \$21.81 billion to the United States economy in the 2011/12 academic year alone through their expenditures on tuition and cost of living (p. 1). Furthermore, more than 60 percent of international students use family or personal funds to pay for tuition (NAFSA, 2013, p. 1). The roughly two million international students studying worldwide are the largest sources of income for international education, more than any financial contributions from governments, academic institutions, or philanthropies (Altbach & Knight, 2007, p. 294). Such financial returns can offset institutional losses and unforeseen budget cuts, making this an attractive option for institutions wanting to internationalization.

There are several other economic motives driving internationalization. As Dr. Lisa Childress (2010) points out, "It is not only business and education leaders who have been driving the economic demand for internationalization of higher education; individual citizens have also indicated that they believe global knowledge and skills are keys to economic success" (p. 12). According to Childress (2010), research from

several national surveys indicate that a significant number of U.S. citizens believe foreign language skills and knowledge of foreign events will assist them in obtaining a job (p. 12). This trend has prompted some post-secondary institutions to restructure the delivery of their courses and make them more widely accessible online (Hayes, 2010, p. 17)

In review, institutions are choosing to internationalize for a variety of economic reasons. The challenge is calculating the economic success of international activities while selecting investments that are ethically and academically viable (Altbach and Knight, 2007, p. 293). According to Altbach and Knight (2007),

It is impossible to quantify the financial scope of academic internationalization. But the sums are large because knowledge industries – especially higher education – often form a substantial part of the total economy. It is also difficult to calculate the impact of international activities on engaging academic institutions and firms, but again the amount is large and rapidly growing (p. 293).

Therefore, economic motives will remain a prominent rationale into the future for institutions seeking to internationalize.

Political Rationales

During the past century, a number of world events have influenced the development of international education. Most recently, in the aftermath of September 11, 2001, many institutions have changed the way they perceive their own international relations and manner in which they equip students with an intercultural awareness (Childress, 2010, p. 13). Now, universities and colleges around the nation are using political motives to support institutional strategic plans linked to internationalization (Knight, 2004, p. 23).

Strategic cross border alliances are used to support the creation of institutional networks and exchange partnerships. The international mobility of students and academic programs are seen as collaborative strategies for institutions to develop closer geopolitical ties (Knights, 2004, p. 23). These partnerships enhance foreign policy, national security, national identity, and mutual understanding (p. 23). Furthermore, “the development of strategic alliances through internationalization of postsecondary education is being seen as a way to develop closer cooperation bilaterally or regionally to gain a competitive edge” (p. 24).

However, there is an institutional shift in the way universities are handling new political and exchange partnerships. As institutions broaden their international activities, some partnerships become inactive (Knight, 2004, p. 27). Particular institutional agreements are forgotten and historical alliances become obsolete. Consequently, institutions focus their efforts on more strategic networks that satisfy multiple objectives (p. 27). Institutional networks may include student exchange agreements, staff or faculty research collaboration, and overseas internship programs. Comparatively, networks have clearer and more strategic objectives than bilateral agreements but are more difficult to manage because of their complexities (p. 27).

In summary, political rationales for internationalizing higher education have been prominent over the past century and have gained momentum since September 11, 2001 (Childress, 2010, p. 13). There has been a historical shift from bilateral institutional partnerships to multifaceted international networks, allowing institutions to

satisfy multiple political rationales (Knight, 2004, p. 25). This shift will likely become more prominent as participating institutions examine mutual benefits (p. 24-25).

Socio-Cultural Rationales

The internationalization of post-secondary education also satisfies many social motives for US institutions. “Prestigious, selective U.S. colleges use international programs to provide international and cross-cultural perspectives for their students...” (Altbach & Knight, 2007, p. 293). Study abroad experiences, internationalized curricula, and enhanced foreign language requirements are credited for promoting intercultural understanding, cross-cultural communication skills and national cultural identity (Knight, 2004, p. 25; Ellingboe, 1998, p. 205; Altbach & Knight, 2007, p. 293; Nilsson, 2003, p. 31). As a result, U.S. colleges and universities are incorporating socio-cultural rationales into their internationalization strategic plan.

The literature behind socio-cultural rationales is virtually non-existent. Perhaps this is because these particular rationales are perceived as carrying the same weight and comparatively more difficult to measure (Knight, 2004, p. 25). Therefore, socio-cultural rationales may never be equivalent to economic or political motives, at least in the eyes of upper level administrators. However, they are still essential to the internationalization process.

In the end, institutional stakeholders will have multiple rationales for their decision to internationalize. Some of the rationales will be focused on academic goals, while others on economic or foreign policy goals, and yet others on social goals (Olson, 2005, p. 53). At the same time, some goals may appear complimentary; while others

more contradictory. The key is to align these motives, coordinate institutional support, and involve a broad array of stakeholders (Mestenhauser, 1998; Knight, 2004). Without campus-wide discussions involving a wide range of units, key stakeholders may never realize how they inhibit the institution's progress toward comprehensive internationalization (Olson, 2005, p. 53). To coordinate this type of transformative process requires effective leaders who understand how to channel the goals, rationales, and energy of different stakeholders so their outcomes support mutual interests across a campus (Green & Olson, 2003, p. 11-19).

Tracking Measures of Internationalization

As the implementation of internationalizing higher education demands more attention, so does the evaluation of the process (Knight, 2001, p. 228). The growing interest in internationalization has translated into the active development of institutional policies, long and short-term academic programs and modifications to institutional infrastructures (Knight, 2001, p. 228). Due to their academic stature, research universities encounter a unique set of challenges during this transformation (Green, 2005, p. 1). International education is often conducted in a fragmented manner at many research institutions and without a clear understanding of the projected outcomes (Mestenhauser, 2002a, 168-169; Olson, 2005, p. 51). Consequently, research institutions "have fallen short of the mark in producing globally competent graduates" (Green, 2005, p. 1). Fortunately, several scholars of higher education have identified specific measures to assess and advance the internationalization progress for post-secondary institutions.

According to Knight (2001), *tracking measures* use “quantitative data captured by numbers, ratios, or yes/no responses as well as qualitative information expressed as opinions and judgments” (p. 234). The concept of tracking measures provides institutions a framework to monitor their international activity. The measures offer institutions a single snapshot of the international initiatives happening at any given moment. If used on a longitudinal basis, these measures can signal shifts in institutional trends, either positive or negative (Knight, 2001, p. 234).

Literature on higher education reveals another term that is commonly used to assess similar quality assurance for internationalization: *performance indicators*. According to the Association of Universities and Colleges of Canada (1995), performance indicators are “a policy relevant statistic, a number or qualitative description that provides a measure of whether the university, some aspect of it, or the university system in performing as it should” (AUCC, p. 3, taken from Paige, 2005, p. 103). The most significant difference between the two terms is that the term tracking measures “are used to convey an emphasis on progress rather than output” (Knight, 2001, p. 234).

Literature presents approximately ten tracking measures to assess institutional internationalization. Five of these ten measures overlap with the critical components for internationalization presented by Dr. Brenda Ellingboe; faculty engagement in international activities, an internationalized curriculum, study abroad, international students and scholars, and [university] leadership (Ellingboe, 1998, p. 206-208). The remaining five tracking measures include a strategic plan for internationalization,

organizational infrastructure, co-curricular programs with a global focus, institutionalization of international education, and the test of time (Paige, 2005, p. 109; Knight, 2001, p. 234; Green, 2008; Allen, 2008b, p. 1-2). Together, these ten measures indicate and evaluate institutional progress throughout the internationalization process. While no element is more important than the others, this paper focuses on the first tracking measure: engagement of faculty in internationalization.

Faculty Participation in Internationalization

For the purpose of this study, *faculty participation* is defined as active involvement in internationalization activities. Faculty participation can be demonstrated in multiple ways. As Childress (2010) points out, “faculty members have direct involvement and authority in (a) curricular content changes, (b) research, scholarly collaboration, and interdisciplinary engagement, and (c) international development and service” (p. 27). Simply stated, faculty participate in the teaching, research and service functions of an institution. These activities align with Knight’s definition of internationalization and the conceptual cycle (Knight, 1994; Knight, 2004). She defines internationalization as “the process of integrating an international or intercultural dimension into the teaching, research, and service functions of an institution” (Knight, 1994, p. 7).

Scholars agree that faculty members play a pivotal role in the process of integrating an international dimension into a broad range of activities at any given time (Knight, 1999a; Knight, 2001, Mestenhauser & Ellingboe 1998; Paige 2005). They have the unique ability to enhance students’ international learning by infusing diverse

perspectives into curricula and integrating global attitudes, behaviors, and values into student activities, co-curricular programs, campus services and other institutional components (Childress, 2010, p. 27; Paige, 2003, p. 58). Faculty members have the unique ability to provide an ethnorelative perspective to a traditionally ethnocentric classroom. However, despite their influential roles, very little research has been done on the participation of faculty with respect to implementing a comprehensive strategic plan for internationalization. Therefore, this study attempts to shed light on the topic of faculty involvement in internationalization at the University of Minnesota – Twin Cities and the impact of various individual and institutional factors.

Internationalizing the curriculum is at the core of comprehensive campus internationalization and, given the nature of their work, faculty members are at the forefront of this activity (Mestenhauser & Ellingboe, 1998; Paige, 2003; Paige, 2005; Olson et. al., 2005). Therefore, this is a logical place to begin further examination. “Internationalized curricula provide learning opportunities that are, among other things, intercultural, interdisciplinary, comparative, global and integrative in character” (Paige, 2005, p. 105). As Professors Michael Paige and Josef Mestenhauser (1999) note, faculty members are able to equip students with an “international mindset” (p. 584-585). As Professor Michael Paige summarizes (2003), the “international mindset” involves,

Integrating knowledge from diverse sources and settings; understanding the impact of cultural variables in human affairs; thinking in an interdisciplinary manner and resisting reductionism; thinking comparatively; gaining the skills to transfer knowledge and technology from one cultural setting to another; knowing how to analyze context (the salient historical, economic, political, and cultural factors that inform educational practice); and understanding global trends (p. 58).

Accomplishing these curricular objectives requires both a skilled facilitator and substantial changes in the way international education is viewed by academicians (Teekens, 2000, p. 30; Mestenhauser & Ellingboe, 1998, p. 7). Professor Josef Mestenhauser remarks (1998), “international education in the United States is minimalist...disciplinary-reductionist, and static. There is an urgent need to study international education on the highest level of sophistication” (p. 7). Therefore, it is essential that higher education administrators and faculty not only internationalize their curricula but also explore substantially new ways to incorporate international dimensions into their teachings, research and service activities.

Faculty members new to international education could start supporting their institution’s internationalization plans by integrating a few simple practices in the classroom. For example, by including international examples, readings and resources into their courses they can encourage students do to learn new intercultural competencies, conduct international research, and study abroad (Paige, 2003, p. 58). In addition, it is always advised to include international students as learning resources for their courses, as domestic students learn about international events, cultures, and issues through critical interactions with international students (Mestenhauser, 1976; Green, 2005).

Faculty members are also able to support broader internationalization plans while participating in activities occurring outside of the classroom. For example, by serving on internationalization committees, they can learn about and enable other faculty members to explore international projects and initiatives taking place throughout

the university community (Childress, 2010, p. 22). Campus-wide internationalization committees strengthen interdisciplinary networks and connect stakeholders who would otherwise not be communicating or collaborating on campus activities (p. 23). In addition, faculty may pursue university partnership programs. “Faculty development is strongly enhanced by university-to-university partnership programs... They support research initiatives and expose international visiting faculty to new knowledge” (Paige, 2003, p. 59). Finally, it is recommended that faculty participate in intercultural training programs, international conferences and other professional development opportunities that enhance the institution’s internationalization efforts. These activities are credited for enhancing Internationalization at Home and increasing the faculty member’s intercultural skills (Paige, 2005, p. 58; Green, 2005, p. 13).

Widespread faculty support of internationalization is simply not endogenous (Childress, 2010, p. 28). Faculty members need specific knowledge, skills and attitudes as well as institutional support to effectively implement international plans (p. 28). According to Professor Marion Lundy Dobbert (1998), the most difficult aspect of internationalization of the university is a change in the university culture, “which now revolves around the presentation and taking of classes” (p. 67). Therefore, it is essential that higher education administrators and faculty not only internationalize their curricula but also explore new strategies to incorporate international dimensions into teachings, research, and service activities. Some of these new activities involving faculty will require on-going encouragement by campus leaders, a change in organizational culture, and continuous oversight by institutional administrators (Childress, 2010, p. 28).

Nevertheless, if comprehensive internationalization is the ultimate goal, “faculty engagement is not optional but essential for an entire campus to be affected” (p. 27).

Critical Barriers for Faculty Participation in Internationalization

Despite the impact faculty have on internationalizing an institution, there are many challenges that limit their involvement. Literature reveals two primary barriers for developing faculty participation in internationalization. First, individual barriers can limit the participation of particular faculty members. More specifically, an individual’s attitude towards international learning, personal knowledge and skills and cognitive competence play a vital role in their ability to participate in internationalization activities (Childress, 2010, p. 33-34). Individuals may not recognize the importance of international education and either neglect the impact that it has on core institutional components or they simply are not aware. Consequently, this directly influences their participation in the internationalization process. One reason for this, Childress (2010) suggests, “is that faculty without significant intercultural experience are less likely to engage in the internationalization strategic plans” (p. 34).

The other primary barrier occurs at the institutional level. Findings suggest faculty are generally interested in participating in the internationalization of the campus. However, there has been low institutional commitment to involve them and too many barriers for their active participation (Dewey & Duff, 2009, p. 499). Furthermore, there is often extensive bureaucratic procedures and administrative red tape that deter faculty from becoming globally engaged (p. 497). Additionally, limited funding and the lack of financial incentives, inhibit faculty members from participating in international

activities even if they are invested in doing just that (Mestenhauser & Ellingboe, 1998, p. 211; Dewey & Duff, 2009, p. 496). Collectively, literature shows that restrictive institutional policies and the lack of financial incentives are two of the most prominent institutional barriers that discourage faculty from globalizing their teaching, research and services at an institution. Table 2.2 presents a comprehensive list of the individual and institutional barriers to faculty engagement

Table 2.2: Barriers for Faculty Participation in Internationalization

Individual Barriers	Institutional Barriers
<ul style="list-style-type: none"> • Individual does not recognize the importance of internationalization • Individual lacks the necessary skills and training • Individual is not interested in international activities • Individual lacks interdisciplinary and intercultural connections • Lack of coordination and information available regarding engagement in international initiatives 	<ul style="list-style-type: none"> • Higher administration does not recognize importance of internationalization • Lack of financial incentives to support faculty development, overseas programs, and training • Limited international partnerships and networks • Curbed hiring policies and practices • Confined tenure and promotion requirements • Lack of recognition given to faculty for international achievements • Lack of coordination and information available regarding opportunities in international initiatives • Lack of support staff and personnel to facilitate international initiatives • Inflexible program curricula • Disciplinary divisions and priorities

(Childress, 2010; Paige, 2005; Dewey & Duff, 2009; Knight, 2001; Mestenhauser & Ellingboe, 1998; Mestenhauser & Ellingboe, 2005).

Modern research indicates several valuable strategies to overcome individual and institutional barriers. For instance, faculty members who lack exposure to and involvement with different cultural perspectives may also lack the knowledge and skill

set to integrate an international perspective into their classrooms (Childress, 2010, p. 33). “Until an individual cognitive shift occurs, resistance [to internationalize] will remain” (Ellingboe, 1998, p. 211). All it takes to change this cognitive shift is often an international experience related to an individual’s teaching or research (p. 211). Subsequently, an effective strategy to teach faculty members about the importance of internationalizing their classrooms is to provide them with an international experience (p. 211).

However, this approach is not infallible. Even faculty members who have an international experience may find it difficult to integrate their activities with an international perspective (Ellingboe, 1998, p. 211). Academic exchange agreements, faculty development workshops, international curricular development grants, and international research grants can also eliminate individual barriers, which restrict faculty involvement (Childress, 2009b; Paige, 2005). Orientation programs for faculty interested in teaching or conducting research overseas could also prove effective (Paige, 2005, p. 121). Research recommends a multitude of approaches be considered when developing faculty engagement into the comprehensive strategic plan (Paige, 2003, p. 58)

Institutional barriers

As previously mentioned, restrictive institutional policies and the lack of financial resources appear to be the most significant institutional barriers to faculty involvement in internationalization. To address these barriers, institutions can deploy a variety of approaches to garner individual support. To increase the number of faculty

involved in international activities, institutions need to revise promotion and tenure policies to include criteria for international achievements (Knight, 2001, p. 239). Still, “some administrators believe it is harder to change a promotion and tenure policy to include international activities for faculty already onboard than it is to create a new policy for hiring new faculty” (Ellingboe, 1998, p. 214). Therefore, another strategy that will likely increase faculty engagement is by adjusting hiring policies and practices for new faculty members to include international interests or evidence of international travel experience (Ellingboe, 1998, p. 213; Knight, 2001, p. 239). These are just a few possible policy revisions that could improve faculty participation in internationalization.

Even after adjusting the institutional policies, it is clear that many professors will not partake in international activities without certain incentives (Ellingboe, 1998, p. 211). To overcome this barrier, scholars urge institutions to demonstrate their commitment to internationalization by providing financial assistance for such activities. This could be accomplished by offering international grants and financial support opportunities for faculty members of all disciplines (Brustein, 2007, p. 387; Paige, 2005, p. 121; Ellingboe, 2005, p. 42). Furthermore, providing paid time off for faculty to collaborate on international research or internationalize their courses is another way to offer incentives (Paige, 2005, p. 121; Ellingboe, 1998, p. 211). Childress (2009b) discovered that “differential investments can lead to faculty engagement in internationalization plans” (p. 44). Through institutional funds, Universities and colleges have “provided faculty with financial and symbolic support to internationalize existing and new curricula” (Childress, 2009b, p. 44). The symbolism of even modest

financial investments can play a pivotal role in increasing faculty engagement in international activities (Childress, 2009b, p. 44). Together, these initiatives can stimulate faculty participation for internationalization.

To conclude, comprehensive internationalization requires a delicate balance between centralized and decentralized authorities. University administrators cannot implement a comprehensive internationalization plan without coordination, support and participation from the faculty (Mestenhauser & Ellingboe, 1998). By removing critical individual and institutional barriers, university leaders may increase the level of faculty participation in internationalization. At the same time, faculty alone do not have the capacity and responsibility to take on full implementation of an institution-wide priority area (Dewey & Duff, 2009, p. 503). Therefore, regardless of the organizational structure or institutional strategy, internationalization must take on the form of an individual – institutional partnership (p. 503).

Transformational Leadership

To succeed with a comprehensive internationalization plan, institutions not only need the support of institutional faculty but also institutional leaders. The transformative process involves removing critical barriers and integrating intentional, systemic, and systematic thinking and implementation strategies (Olson, 2005, p. 63). Faculty may “wholeheartedly support a commitment to internationalization, but there still needs to be solid coordination between institutional goals and faculty initiatives” (Dewey & Duff, 2009, p. 502). Until now, the traditional structure of a university “neither lends itself to sweeping reform nor centralized coordination” (Aigner, Nelson,

& Stimpfl, 1992, 9, taken from Childress 2009a, p. 290). The organizational and academic systems at most higher education institutions in the United States present numerous obstacles to internationalization. Therefore, institutions must rely on transformative leadership models to advance the comprehensive internationalization process.

Transformational leadership is “the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2007, p. 176). It is the most recent and popular theory for internationalization among academic practitioners and administrators (Mestenhauser & Ellingboe, 2005, p. 39). As the name implies, transformational leadership aims to change individuals and move people to higher standards of moral responsibility (Burns, 1978). The theory is largely concerned with motivation, emotions, values, ethics, standards and long-term goals. “Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them” (Northouse, 2007, p. 176).

While transformational leadership is a relatively new concept, it has already been widely researched and become very popular among academicians. Unlike *transactional leadership*, this concept does not focus on the exchange between leaders and their followers. Rather, transformational leadership is grounded in being “attentive to the needs and motives of followers and tries to help followers reach their fullest potential” (Northouse, 2007, p. 176). The strengths of the concept include its intuitive appeal, symbiotic relations between leader and followers, broader view of leadership,

and emphasis on follower's needs, values and morals (p. 191). Most recently, some scholars even consider this type of leadership applicable to international education (Mestenhauser & Ellingboe, 2005, p. 39).

It is also important to note a couple major criticisms concerning transformational leadership theory. First, the theory lacks conceptual clarity (Northouse, 2007, p. 192). The parameters of this theory are difficult to identify due to the concept's extensive range of factors. The concept deals with issues centered upon interpersonal motivation, change agents, organizational structures, and value systems. For this reason, the leadership model is not inherent to every type of leader or every institution (p. 192).

Another major criticism of transformational leadership revolves around how it is measured. Due to its qualitative nature, studies encounter difficulties when measuring the outcomes of transformational leadership (Northouse, 2007, p. 192). The Multifactor Leadership Questionnaire (MLQ) has traditionally measured transformational leadership. However, several recent studies challenge the validity of the MLQ findings because of transformational leadership's qualitative nature (p. 192). Moreover, some of the transformational factors "correlate with the transactional and laissez-faire factors", which mean the factors may not be unique to the transformational model (p. 193). Both of these criticisms are problematic when examining the effectiveness of transformational leadership compared to other leadership models.

Despite any criticisms concerning transformational leadership, it is widely understood that comprehensive internationalization requires an organizational change

process and support from internationalization champions (Mestenhauser & Ellingboe, 2005, 43). The organizational change must be transformative, honoring the long-term outcomes of internationalization. In fact, “*comprehensive internationalization* is offered as alternative language for *transformational change*” (Olson, 2005, p. 55). According to several international education scholars, “Comprehensive internationalization is both broad (affecting departments, administrative units, curriculum...) and deep (expressed in institutional culture, values, policies, and practices) (Olson, 2005, p. 55). According to Mestenhauser & Ellingboe (2005), in order to be done successfully, senior international officers must do the following.

Access all levels up and down the institutional hierarchy but also up and down the vertical silos in which many units are located, such as academic departments, student service units, and colleges that share commitments to international education as a super ordinate goal that benefits the entire institution (p. 43).

Once again, this shift demonstrates the need to integrate an individual – institutional partnership in order to successfully implement a comprehensive internationalization process.

Historical Context at the University of Minnesota

The University of Minnesota is one of the nation’s top public research institutions and has a long history of international education and engagement (University of Minnesota, 2010, 1; Allen, 2008a, p. 1). In 1874, the institution welcomed its first international students from Canada and Denmark (Office of International Programs, 2010b, p. 1). The first study abroad program was organized in 1947 (1). However, until the last decade, many of the University’s international activities “were driven by individuals with minimal central leadership, coordination, or

priority” (Allen, 2008a, p. 1). Today, the University has integrated an international perspective into the mission, teachings, research and service functions of the institution bringing internationalization to the core of the institution (p. 1)

The University of Minnesota – Twin Cities was founded in 1851, seven years before the territory of Minnesota became a state (Mestenhauser & Ellingboe, 1998, p. 202). Now, UMTC is one of the nation’s most comprehensive, land-grant institutions in terms of academic programs, research opportunities, and student enrollment. The institution offers over 135 undergraduate majors, an estimated 170 graduate programs, and seven professional programs (University of Minnesota, 2013, p. 1). UMTC has also received over \$560 million in external research funding (University of Minnesota, 2010, p. 1). In Fall 2010, over 51,000 students enrolled in classes on the Twin Cities’ campus. This statistic includes approximately 4,600 international students (Isensee, 2010, p. 2). For the 2011/12 academic year, the University of Minnesota ranked 14th in top hosting institutions for international students and third in number of students studying abroad (IIE, 2013, p. 1).

Similar to other higher education institutions, the international activities at the University of Minnesota have been, and still are, largely decentralized (Office of International Programs, 2010c, p. 1). For this reason, colleges at the University “make the majority of their own administrative decisions resulting in multiple efforts toward internationalization occurring simultaneously” (p. 1). During the 1980s and 1990s, ad hoc faculty committees convened to assess the campus-wide internationalization efforts. Collectively, these committees called for an over-arching international unit that could

create effective economies of scale in servicing critical aspects of the international dimension of the University of Minnesota's complex and interconnected functions (Allen, 2008c, p. 1).

As a result, the University established the Institute of International Studies and Programs (IISP) in 1993. This unit was responsible for coordinating international initiatives campus wide. In 1999, the unit evolved into the Office of International Programs (OIP) (Allen, 2008c, p. 1). The unit's name change "was an effort to clarify its mandate, enhance name recognition, and more clearly communicate the nature of OIP's work within the University of Minnesota" (p. 1). During this era, the Office of International Programs made significant strides to expand the local and global reach of the institution. Some of OIP's most noteworthy achievements include consolidating student services offices, acquiring two curriculum integration grants worth \$1.2 million, increasing leadership for internationalization and significant upgrades to the unit's physical, administrative and organizational infrastructure (p. 2). At the same time, OIP funded faculty programs initiatives through internal grants, supported strategic initiatives that brought together multiple colleges, and launched new awards for faculty and staff engagement in international activities (p. 3).

In 2011, the central international office at the University of Minnesota changed names again. Today, the unit is called Global Programs and Strategy Alliance (GPS Alliance). The unit is the "driving force for the University of Minnesota in globalizing teaching, learning, research and engagement" (Global Programs and Strategy Alliance, 2013b, p. 1). GPS Alliance consists of nine units including International Student and

Scholar Services and the Learning Abroad Center. The work of GPS Alliance is centered around four cornerstones, 1) Source of information, innovation, and collaboration, 2) External relationship development and support, 3) Student and scholar learning, engagement, and support, and, 4) Faculty and staff research, teaching engagement and support (1). The fourth cornerstone focused on faculty and staff research, teaching engagement and support is designed to “serve as a catalyst to increase international engagement across the University; strengthen the ability of faculty to enrich and develop curricula and pedagogy that focus on global learning outcomes; and, encourage research, scholarship, and creative activities that include international content or partners” (p. 1).

As written in “Transforming the University: Systemwide Academic Task Force on Forging an International University”, Isaacman and Okediji explain (2006), “As the world becomes internationalized, so too is the production of knowledge to understand that world...[the institution] must develop a global orientation and realize its place in developing global network of engagement and scholarships. The University must be situated to provide expertise for practical action in fostering global, social and economic change” (p. ii). As a result, the University of Minnesota continues to explore new ways to more accurately align its international activities with its mission.

Chapter III: Research Methods and Methodology

In this study, the researcher examines key factors influencing faculty participation among individuals working in the University of Minnesota's Schools of Nursing and Public Health. As outlined in the previous chapter, the University of Minnesota – Twin Cities is a comprehensive public research institution and has maintained a strong commitment to international education for over 100 years.

Of the 17 colleges and schools that comprise the University of Minnesota – Twin Cities, the Schools of Nursing and Public Health approach global health issues from a research, education, and practice or service perspective. In spite of the global health issues and enterprises that these two Schools examine, very few studies have deliberately focused the international activity of their faculty members. Therefore, this study provides a valuable contribution to the academic literature pertaining to health professionals and their views of comprehensive internationalization activities.

The School of Nursing opened in March of 1909 and offered a three-year program at that time. Ten years later, a five-year program leading to a baccalaureate degree in nursing began (School of Nursing, 2013a, p. 1). In 1950 and 1951, the first professional graduate programs at the master's level were initiated. Since then, many curricular and programmatic changes have occurred within the School, including the first doctorate program in the nation for Nursing Practice in Midwifery. Now, the School of Nursing offers a broad range of undergraduate, graduate and certificate programs (p. 1). It consists of faculty who are nationally and internationally renowned for their leadership, research and expertise and provides nursing students with a “world-

class opportunity to learn, lead and discover in a rigorous and dynamic learning and research environment” (School of Nursing, 2013b, p. 1). The School is organized into three thematic cooperative units: 1) Adult and Gerontological Health, 2) Child and Family Health, and 3) Population Health and Systems. This structure “enables faculty and students to focus the combined forces of research, education and practice/service” in different health care themes (School of Nursing, 2013c, p. 1).

In 1944, the University of Minnesota’s Board of Regents created the School of Public Health (SPH). “In the years that followed, SPH added more and more areas of expertise” (School of Public Health, 2013b, p. 1). It was the first Public Health school to offer a master’s degree in hospital administration (1948) and founded the nation’s first PhD program in epidemiology (1958) (p. 1).

Today, the School of Public Health is comprised of four divisions: 1) biostatistics, 2) environmental health sciences, 3) epidemiology and community health, and, 4) health policy and management. For four consecutive years, SPH ranked number one per capita (grant monies awarded per faculty member) at the university, making it the most fiscally productive unit on campus (School of Public Health, 2013c, p. 1). The School consists of approximately 130 faculty members and more than 1,300 students.

Statement of Study Purpose

The primary purpose of this study is to identify factors influencing faculty participation in internationalization at the University of Minnesota – Twin Cities.

Research Questions

The four research questions that frame this study are as follows.

1. In what ways do faculty members participate in internationalization activities?
2. What reasons do faculty members offer for their participation in institutional internationalization activities?
3. What benefits do faculty members perceive for their participation in international activities?
4. What factors enabled University of Minnesota faculty to participate in international activities?

Study Methodology and Rationale

To address the breadth and depth of this research topic, the study employs a two-phase mixed methods research approach. According to Professor John Creswell (2008), “mixed methods provide a better understanding of a research problem than either quantitative or qualitative data by itself” (p. 62). In addition, “mixed method designs are procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study” (p. 62).

Research Design

This study can more specifically be described as a sequential transformative strategy. Sequential transformative strategies are informed by theory followed by two distinct research phases (either quantitative or qualitative) (Creswell, 2009, p. 212). This study is informed by Knight’s theoretical cycle of internationalization and incorporates not only two, but three subsequent research methods. “For case studies, theory development as part of the design phase is essential” (Yin, 2003, p. 28). The three research methods the researcher employs are quantitative (Internet survey), qualitative (individual interviews), and case study. By utilizing multiple research

methods, this study is able to compare quantitative and qualitative data while identifying areas of congruence. Moreover, the sequential explanatory design allows the researcher to describe, implement and report findings during two separate phases. Table 3.1 outlines the research design applied to this investigation.

Table 3.1: Two Phase Sequential Transformative Research Design

	Quantitative Data Collection Method	Qualitative Data Collection Method	Data Analysis
Phase One	<ul style="list-style-type: none"> • Internet Survey 		<ul style="list-style-type: none"> • Analyze difference and similarities between responses • Verify variance between responses • Select willing interview participants
Phase Two		<ul style="list-style-type: none"> • Individual Interviews 	<ul style="list-style-type: none"> • Elaboration of survey responses • Seek additional data not included in survey

In summary, this study employs a sequential explanatory mixed methods design. During the first phase, quantitative data are collected and analyzed. As guided by the research questions, the quantitative data examine faculty perceptions, views, and factors related to individual participation in international activities. In the second phase, qualitative data are collected and analyzed to follow up with results from the first phase and to seek elaboration on the initial findings.

Research Methods and Rationale

Case Study Rationale

A case study is defined as “a strategy of inquiry in which the researcher explores in depth a program, event, activity, process or one or more individuals” (Stake, 1995,

taken from Creswell, 2009, p. 13). Cases are bound by time and activity, allowing the researcher to collect detailed information using a variety of data collection procedures over a period of time (Yin, 2003, p. 12). This type of research method is appropriate as “it allows investigators to retain the holistic and meaningful characteristics of real-life events” (Yin, 2003, p. 3).

More specifically, since the investigator is exploring a particular issue this type of case study is described as an *instrumental case* (Creswell, 2008, p. 476). Two “cases” pertaining to faculty participation in internationalization exist within this study. The first case pertains to faculty participation in internationalization within the School of Nursing. The second case pertains to faculty participation in internationalization within the School of Public Health.

Case studies contain several distinct advantages over other research methods. According to Professor Robert Yin (2003), case studies work best when a *how* or *why* question is asked about a contemporary set of events, over which the investigator has little or no control” (p. 9). In line with Yin’s argument, one of the research questions reflects how faculty members participate in internationalizing the institution while another question relates to why faculty members choose to participate. Furthermore, case studies may incorporate multiple research strategies including quantitative surveys and individual interviews (Yin, 2003, 9; Creswell, 2008, p. 477). This study follows Yin’s case study description by using both research methods. Finally, “the case study as a research strategy comprises an all-encompassing method-covering the logic of design, data collection techniques, and specific approaches to data analysis” (Yin, 2003,

p. 14). This research design provides accurate structure and flexibility to analyze organizational and individual processes, like comprehensive internationalization. For these reasons, a case study research method is an appropriate approach to more closely inspect the research topic, statement of purpose, and research questions.

Still, there is a great deal of criticism about case study research design. The main concern deals with the lack of rigor supporting case study research (Yin, 2003, p. 10). Too often, research investigators fail to follow systematic procedures when executing case study designs (Yin, 2003, p. 10). As a result, data collected within case studies appear fragmented or disorganized (Descombe, 2003, p. 30). Furthermore, some case study researchers allow biased views to influence the direction of their studies (Yin, 2003, p. 10). This research flaw causes critics to question the validity of case studies. Another concern about case studies is their limited ability for generalization (Yin, 2003, p. 10). However, “cases studies, like experiments, are generalizable to theoretical propositions and not to populations or universes” (Yin, 2003, p. 10).

Survey Rationale

First, the researcher employs a cross-sectional survey as a quantitative research method to identify critical factors influencing faculty participation in internationalization. According to Creswell (2008), surveys have the ability to capture quantitative descriptions of trends, attitudes, or opinions from a broad population (p. 145). By definition, a cross-sectional survey collects data from multiple faculty members at one point in time (Mertens, 1998, p. 108; Creswell, 2008, p. 146). As

such, a survey is employed at the beginning of the study to capture a broad array of perspectives. The purpose of the cross-sectional survey is to gather a broad array of perspectives and responses from a population so inferences could be made about factors influencing faculty participation in international activities.

The survey is framed by related literature and designed to collect information pertaining to the respondents' background, biographical information and involvement with international activities. There are several distinct advantages for implementing a survey early on in the research design. Not only do surveys have the ability to collect critical information from a large population, but they also allow the researcher to identify extreme cases (Creswell, 2008, p. 146). In addition, surveys can provide a rapid turnaround time for data analysis. Finally, survey responses can be categorized by particular themes indicating sampling trends (Creswell, 2008, p. 418).

Interview Rationale

Qualitative interviews serve as the second research method for this study. Personal interviews are considered the most costly type of interviews due to the amount of time and effort that is required (Mertens, 1998, p. 109). This means the researcher conducts either face-to-face or over the telephone interviews with participants. Often times, "the interviews involve unstructured and generally open-ended questions that are few in numbers and elicit views and opinions from the participants" (Creswell, 2009, p. 181). Qualitative interviews are critical "to get better data or more data at less cost than other tactics" (Mertens, 1998, p. 109). Furthermore, they provide in-depth insight about the natural occurring activities under investigation (Yin, 2003, p. 90). Also, when

sequencing mixed methods in this fashion, the researcher expands the understanding of the case study through a second phase in which data is collected (Creswell, 2009, p. 206).

Like other qualitative research methods, the researcher is the primary instrument in qualitative interviews (Patton, 1999, p. 198). This means that the researcher must prepare adequately, be mindful of the audience, perform empathetic neutrality, and “probe prudently” when carrying out each interview (Krueger, 2010, personal contact). Conversely, a number of limitations can occur through personal interviews. According to Creswell (2009), interviews provide indirect information to be filtered through the view of select persons (p. 179). Moreover, “the researcher’s presence may bias responses and not all people are equally articulate and perceptive when conducting an interview” (p. 179). Fortunately the researcher for this study has both theoretical and practical experience conducting qualitative research. All of these rationales were taken into consideration prior to the research design.

Sampling Population and Strategies

Population

The initial population of this study consists of 305 faculty members working at the University of Minnesota – Twin Cities: 70 from the School of Nursing and 235 from the School of Public Health. The group is comprised of faculty from all the units and divisions within the two Schools and includes both tenured and non-tenured faculty members. To effectively sample this population, the study uses maximal variation sampling method. This means that a purposeful sampling strategy is established and the

researcher samples individuals that differ on some characteristic trait (Creswell, 2008, p. 214). In this case, the distinguishing trait is the individual's participation in international scholarship and activities.

The School of Nursing and Public Health are intentionally selected for two reasons. First, they are chosen to narrow the focus of the study. Second, they are selected because of the gap of existing research pertaining to the international activities of academic health professionals. Therefore, by selecting individuals working at these particular sites, the researcher is able to better understand the central phenomenon of faculty participation in internationalization.

According to Creswell (2009), gatekeepers are “individuals at the research site that provide access to the site and allow or permit the research to be done” (p. 178). The gatekeepers provide the researcher access to the sample population and bring immediate credibility to the study. In an effort to launch the single stage survey, the researcher reviewed organizational charts and contacted two “gatekeepers”, one in the School of Nursing and the other in the School of Public Health. After meeting with the researcher and understanding the purpose of the study, these individual faculty members provided him with a comprehensive list of faculty names and contact information for each School. Unfortunately, not all of the contact information was up to date and several individuals on the two lists had subsequently retired or left the University of Minnesota. In the end, the two populations consisted of 67 faculty members from the School of Nursing and 214 from the School of Public Health, for a total of 281 faculty.

Sampling Method

In an attempt to achieve a strong response rate, the researcher followed Salant and Dillmans' (1994) four-phase administration process to implement the survey. First, an advance-notice letter was sent to all members of the sample. Within the content of the email, the researcher explained the purpose of the study and attached a copy of a consent form for participant to keep. One week later, an email invitation containing a link to the electronic survey was distributed to both populations. Also, an abbreviated version of the consent form was included on the first page of the survey granting the researcher permission to use the data collected. Next, a follow-up email was sent to those who had not yet completed the survey as well as a short thank-you communication to those who already completed the survey. Both messages were sent seven days after than the initial message had been sent. In attempt to increase the response rate, a fourth message was sent out to all non-respondents soliciting their participation. Lastly, a final communication was sent out to participants with incomplete surveys and non-respondents, four weeks after the initial message. In addition, those that already submitted a complete response received a thank-you message. The administration of this phase of the study lasted a total of five weeks.

Table 3.2: Quantitative Survey Timeline

Week 1	Week 2	Week 3	Week 4	Week 5
Advance notice is sent to participants Copy of consent form attached Removal of ineligible participants	Invitation and survey sent Consent information included	Follow-up communication sent to non-respondents Thank you to those who responded	Second communication sent to non-respondents encouraging them to complete survey	Final communication sent to non-respondents Thank you sent to those who already responded

Phase I: Quantitative Survey

To carry out Phase I of the study, the researcher used Survey Monkey. This particular survey provider was selected because it allows the researcher to track completed survey responses and send a personalized message to each participant. The service also permits the researcher to test individual communications and analytical functions before launching the actual study. In the end, 159 (52.3%) of the 305 participants began the survey and 126 (41.3%) completed the online survey. Of the 126 participants that completed the survey, 10 agreed to participate in follow-up interviews.

Phase II: Qualitative Interviews

To find redundancy among respondents the researcher conducted five individual interviews with two faculty members from the School of Nursing and three from the School of Public Health. While the researcher sought to interview eight total faculty members, two faculty members with extensive international experience and two members with less involvement from each school, this was not possible due to the profiles of individuals who agreed to participate. Instead, interviewees were selected

based on willingness and availability to participate in follow-up interviews.

Respondents were notified via an email message and an interview time and location was confirmed.

For quantitative analysis, a large number of participants is often required. However, for qualitative analysis, Creswell and Plano-Clark (2010) explain that a smaller sample size is acceptable. As they point out, “The qualitative idea is not to generalize from the sample but to develop in-depth understanding of a few people – the larger the number of people, the less detail that typically can emerge from any one individual (p. 174).

Data Collection Strategies

Phase I: Quantitative Survey

Demographic data and individual responses pertaining to faculty participation in international activities are obtained via an electronic survey created by the researcher and emailed to faculty members in the Schools of Public Health and Nursing at the University of Minnesota – Twin Cities.

Phase II: Qualitative Interview

After analyzing the survey results, the researcher conducted interviews with a limited number of participants. Interviews were conducted with two participants from the School of Nursing and three participants from the School of Public Health.

Instrumentation

An Internet survey was distributed electronically to faculty members working in the University of Minnesota’s School of Nursing and Public Health. Within two

months of the survey being data collected, follow-up telephone or in-person interviews were conducted in a semi-structured format with willing participants. Two interviews were conducted over the phone and three were performed in-person.

Phase I: Quantitative Survey

Due to the lack of an existing survey centered upon faculty participation in internationalization, the researcher created a new survey questionnaire for this study. Four similar studies provided a general direction for the survey design: *The Twenty-First Century University Developing Faculty Engagement in Internationalization*, *Faculty Survey of Student Engagement*, *Study Abroad for Global Engagement* and American Council on Education's 2006 institutional survey for *Mapping Internationalization on U.S. Campuses*. The survey was carefully constructed to thoroughly address each research question.

The content of the survey is based upon related literature surrounding the internationalization higher education. The survey layout consists of four sections. The first section focuses on categorical questions (e.g. yes/no) related to the individual's involvement with internationalization. More specifically, the section focuses on the participants' international teaching, research, and service experience.

Institutional factors influencing faculty participation in internationalization are examined in the second section of the survey. The majority of questions in this section are continuous scale questions (e.g. strongly agree to strongly disagree) with several dichotomous and open-ended questions as well.

The third section contained questions on a continuous scale as well, but the focus was on perceived benefits for participation in internationalization. Similar to section two, it contained nearly all continuous scale questions (e.g. strongly agree to strongly disagree). Items within this section were linked to a range of intrinsic and extrinsic benefits. It also consisted of one opened-ended question.

Finally, the fourth section contained questions about the participant's demographic information including their personal and professional background. There are also several open-ended questions throughout the each section of the survey. These questions are added to the questionnaire to collect qualitative information on international activities, benefits, and views related to internationalization from faculty participants. There are 74 total items included in the quantitative survey. The survey took approximately ten minutes to complete. A copy of the complete survey instrument can be found on Appendix D.

Reliability and Content Validity

Any new survey must demonstrate validity and reliability before inferences can be made from the instrument scores (Creswell, 2009, p. 149). To establish reliability and validity, a draft of the survey was given to three international education experts and two institutional administrators: one working at each of the two schools. The group of content experts holds over 50 years of work experience in higher education and has conducted dozens of survey questionnaires. The individual school administrators held specific knowledge of their school's organizational culture and strategic priorities. Collectively, these individuals were able to refine the survey and develop a greater

degree of reliability and validity. Based on their suggested edits, survey questions were added, revised or excluded.

Phase II: Qualitative Interviews

Following the survey analysis, the researcher performed five qualitative interviews. The purpose of the interviews was to gain a better understanding of participant's involvement with international activities and views of internationalizing the campus. In addition, this second phase of the study is used to compare research data sets. A copy of the interview questions and protocol is included in Appendix G.

Each interview was conducted in a semi-structured manner. Semi-structured interviews allow an investigator to raise issues that had not previously been considered while maintaining flexibility throughout the interviewer-interviewee discourse (Mertens, 1998, p. 132). As Sharan Merriam (1998) remarks,

In this type of interview, either all of the questions are more flexibly worded, or the interview is a mix of more and less structured questions... The largest part of the interview is guided by a list of questions and issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (p. 74).

In preparation for the interviews, the researcher designed an interview guide containing 16 follow-up questions. Relatively neutral, descriptive information was asked at the beginning of the interviews to build rapport with each interviewee (Merriam, 1998, p. 82). The outline followed Professor Krueger's (2010) suggested interview funnel with general questions at the beginning and more pointed questions towards the end of the guide (Krueger, 2010, personal contact). Questions of a dichotomous or threatening nature are intentionally avoided as these questions can

cause participants to become defensive and often defeat the purpose of the study (Mertens, 1998, p. 133). The researcher, therefore, chose to leave interview questions open-ended.

During each interview, the researcher used field notes to document important discoveries and note any contradictory information. According to Krueger and Case, (2009b), it is impossible for the researcher to remember everything that is said during a qualitative interview (p. 14). Therefore, it's important to systematically record important observations and details in the field notes. The researcher also received consent to audio record each interview. According to Creswell (2009), audio and visual materials can be a helpful tactic for researchers to bring reliability and value to the data source (p. 183). An outline of the field note is included in the appendixes. Together, both the field notes and audio recordings allowed the researcher to later transcribe each conversation and ensure accuracy in the findings.

Data Analysis Strategies

Triangulation incorporates multiple sources of evidence and information while examining one particular event or phenomena (Yin, 2003, p. 97). According to Patton (1987), research studies may demonstrate up to four types of triangulation, 1) of data sources (data triangulation), 2) among different evaluators (investigator triangulation), 3) of perspectives to the same data set (theory triangulation), and 4) of methods (methodological triangulation) (taken from Yin, 2003, p. 98). To inform and discover information about faculty participation in internationalization, this study uses data triangulation to add to the overall credibility of the findings.

Quantitative Analysis

Once the surveys were completed, the raw data were transferred into an Excel spreadsheet document. In addition, the data was converted into MiniTab, a computer program used for statistical analyses. The researcher reviewed and analyzed relevant information in both formats, which allowed him to examine the response rate for each survey item and determine statistically significant variance between sub-samples. A chi-square test was calculated for certain survey findings to determine the statistical significance of the association between different variables within the study (e.g. tenured vs. non-tenured activity in internationalization).

After checking the accuracy of data input, the amount and distribution of missing data were evaluated. While there is no pre-determined cutoff point with respect to missing data, 5% or less is generally considered less serious in a study of this nature (Peng et al., 2007). To reduce large amounts of missing data, nearly all survey items were shown as “required.” This prohibited respondents from moving to subsequent sections of the survey without first completing the preceding section. This approach also helped reduce non-response error. The actual sample size used in each analysis is reported within the findings.

As part of the quantitative data analysis, the by examining the distribution of responses across the population as well as different sub-groups (i.e. gender, school, faculty appointments, etc...). The data were analyzed using frequency distribution and significance testing. These two approaches helped identify general trend among the two

Schools and total population. A qualified statistical consultant provided guidance during the quantitative analysis process as well.

Qualitative Analysis

According to Creswell (1998), it is important researchers tailor their qualitative data analysis in a specific manner (p. 56). To begin the qualitative analysis, the researcher transcribed each interview to identify initial categorical themes. Individual transcriptions were reviewed for frequency, intensity, specificity and redundancy from each interviewee with respect to their participation in internationalization activities.

Coding was employed based on the on the study's research questions and responses were initially assigned to one of the four overarching research questions. Individual respondents were given a specific color so the researcher could easily identify the frequency and redundancy of responses to each question. As the analysis continued, new themes and sub-categories were also created based on emerging topics (i.e. the importance and impact of institutional partnerships) and the coding system was revised. For example, the code for factors enabling faculty participation was separated into positive and negative subcategories. As patterns emerged, responses were grouped under general themes and new subcategories.

When the coding process was complete, the researcher compared the interview findings with one another to identify any congruence. This type of research analysis is described as constant comparative analysis (Glaser & Strauss, 1967; Strauss & Corbin, 1990). The goal was to identify all possible factors that could impact faculty participation in internationalization while separating similar results according to salient

themes. At the same time, extraneous information and data were removed. The researcher also followed up with several interviewees regarding particular interview replies and themes in order to clarify specific responses. As Creswell (2009) notes, member checking can help determine the accuracy of qualitative findings and allow participants an opportunity to comment on the findings (p. 191).

Ultimately, the interview findings were put side by side with the survey findings. Not only did this step help measure internal consistency to see if individuals reverse their positions, but it also helps the researcher triangulate all collected data. By triangulating the data, the researcher was able to add validity to the study's findings.

Limitations

There are often a number of unforeseen factors that contribute to the limitations for any case study research. Yin (2003) concedes that conducting good case studies is difficult to accomplish (p. 11). Rigorous case study research requires a great deal of time. Creswell states (2008), "Providing this much in-depth understanding requires that only a few cases be studied because for each case examined, the researcher has less time to devote to exploring the depths of any one case" (p. 477).

Another limitation to this extensive study is the investigator's experience conducting mixed methods research. When conducting qualitative research, the researcher's role is to serve as the instrument (Krueger, 2010, personal communication). Researchers must have proper training, preparation, experience, and empathic neutrality to effectively obtain accurate qualitative data (Krueger, 2010). Though the researcher

has completed extensive training and graduate level coursework around qualitative and quantitative research, he possesses limited field experience.

Another serious constraint of this study deals with the population sample. The sample is relatively small compared to the larger population. This study only focuses on faculty views from the University of Minnesota's School of Nursing and Public Health. The results from this study cannot be generalized to other populations.

Summary

In this study, the researcher examines individual and institutional factors influencing faculty participation in internationalization at the University of Minnesota's Schools of Nursing and Public Health. This chapter includes the overall rationale, research methods, data sources, data analysis techniques, and limitations that frame the study. Chapter IV contains an analysis of the study's findings.

Chapter IV: Results

Introduction

As previously stated, this study focuses on faculty from the University of Minnesota's School of Nursing and School of Public Health and their views pertaining to institutional factors impacting internationalization. As described in Chapter III, data were obtained using quantitative and qualitative research methods, more specifically an online survey and individual interviews. In this chapter, the findings obtained answer the study's four primary research questions.

1. In what ways do faculty members participate in international activities?
2. What reasons do faculty members offer for their participation in institutional internationalization activities?
3. What benefits do faculty members perceive for their participation in international activities?
4. What factors enable University of Minnesota faculty to participate in international activities?

This chapter is separated into two sections. First, descriptive statistics are introduced to offer a detailed profile of the study's participants. Then, the remainder of this chapter addresses each of the four research questions. The quantitative survey and qualitative interviews data are integrated to show congruence between salient results and responses.

Section I: Descriptive Results

Table 4.1: Demographic information of all participants

Total Participants		n	%
School	School of Public Health	97	77.0
	School of Nursing	29	23.0
Gender	Female	75	59.5
	Male	51	40.5
Faculty Tenure	Tenure	72	57.1
	Non-Tenure	54	42.9
Faculty Status	Professor	39	31.0
	Associate Professor	31	24.6
	Assistant Professor	20	15.9
	Clinical Assistant Professor	11	8.7
	Adjunct Assistant Professor	9	7.1
	Other (e.g. Clinical Prof., Dean)	7	5.6
	Adjunct Associate Professor	4	3.8
	Professor Emeritus	3	2.4
Years working at School	Clinical Associate Professor	2	1.6
	0-5 years	23	18.3
	6-10 years	34	27.0
	11-15 years	26	20.6
	16-20 years	16	12.7
	21-25 years	12	9.5
	Over 25 years	15	11.9

Table 4.2: Demographic information of participants – School of Nursing

School of Nursing		n	%
Gender	Female	27	93.1
	Male	2	6.9
Faculty Tenure	Non-Tenure	17	58.7
	Tenure	12	41.3
Faculty Status	Clinical Assistant Professor	11	37.9
	Associate Professor	9	31.0
	Other (e.g. Clinical Prof., Dean)	3	10.3
	Clinical Associate Professor	2	6.9
	Assistant Professor	2	6.9
	Professor	2	6.9
Years working at School of Nursing	0-5 years	2	6.9
	6-10 years	15	51.7
	11-15 years	3	10.3
	16-20 years	6	20.7
	21-25 years	2	6.9
	Over 25 years	1	3.4

Table 4.3: Demographic information of participants – School of Public Health

School of Public Health		n	%
Gender	Male	49	50.5
	Female	48	49.5
Tenure	Tenure	60	61.9
	Non-Tenure	37	38.1
Faculty Status	Professor	37	38.1
	Associate Professor	22	22.7
	Assistant Professor	18	18.6
	Adjunct Assistant Professor	9	9.3
	Adjunct Associate Professor	4	4.1
	Other (e.g. Clinical Prof., Dean)	4	4.1
	Professor Emeritus	3	3.1
Years working at School of Public Health	0-5 years	23	18.3
	6-10 years	34	27.0
	11-15 years	26	20.6
	16-20 years	16	12.7
	21-25 years	15	11.9
	Over 25 years	12	9.5

Descriptive Results

Participants of this study consist of 126 total faculty members from the University of Minnesota Twin Cities' Schools of Nursing and Public Health. Participation in this study was voluntary and participants were assured confidentiality. All responses are reported in a manner that makes participants unidentifiable. Table 4.1 illustrates the distribution of all survey participants as well as general descriptive data such as the gender, faculty tenure, faculty status and number of years working at the University of Minnesota – Twin Cities. A more comprehensive table of descriptive data is provided in Appendix I. Tables 4.2 and 4.3 demonstrate the same variables only separated out by school. Table 4.2 reveals descriptive data for faculty participants from the School of Nursing and Table 4.3 demonstrates corresponding figures for those in the School of Public Health. A more comprehensive table for each School is offered as an appendix towards the end of the study [See Appendix J and Appendix K].

During the time of the study, all participants held appointments at the University of Minnesota's School of Nursing or School of Public Health. As demonstrated in Table 4.1, the majority of the respondents are faculty members in the School of Public Health (77.0%; n=97). This was expected as the overall population size within the School of Public Health is much larger than the School of Nursing.

Another critical distinction in this study is the difference between male and female participants. Male participants account for 40.5% (n=51) and female participants account for 59.5% (n=75). Unfortunately, very few male participants from the School of Nursing responded to the survey in spite of repeated attempts to solicit

their participation (n=2). Comparative findings from the different genders are further analyzed and discussed throughout this chapter. However, the relatively small sample size of male participants from the School of Nursing limits the overall results.

As the descriptive findings reveal, a higher percentage of overall participants report holding a tenure appointment within the two Schools at the University of Minnesota than not. Tenured faculty members account for 57.1% (n=72) while non-tenured faculty represent 42.9% (n=54). Also, faculty participants hold a broad range of positions within their schools. The majority of respondents hold either Associate Professor (24.6%; n=31) or Professor (31%; n=39) appointments. A holistic overview of the participants' appointment types is displayed in Table 4.1.

As part of the study, participants were asked to indicate how long they have been working at the University of Minnesota. The largest percentage of respondents have been working at the University for 6-10 years (27.0%; n=34) while the next largest percentage of participants have been working there for 11-15 years (20.6%; n=26). Table 4.1 also shows descriptive data for those who have been working at UMTC less than six and more than 15 years.

Section II: Findings to Research Questions

Research Questions #1: In what ways do faculty members participate in internationalization activities?

Table 4.4: Ways Individuals have Participated in Internationalization (Top 9)

	Percent Answering Yes (n=126)
Presented research or work at seminars/conferences outside of the United States?	59.5% (n=75)
Collaborated with a foreign partner institution on a project or program?	59.5% (n=75)
Provided opportunities for international students to share country specific perspectives in the classroom?	59.5% (n=75)
Been a member on an international association?	55.6% (n=70)
Read international journal articles related to your discipline more than once per week?	50.8% (n=64)
Published research in a foreign journal, book, or publication?	46.0% (n=58)
Revised an existing course to include a more global perspective?	45.2% (n=57)
Traveled overseas to participate in a professional development opportunity?	44.4% (n=56)
Taught a course that includes strategies for students to improve their intercultural skills?	42.9% (n=54)

The first research question examines how faculty members have participated in international activities. During the first section of the survey, participants were explicitly asked to indicate their involvement in 18 activities concerning comprehensive internationalization. These components were taken from the literature review and are associated with teaching, research, or services functions that commonly occur at institutions of higher education. Table 4.4 provides aggregated data responses to the top nine international activities in which at least 40% of all respondents indicated

individual involvement between 2009-2011. These nine activities are organized by the level of individual participation, with those soliciting the most involvement first. Also, because faculty gender, school, and status were identified as possible explanatory variables for faculty participation in internationalization, these variables are further examined later in this chapter. Appendix V provides a complete illustration of data responses for all 18 items.

Among the 18 international activities mentioned in the survey, the majority of all participants indicated involvement in the following activities; presented research or work at seminars/conferences outside of the U.S. (59.5%; n=75); collaborated with a foreign partner institution on a project or program (59.5%; n=75); provided opportunities for international students to share country specific perspective in the classroom (59.5%; n=75); been a member of an international association (55.6%; n=70); and, read international journal articles related to their discipline more than once per week (50.8%; n=64). These five international activities received the highest levels of participation from individual faculty members.

To a slightly lesser degree, respondents also indicated they have published research in a foreign journal, book, or publication (46.0%; n=58); revised an existing course to include a more global perspective (45.2%; n=57); traveled overseas to participate in a professional development opportunity (44.4%; n=56); and, taught a course that includes strategies for students to improve their intercultural skills (42.9%; n=54). While less than half of all participants indicated their involvement in these four activities, they still received a substantial number of affirmative responses.

Collectively, the five preceding activities, plus the four additional items above, round off the top nine areas in which survey members participate in internationalization.

Several themes also appear when reviewing the qualitative data. Interviewees identify the active involvement among faculty in leading education abroad programs and internationalizing the curriculum. They also highlight specific research and institutional collaborations currently underway. The majority of the qualitative findings related to faculty participation in internationalization stem from these three areas. According to the second Interviewee, his school has a small working group of faculty that facilitates study abroad programs. This group helps promote and develop study abroad opportunities for his school. Since hired, he has observed a relatively small number of undergraduate students from his school taking advantage of these opportunities, so the group would like to increase the current number (Interviewee #4, personal communication, interview, March 19, 2012).

This participant also notes that a committee has recently been created to internationalize the curriculum. He believes this is an area for great potential moving forward. As he comments,

How has the curriculum become internationalized? Probably by having a more diverse faculty and definitely by having more diverse students. Because their pretty much going to set and influence the agenda of the curriculum. Curriculum committees are traditionally very conservative and to have the ability to internationalize a curriculum is a challenge. I'm glad the University is open to this and that this is a focus for the future. (Interview #2, personal communication, interview, March 19, 2012)

When asked how faculty member are involved in internationalization, another interviewee quickly identified several cutting edge research initiatives taking place within her division. There are faculty within her school who are working with countries

and global leaders to prevent tobacco use. She remarks, “I know there is a big push in India to reduce the use of tobacco and smoking. I think they are spreading it out into other countries in Africa also. Specific faculty are driving those and bringing junior faculty on board to work with them” (Interview #4, personal communication, interview, March 19, 2012). In addition, a smaller group of faculty are working with HIV/AIDs and infectious disease groups. They have strong connections around the world particularly in Australia and Africa (Interviewee #4, personal communication, interview, March 19, 2012).

The other three interviews follow a similar type of progression. Without prompting, interviewees quickly highlighted their own international experiences and participation in strategic initiatives. At the same time, they endorsed the innovative global curriculum and research developments taking place throughout their schools at the University of Minnesota. As a group, all five interviewees tend to focus on faculty activities related to education abroad, internationalizing their curriculum, and foreign research.

Comparison between Genders

Table 4.5: Comparison of Individual Participation between Genders (Top 10)

	Males	Females
Presented research or work at seminars/conferences outside of the United States?	76.5% (n=39)	48.0% (n=36)
Collaborated with a foreign partner institution on a project or program?	74.5% (n=38)	49.3% (n=37)
Been a member on an international association?	74.5% (n=38)	42.7% (n=32)
Provided opportunities for international students to share country specific perspectives in the classroom?	50.1% (n=26)	65.3% (n=49)
Read international journal articles related to your discipline more than once per week?	64.7% (n=33)	41.3% (n= 31)
Published research in a foreign journal, book, or publication?	62.7% (n=32)	34.7% (n= 26)
Conducted research outside of the United States?	60.8% (n=31)	21.3% (n=16)
Traveled overseas to participate in a professional development opportunity?	58.8% (n=30)	34.7% (n=26)
Taught a course that includes strategies for students to improve their intercultural skills?	27.5% (n=14)	53.3% (n=40)
Revised an existing course to include a more global perspective?	35.3% (n=18)	52.0% (n=39)

Table 4.5 summarizes the 10 most common activities for both genders in which at least 50% of either male or female participants agree with each particular item. From top to bottom, the table displays the highest percentage of male or female responses for each of the ten activities. The percentages are gender specific and correspond with the particular subgroup. Appendix V shows the analogous results of individual participation for all 18 internationalization activities included in the survey. Additionally, the levels of participation between genders for all related activities are presented in Appendix N.

When comparing participation levels between genders, males express a higher level of involvement. More specifically, when matched to responses from female members, males report a higher percentage of participation in seven of the top ten activities. The three activities that received the strongest level of involvement by males include; presenting research or work at seminars/conferences outside of the United States (76.5%; n=39); collaborating with a foreign partner institution on a project or program (74.5%; n=38); and being a member of an international association (74.5%; n=38). Overall, males report a higher level of participation in 13 of the 18 total items. When testing the difference in proportions of these 13 items at a 95% confidence level, responses are statistically significant. For example, a higher proportion of males have been members of an international association ($p=0.000$). Additionally, a significantly higher proportion have worked with local organizations on a project that is international in nature ($p=0.000$). Provided below is a list of the eight internationalization activities that receive a statistically higher level of participation by male respondents.

Table 4.6: Statistically Significant Findings for Male Participants

Internationalization Activity	p value
Been a member on an international association	0.000
Worked with a local organization on a project that is international in nature	0.000
Conducted research outside of the United States	0.000
Published research in a foreign journal, book, or publication	0.001
Presented research or work at seminars/conferences outside of the United States	0.001
Collaborated with a foreign partner institution on a project or program	0.003
Traveled overseas to participate in a professional development opportunity	0.006
Read international journals articles related to a discipline more than once/week	0.008

Table 4.7: Statistically Significant Findings for Female Participants

Internationalization Activity	p value
Taught a courses that includes strategies for students to improve their intercultural skills	0.002

Conversely, the survey results show a significantly higher proportion of female faculty members teach courses that include strategies for students to improve their intercultural skills ($p=0.002$). This finding is shown in Table 4.7. In addition, when focusing on the top ten item in which at least 50% of all participants report positive results, female respondents express a higher proportion of participation than males in the following two activities; providing opportunities for international students to share country specific perspectives in the classroom (65.3%; $n=49$) and, revising an existing course to include a more global perspective (52.0%; $n=39$). While these differences fail to reveal statistical differences, they are still notable.

Comparison between Schools

Table 4.8: Comparison of Individual Faculty Participation between Schools (Top 9)

	School of Nursing	School of Public Health
Taught a course that includes strategies for students to improve their intercultural skills?	86.2% (n=25)	29.9% (n=29)
Provided opportunities for international students to share country specific perspectives in the classroom?	82.8% (n=24)	52.6% (n=51)
Revised an existing course to include a more global perspective?	62.1% (n=18)	40.2% (n=39)
Collaborated with a foreign partner institution on a project or program?	51.7% (n=15)	61.9% (n=60)
Presented research or work at seminars/conferences outside of the United States?	51.7% (n=15)	61.9% (n=60)
Been a member on an international association?	48.3% (n=14)	57.7% (n=56)
Traveled overseas to participate in a professional development opportunity?	55.2% (n=16)	41.2% (n=40)
Read international journal articles related to your discipline more than once per week?	41.4% (n=12)	53.6% (n=52)
Published research in a foreign journal, book, or publication?	24.1% (n=7)	52.6% (n=51)

Faculty members from the School of Nursing and School of Public Health show different levels of involvement in international activities. Table 4.8 displays the top nine responses between Schools in which at least 50% of participants report direct involvement in internationalization. The table is organized from highest to lowest according to the level of participation for each activity between Schools. In general, participation levels from each School tend to vary from one item to the next. For example, the Table reveals 86.2% (n=25) of participants from the School of Nursing and 29.9% (n=29) from the School of Public Health have taught a course that includes strategies for students to improve their intercultural skills. A substantial proportion of

participants from the School of Nursing also provide opportunities for international students to share country specific information in the classroom (82.8%; n=24).

Participants from the School of Public Health are more actively involved in collaborating with foreign partners (61.9%; n=60) and presenting at workshops and conferences overseas (61.9%; n=60). Appendix O shows a complete illustration of all 18 activities and the comparisons of survey results between respondents from both Schools at the University of Minnesota-Twin Cities.

Table 4.9: Statistically Significant Findings by faculty in the School of Nursing

	p value
Taught a course that includes strategies for students to improve their intercultural skills	0.000
Provided opportunities for international students to share country specific perspectives in the classroom	0.000
Proposed a new course that includes content about other countries, cultures, or global issues	0.003
Lead a group of student to one or more foreign countries	0.019
Revised an existing course to include a more global perspective	0.034

When comparing participation levels between School of Nursing and School of Public Health faculty members, statistically significant differences pertain to eight of the overall 18 activities. Participants from the School of Nursing report a statistically higher level of individual participation than those from the School of Public Health in the following five activities; taught a course that includes strategies for students to improve their intercultural skills (p=0.000); provided opportunities for international student to share country specific perspectives in the classroom (p=0.000); proposed a new course that includes content about other countries, cultures, or global issues (p=0.003); led a group of students to one or more foreign countries (p=0.019); and,

revised an existing course to include a more global perspective ($p=0.034$). In part, this result may be due to the relatively low School of Nursing sample size that limits the overall study ($n=29$). While some of these activities are not displayed in Table 4.9, they can be found in Appendix O towards the end of this study.

Table 4.10: Statistically Significant Findings by faculty in the School of Public Health

Statistical significance by faculty in the School of Public Health	p value
Conducted research outside of the United States	0.003
Published research in a foreign journal, book, or publication	0.003
Applied for a grant that has an international focus	0.037

By way of comparison, a statistically significant percentage of faculty members from the School of Public Health expressed higher levels of participation in the following three activities; conducted research outside of the United States ($p=0.003$); published research in a foreign journal, book, or publication ($p=0.003$); and, applied for a grant that has an international focus ($p=0.037$). Also, while not statistically significant, respondents from the School of Public Health reported proportionately higher levels of participation in the following activities; reading international journal articles (53.5% versus 41.4%); collaborating with a foreign institution on a project or program (61.9% versus 51.7%); presenting research or work outside of the U.S. (61.9% versus 51.7%), and, being a member on an international association (57.7% versus 48.3%). Comparative data for responses to this question are available in Appendix O.

Comparison between Faculty Statuses

Table 4.11: Comparison of Individual Participation between Faculty Statuses (Top 7)

	Tenured	Non-Tenured
Presented research or work at seminars/conferences outside of the United States?	75.0% (n=54)	38.9% (n=21)
Collaborated with a foreign partner institution on a project or program?	69.4% (n=50)	46.3% (n=25)
Been a member on an international association?	66.7% (n=48)	40.7% (n=22)
Read international journal articles related to your discipline more than once per week?	66.7% (n=48)	29.6% (n=22)
Provided opportunities for international students to share country specific perspectives in the classroom?	58.3% (n=42)	61.1% (n=33)
Published research in a foreign journal, book, or publication?	59.7% (n=43)	27.8% (n=15)
Traveled overseas to participate in a professional development opportunity?	52.8% (n=38)	33.3% (n=18)

When comparing participation levels between tenured and non-tenured appointment types for these 18 activities, responses fail to reveal any statistically significant correlations. Nonetheless, tenured participants demonstrate a higher level of involvement on 16 of the 18 activities. Table 4.11 reveals the seven areas in which at least 50% of tenured and non-tenured faculty members are most actively involved. Two activities in which non-tenured faculty members respond more favorably than tenured members include; providing opportunities for international students to share country specific perspectives in the classroom (61.1% non-tenured versus 58.3% tenured), and, teaching a course that includes strategies for students to improve their intercultural

skills (48.1% non-tenured versus 38.9% tenured). A complete summary of all responses to this question is available in Appendix P.

Research Question #2: What reasons do faculty members offer for their participation in institutional internationalization activities?

The second research question relates to why faculty members participate in internationalization activities. This question is important as institutional administrators and scholars of higher education seek to better understand why certain individuals are more likely to participate in international activities than their peers. Responses to this research question were articulated by interviewees during the five qualitative interviews. Interview transcripts were coded using a variation of the classical analysis strategy (Krueger & Casey, 2009a).

The findings suggest two main reasons why faculty members participate in internationalization; 1) to support the School or University's broader mission and 2) to validate individual commitment to faculty work. By grouping individual responses that are similar in nature, the researcher is able to develop an analysis from the information supplied by participants (Creswell, 2009, p. 184). Comprehensive descriptions of these responses are provided below.

To support the University or School's broader mission

As previously described, faculty play an unique role in the process of integrating an international dimension into a broad range of institutional activities at any given time (Knight, 1999; Knight, 2001; Mestenhauser & Ellingboe 1998; Paige 2005). The study reveals general agreement among interviewees that faculty participation advances the broader academic mission and sustainability of the institution. More specifically,

interviewees view faculty participation as an essential component in order for the institutional to achieve its related strategic goals.

Interviewee #1 has worked at the University of Minnesota for nearly 10 years and has held several key leadership positions during her career. Since hired, she has established new institutional partnerships around the world, including Iceland, India, and Peru. When asked why faculty members from her School participate in international activities, she states, “First of all, the role of the faculty is absolutely critical and central to [internationalization].” She goes on to say,

In terms of our overall philosophy here, we know that health is a global endeavor and we are committed to sharing our expertise throughout the world, particularly in populations with special needs. We also realize we have a lot to learn from other countries as well. Faculty are committed to internationalizing, if you will, the curriculum. They are having deliberations on how they can establish international requirements for all students. And those requirements are actually measurable and doable. (Interviewee #1, personal communication, interview, March 12, 2012).

While faculty members fill many specialized roles throughout the institution, the University of Minnesota’s commitment to comprehensive internationalization is cited as validating the involvement of faculty and the international work they are undertaking. Participants make note of the University of Minnesota’s global reputation and the teaching, research, and service functions being performed by faculty members to bolster the University’s recognition worldwide. There is general consensus among interviewees that faculty participation is critical to support the institution’s comprehensive mission. Interviewees #2 and #3 also emphasize the importance of faculty involvement as it relates to the sustainability of the institution. While representing different Schools, interviewees agree that economic factors contribute to

faculty participation in internationalization. They concur that the institution's longevity and public service would be at risk if institutional leaders and faculty neglect international development (Interviews, personal communication, March 16, 2012).

Interviewee #2 points out that faculty in the School of Nursing are constantly being asked "to do more with less" (Personal communication, interview, March 16, 2012). As a result, he and other faculty members are forced expand their outlook in terms of new research opportunities, curriculum development, and sources of funding.

He emphasizes,

There is a tremendous effort nowadays for economic reasons, especially if we are not more diverse and inclusive. The University of Minnesota is in danger of being redundant. [International work] is our future. That is what is going to keep the University viable. That is where the new research ideas are going to come from... And that's what's happening at the U, we really are having to do more with less. (Interviewee #2, personal communication, interview, March 16, 2012).

Similarly, Interviewee #3 had the following to offer,

I feel like all colleges and university land grant institutions have a mission for the state, and for business reasons are starting to have to think internationally. I think private schools have thought internationally for a long, long time. For instance, they know that for their tuition and pocket books have to include a lot of international students... So, to survive any university, college and [faculty member] has to think more broadly than the U.S. (Interviewee #3, personal communication, interview, March 16, 2012).

The importance of supporting the University's mission and longevity is a key motive to why faculty members are participating in international activities. However, that is not the only reason. The findings also reveal more personal rationales complement individual participation in international teaching, research, and service activities.

To support individual commitment to faculty work

Findings from this study suggest individual motivation drives faculty to participate in internationalization. More specifically, faculty members live out their individual commitments by advancing international scholarship through activities both on – and off-campus. According to Interviewee #1, the “desire to improve global health is central for all faculty members.” She goes on to explain, “At the very core, faculty are deeply committed to advancing health. Whether that’s local or global, they are incredibly committed to making a difference and helping people” (Interviewee #1, personal communication, interview, March 12, 2012). A similar theme resounds across subsequent interviews.

Interviewee #3 has been working at the University for more than 25 years. His involvement has been instrumental for the creation and advancement of several new global programs within his School at the University of Minnesota. He also perceives intrinsic motivation as a factor that drives faculty to be internationally engaged. When talking about why faculty members are involved in international activities, he feels faculty who are globally engaged believe they are making a difference for their students and themselves. As he explains,

It was the personal reward. Alas, [faculty members] were doing something they could see... There is no reward in my argument like the eyes lighting up in someone. There’s no amount of money that can buy that. (Interviewee #3, personal communication, interview, March 16, 2012).

A similar view is shared by Interviewee #4. Since arriving at the University of Minnesota in 1997, the majority of her work has focused on assisting students, faculty, and local partners on program evaluation. As a result, she rarely travels overseas on

behalf of the institution. Still, helping graduate students, local organizations and community based programs worldwide, reflects her involvement in internationalization.

In reference to why faculty participate in international scholarship, she notes,

I think public health people dream like they're going to make a difference in the world. Even graduate students during their applications of admissions reflect that same sort of feeling. The students are attracted to public health because they see it as a world mission to improve the health of communities around the world and populations around the world. So they don't shrink their goals to small [isolated events]. (Interviewee #4, personal communication, interview, March 19, 2012).

Lastly, Interviewee #5 has worked at the University of Minnesota for approximately one year. She has prior experience working overseas and recently explored opportunities to become involved in global health at the University of Minnesota – Twin Cities. She observes an intangible driving force for some faculty to participate in internationalization. For her personally, she finds it “incredibly humbling” to work across cultures and countries (Interviewee #5, personal communication, interview, March 19, 2012).

Faculty interviewed for this study have been exposed to programs, students, and partnerships from around the world. They possess a keen interest in global events and speak freely about their experiences living and working overseas. Together they agree that the degree to which faculty members are internationally engaged depends on the individual composition and situational context. As they note, some of their peers have more resources readily available within their program or School for global activities. Additionally, some faculty members have established critical research partners overseas. Other faculty members have not had the opportunity to become involved in international collaborations. Thus, they believe they are unable to integrate an

international dimension in their work as readily. Yet, in the end, all five interviewees express a sense of intrinsic value for their global engagement.

Research Question #3: What benefits do faculty members perceive for their participation in international activities?

The third research question is centered on the benefits faculty members perceive for their participation in internationalization. This question is critical in order to determine the value of particular awards, incentives, and institutional programs used to entice faculty in internationalization. Identifying benefits associated with international engagement is also important when developing junior faculty and explaining the value of comprehensive internationalization.

The quantitative and qualitative findings from this study suggest two predominately intrinsic benefits for faculty participation in internationalization. Based off the findings, perceived benefits can be categorized into the following two domains, 1) professional development, and 2) personal expansion. The first domain is comprised of two sub-categories; development of new knowledge and skills and promotion of greater collaboration and research.

To analyze this area of the study, 12 statements were selected from related literature surrounding perceived benefits for faculty engagement in internationalization. These 12 statements were then included in the survey. Participants were asked to rank these statements on a Likert type scale (i.e. “strongly disagree” to “strongly agree”). Aggregated data from the sample population are reflected in Table 4.12.

Table 4.12: Perceived Benefits for Faculty Participation in Internationalization

	Disagree	Agree	Type
Greater intercultural skills and knowledge	0.8% (n=1)	99.2% (n=120)	Intrinsic
Greater knowledge of the world	0.8% (n=1)	99.2% (n=120)	Intrinsic
Opportunities to collaborate with faculty in another country or culture	0.8% (n=1)	99.2% (n=120)	Intrinsic
Opportunities to travel overseas	4.2% (n=5)	95.8% (n=115)	Extrinsic
Opportunities to further understand a particular discipline in another country or context	5.0% (n=6)	95.0% (n=114)	Intrinsic
Greater recognition by colleagues worldwide	6.6% (n=8)	93.4% (n=113)	Extrinsic
Ability to connect with new audiences interested in an individual's work	6.6% (n=8)	93.4% (n=113)	Intrinsic
Opportunity to impact student outcomes	15.8% (n=19)	84.2% (n=101)	Intrinsic
Promotional and tenure opportunities	35.8% (n=43)	64.2% (n=77)	Extrinsic
Special awards and recognition	37.2% (n=45)	62.8% (n=76)	Extrinsic
Research funding	42.1% (n=51)	57.9% (n=70)	Extrinsic
Financial compensation	78.2% (n=93)	21.8% (n=26)	Extrinsic

Table 4.12 displays the 12 perceived benefits for participating in internationalization. The table combines the “strongly agree” responses with the “somewhat agree” response and, conversely, joining the “strongly disagree” with the “somewhat disagrees” responses. The data are organized into two distinct columns and sorted from highest to lowest according to the percentage of agreement. Altogether, survey findings suggest that participants primarily view intrinsic rewards for their involvement in internationalization. Intrinsic rewards may be perceived as either

professional or personal in nature. Intrinsic benefits are associated with activities that appear to be driven more by interest or enjoyment and exist within the individual than relying on an external rewards or desire. Extrinsic benefits are those that refer to the performance of an activity in order to attain a desired outcome.

The findings reveal a response rate greater than 90% for the following seven benefits; greater intercultural skills and knowledge (99.2%; n=120), greater world knowledge of the world (99.2%; n=120), opportunities to collaborate with faculty in another country or culture (99.2%; n=120), opportunities to travel overseas (95.8%; n=115), opportunities to further understand a particular discipline in another country or context (95.0%; n=114), greater recognition by colleagues worldwide (93.4%; n=113), and, the ability to connect with new audiences interested in an individual's work (93.4%; n=113).

As Table 4.12 also reflects a smaller proportion of participants respond favorably to items that are extrinsic in nature. For example, just 62.8% (n=76) of participants agree that special awards and recognition are critical benefits for participation in internationalization and 57.9% (n=70) of participants identify research funding as a perceived benefit. Furthermore, just 21.8% (n=26) agree that financial compensation is a reward for faculty participation in international activities. Findings related to individual benefits for participation in internationalization are further described within the two subsequent domains; professional development and personal expansion.

Professional Development

Both quantitative and qualitative results indicate particular professional benefits serve to validate individual participation in internationalization efforts. With the supplementary insight that is provided by the qualitative data, this category can be further reduced into two sub-categories; 1) the development of new knowledge and 2) the promotion of greater research and collaboration opportunities. Participants view the development of new skills and knowledge as a rewarding aspect of international work. In addition, they feel rewarded by collaborating and sharing specialized knowledge with others around the world.

Development of New Knowledge and Skills

According to the findings, individuals believe their international work is validated through the development of new knowledge and skills. Three survey items are associated with this primary benefit: greater intercultural skills and knowledge, greater knowledge of the world, and opportunities to further understand a particular discipline in another country or context. When combining survey responses from those that indicated “somewhat agree” and “strongly agree”, an overwhelming 95% of all participants agree that these are benefits for involvement in internationalization.

The qualitative results help explain and define this domain. For instance, Interviewee #2 describes the importance of creating new knowledge in the classroom in this regard,

In terms of intersection of teaching and learning, and truly an intersection not a parallel, side-by-side delivery of information, which unfortunately is what lecturing does here... It's the intersection that's imported; the area where new knowledge is created. The learned interaction with the learner... really creates the new knowledge... I consistently want to have strong connection with my colleagues abroad and during class... I think it's invaluable and will last a student their lifetime. .. Textbooks are great for information but unfortunately I don't think they contribute to knowledge. (Interviewee #2, personal communication, interview, March 16, 2012).

This participant manages to incorporate personal international experiences and work into the classroom, but notes that it is not easy to infuse a global dimension into his teachings. Traditionally, providing an international perspective in the curriculum has not been standard practice. Nevertheless, he emphasizes the importance of offering a more inclusive outlook in the classroom to provide learners with greater intercultural skills and global understanding. In return, he finds the knowledge and awareness that he and his students unearth inspiring.

Interviewee #5 also contributes critical insight around existing professional benefits for faculty participation in international activities. More specifically, she comments on the limited amount of applied research related to her academic focus that is presently done in certain countries (Interviewee #5, personal communication, interview, March 19, 2012). As she states,

It is so rewarding in terms of an academic, [to find] niches where information is really lacking. Researchers are kind of a dime a dozen. We all can have a niche and can find our own area. In many ways, we are adding incremental bits of information especially here in the US. And that's very important. But there is something for me that is truly humbling about being able to assist in providing the first numbers on X, Y, and Z. (Interviewee #5, personal communication, interview, March 19, 2012).

Prior to working at the University of Minnesota's School of Public Health, she collaborated with the United States Agency for International Development (USAID) on several global health research projects. One reason she chose to work at the University

of Minnesota was due to the broad range of international initiatives already underway. Overall, she finds the opportunity to conduct progressive institutional and global research as a critical factor for her professional work in internationalization.

Promotion of Greater Collaboration and Research

Another perceived benefit contributing to faculty participation in internationalization is the opportunity to promote greater collaboration and research with overseas partners. According to the survey findings, over 93% of participants agree that “greater recognition by colleagues worldwide” (93.4%; n=113), “opportunities to further understand a particular discipline in another country or context” (95.0%; n=114), and “the ability to connect with new audiences interested in an individual’s work” (93.4%; n=113) are three additional areas in which faculty benefit by participating in internationalization. Together, these three survey items most closely associate with the promotion of greater collaboration and research. Survey responses and interview findings provide additional clarity around this portion of the professional development domain.

When describing benefits for faculty involvement in internationalization, eight survey participants offer responses affiliated with the opportunity for greater collaboration of resources and promotion of research. As one participant explains, a key benefit for his international work is “the opportunity to work with international experts in areas where expertise is better than that available in the US, and where disease processes are present that are not present in the U.S.” (Participant #20, personal survey, January 29, 2012). “[The] potential to conduct research in areas which are not

available in the U.S. (e.g. research in malaria, other infectious diseases)” is another response to this particular survey question (Participant #21, personal survey, January 29, 2012).

While the opportunity to collaborate with experts overseas in a given discipline is one cited professional benefit for international work, so is the opportunity to expand institutional partnerships. As Interviewee #1 explains,

I’ve led several initiatives to expand the relationship with [other countries]. Most of [the delegations I’ve led] included past President Bruininks and a group of inter-professional leaders at the University and faculty. The purpose was to expand the research and education cooperation....” (Personal communication, interview, March 12, 2012).

She believes that one of the University of Minnesota’s signature characteristics is the network of research and institutional partners the institution possesses worldwide. “We very specifically target certain institutions in certain countries and we believe that we don’t add partnerships just to add them. We know where there is mutual interest and mutual commitment to truly steward [these partnerships]” (Interviewee #1, personal communication, interview, March 12, 2012).

In conjunction, open-ended survey responses and individual explanations provide further evidence that faculty view participation in international activities as a strategy to promote greater collaboration and research to enhance their professional work. They utilize international activities as a mechanism to foster specialized connections while achieving other related professional benefits.

Personal Expansion

While a number of professional benefits are cited for participation in internationalization efforts, faculty members also perceive more personal benefits for their work. Two survey items from Table 4.12 align most closely with this primary benefit, specifically “the opportunity to travel overseas” and “the opportunity to impact student outcomes.” When combining “somewhat agree” and “strongly agree,” at least 84% of all participants respond favorably to these two benefits.

In reference to individual benefits for international engagement, eight survey respondents cite reasons pertaining to personal rewards. Most of their remarks are short and straightforward. For example, some individuals perceive, “leadership development,” “self-discovery and examination” and “growth in perspective” as fundamental benefits. In spite of these relatively brief comments, it is apparent that faculty view particular personal benefits as a result of their global work. More robust explanations and data from the qualitative interviews provide supplementary results that affirm this finding.

As one faculty member comments, international engagement allows individuals an “opportunity to rethink basic assumptions of my field” (Participant #119, personal survey, February 12, 2012). According to another participant, international efforts are used “to acquire a foundational perspective that everything we do academically is essentially international and transcultural” (Participant #52, personal survey, January 29, 2012). Lastly, “In Public Health, internationalization is very important to truly gain a macro perspective on health. So it impacts our mental maps or how we conceptualize

disease and prevention opportunities” (Participant #28, personal survey, January 29, 2012).

While reflecting on her own international experiences, Interviewee #5 provided some additional context around this matter. As she points out,

The challenge is also its biggest reward. In that, if you’re able to do your research in a challenging environment, in challenging cross-cultural circumstances, the benefits are huge. Huge in terms of the information, but also in terms of personal development and perspective on issues. Doing research and having to be there and having to do things on the ground and collaborate and negotiate different culture’s bureaucracies. Different research institutions, they’re so different from area to area you just understand and have a different perspective even on your own University and how it works, your job here and any research you might do. (Interviewee #5, personal communication, interview, March 19, 2012).

Collectively, these responses affirm the notion that respondent’s perceive more than just professional returns for their investments in international activities. The impact of their professional international work, as it relates to global health, is also personally rewarding.

Benefits by Faculty Gender, School, and Status

Since faculty gender, school, and status are salient factors in the literature review as explanatory variables for faculty participation in international activities, several additional analyses are conducted for a deeper understanding within these three areas. Additional assessments include a comparison of descriptive results between these three groupings. Also, an inferential statistical test (Chi-square) is performed on several specific items to further examine perceived benefits for faculty participating in internationalization. This test determines whether statistically significant results exist among the findings collected.

Comparison between Genders

Table 4.13: Views of Financial Compensation between Genders

Benefits for faculty members that participate in internationalization may include Financial Compensation					
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Total
Males	21	17	6	4	48
Females	18	37	11	5	71
Totals	39	54	17	9	125

While “financial compensation” was not identified as a primary benefit for faculty involvement in international work, the differences between gender responses pertaining to this factor was an unexpected finding. According to the data, there is significant evidence ($p=0.035$) that suggests males have stronger opinions than females concerning financial compensation for their internationalization efforts. Female participants feel less strongly than males that financial compensation may be a benefit for this type of commitment. The biggest deviation from observed to expected results pertains to females who “strongly disagree” (2.94). While this result may change with a larger sample size, it is the only finding that reflects statistically significant differences at the 0.05 level. All other factors failed to reveal a statistically significant correlation ($p<.05$).

Comparison between Schools

Table 4.14: Comparison of Perceived benefits between Schools

	Disagree		Agree	
	School of Nursing	School of Public Health	School of Nursing	School of Public Health
Greater intercultural skills and knowledge.	0.0% (n=0)	1.1% (n=1)	100.0% (n=29)	98.9% (n=91)
Greater knowledge of the world.	0.0% (n=0)	1.1% (n=1)	100.0% (n=29)	98.9% (n=91)
Opportunities to travel overseas.	0.0% (n=0)	5.5% (n=5)	100.0% (n=29)	94.5% (n=86)
Opportunities to collaborate with faculty in another country or culture.	0.0% (n=0)	1.1% (n=1)	100.0% (n=29)	98.9% (n=91)
Greater recognition by colleagues worldwide.	3.4% (n=1)	7.6% (n=7)	96.6% (n=28)	92.4% (n=85)
Ability to connect with new audiences interested in an individual's work.	3.4% (n=1)	7.6% (n=7)	96.6% (n=28)	92.4% (n=85)
Opportunities to further understand a particular discipline in another country or context.	6.9% (n=2)	4.4% (n=4)	93.1% (n=27)	95.6% (n=87)
Opportunity to impact student outcomes.	13.8% (n=4)	16.5% (n=15)	86.2% (n=25)	83.5% (n=76)
Promotional and tenure opportunities.	24.1% (n=7)	39.6% (n=36)	75.9% (n=22)	60.4% (n=55)
Special awards and recognition.	41.4% (n=12)	35.9% (n=33)	58.6% (n=17)	64.1% (n=59)
Research funding.	41.4% (n=12)	42.4% (n=39)	58.6% (n=17)	57.6% (n=53)
Financial compensation.	69.0% (n=20)	82.2% (n=74)	31.0% (n=9)	18.9% (n=17)

When comparing perceived benefits between participants from the school of nursing and Public Health, the differences are minimal. No statistically significant exist between faculty from these two Schools when examined at the 0.05 level. However, two findings are worth noting. First, a substantially higher proportion of participants from the School of Nursing view promotional and tenure opportunities as related benefits from involvement in international activities. As shown in Table 4.14, 75.9% (n=22) of participants from the School of Nursing agree with this statement.

Comparatively, just 60.5% (n=55) of faculty from the School of Public Health report similar responses. Second, a higher proportion of participants from the School of Nursing view financial compensation as a reward for faculty participation in internationalization. According to the data, 31.0% (n=9) of participants from the School of Nursing agree with this statement while just 18.9% (n=17) of participants from the School of Public Health provide positive responses. While the variance between the two group responses stands out, the results fail to reveal a statistically significant correlation ($p < .05$).

Comparison between Faculty Statuses

Table 4.15: Comparison of Perceived Benefits between Faculty Statuses

	Disagree		Agree	
	Tenure	Non-Tenure	Tenure	Non-Tenure
Greater intercultural skills and knowledge.	1.4% (n=1)	0.0% (n=0)	98.6% (n=69)	100.0% (n=51)
Greater knowledge of the world.	1.4% (n=1)	0.0% (n=0)	98.6% (n=69)	100.0% (n=51)
Opportunities to collaborate with faculty in another country or culture.	1.4% (n=1)	0.0% (n=0)	98.6% (n=69)	100.0% (n=51)
Opportunities to travel overseas.	4.3% (n=3)	3.9% (n=2)	95.7% (n=66)	96.1% (n=49)
Opportunities to further understand a particular discipline in another country or context.	5.7% (n=4)	4.0% (n=2)	94.3% (n=66)	96.0% (n=48)
Greater recognition by colleagues worldwide.	8.6% (n=6)	3.9% (n=2)	91.4% (n=64)	96.1% (n=49)
Ability to connect with new audiences interested in an individual's work.	5.7% (n=4)	7.8% (n=4)	94.3% (n=66)	92.2% (n=47)
Opportunity to impact student outcomes.	15.9% (n=11)	15.7% (n=8)	85.5% (n=58)	84.3% (n=43)
Special awards and recognition.	40.0% (n=28)	33.3% (n=17)	60.0% (n=42)	66.7% (n=34)
Promotional and tenure opportunities.	34.3% (n=24)	38.0% (n=19)	65.7% (n=46)	62.0% (n=31)
Research funding.	47.1% (n=33)	35.3% (n=18)	52.9% (n=37)	64.7% (n=33)
Financial compensation.	80.0% (n=56)	75.5% (n=37)	20.0% (n=14)	24.5% (n=12)

Table 4.15 combines “strongly disagree” and “somewhat disagree” responses as well as “somewhat agree” and “strongly agree” results” for tenure and non-tenure participants. Overall, findings are similar when matching perceived benefits for involvement in internationalization between these two groups. One notable finding, however, is non-tenured participants express a higher percentage of agreement for benefit of research funding than tenured faculty member (64.7% versus 52.9%). When

comparing results between participants of different statuses there are no statistically significant differences ($p < .05$).

Research Question #4: What factors enable University of Minnesota faculty to participate in international activities?

The last research question examines factors enabling University of Minnesota faculty to participate in international activities. As previously stated, the survey includes sections exploring the participant's view of specific institutional practices and policies impacting their ability to participate in internationalization. Many of these factors were related to the University's commitment to internationalize, institutional support, and financial resources. The selected survey items were based on relevant factors that were identified during the literature review. For a more holistic understanding of critical factors that enable faculty members to participate in international activities, interviewees were asked a series of follow up questions.

According to the results, factors that enable faculty participation in internationalization are connected to three institutional areas. These areas include 1) institutional commitment, 2) leadership, and 3) organizational practices. In this analysis, organizational factors refer to hiring practices, internationalizing the curriculum and developing research and institutional partnerships.

Several conflicting factors constrain faculty participation in internationalization. Some of these factors were identified during the initial survey while others were addressed during individual interviews. Ultimately, according to the findings, four prominent factors constrain faculty participation in international activities. These factors include, 1) lack of coordination, 2) ineffective promotional and tenure policies,

3) insufficient resources, and 4) limited funding. Each of these factors is reviewed and analyzed later in this chapter.

Table 4.16: Institutional Support for Faculty Participation In Internationalization

	Percent Agree
The curriculum in my School allows for a global perspective.	80.7% (n=96)
Institutional leaders support faculty engagement in internationalizing the University.	74.5% (n=82)
Promotional policies and practices exist in my School, which include criteria for internationally related work.	48.0% (n=48)
Opportunities to become involved with international activities are widely available in my School.	47.2% (n=51)
Disciplinary responsibilities make it easy for me to work on international activities.	45.7% (n=48)
International activities are too time consuming.	45.1% (n=51)
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	43.1% (n=44)
Hiring policies and practices exist in my School which, include criteria for internationally related work.	38.8% (n=33)
Enough global partnerships exist in my school for all faculty members to be involved.	33.7% (n=29)
Because of my responsibilities on campus, I am unable to be engaged with international activities.	31.7% (n=38)
There is sufficient support staff in my division to participate in international initiatives.	30.8% (n=33)
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	26.6% (n=25)
International activities are not relevant to my research field.	9.8% (n=11)

Institutional Commitment

Table 4.16 provides an overview of faculty responses related to institutional support for faculty participation in internationalization. The percentages displayed in Table 4.16 are calculated by combining the “strongly agree” and “somewhat agree” responses and excluding those that replied “don’t know.” Overall, faculty members

from the Schools of Nursing and Public Health perceive a strong level institutional commitment for comprehensive internationalization at UMTC. Institutional commitment refers to the amount of existing international programs and initiatives at the University of Minnesota - Twin Cities. It also encompasses the institutional ethos for internationalization engagement and outreach. Of the fifty-four participants responding to an open-ended survey question addressing this topic, eleven of the responses were linked to the commitment and value of internationalizing the institution. One participant stated “[Internationalization] is seemingly valued by University level perspective” (Participant #126, personal survey, February 12, 2012). Another said the University of Minnesota has “a commitment to the issue” (Participant #105, personal survey, February 1, 2012).

As one interviewee observed, the University’s call to internationalize is expansive. Schools and colleges across campus are experiencing a commitment and desire to integrate a global dimension into their programs. As a result, leaders from different colleges are joining forces to create partnerships that support interdisciplinary programs, global research projects and international cooperatives (Interviewee #1, personal communication, interview, March 12, 2012). Therefore, the University’s overarching commitment enables faculty to engage in this strategic initiative.

Leadership

Organizational leadership stands out as another primary factor enabling faculty participation in internationalization. As demonstrated in Table 4.16, 74.5% (n=82) of survey participants agree that institutional leaders support faculty involvement in

internationalizing the University. Participants acknowledge that institutional leaders value the internationalization efforts underway. Leaders are active in establishing institutional partners and implementing new policies and practices to elevate greater faculty participation.

Over the last decade, University leaders have implemented major initiatives to better position the institution with respect to comprehensive internationalization (Interview #3, personal communication, interview, March 16, 2012). Such initiatives are recognized by faculty members. Interviewees reference the campus wide internationalization efforts being conducted by the central administration including the University's office of Global Programs and Strategy Alliance (GPS Alliance). As one interviewee said, "I don't think [internationalization] is a passing fancy ...and I don't think it's just lip service" (Interviewee # 5, personal communication, interview, March 17, 2012). Another interviewee noted, "[The Associate Vice President and Dean of GPS] is damn good. She's trying to change the culture of the institution to be more inclusive" (Interviewee #3, personal communication, interview, March 16, 2012). "We have a phenomenal commitment from our partners at the University as well as the School", replied another interviewee (Interviewee #1, personal communication, interview, March 12, 2012).

Responses to several open-ended survey questions as well as interview indicate that Global Programs and Strategy Alliance is standardizing policies and procedures to reinforce the institution's commitment to comprehensive internationalization.

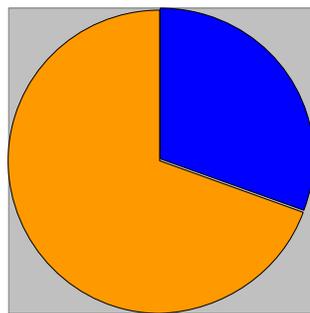
According to one interviewee, her School is now required to maintain certain number of

international agreements as a result of the broader internationalization efforts on campus (Interviewee #1, personal communication, interview, March 12, 2012). There are also more resources available for faculty to host international visitors, travel abroad, participate in research collaborations and lead study abroad programs (Participants #126, personal survey, February 12, 2012; Participant #80, personal survey, January 30, 2012; Participant #39, personal survey, January 29, 2012). In reference to the current institutional commitment and leadership surrounding internationalization, one participant states, “I would like to see everything continued that we currently have and continue to expand...under our new President Kaler. I would like to see this be a high priority and I would like to see the processes and procedures continually be refined” (Interviewee #1, personal communication, interview, March 12, 2012).

Findings reveal that the university’s charge to internationalize is not solely governed by GPSA and central administrators. The importance of this strategic objective is also reflected by leaders within the Schools of Nursing and Public Health. When asked about factors that enable faculty participation in international activities at the School level, leadership remains a critical factor. Two faculty interviewees specifically mention the ongoing support for international commitment they witness from their Dean and school leaders. “Connie Delaney, the Dean of the School, is definitely a very international oriented leader... The University has done a great job with their leadership in this area, but I think Connie...has done a tremendous amount with forging partnerships (Interviewee #2, personal communication, interview, March 16, 2012). Another interviewee says her school lives out their commitment to the

importance of strategic international efforts by recently establishing an Officer of International Programming. The Officer of International Programming and Director is responsible for leading and working with faculty and staff (Interviewee #1, personal communication, interview, March 12, 2012).

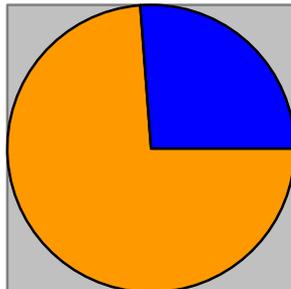
Table 4.17: Is internationalization a priority for the University of Minnesota?



■ Yes (69.8%)
■ No (30.2%)

	Percent agree	n
Overall	69.8%	88
Male	72.5%	37
Female	68.0%	51
Nursing	82.8%	24
Public Health	66.0%	64
Tenured	65.3%	47
Non-tenured	75.9%	41

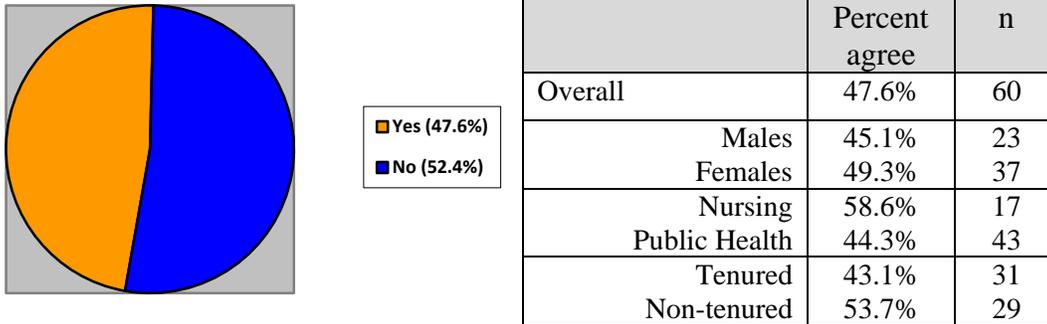
Table 4.18: Is internationalization a priority for your School?



■ Yes (73.8%)
■ No (26.2%)

	Percent agree	n
Overall	73.8%	93
Males	80.4%	41
Females	69.3%	52
Nursing	62.1%	18
Public Health	77.3%	75
Tenured	77.8%	56
Non-tenured	68.5%	37

Table 4.19: Is internationalization a priority for your division?



Overall, participants acknowledge school leaders actively promote faculty participation in internationalization. They feel the commitment and modeling of GPS Alliance, central administration and School leaders alike encourage faculty members to become involved in broad array of international initiatives already underway. However, additional findings reveal the perceived prioritization of internationalization varies at different levels of the University. For instance, a lower percentage of faculty members view internationalization as a priority within their department.

Tables 4.17 and 4.18 illustrate the percentage of survey respondents that view internationalization as a priority for the University of Minnesota – Twin Cities and for their respective School. According to the survey data, the majority of the survey participants (69.8%; n=88) view internationalization as a priority for the University. An even higher proportion of faculty members view internationalization as a priority for their Schools (73.8%; n=93). Yet, as Table 4.18 demonstrates, just 47.6% (n=60) of survey participants feel internationalization is a priority for their division. Thus, there is a general perception among survey respondents that internationalization is a stronger

priority at the University and School levels than within their departments, or as in the case of the School of Public Health, the division.

Organizational Practices

According to the survey findings in Table 4.16, 43.1% (n=44) feel institutional policies make it easy for them to participate in international research, teaching and services functions. Participants identify three prominent organizational factors that allow for a more international dimension in their Schools. These factors relate to policies and practices permitting a more international dimension in their curriculum and organizational infrastructure. Prominent practices include revised hiring policies, internationalizing the curriculum, and developing international partnerships. These factors are further described below.

Hiring Practices

College-wide initiatives to hire faculty with international interest or experience demonstrate institutional efforts to internationalization (Ellingboe, 1998, p. 206). As Interviewee #2 comments, “Newer faculties that come onboard seem to have more inclusivity and diversity in their way of thinking than those who have been in the system a long time” (Personal communication, interview, March 16, 2012). In his opinion, newer faculty members are more receptive to internationalizing the curriculum and exposing others to a global perspective. The survey findings reveal 38.8% (n=33) of participants think hiring policies and practices exist in their School, which include criteria for internationally related work. Furthermore, 48.0% (n=48) of participants

believe promotional policies and practices exist which include criteria for internationally related work. As Interviewee #1 remarks,

It's important that [the School of Nursing] hire faculty that are also committed to the same values. We always are committed to the breadth of diversity of our faculty... We are always committed to visiting scholars and visiting professors – like we have right now. So, I guess the short answer to what you're mentioning, is that when you're committed to international education it pervades all aspects of the School (Interviewee #1, personal communication, interview, March 12, 2012).

A separate interviewee from the School of Public Health observes more international faculty being hired now than ever before (Interviewee #4, personal communication, interview, March 19, 2012). This evidence indicates the Schools of Nursing and Public Health are deploying a global perspective into their hiring practices.

Internationalization of Curriculum and Research

Another factor enabling faculty to participate in internationalization is the opportunity to promote an international dimension into teaching and research functions. As Table 4.15 demonstrates, 80.7% (n= 96) of participants feel the curriculum in their School allows for a global perspective. Multiple participants within the study mention that opportunities to integrate their international research and global outreach into the classroom currently exist. Additionally, they observe a growing interest among students who want to acquire a more comprehensive perspective in areas related to global health, program evaluation, and community based programs. Interviewee #4 mentions that students are very interested in international public health. Many of her students, whether they're from the United States or another country, want to develop program evaluation skills which they can then apply in other countries once they complete their graduate programs (Personal communication, interviewee #4, March 19,

2012). As a result, she feels compelled to incorporate cross-cultural knowledge into programs she administers.

New academic requirements also cause faculty to review and enhance curricular standards. As Interviewee #1 explained, “The faculty are committed to internationalizing...the curriculum. They are having deliberations [and establishing] international requirements for all students. And, those requirements are actually measurable and doable” (Personal communication, interview, March 12, 2012). She adds that these requirements are not just for students who participate in education abroad programs but also for those who remain on campus, ensuring that they have an opportunity to be immersed in a cross-cultural setting too (Interviewee #1, personal communication, interview, March 12, 2012).

Institutional Partnerships

Lastly, respondents tend to agree that overseas partnerships and similar agreements with foreign universities support greater participation among faculty in international activities. Partnerships may include research collaborations, interdisciplinary and training programs as well as education abroad programs. Two interviewees acknowledge the importance of institutional partners in relation to comprehensive internationalization. Individually, they have spent at least 10 years establishing networks with foreign universities and institutes for their Schools. Concurrently, they recognize that nurturing these efforts and relationships takes a great deal of time and effort (Interviewee #4, personal communication, interview, March 19, 2012; Interviewee #5, personal communication, interview, March 19, 2012).

Institutional partnerships with foreign universities have expanded the School of Nursing's research and education collaborations (Interview #1, personal communication, interview, March 12, 2012). Additionally, strategic international partnerships are opportunities for faculty from the University of Minnesota to teach overseas, collaborate with foreign faculty members and establish distance education programs for students and staff (Participant #150, personal survey, February 20, 2012; Interview #3, personal communication, interview, March 16, 2012; Interviewee #4, personal communication, interview, March 19, 2012).

Yet, the results also indicate contradictory findings around collaborative efforts with global partners. On one hand, 59.5% (n=75) of all participants reported collaborating with an international partner institution on a project or program (Table 4.4). More specifically, 61.9% (n=60) of participants from the School of Public Health and 51.7% (n=15) of participants from the School of Nursing reported affirmative answers to this question (Table 4.8). Data suggest a modest group of faculty members have experience working with other faculty members and partners overseas. Still, as shown in Table 4.15, just 33.7% (n=29) agree that enough global partnerships exist within their School for all faculty members to be involved.

When examining the variance between survey respondents, a statistically significant difference emerges when asked whether enough global partnerships exist in the school for all faculty members to be involved. In particular, at the 5% level, a significantly higher proportion of participants from the School of Public Health agree that enough global partnerships exist than those in the School of Nursing ($p = 0.038$).

As displayed in Appendix S, 35.2% (n=25) of survey participants from the School of Public Health agree with this statement, while just 16.0% (n=4) of School of Nursing participants agree. Therefore, despite a general consensus that overseas linkages elevate faculty involvement in international activities, participants do not believe enough global partners currently exist within their School.

Constraining Organizational Factors

Even though participants agree there is strong institutional commitment, leadership, and supporting policies and practices to advance faculty involvement in internationalization, the results also reveal several key organizational constraints inhibiting participation in international activities. The most significant roadblocks relate to a lack of coordinated efforts, ineffective tenure and promotional policies, insufficient resources and limited funding. The findings indicate that these are the most prominent factors constraining faculty from being able to participate in international activities. Each of these factors is further described below.

Lack of Coordination

As previously discussed, the majority of interviewees are quick to acknowledge the institution's desire and commitment to internationalize. They are familiar with explicit institutional goals and policies driving global initiatives. However, the operational efforts to integrate an international dimension throughout their School or University are disjointed.

In reference to the University's comprehensive internationalization strategy, participants view the University's approach as fragmented. Multiple faculty members

describe the internationalization efforts as “silo-ed” and “haphazard.” They observe international work being done by faculty possessing “little to no true international experience” and being performed “serendipitously” (Interviewee #2, personal communication, interview, March 12, 2012; Participant #80, personal survey, January 30, 2012).

One interviewee recalls a couple international program initiatives discussed during her initial faculty orientation. More recently, she has observed an emphasis on international student recruitment and programs developed by GPS Alliance that formalize faculty development. In addition, she has received emails and articles from the University’s Faculty and Staff Brief concerning the institution’s effort to internationalize the faculty and student population. However, it is unclear to her how these efforts are administered across campus and even within her own School. As she describes,

[The University] has record of big things; for example if there’s a course on this or that. But some sort of integration that would be consistent would help. The University would probably get an eye opener in terms of how much is really going on but because people are really on their own to do [international activities] the University doesn’t really know what it has. There are thousands of us. Some sort of integrated structure I think, would of course cost money, but would have crazy benefits for the University. (Interviewee #5, personal communication, interview, March 19, 2012).

Interviewee #4 is more vocal about his frustration with the University’s internationalization strategy. In his opinion, there needs to be an organizational shift within the University’s infrastructure allowing well trained and experienced faculty members to play a more active role in the process. He believes the current

organizational system is flawed by promoting administrative leaders and faculty that are ill equipped for their positions. As he points out,

How do we now take people who have been selected and rewarded on that kind of basis to become what? Inclusive? Are you kidding? More than that, we've structured this as a futile system that needs to decompose. We have silos inside of silos. We have dot runners- that we reward, for what? How are we going to re-do this? I don't know. I tried and I failed. (Interviewee #3, personal communication, interview, March 12, 2012).

What's more is he believes the Associate Vice President and Dean of International Programs is bounded by the University's existing infrastructure.

She's trapped into showing that she complies with a futile structure... What are we going to do [to further internationalize]? As far as I'm concerned you could view the University as a sausage stuffer. We have all of these links that we put into it and stick anything in them and they all come out the same way because the structure is a sausage stuffer. (Interviewee #3, personal communication, interview, March 12, 2012).

Promotional and Tenure Policies

Conflicting evidence around institutional policies which support faculty participation in internationalization was received. As Table 4.16 demonstrates, 43.1% (n=44) of faculty believe institutional policies make it easy for them to participate in international research, teaching and service functions. Additionally, the vast majority feel international activities are relevant to their research fields; just 9.8% (n=11) feel they are not. Yet, some faculty members feel discouraged from participating in international activities due to the institution's promotional and tenure policies. Two interviewees surmise that international research and engagement is not highly valued in the tenure process. As one interviewee describes in this regard,

The will is there. The promotion of it is there. But the realities of tenure and the tenure track process doesn't reward junior people to get involved in that which would probably set them on a track to continue it for their entire career if they had some more encouragement. But, because so much is being based on how much money they bring, the better pots of money are coming from big national institutes of health areas and all those different institutes. So it's not wise for a junior faculty to take a different path. And they're subtly encouraged not to. So, no one is saying you can't but in reality you're going to pay a penalty. (Interviewee #4, personal communication, interview, March 19, 2012).

Another interviewee, holding a non-tenure assistant professorship appointment, said she has always had an interest in international work. She is motivated and has been proactive in trying to understand how she could become more involved in international programs and research. In spite of her genuine interest, her efforts to participate in international programs and research were stifled due to the current "structure" (Interviewee #2, personal communication, interview, March 12, 2012).

Insufficient Resources

Another major constraint gleaned from the findings is insufficient resources to accomplish stated international goals. In particular, interview and survey respondents believe there is insufficient support staff and time to participate in international activities. In essence, international activities are perceived as "add-ons" to current faculty duties. While some variance among the results between genders and schools surround this topic, findings suggest limited resources prevent faculty from participating in international engagement.

Largely, the level of interest from faculty to participate in internationalization is prominent (Interviewee #5, personal communication, interview, March 12, 2012). Yet, in terms of personnel support, participants feel severely understaffed. According to one

survey participant, opportunities to work on international activities are only available for individuals who are part of the “in-group.” As he states, “A number of faculty members travel regularly but the opportunity doesn't exist for all as we are so understaffed and someone needs to teach” (Participant #147, personal survey, February 20, 2012).

Not only do faculty members feel they lack sufficient staffing resources, they also feel they do not have enough time to become more internationally engaged. When examining the survey results, 45.1% (n=51) of participants view international activities to be too time consuming (Table 4.16). When asked whether their division releases time from teaching and other duties in order to participate in international opportunities, 28.7% (n=25) indicate it does not. The survey findings also indicate 31.7% (n=38) of participants believe they are unable to be engaged in international activities as a result of their current responsibilities on campus (Table 4.16). Heavy workloads, teaching obligations, domestic policies and student advising responsibilities are all reasons why faculty are not able to be more actively engaged in internationalization (Interviewee #5, personal communication, interview, March 19, 2012; Participant #80, personal survey, January 30, 2012; Participant #73, personal survey, January 30, 2012).

When reviewing survey data related to constraining factors between genders, Schools, and faculty appointments, several interesting figures related to this topic emerge. For instance, 30.8% (n=33) of all faculty participants reported sufficient support staff in their division to participate in international initiatives (Table 4.16). Within the School of Public Health, 37.8%; (n=31) of participants agree sufficient

support staff in their division to participate in international initiatives. However, a much smaller proportion of faculty from the School of Nursing feel this way. Just 8.0% (n=2) of faculty from the School of Nursing indicate that they “agree” or “strongly agreed” with this statement (Appendix U). This finding is statistically significant ($p=0.000$).

The results also reveal statistically significant differences when comparing responses between male and female participants. A significantly higher percentage of males believe sufficient support staff exists in their division than females ($p=0.004$). According to the data, 45.6% (n=21) of males believe sufficient support staff exists within the division, while just 19.7% (n=12) of females agree.

The lack of financial resources is most commonly cited for prohibiting faculty participation in internationalization. While survey respondents indicate that some “soft” funds exist for overseas travel, there is a general perception among faculty members that sufficient funding to support faculty participation in internationalization is lacking. This theme is not only expressed in the quantitative findings but also among all five interview participants.

According to the literature, the lack of financial incentives to support faculty development, overseas programs and training are prominent barriers that deter faculty from globalizing their teaching, research and services at an institution (Childress, 2010; Paige, 2005; Dewey & Duff, 2009; Knight, 2001; Mestenhauser & Ellingboe, 1998; Mestenhauser & Ellingboe, 2005). As a result, six items related to available funds for international activities were included within the quantitative survey. More specifically,

survey participants were asked to indicate whether their division provided funding for any of the following activities;

- Leading students on study abroad programs,
- Traveling to meetings, conferences, or seminars abroad,
- Conducting research abroad,
- Developing greater intercultural skills or knowledge,
- Hosting international visitors (e.g. visiting scholars or instructors), and,
- Attending workshops on how to internationalize the curriculum.

Table 4.20: Financial Support for International Activities

	Percent Agree
Hosting international visitors (e.g. visiting scholars or instructors)	63.3% (n=57)
Faculty traveling to meetings, conferences, or seminars abroad?	60.4% (n=58)
Faculty developing greater intercultural skills or knowledge?	33.0% (n=29)
Faculty conducting research abroad?	26.1% (n=24)
Faculty attending workshops on how to internationalize the curriculum	26.0% (n=20)
Faculty leading students on study abroad programs?	20.9% (n=18)

Table 4.20 shows the percentage of faculty members that agree with each statement related to available funding within their division. Similar to before, these percentages were calculated by combining the “somewhat agree” and “strongly agree” responses and excluding those that replied “don’t know”. Participants agree most strongly agree that their division provides funding to host international visitors (63.3%; n=57) and travel to meetings, conferences or seminars abroad (60.4%; n=58). There is a substantial drop in affirmative responses beyond those two survey items. As Table 4.19 illustrates, less than 35% percent of all faculty members agree with the remaining four questions related to division funding for internationalization activities. In order to

gain a more comprehensive understanding of the individual perception, the findings were further reduced by different sub-groups.

Table 4.21: Financial Support for Internationalization Activities, Comparison between Genders

	Percent Agree	
	Males	Females
Hosting international visitors (e.g. visiting scholars or instructors)	70.7% (n=29)	57.1% (n=28)
Faculty traveling to meetings, conferences, or seminars abroad?	60.5% (n=26)	60.4% (n=32)
Faculty attending workshops on how to internationalize the curriculum	38.9% (n=14)	31.7% (n=13)
Faculty developing greater intercultural skills or knowledge?	26.3% (n=10)	38.0% (n=19)
Faculty leading students on study abroad programs?	7.9% (n=3)	31.3% (n=15)
Faculty conducting research abroad?	28.6% (n=12)	24.0% (n=12)

When examining the variance between gender responses, two specific findings stand out. First, statistically significant differences exist when comparing views about funding being provided to host international visitors ($p = 0.028$). Excluding those who reported “don’t know”, 70.7% (n=28) of males agree with this that institutional funding exists to host international visitors, while just 57.1% (n= 28) of females agree.

Also, statistically significant differences exist between male and female responses concerning financial support for faculty leading study abroad programs ($p = 0.013$), with a higher proportion of females indicating their division provides funding for study abroad programs than males. When removing those who answered “don’t know,” 31.3% (n=15) of females agree funding for faculty leading study abroad programs is available, while just 7.9% (n=3) agree to this statement. These are the only

results that report statistically significant differences between genders related to financial support.

Table 4.22: Financial Support for Internationalization Activities, Comparison between Schools

	Percent Agree	
	School of Nursing	School of Public Health
Faculty traveling to meetings, conferences, or seminars abroad?	85.7% (n=18)	52.7% (39)
Hosting international visitors (e.g. visiting scholars or instructors)	73.9% (n=17)	59.1% (n=39)
Faculty leading students on study abroad programs?	72.2% (n=13)	7.4% (n=5)
Faculty developing greater intercultural skills or knowledge?	63.6% (n=14)	22.7% (n=15)
Faculty conducting research abroad?	43.8% (n=7)	21.3% (n=16)
Faculty attending workshops on how to internationalize the curriculum	42.1% (n=8)	20.7% (n=12)

The data suggest that more funding opportunities exist in the School of Nursing than the School of Public Health. This is reflected in a number of ways. Survey responses reveal a more positive outlook toward financial support from faculty in School of Nursing than faculty in the School of Public Health. In fact, when comparing the findings between Schools, statistical differences exist in four of the six questions related to this topic. At a 95% confidence interval, a significantly higher proportion of faculty from the School of Nursing feel their divisions provide funding for; 1) Faculty leading student on study abroad programs ($p = 0.000$), 2) Faculty traveling to meetings, conferences, or seminars ($p = 0.010$), 3) Faculty developing greater intercultural skills or knowledge (0.001), and 4) Faculty attending workshops on how to internationalize

the curriculum ($p=0.000$). Therefore, either more funding opportunities exist in the School of Nursing than the School of Public Health, or that is simply the perception of the population samples.

Table 4.23: Financial Support for International Activities, Comparison between Faculty Statuses

	Percent Agree	
	Tenure	Non-Tenure
Hosting international visitors (e.g. visiting scholars or instructors)	55.7% (n=34)	79.3% (n=23)
Faculty traveling to meetings, conferences, or seminars abroad?	53.0% (n=35)	76.7% (n=23)
Faculty developing greater intercultural skills or knowledge?	27.9% (n=17)	44.4% (n=12)
Faculty conducting research abroad?	18.5% (n=12)	44.4% (n=12)
Faculty attending workshops on how to internationalize the curriculum	17.3% (n=9)	44.0% (n=11)
Faculty leading students on study abroad programs?	13.3% (n=8)	38.5% (n=10)

Table 4.23 shows the findings received from tenure and non-tenure faculty members for six survey items relating to departmental funding for internationalization activities. Similar to previous illustrations, the table expounds those that agree with each statement after removing responses from participants who indicated “don’t know.” When comparing responses between faculty holding different appointments, the data fail to reveal significant differences between appointment types at the 0.05 level. Nevertheless, there are still some important observations worth pointing out. Proportionately, non-tenure participants report a higher level of agreement than tenured faculty members for each statement. However, roughly 50% of all non-tenure participants reported “Don’t Know” for each question above (total $n=54$).

When reviewing the qualitative findings, it is clear that faculty perceive a supportive institutional environment for international engagement. Yet, financial resources are limited. In reference to factors constraining faculty participation within divisions, Schools and the University, the most prominent response between faculty participants is still funding. Among the 74 participants who replied to an open-ended question concerning divisional constraints for faculty involvement, nearly half declare answers connected to the lack of funding. When asked the same question at the school level, 28 of 63 survey respondents indicate once more that funding was an issue. Furthermore, 28 of the 67 respondents who answered an identical open-ended question at the university level cite issues related to money and funding. This is by far the most commonly identified barrier among faculty participants for each of these three open-ended questions.

Furthermore, five interviewees commented on the lack of funding to conduct international research and programs. Interviewee #1 notes nearly every student in the School of Nursing would like to participate in a study abroad experience, however the experiences are costly and the School does not have enough scholarships to support the demand. She also indicated faculty desire the opportunity to teach or lead a group of students overseas so they can learn about global health, but this also requires resources (Interviewee #1, personal communication, interview, March 12, 2012).

According to Interviewee #4, she believes all faculty in the School of Public Health have an interest in global health. In her opinion, faculty members are not participating in internationalization because a lack of interest, but rather they have not

found the right funding source yet. From her perspective, most of her colleagues are applying and receiving grants from organizations like the National Institute of Health (NIH) that largely support national studies. As she describes,

It feels to me that there is such emphasis put on NIH money for counting towards faculty tenureship [sic] and that many of the newer, younger faculty are not encouraged so much to go after other sources of funding that come from foundations and work with organizations that are international that maybe don't have the same sort of indirect costs recovery that come back to our University. NIH has huge implications to University of Minnesota and other in getting these grants because they pay basically a lot of indirect costs that are faculty supported. (Interviewee #4, personal communication, interview, March 19, 2012).

Finally, when discussing various constraints within the University, Interviewee #5 discovered that there simply is not sufficient funding set aside for her School to accomplish its international goals. Similar to Interviewee #4, she believes there is a great deal of interest among faculty to be more internationally engaged. Yet, the current resources do not match the institution's stated commitment towards internationalization (Interviewee #5, personal communication, interview, March 19, 2012).

Summary of major findings

This chapter presents an analysis of findings from the electronic survey and follow-up interviews. The most striking findings from this study relate to the nature of participation among various groups of faculty members. When comparing the involvement of male and female faculty members in internationalization, males tend to participate more readily in internationalization initiatives occurring outside of the campus. For example, 76.5% (n=39) of males present research or work at seminars or conferences outside of the United States, while just 48.0% (n=36) of females respond favorably to this activity. In addition, 74.5% (n=38) of males and only 49.3% (n=37) of

females have experience collaborating with foreign partner institutions on a project or program. In contrast, a higher percentage of female faculty members participate in activities associated with internationalizing the curriculum. According to the survey results, 65.3% (n=49) of females and just 50.1% (n=26) of males provide opportunities for international students to share country specific perspectives in the classroom. Additionally, 53.3% (n=40) of female respondents have taught a course that included strategies for students to improve their intercultural skills, while just 27.5% (n=14) of males have done likewise. These results reveal substantial variance by male and female faculty members.

Also, faculty from the School of Nursing and School of Public Health are inclined to participate in different types of international activities. This is another major finding. In general, faculty from the School of Nursing are more involved in internationalizing the curriculum while faculty in the School of Public Health participate more readily in international activities taking place outside of the classroom. For instance, 86.2% (n=25) of faculty in the School of Nursing have taught a course that included strategies for students to improve their intercultural skills while just 29.9% (n=29) of faculty in the School of Public Health indicated participation in this activity. Also, 62.1% (n=18) of faculty in the School of Nursing have revised existing courses to include a more global perspective, compared to 40.2% (n=39) of faculty in the School of Public Health. Alternatively, 61.9% of faculty in the School of Public Health have presented research or work at seminars or conference outside of the United States, while

just 51.7% (n=15) of faculty in the School of Nursing indicate participation in this activity.

The results also show noticeable variance between tenured and non-tenured faculty members and their involvement in internationalization. When comparing faculty participation in activities that support internationalization, tenured faculty members report a higher percentage of participation in 16 of the 18 different activities. A complete summary of these results are reflected in Appendix P.

Finally, faculty members view internationalization as a priority for the university, school and department. Yet, the importance of this institutional priority is viewed most strongly at the school level. According to the findings, 69.8% (n=88) of the respondents view internationalization as a priority for the University of Minnesota – Twin Cities. A slightly higher percentage of faculty (73.8%; n=93) view internationalization as a priority for their school and just 47.6% (n=60) believe internationalization is a priority for their division. This finding is worth noting and may reflect the overall organizational obstacles faculty perceive.

Chapter V: Implications and Conclusion

Introduction

In Chapter IV the key factors influencing faculty participation in internationalization are documented and analyzed. In this chapter the implications of the findings are discussed. While the researcher was primarily concerned with factors enabling faculty participation in international activities, several critical barriers impeding faculty involvement in internationalization also emerged and are presented. To situate these findings, the purpose and significance of the study are described at the outset of this chapter. Next, salient responses to each research question are reviewed. Practical implications that integrate the findings from this study with related literature pertaining to comprehensive internationalization will then be presented. Finally, study limitations and recommendations for future research will be shared.

Purpose and Significance of the Study

The purpose of this study is to investigate factors influencing faculty participation in internationalization at the University of Minnesota – Twin Cities. The researcher examines how faculty members participate in international teaching, research and service activities as well as the rationales supporting their involvement. In addition, benefits associated with faculty involvement in internationalization and critical factors enabling individual participation are also reviewed.

Previous research indicates that institutional faculty members play a unique role in the implementation and development of internationalization activities (Mestenhauser & Ellingboe, 1998; Harari, 1992). Their involvement “directly impacts the teaching,

research, and service missions of higher education institutions” (Childress, 2010, p. 27). As scholars, they possess high levels of specialized knowledge and foster partnerships that cannot be reproduced in other institutional communities (Edwards, 2007, p. 375). Their global engagement is instrumental in the internationalization of curriculum and providing institutions with an “international mindset” (Paige, 2003, p. 58). Ultimately, to ensure the success of a comprehensive internationalization strategic plan, institutions must create an environment that allows staff from individual departments and international programming offices to work collaboratively (Hudzik, 2011, p. 1).

Despite the crucial role faculty play in comprehensive internationalization, limited research has been done around factors influencing faculty participation in international activities. The findings from this study add content to existing literature surrounding faculty engagement in internationalizing higher education. This study is particularly meaningful in the context of the University of Minnesota -Twin Cities and, more specifically, its Schools of Nursing and Public Health. As examined in Chapter IV, the data reveal that faculty participation from the Schools of Nursing and Public Health are impacted by all six stages of Knight’s theoretical internationalization cycle. According to Knight & de Wit (1995), academic activities and services, organizational factors and guiding principles play a major role in the operationalization stage of the six-stage cycle (p. 27). The process begins with awareness and progresses through various institutional internationalization stages including commitment, planning, operationalization, review and reinforcement (p. 26). Participation among faculty is often most prominent in the operationalize stage. While Knight and de Wit argue that

internationalization is a continuous cycle that follows the six-stage progression, findings from this study also suggest that factors from within one stage move through subsequent stages and can be reflected throughout the cycle. In other words, the importance of issues stemming from one stage will impact subsequent stages of the cycle and vice versa.

As noted before, the concept of comprehensive internationalization envelops a broad spectrum of stakeholders, policies, and programs which ultimately leads to a deeper and potentially more challenging element of change (Olson et al., 2005). While the role of faculty in internationalization is significant, it is equally important to study all contributing variables that affect the international dimension of a higher education institution. This includes analyzing various components related to university leadership, international strategic plans, institutionalization of international education, professional units and staff, internationalizing the curriculum, student and scholar services, study abroad, and co-curricular programs (Paige, 2005, p. 109).

Implications of Key Findings

Research Question #1: In what ways do faculty members participate in internationalization activities?

This question is vital because recognizing how faculty are engaged in international outreach allows administrators and scholars to identify areas for additional development and support. As revealed by the findings, faculty from the Schools of Nursing and Public Health participate in a wide range of activities related to internationalization. A relatively small number of faculty serve on internationalization

committees and lead students on education abroad opportunities. A higher proportion of respondents indicate involvement in presenting research or work overseas and traveling abroad to participate in professional development opportunities. Furthermore, faculty members are deeply involved in activities occurring on campus. Many of these more local initiatives are closely associated to the concept of Internationalization at Home (IaH). The term Internationalization at Home is used to describe internationalization happening on campus, through teaching-learning processes, co-curricular programs, initiatives with local communities as well as international student and scholar activities (Knight, 1999; Nilsson, 2003; Wachter, 2003). While student and faculty mobility programs are very important to the overall internationalization of an institution, IaH activities can complement them by encouraging them to participate in programs outside of their home countries and bringing to other global issues (Paige, 2003, p. 52).

While interview participants frequently cite education abroad programs, overseas partnerships, and institutional research collaborations as prominent vehicles to internationalize a campus, the findings indicate their involvement is largely centered around academic areas that occur on their home campus. In fact, seven of the nine most common activities in which faculty members are involved generally take place on the University of Minnesota premises. These activities include,

1. Collaboration with a foreign partner institution on a project or program,
2. Providing opportunities for international students to share country specific perspective in the classroom,
3. Serving as a member on an international association,
4. Reading international journal articles related to your discipline more than once a week,
5. Publishing research in a foreign journal, book, or publication,
6. Revising an existing course to include a more global perspective, and
7. Teaching a course that includes strategies for students to improve intercultural skills.

Comparatively, faculty from the two Schools in this study focus on different aspects of IaH. The most noticeable international activities for faculty in the School of Nursing are associated with internationalizing the curriculum. Such activities consist of improving intercultural skills for students, providing opportunities for students to share country specific perspectives in the classroom and revising existing courses to include a more global perspective. In contrast, faculty members from the School of Public Health are more involved in agenda items that focus on global partnerships and research. Proportionately, they are more likely to collaborate with foreign partner institutions, present at seminars or conferences outside of the United States, serve on an international association, and read international journals related to their discipline. In spite of noticeable similarities between these two Schools at the same institution, the findings suggest the existence of other underpinning factors influencing individual participation in internationalization.

While faculty members from the two schools participate in different types of international engagement, the results reveal tenured faculty members are more likely to engage in international activities than non-tenured. Faculty members with tenure

demonstrate a higher level of participation in 16 of the 18 activities identified in this study. Again, the majority of their involvement is concentrated around teaching, research and service activities that do not require extensive travel or large sums of financial resources. These findings reinforce comments shared by individual participants during the data collection process. In their opinion, junior faculty members are discouraged from participating in international work due to the limited amount of external grants and funding from organizations overseas.

In summary, faculty participation in international activities is demonstrated in a multitude of ways. Participation depends on a variety of factors relating to the type of international activity, academic discipline and individual background. Therefore, to generate a stronger level of faculty participation in these two Schools, internationalization strategic plans should begin by targeting IaH opportunities for faculty so they can further internationalize their pedagogies, curricula, and scholarly agendas. Additionally, incentives to involve junior faculty and greater faculty involvement in off-campus teaching, research and service functions should be considered.

Research Question #2: What reasons do faculty members offer for their participation in institutional internationalization activities?

The second research question addresses reasons why faculty members participate in internationalization. This question is important as institutional leaders try to better understand what motivates individuals to integrate an international dimension into their teaching, research or outreach functions. Participants describe a combination of collective and individual motives for their international involvement. The findings

reveal that faculty members participate in internationalization for two primary reasons. First, faculty view their involvement as an instrumental component of the University's broader academic mission. Second, on a more personal level, faculty members believe their individual research and scholarly work associated with internationalization is validated by a more global mission.

This study provides evidence that faculty members feel responsible to support the academic mission and institutional vision set forth by University of Minnesota leaders. As institutional stakeholders, faculty are keenly aware of the University's desire to become one of the top research institutions in the world. They hear the President talk about international initiatives often and for some individuals, involvement in international teaching and research is even part of their tenure code. Since institutional stature is significantly, if not wholly, a product of its faculty and students, universities are increasingly forced to intertwine relevant institutional teaching, research, and outreach as budgets are constrained (Hudzik, 2011, p. 33). Participants within this study observe the University of Minnesota's desire to become more international, at the same time, recognizing budget constraints within their respective School. According to one faculty member,

There is a tremendous effort [to internationalize] nowadays for economic reasons, especially if we are not more diverse and inclusive. The University of Minnesota is in danger of being redundant. [International work] is our future. That is what is going to keep the University viable. That is where the new research ideas are going to come from... And that's what's happening at the U, we really are having to do more with less. (Interviewee #2, personal communication, interview, March 16, 2012).

The juxtaposition of the University of Minnesota's desire to internationalize and declining financial support have caused faculty in the Schools of Nursing and Public

Health to reflect on their collective and individual exchanges with respect to internationalization. Faculty members believe their contributions enhance the institution's unique competitive advantage by infusing cross-cultural elements into their teaching, research and outreach.

The intrinsic motivation for individuals to participate in international activities is another theme emerging from the findings. Participants share a strong personal commitment to their profession. Diagnosing, monitoring and treating global health issues are core to why faculty from the Schools of Nursing and Public Health choose to participate in internationalization and central to their professional vocation. As previously uncovered by Viers (2003), faculty involved in international endeavors find the work to be an incredibly exciting form of scholarship that produce intrinsic rewards (p. 83). Findings from this study support this claim. As one interviewee explained, "At the very core faculty are deeply committed to advancing health. Whether that's local or global. They are incredibly committed to making a difference and helping people" (Interviewee #1, personal communication, interview, March 12, 2012). As a whole, faculty express intrinsic validation for their personal involvement in international teaching and research. In return, institutional leaders should target outlets so experienced faculty members can share their scholarly work and for aspiring faculty members to learn about opportunities to become more globally engaged.

Research Question #3: What benefits do faculty members perceive for their participation in international activities?

According to Ellingboe (1998), there are three primary beneficiaries when an institution decides to internationalize. Beneficiaries include the university, the college,

and individual stakeholders (p. 204). Individual stakeholders, comprised of faculty members, staff and students, benefit from internationalization by having an increased understanding of international issues and a broader view of the world. These returns represent a value-added dimension to an individual's professional and personal areas of responsibility (Ellingboe, 1998, p. 205). The empirical and qualitative findings from this study reveal similar results to those Ellingboe describes with respect to individual benefits for faculty participation in internationalization.

Professionally, faculty view their scholarly work in international education as a promotion of greater research, collaboration and knowledge. Participants from this study demonstrate favorable attitudes towards collaborating with international experts and overseas colleagues on academic initiatives that are specific to their fields of scholarship. Making connections with colleagues, organizations, and programs in a wide variety of cross-cultural settings establishes key linkages between their departments and foreign universities. Not only do these connections advance institutional agendas surrounding internationalization but they also affect an individual's teaching, research and outreach priorities. As one of the University of Minnesota's "signature characteristics," providing opportunities for faculty to become better connected with foreign partnerships may accomplish institutional and professional objectives (Interviewee #1, personal communication, interview, March 12, 2012).

Evidence from this study suggests faculty also perceive individual benefits in return for their participation in internationalization. As one participant noted, exposure

to international programs and inquiries allow individual faculty members to rethink basic assumptions about their areas of academic expertise (Participant #119, personal survey, February 12, 2012). Moreover, conducting research and teaching in cross-cultural settings provides opportunities for self-discovery and scholastic growth (Participant #25 and Participant #130, personal survey, February 13, 2012). As noted by several respondents, international activities permit faculty to gain a more holistic perspective on global health issues. Benefits for these types of interactions not only influence forward thinking research, but also stimulate personal development (Interviewee #5, personal communication, interview, March 19, 2012).

While most faculty members in this study do not perceive external rewards (e.g. financial compensation, special awards, and recognition) as professionally and personally motivating, they agree there needs to be a stronger financial commitment from the institution to encourage faculty participation in internationalization. According to Viers (2003), “For faculty not inclined to be involved in international scholarship due to their internal make-up, external rewards may be the most effective means for initiating their involvements” (p. 133).

Research Question #4: What factors enable University of Minnesota faculty to participate in international activities?

In this study, the researcher examines whether factors identified during the literature review have an impact on faculty participation in internationalization. Analyses of quantitative and qualitative data reveal three critical institutional factors that promote faculty involvement in international activities. These factors include, 1) institutional commitment, 2) leadership, and 3) organizational practices.

Institutional Commitment

One institutional factor that positively influences faculty participation in international activities is the University of Minnesota's commitment to comprehensive internationalization. Institutional commitment encompasses the organizational ethos for internationalizing teaching, research, and outreach into various institutional dimensions. According to Knight and de Wit (1995), "Strong and vocal support from a broad base of faculty, staff, and students is needed to complement the commitment from the senior administrators and to convert commitment into [internationalization] planning strategies" (p. 26). As several respondents point out, the University's call to internationalize is expansive. Internationalization is referenced in the University's mission statement and reflected in a broad array of programs, practices and policies on campus. Individual interviewees agree that this is factor is critical to promoting faculty participation in internationalization and believe these efforts are valued by University level leadership (Participant #126, personal survey, February 12, 2012).

As related literature points out, there are several key indicators that display an institution's commitment to international education. These indicators include university leadership, a strategic plan, and internationalizing the curriculum (Paige, 2005, p. 116). Data from this study support the notion that these institutional indicators promote internationalization. As the same time, ongoing changes to institutional programs, practices and policies may continue to elevate participation levels among faculty.

Leadership

In the current study, institutional leadership is identified as a contributing factor to enable faculty participation in internationalization. Collectively, 74.5% (n=82) of survey participants agree that institutional leaders support faculty involvement in internationalizing the university. Evidence of institutional leadership supporting internationalization is observed by faculty in many different ways.

Because internationalization is an organizational change process, it requires a broad-based approach that allows leaders to access different layers of the institution to stimulate change (Mestenhauser & Ellingboe, 2003, p. 40). According to Mestenhauser and Ellingboe (2003), transformational leadership has several limitations but holds great promise for international education (p. 40). Transformational leadership is described as “a broad-based perspective that encompasses many facets and dimensions of the leadership process. In general, it describes how leaders can initiate, develop, and carry out significant changes in organizations” (Northouse, 2007, p. 189).

While some of the University of Minnesota’s strategic international plans are still maturing, the findings of this study, as well as literature related to organizational leadership, support the tactical approach underway. Faculty acknowledge that over the last decade institutional leaders have been actively creating global partnerships, programs and policies to permeate a global dimension across all aspects of the institutional. These components relate to the university’s mission and strategic plans. Faculty from this study also believe institutional leaders are better positioning the University with respect to its internationalization as a result of these efforts. While

faculty often reference the concept of leadership in general terms, multiple interviewees name the University's central international program's unit Global Programs and Strategy Alliance (GPS Alliance) and, more specifically, the Associate Vice President and Dean of International Programs for championing the internationalization efforts.

The quantitative and qualitative results suggest distinguished University leaders, such as the Associate Vice President and Dean of International Programs and academic deans from the Schools of Nursing and Public Health, actively promote interdisciplinary and global partnerships to support teaching, research and service across campus. They are setting institutional objectives that involve international education opportunities for students, staff and faculty. In addition, particular committees, including a system-wide advisory council, have been formed to help deliberate, discuss, and shape processes and policies affecting international activities and stakeholders. Despite these management structures and the impact they have had on faculty views of internationalization, individual faculty members still question their own roles in the overall internationalization process. This concern will be more closely examined later in this chapter.

Organizational Practices

Facilitating faculty engagement in internationalization requires organizational practices and policies that guide this institutional priority (Childress, 2008, p. 302). Participants from this study identify three institutional factors that help enable faculty participation in internationalization. These factors include hiring practices, internationalizing the curriculum, and institutional partnerships.

Findings from this study suggest institutional representatives from the Schools of Nursing and Public Health take prior international experience into account during the hiring process of new faculty members. While just 38.8% (n=33) of survey participants believe hiring policies and practices, which include criteria for internationally related work, exist within their School, multiple interviewees from this study view newer faculty members as more receptive to global perspectives and institutional change (Interviewee #2 and Interviewee #4, personal communications, interview, March 16 and March 19, 2012). As one interviewee described, “newer faculty members are more receptive to internationalizing the curriculum and exposing others to a more global perspective” (Interviewee #2, personal communication, interview, March 16, 2012). As two respondents observe, more internationally minded faculty members have been hired on now than before. Thus, it appears the leaders from these two Schools are taking into account personal international experiences during the hiring process.

Faculty members also play a pivotal role in the internationalization of the curriculum as they have the unique ability to impact curricular changes, research projects and scholarly collaboration. Findings from this study show 80.7% (n=96) of faculty participants agree that their curriculum allows them to integrate global perspective. Internationalizing the curriculum is another key factor that enables faculty to engage in the internationalization process.

Research indicates that faculty engagement is not optional for comprehensive internationalization but essential for an entire campus to be affected (Childress, 2010, p. 27). Based on data from the current study, faculty in the Schools of Nursing and Public

Health recognize the importance of internationalizing core academic components associated with the curriculum. At the same time, they are identifying effective teaching and learning techniques so this information can be realized more broadly. As Paige (2005) remarks, “Faculty members are integral to the curriculum: the more involved they are in international activities, the more likely it is that they will incorporate an international dimension into their course and work effectively with international students” (p. 109). Multiple faculty members comment on their students’ desire to acquire theoretical and practical knowledge in a broad range of studies that can be applied across different cultures. Therefore, it is imperative that faculty recognize the value of adding a more inclusive outlook in their professional contributions and that they understand how to do so.

Lastly, institutional partnerships are the third most commonly cited factor enabling faculty participation in internationalization. These partnerships can take on many different forms. They may consist of student and faculty exchanges with foreign universities, the formation of an international faculty research chair, or various other forms of long-term international institutional collaborations (Dewey & Duff, 2009, p. 494).

In the present study, over half of all participants (59.5%; n=75) report collaborating with international institutional partners on a project or program. Many faculty members view institutional relationships as opportunities for individuals to achieve scholarly goals while also accomplishing institutional objectives. These

findings are consistent with related literature and worth taking into account during the institutional strategic planning process.

Constraining Organizational Factors

The findings of this study also reveal faculty participation in internationalization is impacted by serious, yet not insurmountable, limitations that are shared across the University, Schools and departments. The findings reflect a lack of resources and staffing to support a larger degree of faculty participation in activities related to internationalizing the University. More specifically, factors related to strategic planning, promotion and tenure policies, and insufficient resources tend to restrict faculty engagement in internationalization. These factors are also discussed in the broader institutional context and must be considered when making significant policy revisions.

Faculty collaboration as it relates to internationalization often involves making interdisciplinary and intercultural connections (Ellingboe, 1998, p. 213). Findings from this study indicate that independent, individualized teaching and research is still the norm in many academic departments at the University of Minnesota's School of Nursing and Public Health. While individuals recognize a broad range of institutional initiatives occurring across campus that relate to comprehensive internationalization, their role still appears unclear within this paradigm shift. They describe the institution's efforts as "silo-ed" and "disjointed". As one interviewee described, it's unclear how the international efforts on campus, including those within her own School, are administered. As she states,

The University would probably get an eye opener in terms of how much is really going on but because people are really on their own to do [international activities] the University doesn't really know what it has. (Interviewee #5, personal communication, interview, March 19, 2012).

It is plausible that faculty view internationalization as a lower priority for their department than the University at large, due to the decentralized nature in which these activities occur. As the results indicate, just 47.6% (n=60) of participants view internationalization as a departmental priority while 69.8% (n=88) of all participants believe internationalization is a priority for the University of Minnesota. Therefore, there needs to be an ongoing dialogue between central administrators, school leaders, and faculty to operationalize the strategic international plans.

Promotion and tenure credit for international activities is mentioned as a critical performance indicator of institution internationalization (Paige, 2005, p. 116). However, as revealed by the present study's findings, the lack of promotion and tenure policies surrounding international activities constrains individual engagement. Participants feel the tenure track process does not reward junior faculty for becoming involved in international activities. The current tenure structure in the School of Public Health is largely based on the amount of funding individuals are able to acquire as a result of research grants (Interviewee #4, personal communication, interview, March 19, 2012). Since most of the major sources of funding are centered on national health areas, faculty feel less encouraged to pursue global opportunities. Addressing the current promotion and tenure policies needs to be taken into consideration before substantive change can occur.

The final factor constraining faculty participation in international engagement is the lack of critical resources. Faculty agree there is insufficient support staff and time to participate in international activities. Findings from the study reveal only 30.8% (n=33) of participants have sufficient support staff in their division to engage in international initiatives. Furthermore, a large number of survey respondents indicate they do not have enough time to participate in international work. As revealed by the results, 45.1% (n=51) of participants view international activities as too time consuming. These findings imply faculties perceive international initiatives as additives to their current duties, rather than fundamental components. As several respondents pointed out, heavy workloads surrounding teaching and advising prevent faculty from becoming more involved in internationalization (Interviewee #5, personal communication, interview, March 19, 2012; Participant #80, personal survey, January 30, 2012; Participant #73, personal survey, January 30, 2012).

Uniformly, participants acknowledge that there is a lack of financial resources to support faculty participation in internationalization. This was the most salient factor limiting faculty involvement. Many faculty members from this study indicate that they would not be able to go overseas to teach or conduct research without additional funding. This is a commonly cited roadblock for comprehensive internationalization and remains a serious barrier for faculty participation in international engagement (Ellingboe, 1998, p. 211).

Implications for Policy and Practice

Strategic Alignment of International Activity

Comprehensive internationalization requires an environment that is international in character – in teaching, research, and outreach (Paige, 2005, p. 101-102). It is a multi-faceted, multidimensional and complex concept (Mestenhauser, 2002). Given the broad range of teaching, research, and service responsibilities which faculty and academic units retain, data from this study support a systems approach to developing and retaining faculty participation in internationalization. Furthermore, to better foster faculty involvement, it is imperative that the approach includes three vital components: strategic planning, administrative infrastructure, and individual support. These three components are addressed in the following sections.

Strategic Planning

According to Mestenhauser (2002), a systems perspective is the most effective tactic to internationalize an organization given its complexities and expansive nature across various operations and specializations (p. 173). Educational institutions are highly structured vertically, and each layer represents different complexities and separate internal logic. To internationalize, it is necessary to look at each individual layer so an international dimension can be infused accurately across every piece of the institution (Mestenhauser & Ellingboe; 2005, p. 40). The implications from this study suggest a similar approach holds true when developing faculty engagement in internationalization. To more effectively align faculty involvement with strategic

internationalization plans, institutional leaders must address the intentionality of faculty involvement and institutional investments.

Intentionality of Faculty Participation

Davies (1995) describes a common internationalization approach as an ad-hoc strategy, whereby “a high level of activity may take place throughout the institution but it is not based on clear concepts and has an ad hoc character” (p. 23, taken from Knight, J. & de Wit, H, 1995). Evidence of a similar approach is reflected in the current study with respect to the role of faculty internationalizing the University of Minnesota.

Faculty that are globally engaged tend to participate in a serendipitous fashion.

Moreover, respondents from this study view internationalization as an institutional priority but lacking a cohesive strategy that combines their individual initiatives with the University’s broader plan.

As institutional leaders at the University of Minnesota commit themselves to internationalizing the institution at large, they also must create a plan that integrates and internationalizes individual faculty members. Faculty play a vital role in advancing the academic mission and institutional agenda while entering and exiting at various points throughout the internationalization process. Therefore, as Childress (2010) points out, “Charting a deliberate plan that is congruent with institutional aspirations for internationalization and strategies to engage faculty to realize those aspirations is critical” (p. 153).

An important first step for any institutional plan is to clarify the purpose and goal of internationalization (Knight & de Wit, 1995, p. 27). “The reasons for

internationalizing, the intended outcomes, the unique features, resources, and need of the organization must be clearly assessed and factored into a strategy” (p. 27). While framing the broader international strategic plan, institutional leaders ought to consider the following questions: Is faculty participation an essential component for particular objectives within the plan? If so, what are the intended goals and resources with respect to faculty participation? (Childress, 2009a, p. 315). Answers to these questions are instrumental while striking a balance between university, school and individual level strategic internationalization plans.

Since the real process of internationalization occurs between the institutional and individual levels, it is imperative that the role of faculty in internationalization at the institutional level be well articulated (Knight, 2004, p. 6). Data from this study indicate that individual faculty members grapple with the fact that institutional expectations, motivations, goals and desired outcomes have not been clearly defined for them at the institutional level. Virtually all faculty members in this study express genuine interest in international engagement. Unfortunately, clear expectations and opportunities for their involvement have not been conveyed by central administrators and their respective School leaders. As a result, faculty do not view their current activities as part of a collective institutional plan. While international programs, policies and procedures have been implemented it remains unclear from an operational level, which particular objective these practices support. Similar findings were discovered by Dewey and Duff (2009) at the University of Oregon,

On one hand...long-term institutional academic mission and continuity are driven by faculty. In this sense, the university is the faculty, and the university’s administrators

serve to support decentralized faculty leadership of the academic institution. On the other hand, however, faculty rely on the central administration to clearly communicate strategic priorities, lead strategic development of priority areas...and support the faculty to achieve priority area goals (p. 501).

Investing in Faculty Participation

The operationalization of faculty engagement in internationalization requires an adequate investment of time and money (Childress, 2010, p. 154). During a previous study, Ellingboe (1998) discovered that schools and colleges at the University of Minnesota are financially constrained and cannot offer faculty members financial assistance that would enable them to participate in meaningful international research, teaching or services (Mestenhauser & Ellingboe, 1998, p. 201). Findings from this study reveal that funding for faculty participation in internationalization continues to be a concern. “Soft funding” for international travel and monetary support for large-scale and long term projects from federal grants and private foundations are now available. However, there is still the inclination for internationalization to become another undervalued, underfunded initiative.

To develop a stronger financial foundation to support faculty participation in international activities, institutional leaders should assess and document current funding sources, types, and allocations (Childress, 2008, p. 316). Are there additional sources of funding from state, regional, national and international organizations? What types of funds are currently being offered for faculty research and innovation?

To address this area of concern, the University of Minnesota’s GPS Alliance has created a database consisting of local, national and international sources of funding for faculty, staff and students (GPS Alliance, 2013a, p. 1). The current database documents

sources of institutional funding (i.e. international program's office, Office of the Vice President for Research, interdisciplinary centers, etc.) being offered for faculty participation. In addition, differential investments are presented within the database. According to Childress (2008), "differential investment is the process of allocating and diversifying resources in various increments, types and locations within an institution to develop the engagement of key stakeholders..." (p. 316).

Furthermore, if funds are dispersed at a variety of institutional levels, including the offices of senior institutional leaders, the importance and support for faculty engagement in internationalization is reinforced through the institution (Childress, 2010, p. 154). Diversifying the types and amounts of funding can facilitate desired institutional levels of faculty participation in a variety of University initiatives based on individual interest, expertise, and commitment. For example, the results of this study show a statistically significant difference between the proportion of males and females participating in a variety of international activities. In addition, higher levels of participation in international activities are reported by tenured faculty than non-tenured faculty. Therefore, institutional leaders may want to consider special incentives to entice a higher level of participation among female and non-tenured faculty members. Leaders may also want to establish several short-term grants (e.g. two to three years) to launch particular interdisciplinary projects with the understanding that groups of faculty and academic departments will need to acquire a more long-term source of funding.

Faculty from the Schools of Nursing and Public Health already feel they are being asked to "do more with less" (Interviewee #2, personal communication,

interview, March 16, 2012). Therefore, if new resources for internationalization are improbable, institutional officials need to determine if specific financial resources could achieve multiple internationalization goals. For instance, there might be opportunities to provide small amounts of strategic resources for faculty to “piggyback” on emerging international priorities like student recruitment, exchange partnerships, and education abroad programs. According to Hudzik (2011),

Internationalization requires significant reallocation of institutional funds and effort. Adequate funds are the barometer of institutional commitment. Some new resources will be essential to support broader institutional strategic plan, but it is most improbable that internationalization can be accomplished without substantial reallocations of existing resources, or at the least “piggybacking” on other existing priorities (p. 23).

The investment in faculty goes beyond funding, however. Nearly 70% of all participants from this study do not feel there is sufficient support staff in their department to participate in international activities. Additionally, participants expressed concern about the amount of time it takes to nurture effective international programs. Thus, if the reallocation of institutional funds is doubtful, institutional leaders need to consider the re-alignment of staffing resources to provide greater flexibility for faculty responsibilities and support in internationalization.

In the end, “if internationalization is seen as a new and freestanding commitment... to current priorities and not integrated with them, comprehensive internationalization is almost certain to be underfunded” (Hudzik, 2011, p. 23). The same holds true for faculty involvement in internationalization. If faculty view international activities as, as an “add-on” to their current departmental priorities, then their engagement and development will remain undervalued and unsupported.

Administrative Infrastructure

While the commitment from senior administration will lead the process, the real engine of internationalization is faculty and staff (Knight & de Wit, 1995, p. 26). The study reveals individual faculty members perceive a strong level of support from institutional leaders in internationalizing the University. However, there appears to be a lack of understanding about internationalization and the types of activities occurring between Schools and even among departments within the same School. Hence, beyond communicating clear roles, responsibilities, and resources, it is imperative that institutional leaders bring members of a community together to achieve a common set of desired outcomes (Goleman, 2000, p. 81).

Longstanding faculty participation in the internationalization process requires empowering faculty in each of the six phases of the internationalization cycle. As Hudzik (2011) points out, “a commitment to effecting truly comprehensive internationalization is a commitment to widen access and participation, to widen the client pool for internationalization, and to widen the set of contributors to its realization and success” (p. 23). Integrating faculty involvement in other stages of the internationalization cycle is not an excuse to disband central leadership, coordination, and programs that specialize in delivering and supporting components of comprehensive internationalization (p. 23). Rather, it is a tactic to enable faculty to have a sense of efficacy for their international work. Bolman and Deal (2001) reinforce this idea through their concept of *authorship*. In their view, the responsibility of an effective leader is to create an environment that promotes authorship. Authorship

“turns the organizational pyramid on its side” by empowering stakeholders and providing them accountability for their work (Bolman & Deal, 2001, p. 111).

One approach to increasing the level of awareness among international stakeholders about institutional plans is to charge an interdisciplinary group of faculty with developing distinct sets of internationalization objectives, which articulate international goals, resources, action items, targets, and timelines for faculty participating in internationalization (Childress, 2010, p. 155). These objectives may be customized to fit specific schools or the broader campus. Furthermore, this effort would need to be accomplished in close coordination with the GPS Alliance and anchored to formal institutional practices. The efforts of this group would need to be continually assessed and integrated into the regular administrative systems of the institution and reviewed at several academic levels. Over time, this approach may be part of the institutionalization of international education and build more awareness about internationalizing the university (Paige, 2005, p. 108).

Stage one of Knight and de Wit's (1995) internationalization cycle focuses on creating awareness of the importance of internationalization (p. 36). As they describe, “it is important to stimulate campus-wide discussions on such topics as the need, purpose, strategies, controversial issues, resource implications, and benefits of internationalization” (p. 26). In the era of emerging technology, it is critical that institutional leaders establish communication channels that allow faculty members from diverse disciplines to communicate quickly about international opportunities, resources, and global experiences. The findings of this study suggest many faculty members are

unaware of the specific types of international initiatives occurring on campus. As one interviewee noted, “If there was some type of structure for faculty to tap into...to support such an integration [of faculty knowledge], it would be awesome...and set the University apart” (Interviewee #4, personal communication, interview, March 19, 2012).

As such, an institutional database that houses critical country and region specific content as related to teaching and research could prove valuable as another administrative tool that provides perspectives from faculty and staff about specific international teaching, research and service functions. Moreover, given the strong intrinsic rewards that faculty feel for their international engagement, this may be an opportunity for them to further support the University’s academic mission while sharing the benefits of international scholarship with their peers.

Individual Support

As previously stated, internationalization is the process of integrating a global dimension in the teaching, research and services functions of an institution. A great deal of this work is carried out by individuals from departments and academic units across the University. As Childress (2010) points out, “Disciplinary departments serve as the epicenter of faculty involvement” (p. 157). Each disciplinary department has its set of values, practices and norms. Therefore, mechanisms of support, development and recognition need to be tailored to individuals from different departments.

Individual support in the context of this study refers to three primary strategies. First, it refers to “strategies that connect institution-wide goals for internationalization

with individual department and faculty agendas” (Childress, 2010, p. 157). These strategies build connections between individual scholarly agendas with institutional goals. As demonstrated in this study, faculty from the School of Nursing tend to participate in international activities that differ from those most commonly practiced by faculty members from the School of Public Health. Therefore, successful individual support mechanisms for faculty in the School of Nursing may differ from those in the School of Public Health.

Among the faculty interviewed for this study, there was virtually no reference made to particular international goals, which their scholarly work supported. While interviewees found international work to be rewarding and stimulating, there were gaps between what was being practiced and how those activities advance school and university-level priorities. Similar to the findings of Childress (2010), this study revealed that targeted funding resources and time off to develop research projects could further align individual scholarly agendas with institutional plans for internationalization (p. 332). Moreover, “by considering how the institution is providing support for individual faculty to integrate international perspectives into their professional goals, interests and projects, necessary additions and adjustments can be made to deepen faculty participation in internationalization” (Childress, 2010, p. 157). This portion of individual support is largely intended for faculty members who are already globally engaged.

Second, individual support refers to deepening campus networks and opportunities to develop an “international mind set” among faculty (Paige, 2003, p. 58).

As Fullan (2001) describes, “development is not about workshops and courses; rather, it is at its heart the development of habits of learning that are far more likely to be powerful if they present themselves day after day” (p. 259). Most professional development initiatives fail to make an impact because they lack application and focus mainly on promoting the skills, knowledge, and disposition of individuals. Even the best set of standards of practice must be evident in the daily organization and culture of schools (Fullan, 2001, p. 259). Successful professional development programs in an educational setting includes focusing on, 1) concrete application of general ideas, 2) exposing educators to actual practice rather than descriptions and 3) providing opportunities for group support (Elmore & Burney, 1999).

To better situate individual development for faculty engagement in the institutional context, Childress (2010) presents a practical typology whereby faculty can target specific areas of development. The typology was designed after conducting a comprehensive review of the internationalization plans at Duke and Richmond Universities. As Childress describes (2010), “this typology presents, three types of strategies—teaching, research, and service—that take place in three different locations—on campus, off campus and regional, and off campus and abroad” (p. 143). Similar to the focus of this study, Childress examined the role of faculty within the operationalization of strategic international plans at Duke and Richmond Universities.

To identify strategies of individual support, the researcher has integrated findings, examples, and activities from this study within the adaptive typology created by Childress. While staff development plans should be customized to fit the needs of

individuals, this typology targets opportunities where faculty from the University of Minnesota can learn specific skills and knowledge about the teaching, learning and service functions of internationalization. By no means is this a holistic table of strategies and examples. Rather, it is a general schema indicating the types of strategies that already exist to support individual needs as they relate to internationalization.

Table 5.1: Explanation and Examples of Faculty Engagement in Internationalization Typology

	Teaching	Research	Service
On Campus	<p>Opportunities for faculty to internationalize their pedagogies and curricula.</p> <p>EX: Internationalizing the Curriculum and Campus Conference. Internationalizing Teaching and Learning Cohort Program.</p>	<p>Opportunities for faculty to learn how to integrate their international experiences into their pedagogies and curricula.</p> <p>EX: Josef A. Mestenhauser Lecture Series on Internationalizing Higher Education.</p>	<p>Opportunities for faculty to engage in advising students on international matters and participate on campus internationalization committees.</p> <p>EX: Faculty from School of Nursing and Public Health are involved in advising undergraduate and graduate students about education programs overseas. Many also assist in cross-cultural career development.</p>
Off campus- Regional	<p>Opportunities for faculty to integrate international and cross-cultural perspectives into the scholarly agendas.</p> <p>EX: School of Nursing Preceptor program, which is an opportunity for instructors to share ideas and strategies to assist other preceptors.</p>	<p>Opportunities for faculty to develop international research partnerships with colleagues at local and regional institutions based on mutual disciplinary and regional interests.</p> <p>EX: UMTC is a member of the Academic Consortium 21 (AC21), MUCIA and NAFSA. These associations provide funding and support for research, exchanges and networks related to international education.</p>	<p>Opportunities for faculty to develop partnerships in other countries to conduct research.</p> <p>EX: Global spotlight. Funding is provided from central administration to support scholarly initiatives for the University, local community and overseas.</p>
Off campus-Abroad	<p>Opportunities for faculty to teach at institutions in other countries.</p> <p>EX: Established institutional partnerships within the Schools of Nursing and Public Health.</p>	<p>Opportunities for faculty to participate in cross-cultural projects in local and regional communities.</p> <p>EX: Katharine J. Densford International Center for Nursing Leadership and other centers for partnerships.</p>	<p>Opportunities for faculty to participate in service endeavors overseas by offering their expertise on projects in other countries.</p> <p>EX: School of Public Health's ISP program, whereby providing training and continuing education for hospital administrators.</p>

(Childress, 2010, p. 145)

Finally, for the purpose of this study, the last piece of individual support involves recognizing faculty for their participation and service in global engagement.

As Knight and de Wit (1995) explain,

In order to develop a culture which supports internationalization it is important to find concrete and symbolic ways to value and reward faculty and staff who are involved in internationalization work. This relates to hiring, promotion and tenure policies and acknowledgement of internationalization work in these practices and policies (p. 21).

The culture of each university and department will ultimately determine successful tactics to acknowledge and honor individual efforts for efforts in this area (Knight & de Wit, 1995, p. 28).

Findings from this study indicate that faculty view primarily intrinsic benefits for their involvement. Yet, as previously noted, for faculty not inclined to be involved in international scholarship due to their internal composition, offering external rewards may be the most effective means to initiate their involvement (Viers, 2003, p. 133). Therefore, from a developmental perspective, institutions need to provide individual opportunities for faculty members to have a transformational experience so they recognize the professional and personal value of examining a topic from a different cultural perspective. This may include strategic investments to entice particular groups of faculty into deliberate internationalization efforts.

Lastly, the expansion of global experiences into tenure and promotion policies ought to be considered as a strategy to support individual involvement. Promotion and tenure credit for international activities is mentioned as a critical performance indicator of institutional internationalization (Paige, 2005, p. 116). However, as revealed by the present study's findings, the lack of promotion and tenure policies surrounding

international activities constrains individual engagement for those participating in this study.

Recommendations

The current study helps fill a gap in existing literature around faculty participation in internationalization. Nevertheless, it was largely descriptive and exploratory in nature. As a result, the findings of this study have led to several recommendations for further research around this important scholarly area.

First, it is recommended that additional research and analysis be considered for other groups of faculty members at the University of Minnesota – Twin Cities. Because this study elicited perspectives from faculty members in the Schools of Nursing and Public Health, further research would be advantageous to examine how motives, benefits, and factors may vary at other schools and colleges within the University of Minnesota – Twin Cities.

Second, it is plausible that perceptions surrounding faculty engagement in internationalization may vary at other institutional types. As views from faculty members working at a large, public, land-grant institution were investigated in this study, it would be useful to examine the opinions of faculty members working at other schools of nursing and public health affiliated with private research universities and liberal art colleges. Comparative results from institutions with similar academic missions, yet distinct institutional types, would not only improve the reliability and validity of this study's findings, but also provide additional insight regarding faculty perceptions around internationalization engagement.

Next, it is recommended that a future study be arranged for the same population. The findings of this study uncover numerous institutional policies and practices that have been recently deployed to support faculty participation in internationalization. A similar study focusing on the impact of these newly refined procedures could determine the effectiveness of these changes and impact on faculty views.

As one survey participant noted, exposure to international programs and inquiries allow individual faculty members to rethink basic assumptions about their areas of academic expertise. While there is no substantial evidence to expound on this claim, this finding was intriguing and ought to be considered in future studies. This result has not been broadly investigated in related literature.

Lastly, it would be beneficial to further explore why many faculty members remain disengaged in international work, especially from the University of Minnesota's Schools of Nursing and Public Health. This study only scratches the surface of institutional barriers impeding faculty participation in this area. Additional research focusing on factors that prevent individuals from participating in international activities could illuminate effective institutional incentive programs and practices.

Limitations

One of the main limitations in this study relates to the instrument deployed. The content of the instrument was established in consultation with international education scholars and key faculty members from the School of Nursing and Public Health. Survey responses remained relatively consistent establishing internal reliability. However, the survey did not allow for predictive or concurrent validity. According to

Creswell (2009), establishing the validity of scores would help determine if the results correlate with other outcomes and potentially other constructs (Creswell, 2009, p. 149).

Another limitation of this study pertains to the sample size. The study consisted of 126 faculty members, 29 from the University of Minnesota's School of Nursing and 97 from the School of Public Health. While there were enough participants from each school to provide an understanding of commonly shared views between faculty members from each school, it was not a sufficient size to make strong statistical inferences among the total number of faculty members from the School of Nursing or School of Public Health.

Another limitation of this study is that it was restricted to only two Schools at the University of Minnesota – Twin Cities. The study did not include faculty members from all 17 colleges and schools that comprise the entire University of Minnesota – Twin Cities. Therefore, the sample in this study is not representative of the entire UMTC population of faculty members.

Similarly, this study consisted of participants whose professional domains are associated with either the School of Nursing or School of Public Health at the University of Minnesota - Twin Cities. According to the National League of Nursing (2013), there are over 4,500 nursing programs in the United States, 97 alone within the state of Minnesota (p. 1). There are an additional 53 accredited and associated schools of public health in the United States (Association of Schools of Public Health, 2013, p. 1). Thus, the views shared by participants from these two schools cannot be generalized to populations at other schools.

Finally, this study is exploratory in nature. The purpose of this study is to identify factors affecting views of faculty participating in internationalization. Future research is required to determine whether any of these items are superseding factors.

Conclusion

The primary objective of this study is to focus on a gap within the existing literature in higher education. With an increasing focus on internationalizing higher education, the importance of developing faculty engagement in international activities to drive strategic global initiatives is critical. The researcher examines views of how and why faculty support comprehensive internationalization. In addition, the researcher explores perceived benefits by faculty members for involvement in internationalization and factors impacting their participation. While an initial quantitative survey was deployed, qualitative results served to enrich the preliminary findings and confirm largely descriptive data results.

Findings of this study indicate faculty from the University of Minnesota's School of Nursing and Public Health are deeply involved in a broad range of international activities, many of which take place on the campus. Additionally, faculty from the same School tend to participate in similar activities. Individuals cite professional and personal motives for their participation and view mainly intrinsic rewards for their involvement. Finally, institutional hiring practices, a strong institutional commitment to internationalization, and strategic partnerships are identified as critical factors that enable faculty to participate in international work.

While the research goals for this study are achieved, additional research is necessary to expand on these preliminary findings. Through future research, scholars and practitioners will be able to better understand the motives, benefits and factors influencing faculty participation in internationalization. In return, institutions and academic departments will be able to better align strategic priorities within the complex process of comprehensive internationalization. “Irrespective of contextual differences within and between countries, nearly all higher education institutions worldwide are engaged in international activities and are seeking to expand them. Engaging with the world is now considered part of the very definition of quality in education and research” (International Association of Universities, 2012, p. 1). Presently, as U.S. institutions face financial difficulties while positioning internationalization as an imperative component of higher education, it is crucial that the roles, rewards and opportunities to support faculty participation in the internationalization process be clearly defined.

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Appendices

Appendix A: Pre-Notice message to invited faculty member

Dear [Insert Name of faculty member],

Hello. I am a doctoral student in the College of Education and Human Development at the University of Minnesota – Twin Cities. I am conducting a research study on faculty engagement in internationalization at the University of Minnesota and requesting your assistance. The purpose of this message is to ask and encourage you to participate in my research study.

As you know, internationalization has become an increasingly important trend in American higher education. Research suggests that faculty involvement in the implementation of internationalization is essential. They are considered the driving force for many international activities. Yet, there are very few studies that have examined how faculty members are actually engaged in international initiatives within American institutions.

My research will examine individual and institutional factors that influence faculty engagement in internationalization. A week from today you will receive an email inviting you to participate in an online survey. The survey will take approximately 15 minutes to complete. Your cooperation and assistance in completing this survey will be critical component of this study. Ultimately the results of this study will be shared with the Associate Vice President and Dean of the Global Programs and Strategy Alliance at the University of Minnesota.

Thank you for your time and consideration. If you have any questions or concerns about my research topic, please feel free to contact me directly.

Sincerely,

Matthew R. Beatty

Primary Investigator
University of Minnesota – Twin Cities
College of Education and Human Development
Organizational Leadership, Policy, and Development

Appendix B: Electronic survey message to invited faculty members

Dear Professor [Faculty Last Name],

You are invited to participate in a study regarding faculty engagement in internationalization at the University of Minnesota – Twin Cities. You are selected because of your faculty appointment in the School of [Nursing/Public Health]. Regardless of the extent of your international experiences, your cooperation in this study is meaningful. Your participation will help the researcher complete his doctoral requirements and ultimately influence administrative decisions surrounding comprehensive internationalization strategies. The link below will connect you to the secure online survey.

[WEBLINK HERE]

I am a doctoral candidate at the University of Minnesota in the College of Education and Human Development. The results of this survey will be collected and serve as data for my dissertation research. In addition, I will contact selected respondents for individual interviews. My intent is to share the aggregated results with senior administrators and assist the University of Minnesota as it develops new strategies to internationalize the institution.

Attached to this message is a copy of the research consent form for your own records. Participation in the study is voluntary. Responses to the survey will be ANONYMOUS and CONFIDENTIAL. You may withdraw at any time.

The link above will direct you to a secure webpage where you can begin the survey. If you have any questions about the survey or would like a summary of the results, please contact me at beatt053@umn.edu.

Thank you very much for helping me with this important study.

Sincerely,

Matthew R. Beatty

Primary Investigator
University of Minnesota – Twin Cities
College of Education and Human Development
Organizational Leadership, Policy, and Development

Appendix C: Follow-up message to non-respondents

Dear Professor [Last Name],

On January 29, an email message was sent to you seeking your participation in a study about faculty engagement in internationalization at the University of Minnesota. Regardless of your international work experience, your participation is highly valued. For your convenience, I have included a new link to the study's survey below. The survey takes about 5 minutes to complete. I kindly ask that you complete the survey within the next 7 days.

[Survey link]

Thank you for your time and participation. If you have any questions about the study please feel free to contact me directly at beatt053@umn.edu.

Sincerely,
Matt

Matthew R. Beatty
Tel (612) 327-4131
Primary Investigator
University of Minnesota-Twin Cities
College Education Human Development
Organizational Leadership, Policy, and Development

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<https://www.surveymonkey.com/optout.aspx>

Appendix D: Survey Questionnaire

Faculty Engagement in Internationalization at University of Minnesota
Introduction
<p>Welcome to a short survey on faculty engagement in internationalization at the University of Minnesota - Twin Cities. You have been selected to participate in this study because the population of interest are faculty in the Schools of Nursing and Public Health. Regardless of your international experience, your responses are very important. The study will contribute to the completion of the researcher's degree program and ultimately may impact key decisions concerning internationalization of the University.</p> <p>The following survey has four sections and is composed of nearly all multiple choice or Yes/No questions. The survey takes approximately 5 minutes to complete. Please indicate an answer for each item.</p> <p>In this study, internationalization is defined as "the process of integrating an international or intercultural dimension into the teaching, research and service functions of an institution" (Knight, 1994, p. 7).</p> <p>Responses to this survey are completely ANONYMOUS and CONFIDENTIAL. At no time will information be recorded as to the origin of the responses. Participation in this study is voluntary; you may withdraw at anytime. If you have any questions about the purpose of this study, please contact Matthew Beatty, Primary Investigator, at beatt053@umn.edu or 612-327-4131.</p> <p>*1. I understand what is being asked of me and provide the researcher my consent.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
Section 1: Individual Engagement
<p>To begin, this section examines the ways that faculty have been involved in internationalization in relation to teaching, research, and service over the past three years (2009-2011). Please indicate your response to the following activities by clicking "Yes" or "No" to each item.</p>

Faculty Engagement in Internationalization at University of Minnesota

***1. In the past three years, have you...**

	Yes	No
Revised an existing course to include a more global perspective?	<input type="radio"/>	<input type="radio"/>
Taught a course that includes strategies for students to improve their intercultural skills?	<input type="radio"/>	<input type="radio"/>
Proposed a new course that includes content about other countries, cultures, or global issues?	<input type="radio"/>	<input type="radio"/>
Provided opportunities for international students to share country specific perspectives in the classroom?	<input type="radio"/>	<input type="radio"/>
Collaborated with a foreign partner institution on a project or program?	<input type="radio"/>	<input type="radio"/>
Worked with a local organization on a project that is international in nature?	<input type="radio"/>	<input type="radio"/>
Worked with a global organization on a project that is international in nature?	<input type="radio"/>	<input type="radio"/>
Lead a group of students to one or more foreign countries?	<input type="radio"/>	<input type="radio"/>
Been involved with a international student group, program, or association on campus?	<input type="radio"/>	<input type="radio"/>
Conducted research outside of the United States?	<input type="radio"/>	<input type="radio"/>
Presented research or work at seminars/conferences outside of the United States?	<input type="radio"/>	<input type="radio"/>
Read international journal articles related to your discipline on a regular basis (more than once per week)?	<input type="radio"/>	<input type="radio"/>
Published research in a foreign journal, book, or publication?	<input type="radio"/>	<input type="radio"/>
Traveled overseas to participate in a professional development opportunity?	<input type="radio"/>	<input type="radio"/>
Received University-level funding for travel/research abroad?	<input type="radio"/>	<input type="radio"/>
Been a member on an international association?	<input type="radio"/>	<input type="radio"/>
Served on a committee focused on internationalization at the UoM?	<input type="radio"/>	<input type="radio"/>
Applied for a grant that has an international focus?	<input type="radio"/>	<input type="radio"/>

2. If you have been involved with other international activities that are not listed above, please describe them in the space below.

3. In which countries have you visited and/or worked with on behalf of the University of Minnesota?

Section 2: Institutional Support for Internationalization

This section consists of a questions related to the University's support for internationalization. Please provide a response to each question.

Faculty Engagement in Internationalization at University of Minnesota

***1. From your perception, is internationalization a priority for the University of Minnesota - Twin Cities?**

- Yes
 No

***2. From your perception, is internationalization a priority for your School?**

- Yes
 No

***3. From your perception, is internationalization a priority for your division?**

- Yes
 No

***4. Please indicate the degree to which you agree or disagree to each statement.
 Don't Know = DK. Strongly Disagree = 1. Somewhat Disagree = 2. Somewhat Agree = 3.
 Strongly Agree = 4.**

	DK	1	2	3	4
Institutional leaders support faculty engagement in internationalizing the University.	<input type="radio"/>				
Promotional policies and practices exist in my School which include criteria for internationally related work.	<input type="radio"/>				
Hiring policies and practices exist in my School which include criteria for internationally related work.	<input type="radio"/>				
The curriculum in my School allows for a global perspective.	<input type="radio"/>				
Disciplinary responsibilities make it easy for me to work on international activities.	<input type="radio"/>				
There is sufficient support staff in my division to participate in international initiatives.	<input type="radio"/>				
Enough global partnerships exist in my school for all faculty members to be involved.	<input type="radio"/>				
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	<input type="radio"/>				
Because of my responsibilities on campus, I am unable to be engaged with international activities.	<input type="radio"/>				
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	<input type="radio"/>				
Opportunities to become involved with international activities are widely available in my School.	<input type="radio"/>				
International activities are too time consuming.	<input type="radio"/>				
International activities are not relevant to my research field.	<input type="radio"/>				

Faculty Engagement in Internationalization at University of Minnesota

***5. More specifically, does your DIVISION provide funding for any of the following internationalization activities?**

	Don't Know	No	Yes
Faculty leading students on study abroad programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty traveling to meetings, conferences, or seminars abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty conducting research abroad?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty developing greater intercultural skills or knowledge?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting international visitors (e.g. visiting scholars or instructors)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty attending workshops on how to internationalize the curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. From your perspective, what are the primary Division, School, and University factors that CONSTRAIN faculty members from participating in activities related to internationalization?

DIVISION

SCHOOL

UNIVERSITY

7. From your perspective, what are the primary Division, School, and University factors that ENABLE faculty members to participate in activities related to internationalization?

DIVISION

SCHOOL

UNIVERSITY

8. As previously stated, internationalization is defined as "the process of integrating an international or intercultural perspective into the teaching, research, and services functions of an institution" (Knight, 1994, p. 7).

Given this definition, to what extent is your School engaged in internationalization?

- Rarely engaged
- Somewhat engaged
- Very engaged

***9. Similarly, to what extent are you engaged in internationalization?**

- Rarely engaged
- Somewhat engaged
- Very engaged

Section 3: Benefits for Internationalization Engagement

Faculty Engagement in Internationalization at University of Minnesota

This section examines perceived benefits for faculty engagement in internationalization. Please provide a response to each item.

1. Please indicate the degree to which you agree or disagree with each statement.

Strongly Disagree = 1. Somewhat Disagree = 2. Somewhat Agree = 3. Strongly Agree = 4.

Benefits for faculty members that participate in internationalization may include...

	1	2	3	4
Greater intercultural skills and knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater knowledge of the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to travel overseas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater recognition by colleagues worldwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotional and tenure opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special awards and recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to further understand a particular discipline in another country or context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to collaborate with faculty in another country or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to connect with new audiences interested in an individual's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to impact student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What other benefits exist for faculty engagement in internationalization?

Section 4: Demographic Information

This is the final section of the survey. Demographic information will only be used for data analysis.

***1. What is your sex?**

- Male
 Female

***2. When were you born?**

3. In what region of the world were you born?

Faculty Engagement in Internationalization at University of Minnesota

*4. What best describes your status in the United States?

*5. By which School at the University of Minnesota are you employed?

School of Nursing

School of Public Health

*6. How many years have you been working at this School?

7. How many years total have you been working in higher education?

*8. Are you holding a tenure appointment at the University?

Yes

No

*9. Is your appointment full-time?

Yes

No

*10. Which best describes your primary appointment?

Other (please specify)

11. The researcher plans to contact selected respondents for follow-up interviews. Interviews will last approximately one hour and will be done at a convenient location either on the Twin Cities campus or over the phone. Respondents will be contacted by email to make an interview appointment. The interview data will be reported as aggregated responses and no individuals will be identified in any way.

Please provide your NAME, TELEPHONE NUMBER, and EMAIL ADDRESS below if you are interested in participating in a follow-up interview.

CONGRATULATIONS! You have reached the end of the survey. Thank you for time and participation. Please click the "Done" button to submit your answers. At that point you will no longer be able to view or change your survey responses.

Appendix E: Faculty Participation in Internationalization Consent Form

You are invited to be in a research study about factors that influence faculty engagement in internationalization at the University of Minnesota - Twin Cities. You were selected because of your experience at the University of Minnesota and very little research has been done around this topic in Academic Health programs. Please read this form and ask any questions before agreeing to be in the study.

This study is being conducted by: Matthew R. Beatty, College of Education and Human Development.

Purpose of Study

The purpose of this study is to identify individual and institutional factors that influence faculty engagement in internationalization at the University of Minnesota – Twin Cities.

Procedures

If you agree to participate in this study, I kindly ask that you do the following: Complete the attached survey and indicate your willingness to participate in an individual interview. The survey will take about 5 minutes to complete. The interview will consist of follow up questions to the survey and last about 1 hour.

Risks and Benefits in being in the Study

There are no expected risks connected to this study. Every precaution will be taken to protect your identity. Your participation will allow the researcher to learn more about the factors influencing faculty involvement with internationalization at the University of Minnesota and hopefully help enhance institutional policies related to the topic.

Confidentiality

The records of this study will be kept private. Individual subject names and responses will not be identifiable in any type of report that might be published following this study. Research records will be stored securely and only the researcher will have access to the records. Also, the researcher will be the only individual who will be able to access to the recorded interviews that will be used strictly for educational purposes. All information connecting you to this study will be erased immediately upon the completion of this study.

Voluntary Nature of the Study

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time.

Contacts and Questions

The researcher conducting this study is, Matthew R. Beatty. You may ask any questions you have now. If you have questions about the study later, you may contact

him at 612-327-4131 or beatt053@umn.edu. You may also contact the researchers' advisors Dr. Deanne Magnusson (magnu002@umn.edu) and Dr. R. Michael Paige (rpaig@umn.edu).

If you have any questions or concerns about this study and would like to speak with someone other than the researcher or advisors, you are encouraged to contact the Human Research Protection Program, D528 Mayo, 420 Delaware Street SE, Minneapolis, MN 55455; (612) 625-1650.

Please print a copy of this information for your records. By completing the corresponding survey you grant the researcher consent to participate in the study.

Signature of Investigator: Matthew R. Beatty

Date: January 2012

Appendix F: Thank you message

Dear [Faculty Member],

Last week an email was sent to you seeking your participation in a survey about faculty engagement in internationalization at the University of Minnesota. I sincerely thank you for your time and participation in this study. Please don't hesitate to contact me should you have any other questions.

Best,

Matthew R. Beatty

Primary Investigator
University of Minnesota – Twin Cities
College of Education and Human Development
Organizational Leadership, Policy, and Development

Appendix G: Individual Interview Questions and Protocol

To be read at the beginning of each interview:

My name is Matthew Beatty and I want to personally thank you for agreeing to participate in this study. As mentioned in the survey, I am a doctoral student in the College of Education and Human Development at the University of Minnesota. My dissertation research focuses on faculty engagement in internationalization at the University of Minnesota.

You've been selected to participate in this study because of your work at the University of Minnesota. During this part of the study you will be asked a series of questions related to your experiences as a faculty member as it relates to internationalization at the University of Minnesota – Twin Cities. Your responses will not affect your current or future relations with the University of Minnesota. Participation in this study is voluntary and you may choose not to answer a particular question or withdraw at any time. However, it is important for you to be candid and express your opinions openly.

The format of this interview will be semi-structured allowing for a greater degree of flexibility. Some of the questions in the interview are similar to those on the survey, only this time they are more specific to each individual's personal experience. The reason why this conversation is tape-recorded is because I cannot take notes quickly enough and I want to make sure that I capture all of your comments. After the interview, the tape and transcript will be secured and locked in a file cabinet that can only be accessed by the interviewer.

If you don't have any questions then right now then I would like to begin.

Individual International Experience

Please introduce yourself, stating your name and position at the University.

1. How did you become involved with international work at the University? What got you started?
2. Was there a particular person or experience that played a significant role in your initial involvement in international activity? If so, please explain.
3. Prior to working at the University of Minnesota, did you ever live or work outside of the United States? If so, please describe what that experience(s) was like.
4. Compared to others in your department, how would you describe your level of involvement with international activities?

Internationalization in the School

5. How familiar are you with the University of Minnesota's internationalization goals?
6. How would you describe the internationalization efforts at the University of Minnesota in terms of institutional goals, resources, and rationales?
7. How would you describe the internationalization efforts in the School of [XXX]?
8. How important is faculty involvement in order to accomplish your School's internationalization goals?
9. According to your survey responses, you have done some work with [insert involvement item] over the past three years. Please describe your involvement.
10. According to your survey responses, you have been involved in only a limited number of international activities. Why is that?
11. What were the biggest challenges you faced as it relates to internationalization in the School of [XXX]?
12. Why have you personally chosen to be (or not to be) involved with the internationalization of your school? (Depending on the survey responses.)
13. Have there been any institutional activities, policies, or practices that have directly affected the teaching, research, or service functions of faculty in your school as it relates to internationalization?
14. What should be continued or kept the same?
15. Is there anything else you would like to share that has either supported or hindered faculty engagement in internationalization at the School of [XXX]?

Appendix H: Field Notes Outline

	Key Points	Notable Quotes (Mins.)	Observations/Comments
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Question 9			
Question 10			

Question 11			
Question 12			
Question 13			
Question 14			
Question 15			
Question 16			

Appendix I: Demographic information of all participants

Total Participants		n	%
School	School of Public Health	97	77.0
	School of Nursing	29	23.0
Gender	Female	75	59.5
	Male	51	40.5
Faculty Tenure	Tenure	72	57.1
	Non-Tenure	54	42.9
Faculty Status	Professor	39	31.0
	Associate Professor	31	24.6
	Assistant Professor	20	15.9
	Clinical Assistant Professor	11	8.7
	Adjunct Assistant Professor	9	7.1
	Other (e.g. Clinical Prof., Dean)	7	5.6
	Adjunct Associate Professor	4	3.8
	Professor Emeritus	3	2.4
	Clinical Associate Professor	2	1.6
Years working at School	0-5 years	23	18.3
	6-10 years	34	27.0
	11-15 years	26	20.6
	16-20 years	16	12.7
	21-25 years	12	9.5
	Over 25 years	15	11.9
Employment Status	Full Time	109	86.5
	Part Time	17	13.5
Place of Birth	North America	107	84.9
	Outside North America	17	13.5
	No response	2	1.6
Status in the US	US Citizens and Residents	124	98.4
	Other (e.g. U.S. visitor)	2	1.6
Year of Birth	1930-1939	4	3.2
	1940-1949	26	20.6
	1950-1959	43	34.1
	1960-1969	32	25.4
	1970-1979	17	13.5
	1980-1989	4	3.2

Appendix J: Demographic information of participants – School of Nursing

School of Nursing		n	%
Gender	Female	27	93.1
	Male	2	6.9
Faculty Tenure	Non-Tenure	17	58.7
	Tenure	12	41.3
Faculty Status	Clinical Assistant Professor	11	37.9
	Associate Professor	9	31.0
	Other (e.g. Clinical Prof., Dean)	3	10.3
	Clinical Associate Professor	2	6.9
	Assistant Professor	2	6.9
	Professor	2	6.9
Years working at School of Nursing	0-5 years	2	6.9
	6-10 years	15	51.7
	11-15 years	3	10.3
	16-20 years	6	20.7
	21-25 years	2	6.9
	Over 25 years	1	3.4
Employment Status	Full Time	28	96.6
	Part Time	1	3.4
Place of Birth	North America	28	96.6
	Outside North America	1	3.4
Status in the US	US Citizens and Residents	29	100.0
Year of Birth	1930-1939	0	0.0
	1940-1949	8	27.6
	1950-1959	15	51.7
	1960-1969	4	13.8
	1970-1979	2	6.9
	1980-1989	0	0.0

Appendix K: Demographic information of participants – School of Public Health

School of Public Health		n	%
Gender	Male	49	50.5
	Female	48	49.5
Tenure	Tenure	60	61.9
	Non-Tenure	37	38.1
Faculty Status	Professor	37	38.1
	Associate Professor	22	22.7
	Assistant Professor	18	18.6
	Adjunct Assistant Professor	9	9.3
	Adjunct Associate Professor	4	4.1
	Other (e.g. Clinical Prof., Dean)	4	4.1
	Professor Emeritus	3	3.1
Years working at School of Public Health	0-5 years	23	18.3
	6-10 years	34	27.0
	11-15 years	26	20.6
	16-20 years	16	12.7
	21-25 years	12	9.5
	Over 25 years	15	11.9
Employment Status	Full Time	81	83.5
	Part Time	16	16.5
Place of Birth	North America	79	81.4
	Outside North America	16	16.5
	Missing	2	2.1
Status in the U.S.	US Citizens and Residents	95	97.9
	Other (e.g. U.S. visitor)	2	2.1
Year of Birth	1930-1939	4	4.1
	1940-1949	18	18.6
	1950-1959	28	28.9
	1960-1969	28	28.9
	1970-1979	15	15.5
	1980-1989	4	4.1

Appendix L: Comparison of Individual Participation in Internationalization

	Percent Answering Yes	Males Yes	Females Yes	Nursing Yes	Public Health Yes	Tenured Yes	Non Tenured Yes
Provided opportunities for international students to share country specific perspectives in the classroom?	59.5% (n=75)	50.1% (n=26)	65.33% (n=49)	82.80% (n=24)	52.60% (n=51)	58.3% (n=42)	61.1% (n=33)
Collaborated with a foreign partner institution on a project or program?	59.5% (n=75)	74.5% (n=38)	49.3% (n=37)	51.7% (n=15)	61.9% (n=60)	69.4% (n=50)	46.3% (n=25)
Presented research or work at seminars/conferences outside of the United States?	59.5% (n=75)	76.4% (n=45)	48.0% (n=36)	51.7% (n=15)	61.9% (n=60)	75.0% (n=54)	38.9% (n=21)
Been a member on an international association?	55.6% (n=70)	74.5% (n=38)	42.7% (n=32)	48.3% (n=14)	57.7% (n=56)	66.7% (n=48)	40.7% (n=22)
Read international journal articles related to your discipline more than once per week?	50.8% (n=64)	64.7% (n=33)	41.3% (n= 31)	41.4% (n=12)	53.6% (n=52)	66.7% (n=48)	29.6% (n=22)
Published research in a foreign journal, book, or publication?	46.0% (n=58)	62.7% (n=32)	34.7% (n= 26)	24.1% (n=7)	52.6% (n=51)	59.7% (n=43)	27.8% (n=15)
Revised an existing course to include a more global perspective?	45.2% (n=57)	35.3% (n=18)	52.0% (n=39)	62.10% (n=18)	40.20% (n=39)	45.80% (n=33)	44.40% (n=24)
Traveled overseas to participate in a professional development opportunity?	44.4% (n=56)	58.8% (n=30)	34.7% (n=26)	55.2% (n=16)	41.2% (n=40)	52.8% (n=38)	33.3% (n=18)
Taught a course that includes strategies for students to improve their intercultural skills?	42.9% (n=54)	27.5% (n=14)	53.3% (n=40)	86.20% (n=25)	29.90% (n=29)	38.90% (n=28)	48.10% (n=26)
Worked with a global organization on a project that is international in nature?	37.3% (n=47)	47.1% (n=24)	30.7% (n=23)	41.4% (n=12)	36.1% (n=35)	41.7% (n=30)	31.5% (n=17)
Conducted research outside of the United States?	37.3% (n=47)	60.8% (n=31)	21.3% (n=16)	17.2% (n=5)	43.4% (n=42)	47.2% (n=34)	24.1% (n=13)

Applied for a grant that has an international focus?	31.0% (n=39)	21.6% (n=11)	24.0% (n=18)	17.2% (n=5)	35.1% (n=34)	36.1% (n=26)	24.1% (n=13)
Proposed a new course that includes content about other countries, cultures, or global issues?	25.4% (n=32)	19.60% (n=10)	29.3% (n=14)	48.30% (n=14)	18.60% (n=18)	27.80% (n=20)	22.20% (n=12)
Worked with a local organization on a project that is international in nature?	29.4% (n=37)	39.2% (n=20)	22.7% (n= 17)	31.0% (n=9)	28.9% (n=35)	33.3% (n=24)	24.1% (n=13)
Received University-level funding for travel/research abroad?	21.4% (n=27)	21.6% (n=11)	21.3% (n=16)	24.1% (n=7)	20.6% (n=20)	26.4% (n=19)	14.8% (n=8)
Been involved with a international student group, program, or association on campus?	20.6% (n=26)	23.5% (n=12)	18.7% (n=14)	34.5% (n=10)	16.5% (n=16)	25.0% (n=18)	14.8% (n=8)
Lead a group of students to one or more foreign countries?	11. 9% (n=15)	19.6% (n=10)	13.3% (n=10)	27.6% (n=8)	7.2% (n=7)	16.7% (n=12)	5.6% (n=3)
Served on a committee focused on internationalization at the U of M?	11.1% (n=14)	15.7% (n=8)	8.0% (n=6)	13.8% (n=4)	10.3% (n=10)	16.7% (n=12)	3.7% (n=2)

Appendix M: Individual Participation in Internationalization (All 18 Activities)

	Percent Answering Yes
Presented research or work at seminars/conferences outside of the United States?	59.5% (n=75)
Collaborated with a foreign partner institution on a project or program?	59.5% (n=75)
Provided opportunities for international students to share country specific perspectives in the classroom?	59.5% (n=75)
Been a member on an international association?	55.6% (n=70)
Read international journal articles related to your discipline more than once per week?	50.8% (n=64)
Published research in a foreign journal, book, or publication?	46.0% (n=58)
Revised an existing course to include a more global perspective?	45.2% (n=57)
Traveled overseas to participate in a professional development opportunity?	44.4% (n=56)
Taught a course that includes strategies for students to improve their intercultural skills?	42.9% (n=54)
Worked with a global organization on a project that is international in nature?	37.3% (n=47)
Conducted research outside of the United States?	37.3% (n=47)
Applied for a grant that has an international focus?	31.0% (n=39)
Worked with a local organization on a project that is international in nature?	29.4% (n=37)
Proposed a new course that includes content about other countries, cultures, or global issues?	25.4% (n=32)
Received University-level funding for travel/research abroad?	21.4% (n=27)
Been involved with an international student group, program, or association on campus?	20.6% (n=26)
Lead a group of students to one or more foreign countries?	11.9% (n=15)
Served on a committee focused on internationalization at the U of M?	11.1% (n=14)

Appendix N: Comparison of Individual Participation between Genders

	Males Yes	Females Yes
Presented research or work at seminars/conferences outside of the United States?	76.9% (n=39)	48.0% (n=36)
Collaborated with a foreign partner institution on a project or program?	74.5% (n=38)	49.3% (n=37)
Been a member on an international association?	74.5% (n=38)	42.7% (n=32)
Provided opportunities for international students to share country specific perspectives in the classroom?	50.1% (n=26)	65.33% (n=49)
Read international journal articles related to your discipline more than once per week?	64.7% (n=33)	41.3% (n= 31)
Published research in a foreign journal, book, or publication?	62.7% (n=32)	34.7% (n= 26)
Conducted research outside of the United States?	60.8% (n=31)	21.3% (n=16)
Traveled overseas to participate in a professional development opportunity?	58.8% (n=30)	34.7% (n=26)
Taught a course that includes strategies for students to improve their intercultural skills?	27.5% (n=14)	53.3% (n=40)
Revised an existing course to include a more global perspective?	35.3% (n=18)	52.0% (n=39)
Worked with a global organization on a project that is international in nature?	47.1% (n=24)	30.7% (n=23)
Worked with a local organization on a project that is international in nature?	39.2% (n=20)	22.7% (n= 17)
Proposed a new course that includes content about other countries, cultures, or global issues?	19.6% (n=10)	29.3% (n=14)
Applied for a grant that has an international focus?	21.6% (n=11)	24.0% (n=18)
Been involved with an international student group, program, or association on campus?	23.5% (n=12)	18.7% (n=14)
Received University-level funding for travel/research abroad?	21.6% (n=11)	21.3% (n=16)
Lead a group of students to one or more foreign countries?	19.6% (n=10)	13.3% (n=10)
Served on a committee focused on internationalization at the U of M?	15.7% (n=8)	8.0% (n=6)

Appendix O: Comparison of Individual Participation between Schools

	School of Nursing	School of Public Health
Taught a course that includes strategies for students to improve their intercultural skills?	86.2% (n=25)	29.9% (n=29)
Provided opportunities for international students to share country specific perspectives in the classroom?	82.8% (n=24)	52.6% (n=51)
Revised an existing course to include a more global perspective?	62.1% (n=18)	40.2% (n=39)
Collaborated with a foreign partner institution on a project or program?	51.7% (n=15)	61.9% (n=60)
Presented research or work at seminars/conferences outside of the United States?	51.7% (n=15)	61.9% (n=60)
Been a member on an international association?	48.3% (n=14)	57.7% (n=56)
Traveled overseas to participate in a professional development opportunity?	55.2% (n=16)	41.2% (n=40)
Read international journal articles related to your discipline more than once per week?	41.4% (n=12)	53.6% (n=52)
Published research in a foreign journal, book, or publication?	24.1% (n=7)	52.6% (n=51)
Proposed a new course that includes content about other countries, cultures, or global issues?	48.3% (n=14)	18.6% (n=18)
Worked with a global organization on a project that is international in nature?	41.4% (n=12)	36.1% (n=35)
Conducted research outside of the United States?	17.2% (n=5)	43.4% (n=42)
Applied for a grant that has an international focus?	17.2% (n=5)	35.1% (n=34)
Been involved with an international student group, program, or association on campus?	34.5% (n=10)	16.5% (n=16)
Worked with a local organization on a project that is international in nature?	31.0% (n=9)	28.9% (n=35)
Lead a group of students to one or more foreign countries?	27.6% (n=8)	7.2% (n=7)
Received University-level funding for travel/research abroad?	24.1% (n=7)	20.6% (n=20)
Served on a committee focused on internationalization at the U of M?	13.8% (n=4)	10.3% (n=10)

Appendix P: Comparison of Individual Participation between Faculty Statuses

	Tenured	Non-Tenured
Presented research or work at seminars/conferences outside of the United States?	75.0% (n=54)	38.9% (n=21)
Collaborated with a foreign partner institution on a project or program?	69.4% (n=50)	46.3% (n=25)
Been a member on an international association?	66.7% (n=48)	40.7% (n=22)
Read international journal articles related to your discipline more than once per week?	66.7% (n=48)	29.6% (n=22)
Provided opportunities for international students to share country specific perspectives in the classroom?	58.3% (n=42)	61.1% (n=33)
Published research in a foreign journal, book, or publication?	59.7% (n=43)	27.8% (n=15)
Traveled overseas to participate in a professional development opportunity?	52.8% (n=38)	33.3% (n=18)
Taught a course that includes strategies for students to improve their intercultural skills?	38.9% (n=28)	48.1% (n=26)
Conducted research outside of the United States?	47.2% (n=34)	24.1% (n=13)
Revised an existing course to include a more global perspective?	45.8% (n=33)	44.4% (n=24)
Worked with a global organization on a project that is international in nature?	41.7% (n=30)	31.5% (n=17)
Applied for a grant that has an international focus?	36.1% (n=26)	24.1% (n=13)
Worked with a local organization on a project that is international in nature?	33.3% (n=24)	24.1% (n=13)
Proposed a new course that includes content about other countries, cultures, or global issues?	27.8% (n=20)	22.2% (n=12)
Received University-level funding for travel/research abroad?	26.4% (n=19)	14.8% (n=8)
Been involved with a international student group, program, or association on campus?	25.0% (n=18)	14.8% (n=8)
Lead a group of students to one or more foreign countries?	16.7% (n=12)	5.6% (n=3)
Served on a committee focused on internationalization at the U of M?	16.7% (n=12)	3.7% (n=2)

Appendix Q: Comparison of Perceived Benefits between Schools

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree	
	Nursing	Public Health	Nursing	Public Health	Nursing	Public Health	Nursing	Public Health
Greater intercultural skills and knowledge.	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)	1.1% (n=1)	17.2% (n=5)	34.8% (n=32)	82.8% (n=24)	64.1% (n=59)
Greater knowledge of the world.	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)	1.1% (n=1)	24.1% (n=7)	30.4% (n=28)	75.9% (n=22)	68.5% (n=63)
Opportunities to travel overseas.	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)	5.5% (n=5)	51.7% (n=15)	37.4% (n=34)	48.3% (n=14)	57.1% (n=52)
Greater recognition by colleagues worldwide.	0.0% (n=0)	0.0% (n=0)	3.4% (n=1)	7.6% (n=7)	44.8% (n=13)	38.0% (n=35)	51.7% (n=15)	54.3% (n=50)
Promotional and tenure opportunities.	0.0% (n=0)	8.8% n=8	24.1% (n=7)	30.8% (n=28)	48.3% (n=14)	42.9% (n=39)	27.6% (n=8)	17.6% (n=16)
Special awards and recognition.	0.0% (n=0)	8.8% (n=8)	41.4% (n=12)	27.2% (n=25)	34.5% (n=10)	51.1% (n=47)	24.1% (n=7)	13.0% (n=12)
Research funding.	3.4% (n=1)	6.5% (n=6)	37.9% (n=11)	35.9% (n=33)	31.0% (n=9)	44.6% (n=41)	27.6% (n=8)	13.0% (n=12)
Opportunities to further understand a particular discipline in another country or context.	0.0% (n=0)	0.0% (n=0)	6.9% (n=2)	4.4% (n=4)	24.1% (n=7)	44.0% (n=40)	69.0% (n=20)	51.6% (n=47)
Opportunities to collaborate with faculty in another country or culture.	0.0% (n=0)	0.0% (n=0)	0.0% (n=0)	1.1% (n=1)	37.9% (n=11)	39.1% (n=36)	62.1% (n=18)	59.8% (n=55)
Financial compensation.	27.6% (n=8)	34.4% n=31	41.4% (n=12)	46.7% (n=42)	13.8% (n=4)	14.4% (n=13)	17.2% (n=5)	4.4% (n=4)
Ability to connect with new audiences interested in an individual's work.	0.0% (n=0)	0.0% (n=0)	3.4% (n=1)	7.6% (n=7)	44.8% (n=13)	54.3% (n=50)	51.7% (n=15)	38.0% (n=35)
Opportunity to impact student outcomes.	3.4% (n=1)	2.2% (n=2)	10.3% (n=3)	14.3% (n=13)	27.6% (n=8)	30.8% (n=48)	58.6% (n=17)	30.8% (n=28)

Appendix R: Comparison of Perceived Benefits between Faculty Statuses

	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree	
	Tenure	Non-Tenure	Tenure	Non-Tenure	Tenure	Non-Tenure	Tenure	Non-Tenure
Greater intercultural skills and knowledge.	0.0% (n=0)	0.0% (n=0)	1.4% (n=1)	0.0% (n=0)	30.0% (n=21)	31.4% (n=16)	68.6% (n=48)	68.6% (n=35)
Greater knowledge of the world.	0.0% (n=0)	0.0% (n=0)	1.4% (n=1)	0.0% (n=0)	28.6% (n=20)	29.4% (n=15)	70.0% (n=49)	70.6% (n=36)
Opportunities to travel overseas.	0.0% (n=0)	0.0% (n=0)	4.3% (n=3)	3.9% (n=2)	42.0% (n=29)	39.2% (n=20)	53.6% (n=37)	56.9% (n=29)
Greater recognition by colleagues worldwide.	0.0% (n=0)	0.0% (n=0)	8.6% (n=6)	3.9% (n=2)	41.4% (n=29)	37.3% (n=19)	50.0% (n=35)	58.8% (n=30)
Promotional and tenure opportunities.	7.1% (n=5)	6.0% (n=3)	27.1% (n=19)	32.0% (n=16)	50.0% (n=35)	36.0% (n=18)	15.7% (n=11)	26.0% (n=13)
Special awards and recognition.	7.1% (n=5)	5.9% (n=3)	32.9% (n=23)	27.5% (n=14)	52.9% (n=370)	39.2% (n=20)	7.1% (n=5)	27.5% (n=14)
Research funding.	7.1% (n=5)	3.9% (n=2)	40.0% (n=28)	31.4% (n=16)	38.6% (n=27)	45.1% (n=23)	14.3% (n=10)	19.6% (n=10)
Opportunities to further understand a particular discipline in another country or context.	0.0% (n=0)	0.0% (n=0)	5.7% (n=4)	4.0% (n=2)	41.4% (n=29)	36.0% (n=18)	52.9% (n=37)	60.0% (n=30)
Opportunities to collaborate with faculty in another country or culture.	0.0% (n=0)	0.0% (n=0)	1.4% (n=1)	0.0% (n=0)	38.6% (n=27)	39.2% (n=20)	60.0% (n=42)	60.8% (n=31)
Financial compensation.	37.1% (n=26)	26.5% (n=13)	42.9% (n=30)	49.0% (n=24)	14.3% (n=10)	14.3% (n=7)	5.7% (n=4)	10.2% (n=5)
Ability to connect with new audiences interested in an individual's work.	0.0% (n=0)	0.0% (n=0)	5.7% (n=4)	7.8% (n=4)	57.1% (n=40)	45.1% (n=23)	37.1% (n=26)	47.1% (n=24)
Opportunity to impact student outcomes.	1.4% (n=1)	3.9% (n=2)	14.5% (n=10)	11.8% (n=6)	46.4% (n=32)	47.1% (n=24)	37.7% (n=26)	37.3% (n=19)

Appendix S: Institutional Support for Internationalization

	Overall % Agree	Males	Females	School of Nursing	School of Public Health	Tenured Faculty	Non-Tenured Faculty
The curriculum in my School allows for a global perspective.	80.7% (n=96)	80.9% (n=38)	80.6% (n=58)	82.1% (n=23)	80.2% (n=73)	64.3% (n=55)	83.7% (n=41)
Institutional leaders support faculty engagement in internationalizing the University.	74.5% (n=82)	69.4% (n=35)	73.4% (n=47)	84.6% (n=22)	71.4% (n=60)	67.2% (n=41)	83.7% (n=41)
Promotional policies and practices exist in my School which include criteria for internationally related work.	48.0% (n=48)	44.4% (n=20)	50.9% (n=28)	60.9% (n=14)	44.2% (n=34)	45.5% (n=30)	52.9% (n=18)
Opportunities to become involved with international activities are widely available in my School.	47.2% (n=51)	56.3% (n=27)	40.0% (n=24)	32.1% (n=9)	52.5% (n=42)	50.7% (n=33)	41.9% (n=18)
Disciplinary responsibilities make it easy for me to work on international activities.	45.7% (n=48)	55.5% (n=25)	38.3% (n=23)	40.0% (n=10)	47.5% (n=38)	52.2% (n=35)	34.2% (n=13)
International activities are too time consuming.	45.1% (n=51)	46.9% (n=23)	43.8% (n=28)	34.6% (n=9)	48.3% (n=42)	47.1% (n=32)	42.2% (n=19)
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	43.1% (n=44)	53.2% (n=25)	34.5% (n=19)	34.6% (n=9)	46.1% (n=35)	48.4% (n=30)	35.0% (n=14)
Hiring policies and practices exist in my School which include criteria for internationally related work.	38.8% (n=33)	34.1% (n=14)	43.2% (n=19)	50.0% (n=8)	36.2% (n=25)	35.1% (n=20)	46.4% (n=13)
Enough global partnerships exist in my school for all faculty members to be involved.	33.7% (n=29)	36.4% (n=16)	25.0% (n=13)	16.0% (n=4)	35.2% (n=25)	34.4% (n=21)	22.9% (n=8)

Because of my responsibilities on campus, I am unable to be engaged with international activities.	31.7% (n=38)	25.5% (n=13)	36.2% (n=25)	28.6% (n=8)	32.6% (n=30)	27.1% (n=19)	38.0% (n=19)
There is sufficient support staff in my division to participate in international initiatives.	30.8% (n=33)	45.6% (n=21)	19.7% (n=12)	8.0% (n=2)	37.8% (n=31)	28.4% (n=19)	35.0% (n=14)
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	26.6% (n=25)	28.6% (n=12)	25.0% (n=13)	29.2% (n=7)	25.7% (n=18)	28.6% (n=18)	22.6% (n=7)
International activities are not relevant to my research field.	9.8% (n=11)	8.3% (n=4)	10.9% (n=7)	7.7% (n=2)	10.4% (n=9)	7.6% (n=5)	13.0% (n=6)

Appendix T: Comparison of Institutional Support between Genders

	Males	Females
The curriculum in my School allows for a global perspective.	80.9% (n=38)	80.6% (n=58)
Institutional leaders support faculty engagement in internationalizing the University.	76.1% (n=35)	73.4% (n=47)
Opportunities to become involved with international activities are widely available in my School.	56.3% (n=27)	40.0% (n=24)
Disciplinary responsibilities make it easy for me to work on international activities.	55.5% (n=25)	38.3% (n=23)
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	53.2% (n=25)	34.5% (n=19)
Promotional policies and practices exist in my School which include criteria for internationally related work.	44.4% (n=20)	50.9% (n=28)
International activities are too time consuming.	46.9% (n=23)	43.8% (n=28)
There is sufficient support staff in my division to participate in international initiatives.	45.6% (n=21)	19.7% (n=12)
Hiring policies and practices exist in my School which include criteria for internationally related work.	34.1% (n=14)	43.2% (n=19)
Enough global partnerships exist in my school for all faculty members to be involved.	36.4% (n=16)	25.0% (n=13)
Because of my responsibilities on campus, I am unable to be engaged with international activities.	25.5% (n=13)	36.2% (n=25)
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	28.6% (n=12)	25.0% (n=13)
International activities are not relevant to my research field.	8.3% (n=4)	10.9% (n=7)

Appendix U: Comparison of Institutional Support between Schools

	School of Nursing	School of Public Health
The curriculum in my School allows for a global perspective.	82.1% (n=23)	80.2% (n=73)
Institutional leaders support faculty engagement in internationalizing the University.	84.6% (n=22)	71.4% (n=60)
Promotional policies and practices exist in my School which include criteria for internationally related work.	60.9% (n=14)	44.2% (n=34)
Opportunities to become involved with international activities are widely available in my School.	32.1% (n=9)	52.5% (n=42)
Hiring policies and practices exist in my School which include criteria for internationally related work.	50.0% (n=8)	36.2% (n=25)
International activities are too time consuming.	34.6% (n=9)	48.3% (n=42)
Disciplinary responsibilities make it easy for me to work on international activities.	40.0% (n=10)	47.5% (n=38)
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	34.6% (n=9)	46.1% (n=35)
There is sufficient support staff in my division to participate in international initiatives.	8.0% (n=2)	37.8% (n=31)
Enough global partnerships exist in my school for all faculty members to be involved.	16.0% (n=4)	35.2% (n=25)
Because of my responsibilities on campus, I am unable to be engaged with international activities.	28.6% (n=8)	32.6% (n=30)
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	29.2% (n=7)	25.7% (n=18)
International activities are not relevant to my research field.	7.7% (n=2)	10.4% (n=9)

Appendix V: Comparison of Institutional Support between Faculty Statuses

	Tenured Faculty	Non-Tenured Faculty
The curriculum in my School allows for a global perspective.	64.3% (n=55)	83.7% (n=41)
Institutional leaders support faculty engagement in internationalizing the University.	67.2% (n=41)	83.7% (n=41)
Promotional policies and practices exist in my School which include criteria for internationally related work.	45.5% (n=30)	52.9% (n=18)
Disciplinary responsibilities make it easy for me to work on international activities.	52.2% (n=35)	34.2% (n=13)
Opportunities to become involved with international activities are widely available in my School.	50.7% (n=33)	41.9% (n=18)
International activities are too time consuming.	47.1% (n=32)	42.2% (n=19)
Hiring policies and practices exist in my School which include criteria for internationally related work.	35.1% (n=20)	46.4% (n=13)
Institutional policies make it easy for me to participate in international research, teaching, and service functions.	48.4% (n=30)	35.0% (n=14)
Because of my responsibilities on campus, I am unable to be engaged with international activities.	27.1% (n=19)	38.0% (n=19)
There is sufficient support staff in my division to participate in international initiatives.	28.4% (n=19)	35.0% (n=14)
Enough global partnerships exist in my school for all faculty members to be involved.	34.4% (n=21)	22.9% (n=8)
My division releases time from teaching (or other duties) so faculty can participate in opportunities overseas.	28.6% (n=18)	22.6% (n=7)
International activities are not relevant to my research field.	7.6% (n=5)	13.0% (n=6)

Appendix W: Funding from Division for Internationalization Activities

	Overall	Males	Females	Nursing	Public Health	Tenured	Not Tenured
Hosting international visitors (e.g. visiting scholars or instructors)	63.3% (n=57)	70.7% (n=29)	57.1% (n=28)	73.9% (n=17)	59.1% (n=39)	55.7% (n=34)	79.3% (n=23)
Faculty traveling to meetings, conferences, or seminars abroad?	60.4% (n=58)	60.5% (n=26)	60.4% (n=32)	85.7% (n=18)	52.7% (39)	53.0% (n=35)	76.7% (n=23)
Faculty developing greater intercultural skills or knowledge?	33.0% (n=29)	26.3% (n=10)	38.0% (n=19)	63.6% (n=14)	22.7% (n=15)	27.9% (n=17)	44.4% (n=12)
Faculty conducting research abroad?	26.1% (n=24)	28.6% (n=12)	24.0% (n=12)	43.8% (n=7)	21.3% (n=16)	18.5% (n=12)	44.4% (n=12)
Faculty attending workshops on how to internationalize the curriculum	26.0% (n=20)	38.9% (n=14)	31.7% (n=13)	42.1% (n=8)	20.7% (n=12)	17.3% (n=9)	44.0% (n=11)
Faculty leading students on study abroad programs?	20.9% (n=18)	7.9% (n=3)	31.3% (n=15)	72.2% (n=13)	7.4% (n=5)	13.3% (n=8)	38.5% (n=10)