

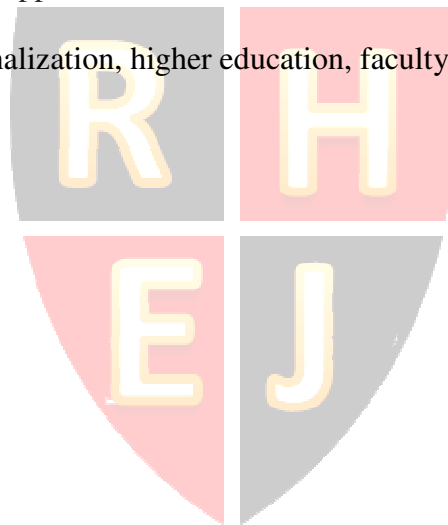
The influence of faculty exchange programs on faculty members' professional development

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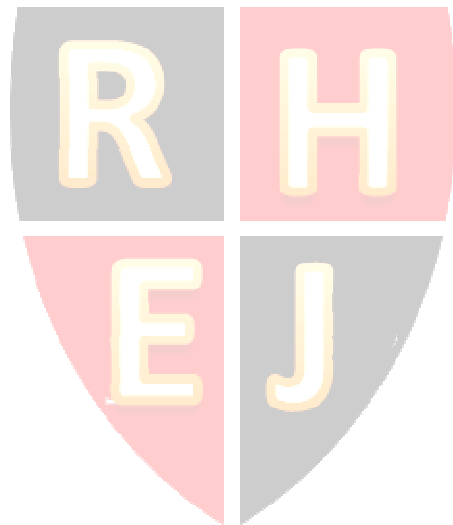
ABSTRACT

This paper addresses the problems facing faculty members, who made short-term international exchange programs in foreign countries; in their attempts to internationalize the campus through teaching, research, and service. Some faculty members who participated in foreign exchange programs try to infuse their international experience through establishing comprehensive campus internationalization. On the other hand, the same faculty members face different challenges in their attempts to establish comprehensive campus internationalization. In fact, campus internationalization depends mostly on faculty interest, involvement, and commitment to incorporating international substance into their courses and to establishing new programs with an international approach.

Keywords: campus internationalization, higher education, faculty development, experiential learning, globalization



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Introduction

Arum and van de Water (1992) define internationalization as “multiple activities, programs and services that fall within international educational exchange and technical cooperation” (Arum and van de Water, 1992, p. 202). (Knight, 1994) proposes that internationalization is a process that combines international or intercultural aspects into the teaching, research, and service functions of the higher education institutions. Jones (2000) links internationalization to global peace and well-being which increases international cooperation. Knight (1994) observes that the term internationalization was popular in the governmental and political sciences for centuries. Internationalization of higher education can be recognized as the process of incorporating an international/intercultural experience into the teaching, research, and service functions of the higher education institutions.

Internationalization of higher education develops an open perspective, establishes open-channel communication, facilitates understanding, and encourages people to broaden their experience and their knowledge (Bloom, 2004). This definition explains the development of the internationalization of higher education in the United States. It shows that the growing international focus of higher education is associated with the current globalization and regionalization of the American societies and markets. The traditional view said that international education was observed as representing the university internationally (Bond, Qian, and Huang, 2003). Universities increased their efforts of internationalization by opening branch campuses in different parts of the world. These efforts helped to increase the presence of American universities within the world and helped develop the academic interests of American institutions. American students started to compete in the growing globalized environment (Edwards, Hoffa, and Kanach, 2005). Faculty international experience is considered as an essential element in these increasing internationalization efforts.

Higher education institutions try to explore ways to establish international experiences for their students in order to make them competitive in the age of globalization. Providing a good-quality education often refers to preparing students to live and work in a world that is constituted by increasing multiculturalism and diminishing borders (Green, 2005). Thus, growingly global political and economic elements have forced higher education institutions to plan and act beyond their national boundaries.

Globalization and Internationalization of Higher Education

The Association of American Colleges and Universities (AACU) supports global education to prepare students to cope with the global world of work. It endorses global education in order to bring about a shared future marked by security, justice equality, human rights, economic sustainability, and peace. Higher education institutions need to assimilate international and intercultural aspects into their teaching, research, and service in order to meet this challenge (de Wit 2002). Altbach (1998) and de Wit (2002) observe that internationalization covers different services such extracurricular programs to include an international and intercultural dimension, greater recruitment of international students, study abroad programs, internationalized curriculum, distance education and combinations of partnerships abroad, and research and scholarly collaboration. Siaya and Hayward (2003) indicate that most US research institutions mention the term internationalization in their current mission statements, and about half of US universities include it in their strategic plans. Today US higher education should help

us understand the realities of remote peoples and adopt a stronger responsibility for those closest to us (Nussbaum, 1996). It has become important to connect students and faculty with global attitudes and intercultural sensitivity. It is essential to make them understand the problems of interdependence in order to cope with new changes in the age of the globalization. Students, preparing for careers, as the twenty first century unfolds, require global competence to understand the world they live in and to function effectively as citizens and in their work lives (Bartel, 2003).

Problem Statement

The growing global economic and political integration has forced higher education institutions to think and act beyond national boundaries. Internationalization of higher education has become a challenging trend in recent decades. I have become interested in this topic for two reasons. The first reason goes back to my task as the director of the American Corner in Gaza Strip. I have maintained direct supervision and operation of the American Corner at Al-Azhar University. This experience made me explore the importance of connecting with other cultures. The second reason is my two visits to Northern Illinois University. My visit to NIU in 2003 on a short Fulbright visit made me explore the powerful Education System in the U.S.A. in general and at Northern Illinois University in particular. In my second visit in 2005-2006 as a research scholar, Senior Fulbright Program and my research project was "Improving the Image of America by teaching American Literature", I was completely convinced with the idea to shift the American experience in Education to my country. The third reason starts with my job as Graduate Assistant to Dr. Deb Pierce, Associate Provost of the Division of International Programs. I have been involved in evaluating agreements between NIU and different universities in the world. My participation in different activities in the International Training Office and Study Abroad Office made me realize the importance of Internationalization of higher education and its impact on faculty development. Bartell (2003) says: "During the last two decades universities worldwide have come under increasing pressures to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader postindustrial external environment". Bartell stressed the significance of the connection between adaptation and education, and he noted that the adaptation must be meaningful and reflective. Bartell calls for more adaptation to international education. Providing global teaching experience paves the way for faculty members to live and work in a world that is characterized by growing multiculturalism and vanishing borders. Since faculty play such a significant role in internationalizing campus, higher education institutions must increase professional international development by helping "faculty travel to teach, conduct research, and lead students on education abroad programs, as well as workshops to help faculty internationalize their courses" because these "can have a significant impact on internationalizing the curriculum" (Green et al., 2008, p. 17). To meet these trends, American higher education must take practical steps to promote international education and cross-cultural understanding in the long-term.

This study explores the international teaching experiences of five American faculty members (males and females) in different foreign universities and the impact of these experiences on efforts to internationalize their university campus through changes in teaching, research, and service. For the purpose of this study, Regional University was selected based on its inclusion in a prominent publication that classifies universities in the United States.

Interviews are considered the main data collection method for this study. The interview process of this study begins by sending the five faculty members an e-mail request to conduct interviews along with the consent form approved by the IRB.

In 2003, the Division of International Programs at Regional University created a cultural exchange program specifically aimed at broadening faculty and student exchanges in foreign countries. The duties of the Regional University-Study Abroad Program included placing faculty members in teaching positions in foreign countries, helping to build joint academic programs with foreign colleges and universities, initiating and coordinating international-related activities on campus, receiving international faculty members and students, and arranging faculty members to teach in foreign countries for short term periods. Since 2000, many faculty members have participated in a short-term period to deliver lectures or conduct courses at host foreign universities. Regional University-Study Abroad Program aims at creating opportunities for faculty to participate in international exchange programs in the belief that returning home with a broader international perspective and experience develop their classroom teaching, research, and service and help to create awareness of international perceptions throughout the campus.

Purpose

The purpose of this study is to explore the short-term international teaching experiences of American faculty members in foreign countries and the impact of these on efforts to internationalize the campus through teaching, research, and service. In a broad sense, this study seeks to acknowledge the impact of educational exchange programs between Regional University and several foreign higher educational institutions. While the benefits of facilitating international exchange have received some scholarly recognition, little effort has been devoted to enhancing faculty international development (Harari, 1992; Green & Shoenberg, 2006). This research further exposes the significance of faculty international development on the assimilation of global education and international culture into their scholarship and teaching. Yet few studies have recognized the influence of faculty's international experience on campus internationalization, and when such research was conducted, it focused on a singular area such as personal or professional development (Gemignani, 2003; Garson, 2005) and rarely recognized the influence of infusing faculty international teaching experiences on campus internationalization through changes in their teaching, research, and service. The purpose of this study is to fill this gap.

Research Questions

1. What motivated the faculty members to participate in Regional University- Study Abroad Program?
2. What were the faculty perspectives of teaching abroad?
3. In what aspects did their short-term teaching abroad influence their teaching back home?
4. In what aspects did their short-term teaching abroad influence their research?
5. In what ways did their short-term teaching abroad influence their service?
6. In what aspects did their subsequent duties in teaching, research, and service contribute to campus internationalization?

Theoretical Framework

I use Dewey's (1938) experiential learning as the theory for my study. Experiential learning theory insists that education must be based upon experience since that is the means of education. Dewey's educational theory was extended, specifically in terms of experiment, freedom, and purposeful learning. In Dewey's own words: "Education in order to accomplish its ends both for the individual learner and for society must be based upon experience which is always the actual life-experience of some individual" (1938, p. 89). Dewey stresses on the intentional use of experience in its effective form and make that experience usable with the concept that the aim of learning is to understand and know about the world as we experience it. Dewey's theory and philosophy are the foundation of experiential education, and in this model the teacher helps to frame the student's experience. All learning can be recognized as experiential, which means that whenever any individual learns, he/she must feel the experience, involve with it, and shape a personal relationship with it (Joplin, 1995). However, experience is not enough to establish experiential education. Learning becomes experiential when an experiential program facilitates an experience for the learner, and also provides reflection on the experience. (Joplin, 1995). According to John Dewey (1938), "the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other" (p. 25). Dewey's educational theory, as a coherent bright pedagogical theory, is relevant today as it was in 1920 especially in the 21st century (Hunt, 1995).

Definition of Terms

My study follows a framework of faculty development efforts to enhance campus internationalization. It starts with, first, Kolinsky's (2005) concept of globalization. For Kaplinsky (2005) globalization is a complex and multidimensional process, and result of technological advances augmented by the natural curiosity of the human species, globalization is the product of economy, information, knowledge, peoples, belief, ideas and values across borders. Second, Knight's (1994) concept of internationalization as a process that integrates an international or intercultural aspects into the teaching, research, and service functions of higher education institutions. Third, Bao & Ferrara's (2009) concept of fusion. They consider fusion as the integration of internationalization not only across the curriculum, but also through the structures of the institution in order to establish a campus culture capable of competently involving the processes of globalization. Fourth, Fraser & Brickman, 1968; Arum & Water's (1992) concept of International education as an effective concept which involves a journey or movement of peoples, minds, or ideas across political and cultural borders and is reflected through multiple activities and programs related to international studies, research, teaching, and services.

Thus, the study deals with the application of experiential theory to faculty development and campus internationalization. It shows how five faculty members, due to their own international interests and experiences, encourage students to participate in international learning. Faculty development efforts can address the challenges in student international learning and facilitate faculty international maturation. Faculty development here is meant to include professional, instructional, curriculum, or any combination therein (McVey 2002). In fact, campus internationalization depends mostly on faculty interest, involvement, and commitment to

incorporating international substance into their courses and to establishing new programs with an international approach. It is essential to facilitate faculty development opportunities to provide international teaching exchanges, travel, and cooperative international research projects that add to their own international experience and understanding (Feinburg, 1992). Thus, when it comes to developing students' international knowledge and skills, faculty members have to start campus internationalization process first (Kelleher, 1996).

Literature Review

This study exposes the challenges that universities and colleges must face in their attempts to establish campus internationalization through faculty development. This study presents a literature review focused on the benefits of faculty's participation in faculty exchange programs within globalization context. It shows how faculty members participate in campus internationalization through teaching, research, and service. While essential attention has been paid to study abroad programs made for students, faculty are encouraged to increase their efforts to study and teach overseas as more people recognize the significance of faculty international experience on students and campus internationalization (Harari, 1992; Green et al., 2008). In fact, the increased number of international students and visitors to American universities in recent years does contribute effectively to the cross-cultural understanding. Thus, faculty members must receive direct knowledge through faculty exchange programs in order to understand other cultures and participate in the process of campus internationalization. The literature review conducted for this study explores different theories, environments, and situations, linked with faculty development and their participation in campus internationalization. Literature used to support this study fell into 5 categories: (1) Globalization and Internationalization of Higher Education (2) International Education and U.S. Higher Education (3) Campus Internationalization (4) Experiential Learning and Campus Internationalization (5) Faculty Development and Campus Internationalization.

Globalization and Internationalization of Higher Education

The Association of American Colleges and Universities (AACU) supports global education to prepare students to cope with the global world of work. It endorses global education in order to bring about a shared future marked by security, justice equality, human rights, economic sustainability, and peace. Higher education institutions need to assimilate international/intercultural aspects into their teaching, research, and service in order to meet this challenge (de Wit 2002). Altbach (1998), Biddle (2002), and de Wit (2002) observe that internationalization covers different services such extracurricular programs to include an international and intercultural dimension, greater recruitment of international students, study abroad programs, internationalized curriculum, distance education and combinations of partnerships abroad, and research and scholarly collaboration. Siaya and Hayward (2003) indicate that most US research institutions mention the term internationalization in their current mission statement statements, and about half of US universities include it in their strategic plans. Today US higher education should help us understand the realities of remote peoples and adopt a stronger responsibility for those closest to us (Nussbaum, 1996). It has become important to connect students and faculty with global attitudes and intercultural sensitivity. It is essential to make them understand the problems of interdependence in order to cope with new changes in the

age of the globalization. Students, preparing for careers, as the twenty first century unfolds, require global competence to understand the world they live in and to function effectively as citizens and in their work lives (Bartel, 2003).

International Education and U.S. Higher Education

Stromquist (2007) observes that programs whose internationalization importance increases succeed also in augmenting the numbers of their faculty. The reality is that most universities and colleges in the U.S. either make attempts to internationalize a few limited majors in international fields of study (such as foreign languages, international relations, and international business) and thus affect only a small number of students, or general education courses that can be large in size but do not make true connections to international experience (Skidmore, Marston, & Olson, 2005). Many campuses provide the opportunities for international learning but disseminating that information to students remains the real challenge (Green, 2005). Building a real understanding of diversity and multiculturalism on campus faces the challenge of lack of international experience among a majority of U.S. college students. It has become essential for higher education institutions to seek different approaches to provide international education to their students on campus (Fischer, 2008).

Campus Internationalization

Internationalization requires organizational adaptation, that is, a process involving “modifications and alterations in the organization or its components in order to adjust to changes in the external environment”(Cameron, 1984, p. 123). Research shows that students attending universities and colleges with highly active international learning programs generally have positive approach toward international education and a greater desire to join study abroad programs (Green, 2005). Therefore, it is essential to increase international faculty development programs because faculty attitudes and approach have a great influence on setting the spirit and tone of a higher education institutions and their attitudes govern the quality of teaching (Vail, 1981). To educate students as global citizens, a truly international institution is needed. Internationally committed faculty, who strive to internationalize courses, are able to participate in the making of campus internationalization. Irrespective of location, size, or budget, faculty competence and commitment greatly affect the degree of campus internationalization (Harari, 1981). Green and Olson (2003) observe that the general education program can be internationalized by faculty. Their academic courses, and disciplines encourage college students to attend international events, support junior faculty members, approve transfer credit from study-abroad programs, facilitate classroom interaction between international and American students, draft grant proposals, and generally participate in campus internationalization.

Realizing that faculty members play a significant role in promoting the international competence of students, it becomes important to focus on professional development to increase international competence among the faculty (Carter, 1992). To do so it is important to increase faculty strengths in advancing campus internationalization strategies (Olson, 2006). The most important step is to ask faculty members to “press for the introduction of international material into the curricula” (Goodwin, 2007, p. 85).

Experiential Learning and Campus Internationalization

Experiential learning theory considers learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience"(Kolb 1984, p. 41). Hunt (1995) observes that Dewey's educational theory, as a coherent sensible pedagogical philosophy, is relevant today, to the 21st century global age, as it was in 1920. For Dewey, the main point is to use experience in its effective concept and make that experience usable for the sake of understanding the world as we experience it (Crosby, 1995).

Faculty members have to initiate and use their experience in order to develop students' international knowledge (Kelleher, 1996). Faculty development should include instructional, professional, curriculum, or any combination therein (McVey 2002). In fact, campus internationalization depends mainly on faculty desire and commitment to incorporating international experience into their courses and to developing new programs with an international approach. It is essential to provide faculty development opportunities to increase international teaching exchanges, travel, and cooperative international research projects and initiatives that add to their own international experience (Feinburg, 1992).

Faculty Development and Internationalization on Campus

Research shows that some of the most prominent features of the internationalization of the university can be found in the classroom (Feinberg, 1992). Thus, it is clear that faculty efforts in their courses, in interdisciplinary teaching and research, and in impacting the overall curriculum help in campus internationalization (Harari, 1981). The participation of faculty to campus internationalization can be seen in three different areas: teaching, research, and service. Teaching includes classroom structure, student advising, and curriculum design. As noted earlier, it is essential for every college student to gain skills in understanding cross cultural issues, and the fulfillment of this goal is directly linked with the development and teaching of the curricula (Carter, 1992). Faculty play an important role in curricular change (Sutter et al., 1992). Thus they should be aware that the curriculum is the most important vehicle for international learning among college students (Green, 2005). Faculty influence students' interest in participating in international activities by integrating international modules, experience and elements into their course materials (Carter, 1992). When faculty integrate intercultural materials and into their educational experience, the educational practice becomes more vibrant and relevant for a growing diverse student body (Green & Olson, 2003). A scholar can also gain from the rich intellectual life of many countries (Goodwin, 2007). Working with International faculty, and conducting research in foreign countries bring new approaches, ideas, new and different experiences.

Summary

Investment in faculty development through faculty interdisciplinary and international collaborations become essential because faculty members play an important role in the process of campus internationalization. As this literature review shows, globalization helped to form internationalization of American higher education, which has become a new challenge and

growing trend. Thus, campus internationalization is required in order to prepare students to be competitive in the age of globalization.

Findings

The purpose of this study was to explore the faculty exchange programs experience in foreign countries of five faculty members from Regional University and the impact of these experiences on efforts toward campus internationalization through alterations in their teaching, research, and service. The demographics of the participants are shown in Table 1. The table shows the participants' discipline, gender and code number, motivation, ethnicity, and overseas experience, years taught or worked at Regional University, and academic year of participation in faculty exchange programs.

Demographics of the Participants

The five faculty members are selected from four colleges. A total of four distinct departments were represented. The teaching and research areas of the faculty participants include English, Education, Technology, and Biology. The length of employment at Regional University of the five participants ranged from seven to twenty five years. There were four males and one female. Two grew up in Asia, one in Latin America, and two were American born. The five faculty members visited different countries in Europe and the Middle East.

Motivations for Participation

When asked what motivated them to join faculty exchange programs the participants gave different reasons. In fact, the motivations centered on two reasons: personal and professional. Personally, many faculty members desired to travel abroad to explore world cultures to increase their knowledge of different parts in the world. Professionally, faculty members were motivated to join faculty exchange programs in foreign countries because of their teaching, research, and community service commitments. As one participant explains:

When I was young, my father did a job where he had to travel to many places. We used to move from one place to another almost every year. In the beginning, we used to feel it was a hard job but later we started to love moving from one place to another. It became a habit. I started to love this habit of traveling and moving. It made us discover new places, connect with new neighbors, and find new friends. When I went to England in the 1990s, I started to move from one country to another. I visited Italy, Hungary, France, Greece, UAE, Bahrain, and Oman. I believe that crossing the borders makes you explore the reality of this world (3).

This echoed another faculty member's desire to travel to Egypt out of personal interest, "The opportunity to go to Egypt was interesting to me for personal reasons. I thought it would give me a perspective on Egypt that would be different than going as a tourist so I was excited" (4). This participant had previously been to Egypt as a tourist and going to Egypt in a

professional capacity provided an opportunity for him to engage with Egyptian colleagues in the same discipline and view the culture of Egypt from a professional perspective.

One participant explained, “Several reasons motivated me... I was interested in making contacts with people in England. The Division of International Programs at Regional University made the opportunity very easy for me. I went to England and accomplished my goal” (2).

Table: Demographics of the Participants

Gender & Code #	Discipline	Ethnicity	Motivation	Overseas Travel	Years of Employment	Year of Participation
Female # 1	English	American	Personal & Professional	England, Italy, and Spain, Malaysia, and Jordan	25	2001-2002
Male# 2	English	American	Personal & Professional	Most Europe Countries	7	2006-2007
Male # 3	Engineering	Asian	Personal & Professional	Most Europe Countries, UAE, Oman, Bahrain, Saudi Arabia, Jordan, and Qatar	15	2000-2001 2003-2004
Male # 4	Education	Latin America	Personal & Professional	Brazil, Chile, Spain, Germany, and Spain	25	2005-2006
Male # 5	Biology	Asian	Personal & Professional	Israel, Palestine, Egypt, France, and Jordan	8	2008-2009

This table: Demographics of the Participants shows the background of each participant, gender, code number, ethnicity, motivation to participate in faculty exchange programs at Regional University, overseas travels, years of employment, and year of participation.

Influence on Teaching and Efforts to Internationalize Campus

The Influence on teaching included the participants' increased social and cultural awareness of international students at Regional University, awareness of their own teaching methods, direct influence on the curriculum, and the establishment of new classes.

Social and Cultural Awareness.

All participants said that they gained both an appreciation and better understanding of foreign cultures. They became more aware of international students who live and study in the USA, especially when English is not their native language. As one participant commented:

I share my experience with ESL students. They are international students. They bring with them interesting stories, and I tell the stories of my international experience. I believe that the exchange visits helped me in my ESL classes. The exchange visits trained me to cope with different situations and deal with different people having various habits (1).

This participant had traveled to Malaysia and after teaching in Malaysia, this participant gained a greater understanding for international students including Malaysian, Arab, and African students. The course this participant teaches at Regional University happens to have many International students. In fact, language can become a barrier in the academic journey for international students because their native language is not English, therefore the cultural differences between faculty members and international students can affect their teaching approach.

Awareness of Teaching Methods.

The appreciation the faculty built through their foreign experiences is tangible on multiple levels. This newly acquired cultural and social awareness became the source for greater cultural understanding in their teaching. As the following participant stated:

I believe that the exchange programs developed my teaching methods in the sense that I have to be more aware when I design the course, where the language wouldn't be an obstacle. So I spend more time in developing visual ways of communicating. When I was back to Regional University, I discovered that these new acquired skills suit the U.S. classroom (4).

This participant became more aware of the linguistic and cultural that stands as an obstacle for international students at Regional University.

Impact on Research and Efforts to Internationalize Campus.

Conducting research was one motivation for all participants in faculty exchange programs. The researcher found that when faculty research projects were connected with their teaching duties, they assimilated their research findings into the classroom. The impact of faculty exchange programs in foreign countries on faculty research can be divided into three sections: publication, presentations, and conferences.

Publications.

One participant used teaching in England as a way to further research on Orientalism. He says:

I share my experience by focusing on how the cultural representation of Asia was highly contradictory. Asia was revered as the land of scriptures and literatures, the birthplace of civilization; yet in order to be accommodated within the vision of empire in which civilization was seen as moving west, culminating in the New World, it had to be seen as either degraded present or transhistorical past. The politics of Asian Orientalism contributed to features that are commonly associated with transcendentalism—mysticism, spirituality, and a transcending of this world (2).

The participant is particularly interested in how foreign countries handle the question of Orientalism used the faculty exchange program opportunity as a way to further that research and assimilate the concept of Orientalism into the classroom.

Another faculty participant from biology noted new ideas and inspirations that resulted from teaching in Israel, Palestine, and Egypt:

Professionally, the possibilities of collaborating with professors in Israel, Palestine, and Egypt make me want to do a particular research study, so that is influencing my research work now. So there are a lot of professional things these countries that keep resonating for me to experience, and I am hoping to be able to continue them (5).

Impact on Service and Efforts to Internationalize Campus

Student service is expected from all faculty members. Thus, participants provided service to students outside the classroom. They engaged in conversations with their students and colleagues, and brought their international experience to the campus community.

One participant spoke of his connection with international students the department whom this participant had little contact with previously. As a result of teaching abroad, he is now invited to all activities made by the International students. He commented:

Teaching abroad has changed the type of things I do at Regional University. I am now more involved with the

international students. In fact, we have international students from different countries. And because of my international experience I am more involved in helping them (4).

Conclusions

The following conclusions are drawn from this research study:

- The result of faculty exchange programs on the process of campus internationalization is direct
- in terms of changes to teaching, research, and service.
- Faculty members participated in faculty exchange programs personal and professional reasons.
- Faculty exchange programs experience positively influence the personal worldviews of the faculty participants.
- Faculty exchange programs have a positive impact on campus internationalization.

Implications

This study shows that participating in faculty exchange programs made impact on the participants' personal and professional attitudes and performance. Faculty exchange programs create cultural understanding and allow faculty members to participate in campus internationalization through fundamental changes in their teaching, research, and service. Facilitating exchanges to foreign countries for personal and professional development should be observed as a continual process and not simply a goal to achieve. These international programs help American students to develop into good American and global citizens.

Recommendations for Further Research

One direction, in connection to this study, might be to track the process of campus internationalization over several more years and measure the impact of faculty members' teaching abroad experience on campus internationalization. Further studies might be to investigate how Regional University has made progress in promoting international education and its impact on campus internationalization.

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